

CSEF 2013 – 2015 Progress Report to UNESCO for the period 01 January to 30 June 2014

Submitted by the Global Campaign for Education on 3. September 2014

Civil Society Education Fund 2013 - 2015

Coordinated by the Global Campaign for Education

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

Funded by the Global Partnership for Education

Supervised by UNESCO

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Contents

Executive Summary	3
1. Introduction	7
2. Overview of national activities.....	10
3. Regional and global activities to support the CSEF programme	21
4. Progress against expected results, learning goals and overall objectives	24
Objective 1: Policy participation	24
Objective 2: Public awareness and coalition-building	34
Objective 3: Quality research, monitoring and analysis	41
Objective 4: Cross-country learning and collaboration:.....	45
5. Conclusion and next steps.....	55
Annexes	56

Executive Summary

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

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

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

This is to be achieved through four objectives focusing on

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

The **current phase of the CSEF programme** has been running from April 2013, including a planning phase, and national activities will continue until the end of March 2015. After a slightly slow start to activity implementation from July to December 2013 (see previous report for description of initial delay to grant agreements and release of funding), the current reporting period – January to June 2014 – has seen a much higher level of activity at all levels, supported by the availability of all funds and human resources. The CSEF programme is on track to complete planned activities, and both progress and impact are evident. GCE is currently in discussion with GPE about the continuation of this programme.

In the period January to June 2014, civil society structures in **54 countries** participated in the CSEF programme. Of these, 49 coalitions had received approval of and funding for planned activities; in one, Sri Lanka, activities were temporarily on hold while revising the coalition constitution, while the remaining 48 implemented agreed plans with the support of global and regional structures. In five other countries (Afghanistan, Angola, Haiti, Madagascar and Myanmar), global and regional structures supported coalition development, planning processes, or specific activities, as appropriate in each context. In addition to these 54 partner countries, a coalition in Liberia applied for funds but was not approved. Of the 54 countries, 28 are in the CSEF Africa region, 15 in Asia Pacific, five in Latin America and the Caribbean, and six in the Middle East and Eastern Europe.

All of the **48 coalitions currently implementing CSEF-supported activities** have identified policy objectives and activities that respond to their national contexts. As noted in previous reports, the thematic focuses of coalitions' plans vary considerably, having been developed through independent national processes, and overall reflect the same priorities as in the GPE strategic plan (access, equity, quality, financing, effective systems, etc); most coalitions are focused on more than one policy issue. The development of coalition plans and activities reflect opportunities as well as national needs, and in this reporting period, coalitions have increasingly undertaken work to hold their governments accountable for delivering Education For All (EFA) since 2000 and / or engaged in debates around post-2015 goals. There was also a spike in work on inclusive education, reflecting opportunities for partnerships and profile related to Global Action Week in April.

All the activities in the **implementation plan** scheduled for the period covered by this report were completed, or are in progress as planned, with the exception of the production of a film on civil society advocacy which was delayed and the online LME data capturing, on which technology decisions were postponed. Work on mapping capacity resources was started early.

Planned **global and regional management activities**, as set out in the implementation plan, encompassed grant management; planning and coordination; support to national planning and proposal development, oversight of the Learning, Monitoring and Evaluation (LME) framework. The Global and Regional Secretariats and Financial Management Agencies continued to disburse grants and support coalitions in terms of project implementation, budget execution and reporting; this included support to re-phase budgets and revise agreements for the no-cost extension agreed with UNESCO. Global and regional planning and coordination continued as planned; with global-regional liaison through regular email communication, phone and skype calls, and face-to-face meetings where possible (Amman, March; Dakar, March; Santiago, May). GCE also maintained communication with the Global Oversight Committee and with UNESCO as Supervising Entity, including a visit from UNESCO to GCE offices in April. The Global Secretariat (GCE) and Global Oversight Committee raised some concerns relating to human resource management at the Africa Regional Secretariat, relating to finance and management staff, and therefore imposed additional controls and oversight on financial management of regional secretariat activities, while supporting processes to re-build the human resource capacity. In terms of proposal development, there was specific regional and global support to planning for civil society groups in five countries that are building coalitions or developing proposals (Afghanistan, Angola, Haiti, Madagascar and Myanmar). GCE further refined the LME framework in light of lessons and feedback from the previous reporting round, and explored – but did not finalise - possibilities for online reporting systems.

Progress against the four programme objectives, and the expected results associated with each, has been strong, showing an increase in activity compared to the previous reporting period, but some of the same challenges remaining. Information for reporting against these was drawn from the national reports of the 48 coalitions implementing approved national proposals, and regional and global reports.

There has been strong activity and solid progress towards **Objective 1 on civil society participation in formal policy processes**. In total, 42 coalitions reported the existence of a Local Education Group (LEG) structure in their country; there is, however, some confusion over what constitutes a LEG, given in some countries there are groups performing some LEG functions without fully conforming to GPE recommendations or best practice guidelines. Of the 42 reporting an active LEG, 35 reported that they were actively engaging with the LEG (an increase of six since the last reporting period), of which around one third had a formal written agreement. Of the remaining seven coalitions, most were actively pursuing membership (although in some cases facing government reluctance). Coalitions are extremely active participants in policy processes more broadly, reporting engagement with a total of 224 political and/or policy-

making forums in the education sector (up from a baseline of 147), encompassing Technical Working Groups, government commissions, parliamentary committees, multi-stakeholder review forums, etc. Collectively, the 48 CSEF-supported coalitions collectively contributed 132 oral or written submissions (policy proposals, implementation analyses, etc) to relevant policy-making bodies during the January to June 2014 period. Eleven coalitions report making independent civil society submissions reviewing progress on EFA implementation. The Global and Regional Secretariats also made extensive use of national-level work and perspectives in order to inform inputs to global and regional policy processes: much of this focused on post-2015 debates, where there were considerable efforts to consult with national coalitions and represent their views, and on education financing in the context of GPE replenishment, but it also included, for example, work on women's and girls' education, spaces for civil society participation, and inclusive education.

Coalitions reported a vast amount of activity and progress in relation to **Objective 2 on building broad-based participation and awareness** in the education sector. By the end of June 2014, CSEF-supported coalitions had a combined membership of 4,216 civil society organisations across 48 countries; with a median membership of 45 organisations per coalition. Coalition membership is dominated by grassroots civil society organisations; half of all the coalitions report having teacher unions in their membership, while a few more collaborate with teacher unions. Almost all coalitions are working on issues related to youth (mostly out-of-school youth) although the nature of how they engage with youth populations varies, from direct membership by youth organisations, to coordination with members who organise or work with youth populations, to running outreach campaigns or consultations that specifically target youth. More than four out of five coalitions report having systems in place for all members to review policy documents before they are submitted. All coalitions were able to describe the means they use to communicate and consult with members, and these descriptions showed an increase in the number using online communication, with – in particular – 40 coalitions now reporting that they use their website to share information with members. Coalitions also reported significant engagement with non-member organisations, reporting collaboration with 199 stakeholder institutions and partner organisations. The level of public outreach and engagement in this period was exceptionally high, reflecting the timing of Global Action Week in April. For example coalitions reported 731 different media interventions, covering press briefings, TV programmes, radio discussions, print articles and social media campaigns. Coalitions produced 37 campaign publications, organised over 300 public events (including district and local events), 141 conferences or seminars, and 171 training workshops.

CSEF-supported coalitions made further progress on **Objective 3 on quality research, tracking, monitoring and analysis**, completing a total of 66 research studies or tracking exercises, including studies on out-of-school children, girls' access to schooling, teacher conditions, outcomes of teacher training, and budget monitoring – as well as general EFA implementation studies. A number of the studies – unsurprisingly – focus on a limited number of districts. While this progress is encouraging, GCE sees this as an area for further support in future, and is developing and identifying relevant capacity tools. All coalitions that completed studies used them in advocacy, with LEGs or Joint Sector Reviews as a very common mechanism for sharing findings of research and tracking. Some also disseminated reports to local government, to donors, and to partners such as UNESCO.

The Global and Regional Secretariats, along with the Regional Financial Management Agencies to a more limited extent, manage the work under Objective 4 on **cross-country learning and collaboration**. The implementation of the new Learning, Monitoring and Evaluation (LME) framework has greatly aided this work. Drawing on this data, GCE and the Regional Secretariats produced six global learning documents / tools, as well as developing online learning forums and publications at regional level. In the context of ongoing capacity support work, regional secretariats also facilitated the development of 15 cross-country or in-country learning partnerships. Regional secretariat continued to provide ongoing capacity support, largely through accompaniment by regional staff, focused on areas of identified need. While learning events were limited in this period (after a number of them had been organised in late 2013), Global and

Regional Secretariats produced a number of tools to support implementation, and facilitated national links to at least 17 regional and global events, as well as supporting broader input to ongoing regional and global advocacy processes: these focused in particular on post-2015, EFA and education financing / GPE replenishment, but also covered other areas.

Overall, therefore, there has been significant activity and progress towards achieving objectives. The CSEF programme is unique, not only in the education sector but more broadly, in terms of its ambition, reach and focus on supporting broad-based national civil society engagement in policy-making. This inevitably poses significant challenges, but the current reporting period shows that a considerable amount is being achieved by the 62 national, regional and global organisations involved in total.

1. Introduction

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

GPE Strategic Plan 2012 - 2015

Purpose and intention

The Civil Society Education Fund (CSEF) is founded on a shared understanding among key stakeholders that strong civil society participation – in education sector planning and policy development, monitoring of implementation and budgets, and promoting awareness and engagement of citizens in national education debates – is crucial to delivering on EFA and other national education goals. In particular, it is essential to reaching the most marginalised children who are currently excluded from school, to providing citizen feedback on the quality of education, and improving education systems and the investment and use of education financing through building greater accountability and democracy in education sector governance. This position on civil society engagement is embraced globally through agreements such as the 2000 Dakar Framework for Action, the 2008 Accra Agenda for Action, the 2011 Busan Forum on Aid Effectiveness, and is also embedded into the principles that guide the Global Partnership for Education (GPE) international agenda and country level processes.

Aim

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

Approach and principles

The CSEF is founded on an understanding that achievement of education goals requires the broad-based and informed participation of citizens, and that this participation is dependent on effective and coordinated civil society formations to facilitate engagement. CSEF therefore focuses its support on national civil society structures, with nationally driven agendas, drawing expertise and support but not management from structures outside the country, such as international NGOs. Core to the CSEF model is the principle of working with one coalition or network, made up of national and local civil society organisations and associations, in each country: the aim is thus to support the engagement of a broad and representative group of civil society organizations in conducting coordinated activity. This both strengthens the impact of participation, and ensures better representation of diverse voices. CSEF also strongly encourages coalitions to develop and work through sub-national structures (chapters or branches) to increase their reach and influence. A further principle is that each national coalition, through internal deliberation by members, identifies its own specific policy objectives and activities, ensuring responsiveness to national context, citizen priorities, and specific strengths and opportunities.

CSEF supports coalitions through:

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

Objectives

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

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

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

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

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

Management and implementation

The CSEF program, established in 2009, was developed and is managed by the Global Campaign for Education (host of the CSEF Global Secretariat), in close

collaboration with regional implementing partners: the Arab Coalition on Education for All (ACEA), the Africa Network Campaign for Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), and the Latin American Campaign for the Right to Education (CLADE) – all hosts of CSEF Regional Secretariats. Regional financial management is provided through ActionAid Americas (Latin America), Education International (Asia Pacific), Oxfam GB (Africa) and GCE (Middle East and Eastern Europe) – in their roles as CSEF Regional Financial Management Agencies. A Global Oversight Committee is in place to ensure general oversight and stewardship to the program, and an International Partners Group, made up of INGOs and foundations with active education programmes, facilitates more coordinated capacity support and collaboration at national level. The CSEF 2013-2014 phase is funded by the Global Partnership for Education (GPE) through a grant of \$US 14.5m, and UNESCO acts as Supervising Entity for the program and hence holds overall accountability to GPE for the CSEF grant. Complementary funding is also provided by AECID for non-GPE partner countries in Latin America, managed directly by CLADE. The GIZ BACK-UP fund for education has funded some short-term and small-scale complementary activities during 2014.

Further information about background, management structures, funding and ways of working can be found in the CSEF Programme Document (<http://www.campaignforeducation.org/en/building-the-movement/csef-2013-2015>).

About this report:

This report covers the six month period from January 2014 to June 2014 and follows previous reports covering April to June 2013 (planning phase), an interim report on April to October 2013, and a full report on July to December 2013. The report is structured in order to present what has been done at each level (global, regional and national), and progress towards each of the objectives and the associated Expected Results agreed as part of the CSEF programme. A single report drawing on 60 separate reports from national coalitions, regional entities, and the global Secretariat, will necessarily not include every detail of activity; this report, is, however, structured to present as much information as possible grouped so as to give a clear overview of activity and progress:

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

2. Overview of national activities

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

In the period January to June 2014, civil society structures in 54 countries were engaging with the CSEF programme, based on grant agreements or in anticipation of becoming a CSEF grant recipient. (In addition, one national coalition (LETCOM in Liberia) submitted a proposal that was rejected during an earlier reporting period.) Of these 54 partnering national CSEF structures:

- 49 have had plans of action approved, of which 48 are implementing plans as originally agreed; for one, the *Coalition for Educational Development* (CED) in Sri Lanka normal implementation is temporarily on hold while dealing with constitutional issues. During the first half of 2014, therefore, the Asia Pacific Regional Secretariat (ASPBAE) supported some limited activities and efforts to address the constitutional concerns. CED was due to hold their AGM, revise their constitution, and elect a new Board in July, paving the way for resumption of funding.
- In Afghanistan, given challenges to civil society operations and capacity, the Asia Pacific Regional Secretariat (ASPBAE) is working with national partners to support development of a fully functional coalition or network, and their submission of a proposal for national activities.
- In Angola, the Africa Regional Secretariat (ANCEFA) is continuing to support efforts to improve governance and some activities, before a proposal can be approved.
- In Haiti, the Latin America & Caribbean Regional Secretariat (CLADE), is working with *Regroupement Education Pour Tous et Toutes* (REPT) as it re-structures and builds capacity, and in the meantime is providing direct support and managing funding for some activities; a proposal should be submitted soon.
- In Madagascar, the Africa Regional Secretariat and Global Secretariat (GCE) began contact with a newly-formed coalition, supporting them to develop plans, proposals, and links with GPE.
- In Myanmar, restrictions on the operation of civil society and their ability to receive external funds make direct funding of a national coalition difficult. At present, the Asia Pacific Regional Secretariat is working with a group of partners and funding a set of relevant activities.

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

The majority of CSEF grants are given to coalitions in Africa, with 28 of all coalitions currently engaged (26 implementing approved proposals). Furthermore the programme includes, at the end of June 2014, 15 coalitions in Asia (12 currently implementing approved proposals), five in Latin America and the Caribbean (four currently implementing approved proposals), and six in the Middle East and Eastern Europe. Outside the scope of this report, some co-

financing is provided to coalitions in Latin America, as well as additional financing for coalitions in non-GPE-eligible countries in Latin America through support by AECID (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru and Paraguay). At the time of writing this report it is yet unclear whether AECID will continue its support or whether CLADE will be in a position to engage other funders.

The table below outlines which countries the GPE-funded CSEF currently engages with. For each, it also lists some element of the approved coalition proposal; these extracts are by no means comprehensive, but attempt to give an indication of the coalition work, and a sense of the diversity across the programme.

Country	Coalition	Extract from proposals on main objectives / outcomes	Status
Afghanistan	None as yet	N/A	Support to development of coalition & proposal
Albania	Albanian Coalition for Child Education (ACCE)	<ul style="list-style-type: none"> Engage with all stakeholders in order to contribute to legislative reform proposals on education law, focusing on quality 	Approved & implementing
Angola	Rede Angolana da Sociedade Civil de Educação Para Todos – 2015 (REDEPT)	N/A	Governance support being provided prior to programme approval
Bangladesh	Campaign for Popular Education (CAMPE)	<ul style="list-style-type: none"> Develop civil society position paper on the Right to Education and lobby political parties, Parliament and other policy actors Development and Dissemination of Popular/User friendly version of Education Watch (on TVET and Pre Primary Education) 	Approved & implementing
Benin	Coalition Béninoise des Organisations pour l'Éducation Pour Tous (CBO EPT)	<ul style="list-style-type: none"> Establish CSO observatory to monitor status of education, particularly re inclusion, and the management of the education system Creating awareness on exclusion in education through documentary, share results with government and local authorities and share recommendations Meet with parliamentarians to propose law on inclusion in education, follow up with radio programs 	Approved & implementing
Bolivia	Bolivian Campaign for Right to Education (CBDE)	<ul style="list-style-type: none"> Conduct a study on the status of implementation of the national Education Act linked to the right to education, and share recommendations with the Plurinational Assembly and Ministry of Education Develop policy proposal for a new curriculum that is non-colonised, non-patriarchal gender sensitive 	Approved & implementing
Burkina Faso	Coalition Nationale pour l'Éducation Pour Tous du Burkina Faso (CN/EPT/BF)	<ul style="list-style-type: none"> Set up advocacy groups of members to identify barriers to access, retention and achievements, particularly for girls, make proposals and recommendations to improve education rates Set up and train advocacy group in budget monitoring, carry out annual citizen control, share results with national and local authorities, present in public hearings, advocate for increased spending Awareness raising through press conferences, TV and radio programs 	Approved & implementing

Burundi	Coalition Burundaise pour l'Éducation Pour Tous (BAFASHEBIGE)	<ul style="list-style-type: none"> • Set up and build capacity of provincial branches on gender issues, education for children with special needs, early childhood, and education reform 	Approved & implementing
Cambodia	NGO Education Partnership (NEP)	<ul style="list-style-type: none"> • Using research to influence policy on teacher's recruitment, welfare, development, and mobilise more resources from community councils to improve quality of primary education 	Approved & implementing
Cameroon	Cameroon Education For All Network (CEFAN)	<ul style="list-style-type: none"> • Conduct citizen Watch exercise and report on implementation of school construction aspects of the ESP • Develop and present policy paper on non-formal basic education during the education sector review in 2014, and lobby for incorporation into official policy 	Approved & implementing
Cape Verde	Rede Nacional da Campanha de Educacao Para Todos (RNCEPT)	<ul style="list-style-type: none"> • Promote legal framework for inclusive education through proposal of new law 	Approved & implementing
Cote D'Ivoire	Réseau Ivoirien pour la Promotion de l'Éducation Pour Tous (RIP-EPT)	<ul style="list-style-type: none"> • Carry out assessment of implementation of the education sector plan 2010 – 2013 • Create awareness of situation of damaged schools and lobby for rehabilitation 	Approved & implementing
Djibouti	Forum pour Action et le Développement de l'Éducation (FADE)	<ul style="list-style-type: none"> • Lobby for legislation on CSO engagement in development, implementation and monitoring of education policy • Develop CSO position paper on government funding application to GPE • Conduct research report on pre-primary education 	Approved & implementing
Dominican Republic	Foro Socioeducativo (Social and Education Forum)	<ul style="list-style-type: none"> • Lobby for the implementation of 4% of GDP allocated to education • Advocate for policy on better conditions, training and dignity of teachers 	Approved & implementing
DRC	Coordination Nationale De L'Éducation Pour Tous (CONEPT)	<ul style="list-style-type: none"> • Conduct budget tracking analysis and report, and lobby for increased spending on education • Advocate for gender equality reform 	Approved & implementing

Ethiopia	Basic Education Network - Ethiopia (BEN-E)	<ul style="list-style-type: none"> • Assessment of access to education for children with special needs and follow up with policy consultation and lobbying re education budget • Assessment of gender equity gaps in budget and lobby government to increase spending on girls education • Influence participatory teaching in curriculum through curriculum review and engagement with Curriculum Development and Research Directorate of the MOE 	Approved & implementing
Gambia	Education For All Campaign Network, The Gambia (EFANET)	<ul style="list-style-type: none"> • Coalition Task Team to review the Special Needs Education policy implementation process to identify gaps and advocate for effective implementation of the SNE Policy • Advocate for improved access to quality Technical and Vocational Education and Training 	Approved & implementing
Ghana	Ghana National Education Campaign Coalition (GNECC)	<ul style="list-style-type: none"> • Research and documentation on gaps between policy and practice of teacher recruitment and deployment in public basic schools • Influence district and regional review processes in favour of effective teacher deployment through district specific policy proposals, and engage in LEGs • Organise radio and TV discussions, news and internet publications on teacher issues 	Approved & implementing
Georgia	Georgian Coalition for Education for All	<ul style="list-style-type: none"> • Research on school based teacher professional development models to feed in to position policy paper • Present findings to Ministry of Education policy development 	Approved & implementing
Guinea Bissau	Rede de Campanha de Eduação RCEPT -GB	<ul style="list-style-type: none"> • Research on ECD, for advocacy use • Lobby meetings with political parties, government, and parliament for increased spending on education • Door to door sensitisation campaign for parents to send children to school, and keep them there 	Approved & implementing
Haiti	REPT Haiti	N/A	Proposal under discussion, Regional Secretariat directly supporting some activities in the interim.

Honduras	Dakar Forum Honduras	<ul style="list-style-type: none"> • Advocacy about new General Education Law approved in 2011, which now needs regulation • Conduct study on privatisation in education 	Approved & implementing
India	National Coalition for Education (NCE) India	<ul style="list-style-type: none"> • Target electoral constituencies in upcoming general election to increase financing for education • File a Public Interest Litigation to bring the issue of non-compliance of the Right to Education Act to the court through presentation of evidence-based research 	Approved & implementing
Indonesia	Network Education Watch Indonesia (NEW Indonesia)	<ul style="list-style-type: none"> • Carry out review of National Education Law • Through coalition thematic expert group, develop position paper on quality 12 year Basic Education for the government's annual sector review, and advocate for Basic Education principles for be included in the National Education Sector Plan 	Approved & implementing
Kenya	Elimu Yetu Coalition	<ul style="list-style-type: none"> • Review national alternative basic education policy, and develop policy position • Lobby policy makers to legislate for the Enforcement of the Right to Education • Work with teacher unions to participate in LEG and to input to development of National ESP and government funding application to GPE re increasing allocations for teachers 	Approved & implementing
Lesotho	Campaign for Education Forum (CEF Lesotho)	<ul style="list-style-type: none"> • Research conditions and salary levels of teachers, and advocate in collaboration with 4 teachers unions for new policy on salary/benefit issues • Research and Publication on Re-Entry Policy and the Non-formal Education Policy to move towards adoption and implementation. • Carry out budget tracking and advocate for increased transparency and accountability in government budgetary allocation to education (specific focus on disability, and on non-formal education) 	Approved & implementing
Liberia	Liberia Education For All Technical Committee (LETCOM)	N/A	Proposal rejected

Madagascar	Coalition Nationale Malagasy pour l'Education Pour Tous (CONAMEPT)	N/A	Support to establishment of coalition
Malawi	Civil Society Education Coalition (CSEC)	<ul style="list-style-type: none"> • Gender responsive budget analysis (focusing on infrastructure and school environment) and policy brief • Budget analysis, focusing on girls and teachers welfare, leading to policy briefs, use results to engage and lobby government and parliament • Membership engagement in TWG on girls and teachers and development of position papers, strengthening CSO engagement on LEGs • Advocate with stakeholders on increased access to education for girls and re-entry of teen mothers 	Approved & implementing
Mauritania	Coalition des Organisations Mauritanienes pour l'Education (COMEDUC)	<ul style="list-style-type: none"> • Participatory research on marginalised groups in education • Strengthening membership role in LEGs and other spaces to formulate national education policy 	Approved & implementing
Moldova	The Alliance of active NGOs in the field of Social Protection of Family and Child (APSCF)	<ul style="list-style-type: none"> • Conduct assessment of the implementation of the Inclusive Education Programme (2011-2020) 	Approved & implementing
Mongolia	All for Education (AFE) Mongolia	<ul style="list-style-type: none"> • Conduct participatory assessment of school governance and environment through a "Good School" tool 	Approved & implementing
Mozambique	Movimento de Educação Para Todos (MEPT)	<ul style="list-style-type: none"> • Set up thematic group for organisations representing people with disabilities, and participate with official PWD working group in policy dialogue using monitoring exercises carried out • Data collection on best practice in ECD 	Approved & implementing

Myanmar	Currently no national education coalition	N/A	No national coalition in place, but the Regional Secretariat is directly supporting some activities through a group of partner organisations
Nepal	National Campaign for Education (NCE Nepal)	<ul style="list-style-type: none"> • Disseminate 'Watch Book' based on budget analysis and lobby the Ministry of Education, Ministry of Finance and Law makers to increase education budget • Hold thematic consultations of the status of EFA in Nepal and share recommendations on the Post 2015 framework with policy makers 	Approved & implementing
Nicaragua	Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua (EI FEDH IPN)	<ul style="list-style-type: none"> • Strengthen regional coalition chapters to undertake research and report on violations against the right to education at municipal level through an alert system • Use this information to lobby the Parliament 	Approved & implementing
Niger	Coordination Nationale des Associations, Syndicats et ONGs de Campagne en Faveur de l'E.P.T au Niger (A.S.O E.P.T Niger)	<ul style="list-style-type: none"> • Study on the impact of crises such as food shortages and safety issues in the education system • Policy dialogue and lobbying to promote new policies on appropriate teacher training and provision of teaching materials • Campaign on inclusive education, sensitisation in schools on issue and of training of specialised teachers 	Approved & implementing
Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)	<ul style="list-style-type: none"> • Strengthen capacity of School Based Management Committee (SBMCs) and the Mothers' Association (MA's) to promote girls education • Lobby for increased support to girls education to increase learning achievement of girls • Gender analysis of the education budget, community participation in budget monitoring 	Approved & implementing
Pakistan	Pakistan Coalition of Education (PCE)	<ul style="list-style-type: none"> • Conduct social audit survey for monitoring and tracking of education budget • Share analysis of findings in district level round tables with policy makers 	Approved & implementing
PNG	PNG Education Advocacy Network (PEAN)	<ul style="list-style-type: none"> • Lobby for inclusion of adult literacy in the provincial level budget allocation as core priority for poverty alleviation 	Approved & implementing

Rwanda	Rwanda Education For All Coalition (REFAC)	<ul style="list-style-type: none"> • Research on obstacles to achieving quality of education • Lobby government, Parliamentarians, district officials to increase budget to cover quality education 	Approved & implementing
Senegal	Comité des ONG et Syndicats pour la Défense de l'Education Publique (COSYDEP)	<ul style="list-style-type: none"> • Review of governance methods in the education system • Conference on benefits of mainstreaming children with special needs in education policies • Participatory and sensitive to special needs citizen budget watch, and participation in public hearings • Broad-based campaign and mobilisation of communities on special needs education, engaging with media, newspapers, radio, TV, and online 	Approved & implementing
Sierra Leone	Education For All Coalition Sierra Leone (EFA-SL)	<ul style="list-style-type: none"> • Review of 1991 Constitution, engage with policy makers on findings in review of 1991 Constitution, including on LEGs • Policy brief on education financing • Participatory budget monitoring • Awareness-raising of EFA study at national and local level 	Approved & implementing
Solomon Islands	Coalition for Education Solomon Islands (COESI)	<ul style="list-style-type: none"> • Engage and lobby policy makers for the Inclusive Education Policy, National Literacy Policy and Gender Equity Policy to be fast tracked for endorsement and implementation 	Approved & implementing
Somalia	Education For All Somalia (EFASOM)	<ul style="list-style-type: none"> • Engage in policy debate and discussions around curriculum development linked to equity and inclusiveness, especially concerning disability 	Approved & implementing
Sri Lanka	Coalition for Education Development (CED)	<ul style="list-style-type: none"> • Carry out situation analysis on the recurrent closing down of small schools and initiate dialogue with policy makers to prevent further closures 	Approved but partially on hold pending re-structure; some activities directly managed through Regional Secretariat
Sudan	Sudanese Network for Education for All (SNEFA)	<ul style="list-style-type: none"> • Carry out policy and budget analysis • Use the findings to engage in policy debate with parliamentarians to advocate for increased funding to education 	Approved & implementing

Tanzania	Tanzania Education Network (TEN/MET)	<ul style="list-style-type: none"> • Participate in Annual Education Sector Review (October 2013) and present coalition statement • Lobby Policy makers and Parliamentarians on policies and budgets related to the provision of inclusive teaching and learning environments, and on provision of pre-primary education • Public awareness campaign in communities on inclusive and pre-primary education 	Approved & implementing
Timor Leste	Timor Leste Coalition for Education (TLCE)	<ul style="list-style-type: none"> • Work with disability groups to lobby the National Parliament and other government agencies to increase access to education for people with disability with 25% by 2015 	Approved & implementing
Togo	Coalition Nationale Togolaise Pour L'Education Pour Tous (CNT/EPT - Togo)	<ul style="list-style-type: none"> • Set up thematic groups on EFA • Analysis of Education Sector Plan, assessment of education sector management • Enhance participation in strategic review processes and dialogue with decision-makers and parliamentarians 	Approved & implementing
Vanuatu	Vanuatu Education Policy Advocacy Coalition (VEPAC)	<ul style="list-style-type: none"> • Carry out a baseline report on out of school children aged 6 - 20 and use findings to lobby with the government, donors and stakeholders to improve access to quality education • Carry out assessment on the pilot project on local school board management to determine its effectiveness, and disseminate results 	Approved & implementing
Vietnam	Vietnam Coalition for Education for All (VCEFA)	<ul style="list-style-type: none"> • Based on research study, present policy recommendations for the improvement of education quality in kindergartens 	Approved & implementing
Yemen	Yemeni Education for All Coalition (CEA)	<ul style="list-style-type: none"> • Advocacy for increased spending • Lobbying for increased transparency and access to information 	Approved & implementing
Zambia	Zambia National Education Coalition (ZANEC)	<ul style="list-style-type: none"> • CSO policy review and assessment of implementation of National Education Sector Plan, review of National Education Legal Framework and Policies Reform • Using findings of EFA review to participating in LEGs, JSR, and Coordinating Committee meeting 	Approved & implementing

Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	<ul style="list-style-type: none"> • Review of Education Act 2006, and proposal on revised Education Act which reflects the Right to Education, lobbying MoE & parliament, LEG on revised Act • Monitoring of GPE funds • Awareness-raising on quality and free education 	Approved & implementing
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National activity trends

Details of national activities are included in chapter 4, which presents progress in reference to the four objectives of the programme, and allows for examination of the work being done in relation to policy participation; public awareness-raising and civil society / citizen engagement; tracking, monitoring and research; and building of networks and knowledge. In terms of overall trends, while all coalitions continued and expanded policy engagement activities, and there was also an increase in the number of research studies completed, the most obvious jump in activity was in relation to public engagement and citizen awareness-raising. GCE is interpreting a significant part of this increase as being due to the timing of Global Action Week, in early May. It is possible that the level of public activity in the first full reporting period was also artificially low, given the timing of the arrival of funds; this comparison will perhaps be clearer in the next report.

In terms of trends in focus issues, coalitions participating in the CSEF programme identify its own focus areas and issues and inevitably the range of themes included overall show considerable variation (as can be seen in the table above), across core areas of access, quality, financing and systems. Nevertheless, given that the selection of national priorities responds both to country contexts in terms of need and to opportunities for change – whether globally or locally triggered – there are some clearly identifiable trends in the reporting period relating to specific opportunities. These were an increasing focus on accountability for EFA since 2000 and post-2015 frameworks, a spike in work on education financing (relating to the GPE replenishment), and a focus on inclusive education for learners with disabilities (taking advantage of the opportunities afforded by Global Action Week, including the materials provided by GCE and the scope for engagement with UNESCO, INGOs and other partners). Of these, GCE expects the EFA accountability and post-2015 focus to continue and grow in the second half of 2014.

3. Regional and global activities to support the CSEF programme

This section of the report summarizes CSEF activities at global and regional level in terms of overall grant management, coordination, and support of national planning, and monitoring and evaluation. These activities correspond to those in sections 1 to 4 of the implementation plan and complements the status update on that plan (annex 1). Other aspects of global and regional work are part of the Expected Results, and are therefore covered in detail in section 4: this includes the work of global and regional entities to facilitate national contributions to global and regional advocacy processes; support to national coalitions to engage directly in regional and global advocacy; coordination of learning and exchange; and provision of technical support and capacity-building.

Progress overall in implementing planned activities at global and regional level

As annex 1 shows, almost all activities in the implementation plan that were scheduled for the period covered by this report are either completed, or in progress as planned. Explanation of the activities under each heading follows:

Global grant management (section 1 of implementation plan):

Many of these activities had been completed in previous reporting periods. Signing of the grant agreement for the second phase of the Implementation Partners Agreement (IPA) between GCE and UNESCO took place at the end of February, including a (no-cost) extension of the end date for national activities to April 2015, with reporting and evaluation to follow. As part of this process, GCE managed negotiations with the regional secretariats around budget management and planning for this no-cost extension, and prepared and signed new grant agreements accordingly. National coalitions have also been re-phasing their budgets and planning, within the scope of the overall agreement with UNESCO and with support from Regional Secretariats and Regional FMAs, and signing updated agreements, amended agreements for African coalitions still outstanding. In Latin America, coalitions have decided not to extend, but to complete activities by the original deadline, and seek other funding for any interim period before a possible successor CSEF programme comes into force.

Grant disbursement takes place in tranches from GCE to regional entities, and from regional FMAs to national coalitions; disbursements are based on previous spending, so the process requires continuous communication around spending and disbursement rates. It also, of course, depends on the receipt of funds at global level from UNESCO. Management of grant disbursement during this period was therefore an ongoing process at both regional and global level.

Strategic planning and coordination (section 2 of implementation plan):

Within each region, coordination teams including the Regional Secretariat, FMA and GCE maintained regular communication to ensure oversight of the programme and exchange information about implementation and progress of specific coalition. Global Secretariat staff also held face-to-face meetings with regional partners: with ANCEFA and Oxfam in Dakar in March, alongside GCE participation in the ANCEFA Partners' Forum, and with ACEA in Amman, also in March, alongside training for national coalitions (see below). The meeting of the UNESCO Collective Consultation of NGOs on EFA (CCNGO), held in Santiago, Chile, 21-23 May 2014 also provided an opportunity for the CSEF Global Programme Manager to meet with Regional Secretariat representatives from all regions, as well as most Latin America national coalitions. In terms of inter-regional CSEF discussions, some cross-regional calls were held particularly to

introduce the new global CSEF programme manager to regional teams. But given time differences, most calls are with regions separately, and inter-regional information-sharing is by email. This will be further advanced at the inter-regional CSEF meeting planned for Q3 of 2014.

The GCE Secretariat also maintained communication with the Global Oversight Committee – including email updates, face-to-face discussions during GCE Board meetings, and conference calls at least every two months – and with UNESCO as Supervising Entity. In March, GCE welcomed the UNESCO project officer for more detailed discussions on the CSEF Programme and implementation. GCE continued to manage liaison with the International Partners Group, making use of them as a programme resource (see more below under capacity-building). GCE staff met with GPE staff – including the civil society liaison, the Country Support Team and the Board Services team – in Washington DC in April to discuss how to improve CSEF-supported coalitions' engagement both in national-level GPE processes and in global and Board-level discussions and debates.

Staff recruitments and training at global and regional partners continued as required. The Global Secretariat team was strengthened by GCE's recruitment of a Finance Assistant, Head of Policy and part-time Communications Officer, each of whom devote some of their time to the CSEF programme (financial recording and reporting, production of policy and advocacy content to support national coalition activity, and communications and information-sharing, respectively.) Concerns about ANCEFA's human resource and other management procedures were raised by the circumstances of the dismissal of the Finance and Administration Manager, and unclear processes around appointment of the new Regional Coordinator. GCE immediately discussed with ANCEFA board and management, as well as other partners, on the basis of which the Global Oversight Committee decided to implement measures for greater financial oversight of the Africa Regional Secretariat activities by the Global Secretariat (monthly disbursement of core costs on the basis of detailed documentation and direct payment of core costs) until adequate administrative and financial management capacity is in place at ANCEFA. UNESCO was informed in writing at the time. GCE and other partner organisations were involved in the recruitment process of a new finance manager (ongoing into the second half of 2014). GCE and other partners agreed to support a management systems review and audit to identify potential areas for improved management and systems; these processes are continuing into the second half of the year.

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

Of the 54 coalitions currently engaged in the programme, and the 49 with approved proposals, 46 had already been approved during previous reporting periods. Three new proposals were approved early in this period by the Regional Funding Committee for the Middle East and Eastern Europe: Georgian Coalition for Education For All; APSCF Moldova; and SNEFA, Sudan (received intensive support in late 2013). Activity implementation has since been underway.

The relevant Regional Secretariats continued to provide ongoing support to either coalition-building or proposal development in Afghanistan, Angola, Haiti, Madagascar and Myanmar, as described above in the national activities section. The engagement in Madagascar was new during this period: GCE in cooperation with ANCEFA took first steps towards facilitating the establishment of a national coalition in the country, now that a democratically legitimate government is in place and GPE is working towards a grant agreement. GCE staff liaised with relevant GPE Country Support Team staff over these processes.

Learning , Monitoring and Evaluation Framework (section 4 of implementation plan)

This reporting period included further development and implementation of the CSEF Learning, Monitoring and Evaluation (LME) system, as follows:

- In light of the previous round of reporting, including feedback from national coalitions and regional networks and specific queries from UNESCO and GPE, some improvements and amendments to national reporting templates.

- Regional reporting templates were finalised in the first quarter of 2014 (and used in the previous reporting round).
- Guidelines and advice on data collection were added to the LME documentation.
- There was exploration of possible online data collection methods, to make the process of compiling and analyzing information at global level less burdensome; so far, available tools proved to be unsuitable for the task of a massive amount of data emerging from more than 100 questions. It also raises questions around the management of translation, as at present GCE commissions individual translations of all non-English reports, such that the LME database is fully in English. GCE will continue to explore options to take the reporting system online.

Reporting and evaluation of reports continues to be a major task, both for national coalitions and for regional and particularly the global level. Some national coalitions point to the volume of work required, although a number have also noted that this process has supported their own processes of programme management and evaluation.

Work under sections 5, 6 and 7 of the implementation plan (capacity-building, links to global and regional advocacy, and national level activities) is described in detail in the next chapter on progress against programme objectives (objective 4 for capacity-building and national-regional-global links, and objectives 1 to 3 for national activities). Progress against the plan is on track. Under capacity-building, all ongoing activities continued from the previous reporting period, and in addition, GCE began work on the review and revision of existing advocacy resources a little earlier than planned (in light of the decision that it would be helpful to have this sooner). Roll-out of the discussion forum was limited to pilot groups on GPE replenishment and inclusive education (Global Action Week theme) while testing coalition comfort with the format. The film on education advocacy was further delayed for capacity reasons, but is still planned for late 2014.

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

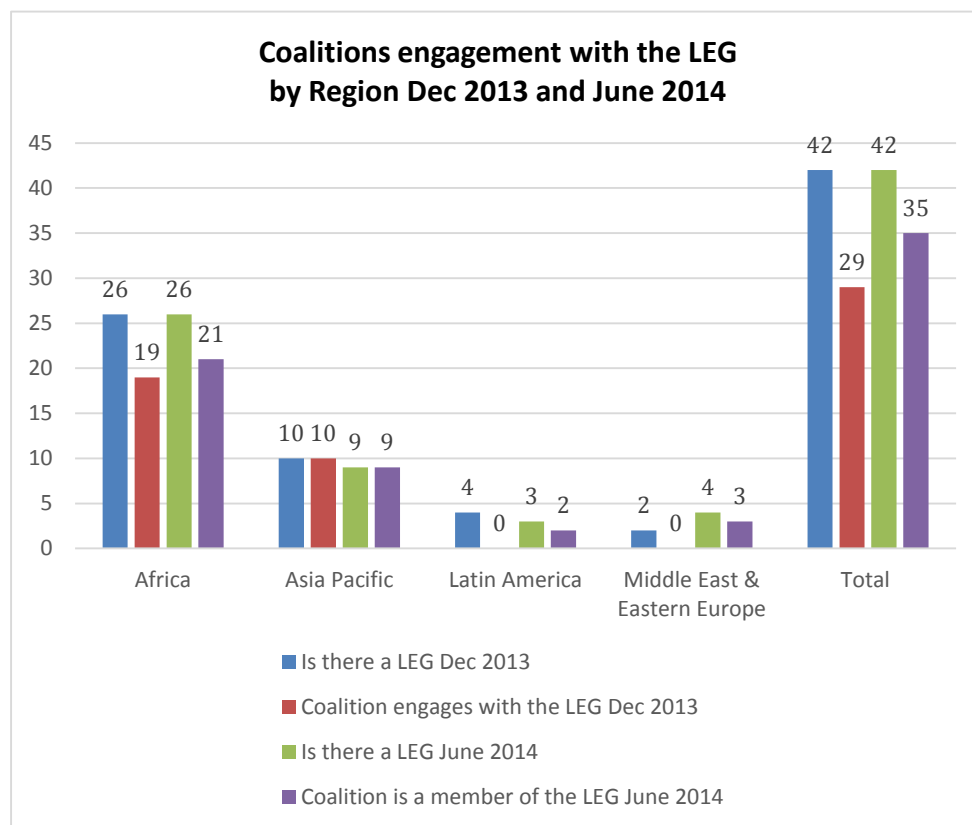
The data in this section of the report is drawn from evidence gathered from the 48 national education coalitions that are implementing agreed proposals, as well as from the four Regional Secretariats and the Global Secretariat. GCE has analysed all reports against the Learning, Monitoring and Evaluation Framework.

Objective 1: Policy participation

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

National reports show clear progress in terms of coalitions' engagement with the LEG in their country.

Chart 1: Status of national coalition engagement with LEG, December 2013 and June 2014



being more exclusive forums.

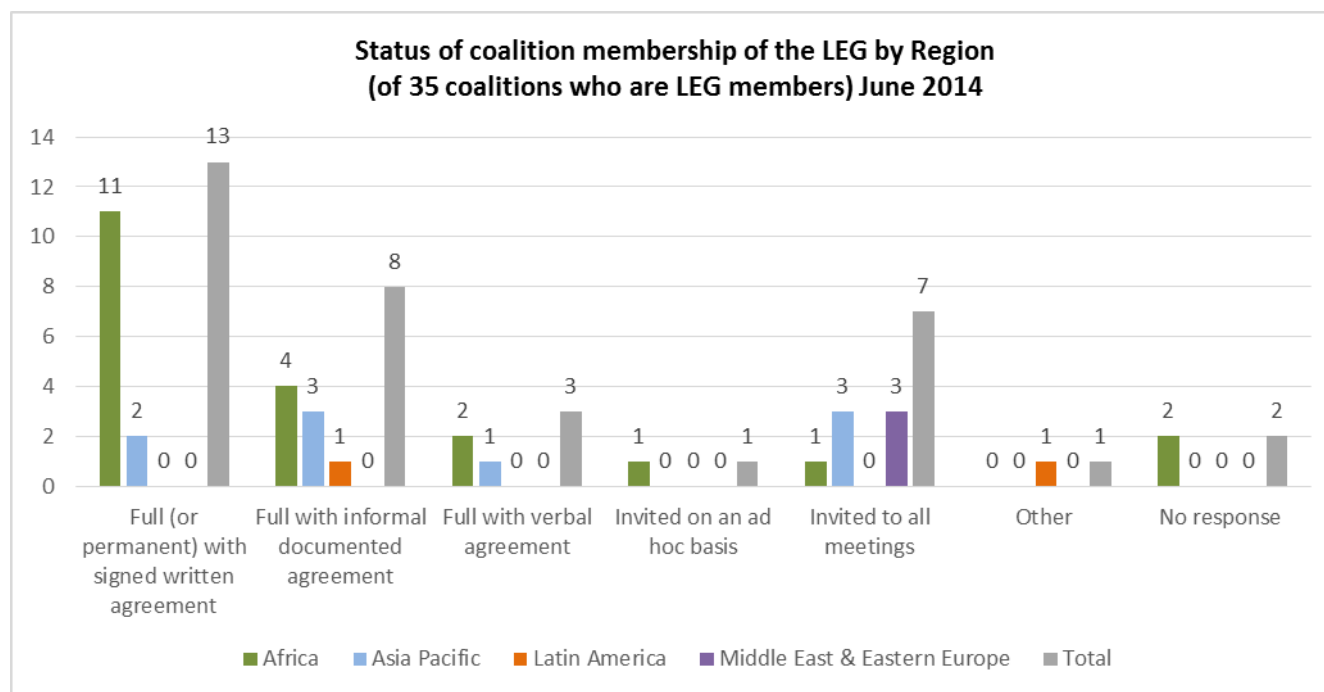
In this round of reporting, we tried to investigate clearly the nature of engagement with the LEG. This is detailed below; it can be seen that around one third of the coalitions engaging report have a formal written agreement on their membership, and almost all of these are in Africa. Otherwise, engagement is through an informal agreement, or even on an ad hoc basis.

Chart 2: status of coalition membership of the LEG by region, June 2014

42 of the 48 coalitions indicated that a LEG exists in their country. Of the 42, 35 report being members of the LEG, which represents seven more coalitions engaging since December 2013, and one no longer reporting participation.

- Africa – two additional coalitions have joined the LEG: RNCEPT Cape Verde and RCEPT Guinea Bissau.
- Latin America – two more engaging in June 2014: Bolivian Campaign for the Right to Education and Foro Socioeducativo Dominican Republic.
- Middle East and Eastern Europe – SNEFA Sudan has joined the programme since January, and reports LEG engagement. Somalia and Yemen are also members of national LEGs.

The coalition that reported existence of a LEG, with which it engaged, in December 2013 but not now is NEW Indonesia. They explain this by saying that as they have come to understand what a LEG is, they do not think the forum they previously identified counts. This may reflect growing understanding of LEGs, but may also reflect ongoing confusion when LEGs do not meet the GPE's proposed guidelines on, for example, participation. In some countries, groups take on LEG characteristics around the time of approval of GPE grants, but then lapse, or revert to



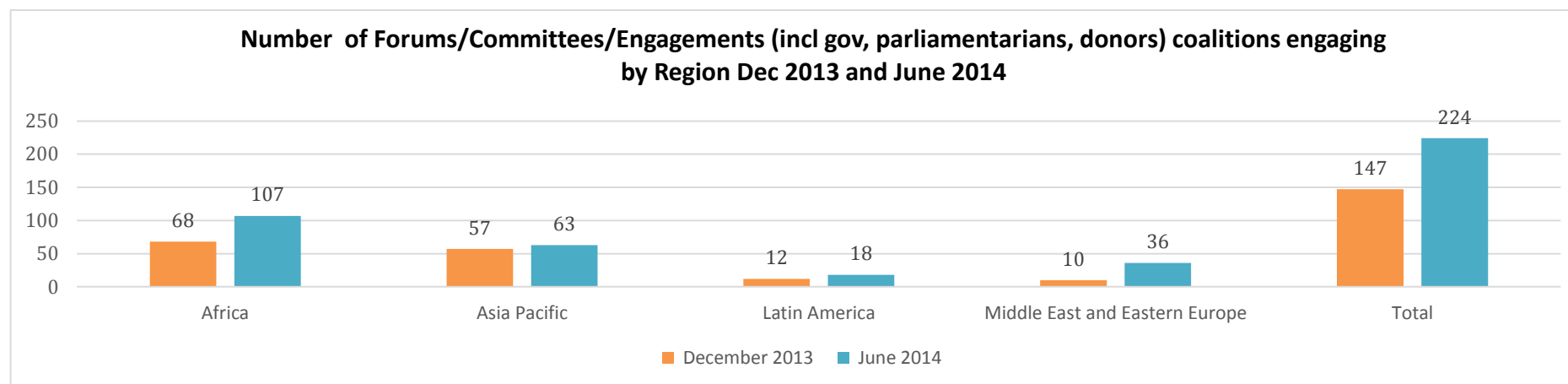
For the remaining seven coalitions who are not participating in the LEG as at 30 June 2014 although a LEG exists in their country, some report that they are in ongoing negotiations to address this (RIP-EPT Cote d'Ivoire, Rwanda Education For All Coalition, and ECOZI Zimbabwe), while others (FADE Djibouti, COMEDUC Mauritania and Foro Dakar Honduras) report difficulties due to closure of such spaces to civil society, or government refusal to allow their participation. APSCF Moldova notes that their project only formally started in April, and since the LEG does not have high visibility in their country, they are still in the process of identifying the appropriate people to contact.

The last of the seven, Georgia, is an interesting case, in that the Georgian Coalition for Education For All just signed (on June 30, 2014) a memorandum of cooperation with the Ministry of Education and Science (MES), which runs till December 31, 2015 and includes at least quarterly discussions on educational matters and participation in determining meeting agendas. This therefore provides a platform to conduct policy dialogue with MES and other stakeholders. Even before signing the memorandum, coalition member organizations were actively involved in policy participation processes organized by MES on different education related subjects. The coalition is invited to all (relevant) meetings.

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

As the figure below shows, at the end of June 2014, globally *coalitions reported active engagement with 224 relevant education sector policy and review forums*.

Chart 3: Number of committees and working groups in which CSEF-supported coalitions are engaging, by region.

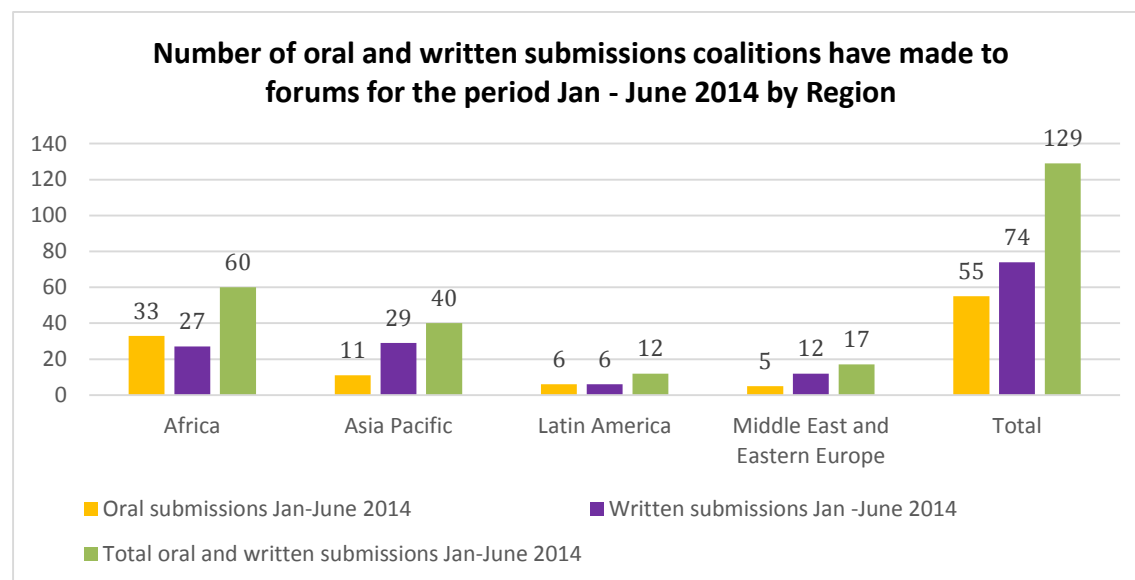


These include drafting groups for new policies, technical committees advising on education sector issues, review committees, and civil society forums convened to analyse and review policies and implementations. This certainly indicates positive progress towards broader and intensified civil society participation in policy dialogue.

Note: There is some discrepancy in the data reported, however. This total represents an increase of 77 from the 147 reported during the baseline process (which updated the 141 in the previous report); yet at the same time coalitions already engaged in the programme collectively reported joining 85 new groups, while new entrant coalitions reported participation in 20 groups, and only five coalitions reported leaving a total of six groups; the new total should therefore show an increase of 99 over the previous period, not 77. This difference may reflect the fact that coalitions did not report on engagement with groups that did not meet during this period, even if the coalition is still a functioning member of the group. GCE is following up to investigate this discrepancy, and may revise future numbers accordingly.

In addition CSEF coalitions were actively responsible for at least 129 oral and/or written civil society submissions to government, parliamentary or partner working groups between January and June 2014. Data disaggregated by region is shown below.

Chart 4: oral and written policy submissions made, January to June 2014, by region



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

Some examples of submissions made by coalitions to relevant forums are:

- **CN-EPT, Burkina Faso:** an oral presentation to the Joint Commission responsible for school examinations (PDSEB), recommending that the decision to get rid of the Teaching Diploma for Primary Education should be delayed pending a study to inform the desirability of that plan; the proposal is being considered for review.
- **GNECC, Ghana:** a written submission to the National Education Sector Review Commission, calling for a roadmap with timelines for the decentralization of education; the proposal is being considered for review.

- **Elimu Yetu, Kenya:** a written submission to the Government-convened Task Force on School Fees (a short-term 21-member task force), on the affordability of secondary education, calling for additional government funding and regulation to curb illegal fee increases – the proposal was accepted and incorporated into the Task Force’s draft report.
- **MEPT, Mozambique:** a written submission to the Joint Sector Review (the Reunião Anual de Revisão, or Annual Review Meeting) proposing to improve access to education for children with disability, and to improve coordination for post-2015 processes – proposals accepted.
- **ASO-EPT, Niger:** a written submission to the GPE Managing Entity protesting the delay in approving the Education Sector Plan and requested an urgent stakeholder meeting – accepted.
- **COSYDEP, Senegal:** a written submission to the ‘Education Audit’ group as a civil society contribution to inform the new White Paper on reform of the education system – considered for review.
- **EFA Sierra Leone:** a written submission to the Education Development Partners Forum on the Fund the Future campaign, calling for the government to increase resources and participate in the replenishment campaign – acted upon.
- **ECOZI Zimbabwe:** written submissions to the Parliamentary Portfolio Committee on Education on harmonizing the Education Aid with the new (2013) constitution; on improving education for children with disabilities; and on improving education financing – accepted for review.
- **CAMPE Bangladesh:** written submissions to the Finance Minister and Prime Minister to raise the budgetary allocation for education – influencing ongoing discussions.
- **NGO Education Partnership, Cambodia:** a written submission to the Education Sector Working Group on analysis of teacher deployment issues – considered for review
- **All For Education, Mongolia:** written submission to the Parliamentary Budget Standing Committee on increasing domestic funding for education, including for the inclusive education policy and equal opportunity policies for education access and quality – a Parliamentary Resolution incorporating coalition proposals was drafted and submitted.
- **NCE Nepal:** a written submission with proposals to the Inclusive Education Section of the Department of Education – a government response indicating a commitment to address issues raised.
- **COESI, Solomon Islands:** the coalition organised a meeting with the Ministry of Education and Ministry of Health, at which oral submissions on inclusive education were made by people with disabilities and Special Educational Needs – government has promised a wider consultation on the topic.
- **VCEFA Vietnam:** written civil society input to the Joint Sector Review Report – accepted for inclusion in the review process
- **Foro Socioeducativo, Dominican Republic:** written proposal submitted to the National Education Reform Pact (multi-stakeholder process set up by government to engage partners) – some proposals accepted, others rejected.
- **Foro Dakar, Honduras:** oral presentations to the Presidential Commission on Education on implementation of education legislation and other civil society perspectives – commission has committed to present views to the President.
- **ACCE Albania:** submitted written proposals to the Ministry of Education and Sports, for provisions relating to the pre-university education law of 2012 – proposals accepted

- **Georgian Coaliton for Education For All:** written submission to the Working Group on Long-Term Education Strategy of the Department of Education and Science, on teachers' professional development, development of school board trustees and education financing – proposals incorporated into a draft strategy.
- **EFA-SOM, Somalia:** oral submission to the Education In Emergency Working Group, presenting propsals for coordinated efforts to support schools in areas affected by disasters – considered for review.

In addition, a number of national coalitions made oral and written submissions related to EFA assessments and review processes, including:

- CN-EPT Burkina Faso
- Cameroon Education For All Network
- RIP-EPT Cote D'Ivoire
- COMEDUC Mauritania
- CSACEFA Nigeria
- CN-EPT Togo
- CAMPE Bangladesh
- AFE Mongolia
- NCE Nepal
- COESI Solomon Islands
- Foro Dakar, Honduras

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

CSEF regional and global structures continue to draw on inputs and submissions made by national coalitions' advocacy work in order to inform and improve engagement in relevant regional and global advocacy processes In this reporting period, examples of global and regional advocacy processes informed by national inputs can be evidenced on a wide range of topics - including a disability and inclusive education, domestic financing, literacy, mother tongue education and free education - although with a particular focus on EFA accountability and debates on post-2015 frameworks.

The table below provides information on some of the submissions made by regional and global CSEF structures to relevant advocacy processes and discussions at regional and global levels that have been informed by national coalitions' activities, priorities and achievements. NB The regional and global advocacy processes described here are funded from outside CSEF, but drawing on national coalitions' CSEF-funded work and contributing to ensuring that this work has its intended impact.

Africa

- ANCEFA organized a CSO Forum in advance of the African Union's **COMEDAF VI** in Yaounde, Cameroon, to which African coalitions contributed with policy recommendations feeding in to a final ANCEFA position paper which was presented at COMEDAF. The event itself was funded outside of CSEF, but allowed for contributions from CSEF coalitions. 22 coalitions from Africa actively participated in this process. ANCEFA also the position during the CCNGO/EFA meeting in Chile from 21st to 25th May 2014. The main recommendations for the Africa Union and Education Ministers included the need to
 - Promote inclusive quality education, with an emphasis on marginalized groups and girls
 - Increase in domestic financing for education to at least 6% of GDP and 20% of national budgets, and the implementation of fair taxation systems
 - Strengthen coordination and harmonization of education program implementation through enhanced collaboration
 - Ensure African position on post-2015 with clear goals and indicators, and time-bound and measurable targets
- ANCEFA shared information about the **CCNGO/EFA** meeting with coalitions and encouraged their participation.

Asia Pacific

- ASPBAE encouraged coalition engagement with the UNESCO-led **EFA Reviews**, which resulted in all CSEF coalitions participating in national EFA review processes which lay the foundation for inputs into regional EFA discussions. Some coalitions also produced shadow reports and alternative CSO recommendations. Coalition views were represented by ASPBAE's interventions at the EFA Steering Committee Meeting (Paris, March), the 2014 Global education for All Meeting (GEM, Muscat, May), and the 7th global meeting of the CCNGO in Chile in May. Many positions were taken into account for example in the Muscat Agreement, including the principle around the need for civil society participation. ASPBAE is working on synthesizing the various national analyses into a regional report which was brought forward to the Asia Pacific Regional Education Conference organized by UNESCO in August (will be reported on as part of the next reporting round).
- In relation to the UN Open Working Group on SDGs (OWG), ASPBAE, along with other GCE members, encouraged coalitions to contribute their views on **post-2015 frameworks** in an online forum, and after the GEM meeting in May, especially those coalitions whose government delegates sat on the OWG, to lobby their governments to support the inclusion of a comprehensive education goal in line with the Muscat Agreement. ASPBAE also distributed a GCE agreed text on inclusions relating to section 4 of the OWG text on education in line with collective CSO positions. The aim was to ensure that the positions of the Muscat Agreement were reflected in the OWG text. ASPBAE also drew on these collective advocacies in its representations at the Outreach Meeting of the Intergovernmental Committee of Experts on Sustainable Development Financing (ICESDF) for the Asia-Pacific region, held in Jakarta, Indonesia, 8-10 June, 2014, organized by the UN Economic and Social Commission for Asia and the Pacific (ESCAP) and the Ministry of Finance, Indonesia.

- ASPBAE supported coalitions to engage in regional dialogue focusing on **ePPP**, through research and consultation processes. Drawing on the findings and experiences of the coalitions, ASPBAE joined twelve other international organisations in highlighting the discriminatory impacts of privatizing education on women and girls in June. The organizations submitted a brief entitled 'Privatization and its Impact on the Right to Education of Women and Girls,' to the UN Committee on the Elimination of Discrimination against Women (CEDAW) to inform its discussion on girls' and women's right to education. The organizations argued that privatization exacerbates gender discrimination and that States must ensure the full enjoyment of the right to education for all through a fully-accountable public education system.
- ASPBAE encouraged coalitions to participate in online consultations organized by the **UNESCO Institute for Lifelong Learning (UIL)** Revising the 1976 UNESCO Recommendation on the Development of Adult Education

Latin America & the Caribbean

- CLADE encouraged and facilitated CSEF coalitions to engage in processes to define the **post-2015 agenda**. Through communication with coalitions, CLADE documented information and views from national level and presented these views in various regional and global advocacy forums, for example the OWG, GEM and CCNGO. A regional synthesis report will be produced in the second half of 2014 and presented at the Education Ministers meeting to take place in October in Peru.
- CLADE has engaged all CSEF-supported national coalitions in a **study on the strengthening of civil society, and institutionalized spaces for discussion of education policies**, alongside other coalitions in the region. The study includes two mappings: one of the spaces for citizen participation in education policy in Latin America and the Caribbean, and another of the legal frameworks that help or hinder the participation of civil society in public policy in general (beyond just education policy). The final study will be published in the second half of 2014, and will provide the basis for a plan for regional advocacy to strengthen citizen participation on national, regional and international levels.
- This year's Global Action Week gave global visibility to issues specifically related to the fulfilment of the human right to education, with particular emphasis on **education for people with disabilities**. Alongside extensive support for national activity, CLADE contacted each coalition for inputs to feed into a joint regional public position statement listing progress as well as areas in need of improvement such as the need for
 - Harmonization of national legislation with the framework outlined in the Convention on the Rights of Persons with Disabilities
 - Improvement of the quality and availability of data on the education situation of disabled persons
 - Development of indicators on the inclusion of the disabled in education
 - Guarantee of gender equality
 - Strengthening of citizen participation, in particular with respect to disabled persons.
 The position paper was distributed through media and discussion groups and is available on CLADEs website.

Middle East and Eastern Europe

- ACEA represented the national coalitions in the region during the 7th Meeting of the **CCNGO/EFA** held in Santiago, Chile; in particular, ACEA drew on national advocacy experience within the region on girls' education – in particular the work of the Yemen Coalition on Education For All - to present how traditional power structures can be influenced to become advocates of EFA and girls education.
- **Education in crisis** situations: ACEA drew on experiences in the region to develop an appeal to protect education in times of war, drawing on both CSEF and non-CSEF coalitions' experiences with conflict.
- **Post-2015**: ACEA inputted national views from across the region to regional and global discussions on post-2015 education and development frameworks.
- **Inclusive education**: in the context of Global Action Week, ACEA encouraged the coalitions to share activities and results for input to regional consultations on inclusive education. This engagement helped coalitions develop their work into areas that for some previously was not considered a priority.

Global

- **Education financing**: The key opportunity to influence financing for education in the first half of 2014 was provided by the GPE replenishment process, with a high point at the pledging event in late June. GCE support to national activity in relation to this is described under objective 4; the Secretariat also, however, drew considerably on national inputs to inform the global positioning. We used member inputs to set a global financing target of \$4bn (a little over the official target of \$3.5bn), and as inputs to the 'Fund the Future' briefing, website, lobby materials and global lobby letter, all coordinated by GCE on behalf of the whole movement. The influence of civil society on replenishment outcomes was noted at the event and subsequently. GCE also managed the participation of a number of CSEF national coalitions and regional networks in the GPE replenishment events (one regional and one national representative were funded through CSEF, and others through a complementary grant from German BACK-UP Fund for Education). As well as being a learning and capacity-building opportunity, this allowed national coalition voices to be heard in global discussions, including representatives of CSEC Malawi on the role of civil society, of ZANEC Zambia on domestic resource mobilization and Elimu Yetu Kenya on public financial management. See also below.
- **Disability and inclusive education**: as well as the considerable support given to national advocacy on this issue (see details throughout this report, and on support under objective 4), GCE used the inputs of and discussions with members on inclusive education – in the context of planning for Global Action Week – to inform global debates. This included, for example, updating the GCE website, and feeding into a side-event on the issue at the GPE Replenishment Event in June 2014; GCE-US, GCE-UK, UNICEF and the GCE Global Secretariat co-convened this event in coordination with the GPE Secretariat, and the GCE Global Secretariat role was specifically to feed in perspectives from national coalitions in the South, particularly CSEF-supported coalitions. The Executive Director of the CSEF-supported coalition in Bangladesh spoke on the panel, further emphasizing these links.
- **Post-2015 frameworks**: GCE's ongoing advocacy on post-2015 is entirely rooted in national coalition activities and perspectives. In the first quarter of the year, GCE finalised a consensus position for the movement on post-2015 goals and targets, based on the extensive consultation and debates through 2012 and 2013; the draft version was shared in all languages with the whole GCE movement for comment before being finally adopted. GCE presented this position in a number of forums – both those discussing the post-2015 EFA agenda and those focused on the broader post-2015 development agenda, throughout the reporting period. These included the 8th session of the Open Working Group on SDGs in New York, 3-7 February; the EFA Steering Committee Meeting, March 6-7, Paris; the 2014 Global Education for All Meeting (GEM), 12-14 May 2014, in Muscat; the follow-up meeting in Paris to finalise Muscat declaration; and the 7th global meeting of the UNESCO Collective Consultation of NGOs on EFA (CCNGO), 21-23 May 2014 in Santiago. At

the 8th OWG session, GCE led coordination of a panel discussion, co-convened with EI, ICAE and OSF and with speakers from governments, UN Women and INEE, on the links between education, gender equality and peace-building. In the lead-up to the 12th session, the GCE President was part of a panel that presented the Muscat Declaration to the OWG members, with a focus on presenting civil society perspectives.

- **Influencing debates with GPE and the World Bank:** GCE continued to use documentation from and discussions with national coalitions to inform global debates in the context of GPE, in particular related to the role of civil society in national-level planning, policy development and monitoring. For example, GCE continued to provide some (small-scale, given limited capacity) support to global civil society representatives on the GPE Board, to feed in perspectives and findings from CSEF coalitions to GPE CSO constituency calls, and to represent national views in discussions with GPE staff, for example during face-to-face discussions with the GPE civil society liaison, country support team and Board services team in Washington DC in April. Similarly, GCE used national inputs to inform discussions with the World Bank and other global actors, including during a GCE-moderated panel discussion on World Bank and GPE coherence in Washington DC in April, and a GCE-convened global civil society discussion with senior World Bank education staff in Brussels in June: this meeting included GCE members from 22 organisations, including 10 CSEF-supported coalitions / networks.

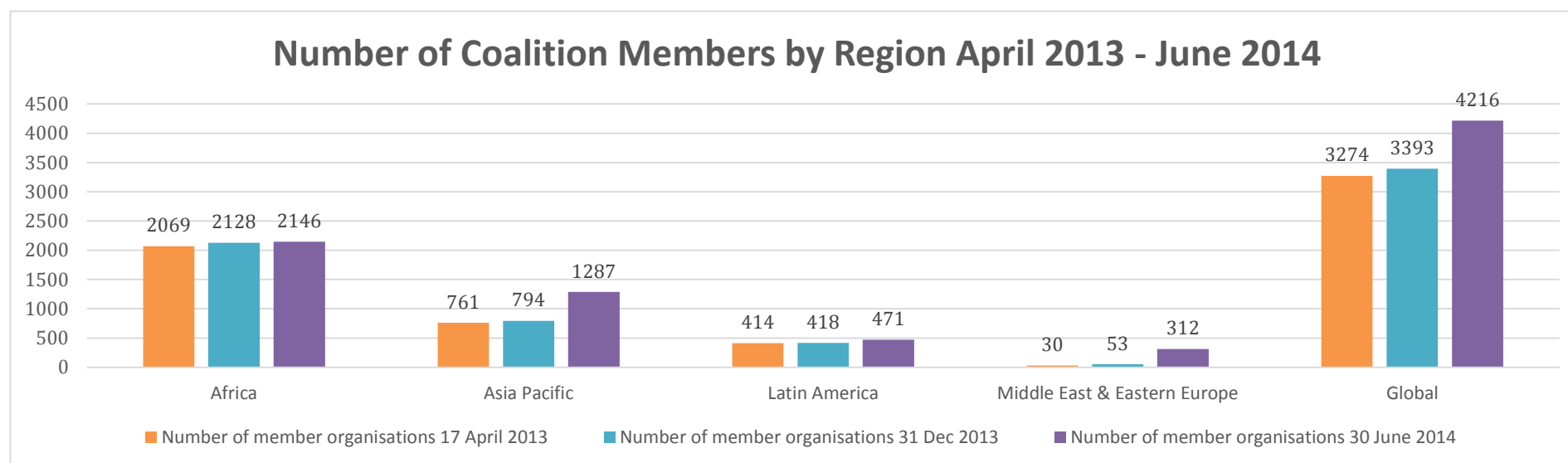
This area of work, which is not funded through CSEF except as a side effect of capacity-building efforts for national coalitions, could be further expanded; nonetheless, GCE perceives it to be already making a difference in terms of the visibility and credibility of national voices and global debates.

Objective 2: Public awareness and coalition-building

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

National reports indicate that the total number of national or local civil society organisations now involved in CSEF as members of one of the CSEF-supported national coalitions is 4216 – or an average of 88 per national coalition. There is considerable variation between countries (not least related to the size of countries and whether they are federal) and the median number of members is 45.

Chart 5: Total number of CSOs who are members of CSEF-supported coalitions, by region, April 2013-June 2014



The overall figure of 4216 includes 72 members listed by coalitions that joined CSEF later in the programme, and therefore were not contained in the 2013 baseline. (This particularly affects the Middle East and Eastern Europe region, in which three of the six supported coalitions only joined the programme in this reporting period.) Nevertheless, even discounting this number, there is substantial growth in the total number of CSOs that are engaging, as a result of awareness building and actively broadening the outreach and membership of coalitions.

Only two coalitions (Sierra Leone and Nigeria – which is anyway the largest coalition in the programme) saw their membership numbers fall in this period, and some – notably Vanuatu, Nepal, and Yemen – reported significant increases due to outreach activities.

Membership of coalitions is comprised mostly of grassroots based organisations. GCE is currently following up with coalitions to explore the nature of engagement of different groups of citizens, including youth. Reports received so far indicate that 46 of 48 coalitions work on youth-related issues with a heavy focus on out-of-school youth; most of these projects engage young people, but through different means. Some coalitions have youth groups that are members or partners of the coalition; one of the members of COESI Solomon Islands, for example, is a youth group including young people who are both in and out of schools; they engage in coalition campaigns, trainings, discussions and consultations; CN-EPT Burkina Faso has a partnership with the Children’s Parliament and the Youth Parliament; in Vanuatu, the Vanuatu Youths Against Corruption network is not only a member of VEPAC but also sits on its Board. Other coalitions manage the outreach to young people through members of the coalition who work directly with young people as their target audience: CEFAN Cameroon, for example, is working on non-formal education, in partnership with members who work directly with non-literate youth; CSEC Malawi is working with its member the Centre for Youth and Children Affairs to examine the effectiveness of current policies on out of school youth, while also running

awareness campaigns in two districts encouraging young people to enroll in complementary basic education. Other coalitions do not have organised youth groups in their membership, but run specific outreach or awareness programmes that aim to target young people – such as rights awareness programmes by CAMPE Bangladesh, or COSYDEP Senegal's programmes to support young people in schools in rural areas (often koranic schools) to get involved in school education structures. This reflects a diversity in whether and how youth are organised in each country, and the capacity of the coalition to reach out to non-organised youth. There are clearly some interesting examples of youth engagement, and GCE is planning further work to support the engagement of youth – and children, though this raises different issues – in coalition work.

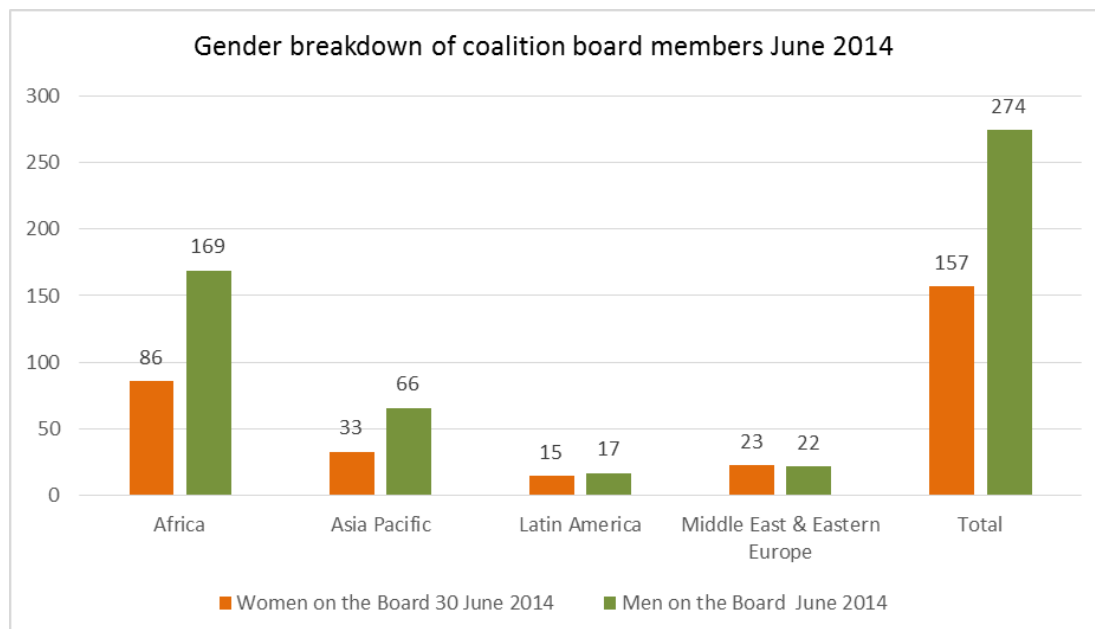
In terms of teacher unions, 24 of the 48 coalitions explicitly report having teacher unions as members, and five report cooperation with teacher unions, often on specific campaigns or projects. GCE is following up with EI and other allies to explore the nature of teacher union engagement.

In terms of the gender balance of governance structures of national coalitions, reports show that – overall – women are still less represented than men on the Boards of CSEF-supported coalitions. This indicates a challenge to be addressed; although in comparison to the broader power structures in many of the countries engaged in the process, the CSEF structures are ahead of national progress.

Women make up just over 38% percent of the Board members of CSEF-supported coalitions overall, although with considerable regional variation: the figure for Africa and Asia Pacific is 33% to 34%, but is approximately 50% in each of Latin America & the Caribbean and the Middle East & Eastern Europe.

The only region where female membership has substantially increased since the start of the programme as a proportion of total membership of governance structures is Latin America & the Caribbean; GCE will be investigating further with regional Secretariats whether there are useful lessons from this region, and how the issue of representation on Board structures (broadly defined) can be addressed in all regions.

Chart 6: Gender breakdown of coalition boards, June 2014



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

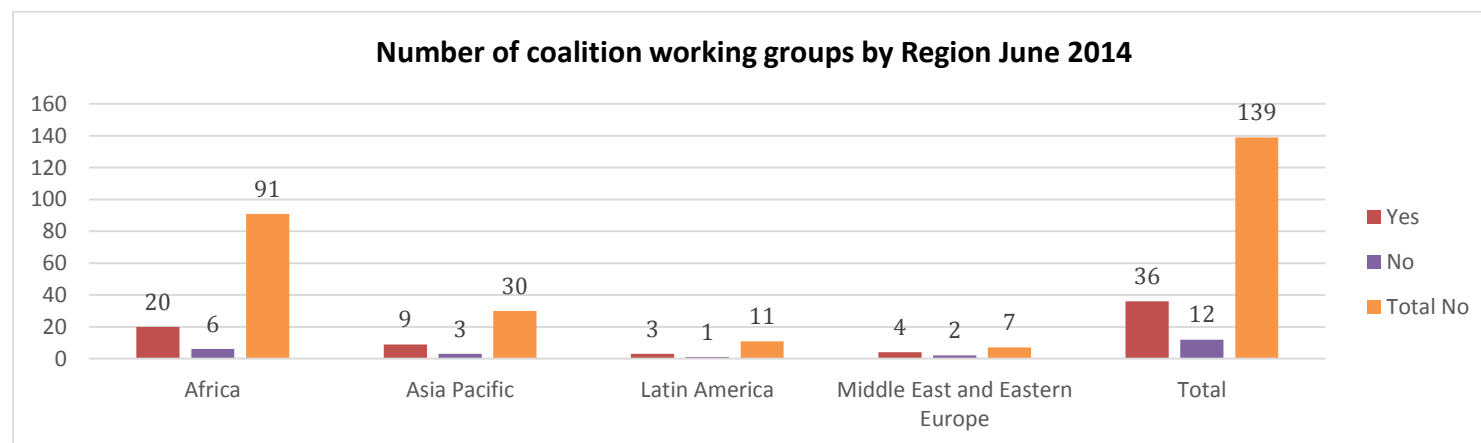
In total, 39 national coalitions reported having systems in place to facilitate member review of policy documents etc before they are distributed, or over 80% of those reporting. (Nine reported not having such procedures). This is an increase over the 33 able to report and describe such systems in December 2013, a positive development. The numbers were highest in Asia Pacific (90%) and Latin America (100%); this may indicate greater difficulties with facilitating rapid, virtual consultation in Africa and the Middle East, but we do not yet have conclusive evidence on that.

In terms of more detailed information on this, the majority of coalitions are still making positive efforts to consult their membership specifically before attending policy forums such as LEGs, with 37 of 43 coalitions who provided details on this reporting they “always” or “often” consult members in advance

of such activities. (This is very similar to the 33 coalitions reporting this in December.) Depending on the nature and frequency of the meetings and of the coalitions' standard consultation processes, prior consultations for all meetings may not always be appropriate, but it is positive to see a number of coalitions holding such consultations. See the regional breakdown in chart 8 below. It should be noted that a number of coalitions elect or select representatives of member organisations to represent them in policy forums, in particular drawing on coalition thematic groups to nominate participants with particular expertise; it should not therefore be assumed that coalition participation in LEGs etc is through coalition staff. As previously, a major concern of the vast majority of coalitions was that face-to-face consultative meetings are typically held in the capital city and this often precludes the participation of marginalised voices, due to the costs associated with engaging in such forums. This is particularly the case in countries with vast or challenging geographical terrain. In addition, most coalitions cited limitations of time and resources to consistently ensure effective participation of members in policy processes.

In terms of how they manage consultation and discussion within their coalitions, most use a variety of means, with email the most prevalent, used by almost all coalitions. In the last six months, there has been a general increase in the use of online communication and social media, in particular with the number of coalitions reporting that they have a website and make use of it for member communication jumping from 24 to 40 (with an increase in all regions).

Chart 7: total number of coalition working groups, by region, June 2014



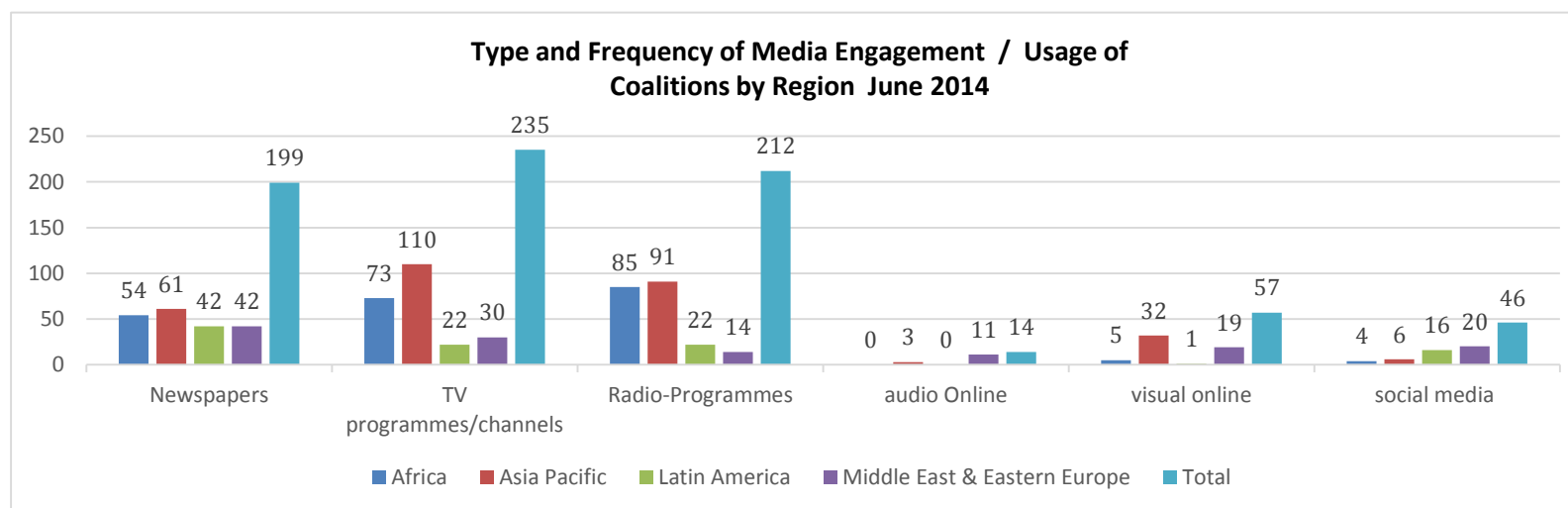
GCE's latest capacity-building tool on engagement in formal sector policy and planning ('Planning Matters' – see objective 4) highlights the positive experience of a number of coalitions with setting up working groups – often thematic – within their membership, in order to make best use of specific knowledge and expertise and enhance their preparation for policy engagement. Of 48 coalitions, three quarters indicate that they are making use of thematic working groups to organise and inform their work; of those that do not, most are newly emerging coalitions which may not yet have fully developed structures.

Altogether, coalitions reported organising a total of 139 specialist working groups engaging in preparatory work as a strategy to ensure informed coalition engagement.

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

Reporting for this period demonstrated very high numbers of public awareness-raising activities, in the form of media work, debates, events, etc on education policy and finance issues. Coalitions reported **763** different media interventions, for example, in comparison to 177 in the previous reporting period. This is likely to reflect both the fact that that CSEF activities were fully underway with all funds flowing (whereas delays restricted activities in the previous period), and the fact that all coalitions undertook activities in relation to Global Action Week, which took place in May and is a major focal point for public-facing activity for many coalitions.

Chart 8: Type and Frequency of Media Engagement June 2014



Media activity encompassed press releases on events, reports, etc; media briefings on education issues and developments; contributing articles to print media; taking part in or even organising TV talkshows; producing radio programmes, etc.

Coalitions reported a marked increase of the use of web-sites, electronic newspapers and online media like You-Tube, Twitter and Facebook, which may reflect shifting use in coalition countries as a whole and/or greater knowledge and familiarity with such platforms. While all 763 interventions obviously cannot be provided here, the GCE Secretariat can provide detail on specific themes etc, and some selected examples are described below.

Media briefings

- **CBO-EPT Benin** held a press briefing on the condition of educational provision for out of school children and youth, and another on the social crisis between the government and trade unions, including widespread strikes, and the implications for the education system.
- **TLCE** has secured its partnership with the media through regular media briefing on education situation every three months.
- **SNEFA Sudan** obtained the approval of the Information Committee of parliament to hold monthly forum with media to discuss a particular issue on education.

Print & electronic media

- **CAMPE Bangladesh** published a supplement in a daily newspaper for The Education Sector Review (ESR) Report 2013, and an open announcement to launch Global Action Week, with the theme Education and Disability.
- **CBDE Bolivia's** campaign activities and position statements were reported on by 12 national newspapers during the period.
- **NCE India's** Public Interest Litigation case in the Supreme Court of India, regarding the non-implementation of the Right to Education Act 2009, was reported by at least 22 print and electronic media outlets in India.
- **VEPAC Vanuatu's** Global Action Week activities were reported on by two of three newspapers.

Television

- **ACCE Albania's** demand to the Ministry of Education to provide more investment for teachers' professional development was featured by A1 Television; TV news also covered the launch of GAW 2014
- **CAMPE Bangladesh** produces a series of bulletins broadcast on a national television channel about education, Education News (ShikhaSongbad): CSEF supported production of 30 episodes in this reporting period (out of a total of 90).
- **CBO-EPT Benin** took part in TV talkshows on the challenges of education for those excluded from the school system. Their rallies during Global Action Week were covered on television news.
- **CONEPT DRC** produced TV and radio announcements on the launch of their Independent Education Observatory, ran radio announcements about the GPE replenishment campaign and the pledging events in Brussels, and disseminated a radio spot on inclusive education.
- **Foro Socioeducativo Dominican Republic** aired information from the 10th edition of their Education Watch bulletin on five different television stations.
- **APSCF Moldova's** public event for Global Action Week on 7th May was covered in full on television; media personalities also participated, with a famous TV presenter acting as a facilitator of the event.
- **AFE Mongolia** worked with different TV programmes to raise public awareness of education issues, including discussions on the role of parents in education (Eagle TV); education and women's reproductive rights (MNB) and affordability and access (TV9). Their work was also covered in television

news interviews and reports: TV5 on gender mainstreaming in education, MNB on the National Consultation on “ Life skills education for youth”; and a UBS report on a national seminar on lifelong learning.

Radio (including community radio)

- **CAMPE Bangladesh** runs a popular radio magazine programme through community radio stations on adolescent sexual & reproductive health rights. A total of 18 episodes was aired by two community radio stations.
- **CSEC Malawi** worked with radio broadcasters to report about a variety of topics: analysis of the running mates debates with respect to education, youth education and employment; Special Needs Education (SNE); tertiary education in the country; accelerating Out of School Youth Education (OSYE) in Malawi: promoting the spirit of the new Education Act.
- **PEAN Papua New Guinea** hosted a two hour ‘Talkback Program’, discussing adult literacy and its impact on development. They also discussed their National Adult Literacy Campaign on the ‘Morning Tru’ Breakfast Show.
- **CN-EPT Togo’s** thematic groups were brought into radio discussions on issues of premature teenage pregnancy in schools ,violence in schooling environments, and achieving EFA goals.

Social media

- **RCEPT Guinea Bissau** used mass SMS texting to publicise their annual meeting and invite participation.
- **Elimu Yetu Kenya** produced videos on education issues which they uploaded to their YouTube channel.
- **NEP Cambodia**, with the support of UNESCO, the coalition also collaborated with Smart Mobile company to send three key messages about education and disability, free of charge, to 1,924,680 mobile phone subscribers. The company also provided a “hotline” number on inclusive education issues, operated by a coalition committee member, which received 480 callers over two weeks from 17 provinces, mostly from families asking how to go about ensuring their children with disabilities could access school.

The remarkable and extensive media engagement activities of coalitions described in the section above have been accomplished despite some significant challenges faced by coalitions. The most frequently reported challenges include constraints external and internal to the media. Internal constraints include a lack of understanding of education rights and EFA issues among the media, meaning that extensive (and resource-intensive) engagement is often needed with journalists prior to media work. External constraints include geographical challenges that restrict media dissemination, and restrictive political regimes and policies that prevent civil society from publically critiquing/opposing or debating education policy issues. Nonetheless, a number of coalitions report that the higher volume of their work and media outreach is making them increasingly a trusted source for the media, and some have established regular mechanisms for engagement. ACCE Albania reports that media coverage is not only bringing public awareness but also helping to expand their membership, with regional and local organisations contacting them after seeing media reports. In other cases, however, coalitions are finding alternatives to traditional media: FEDHI Nicaragua, for example, makes extensive use of social media and online communication to deal with a restrictive environment for their activities.

Coalitions also, of course, undertook their own public-facing and awareness-raising activities outside media engagement. This has included development and dissemination of a total of 169 campaign publications, including policy briefings, guidelines on engagement for coalition members and the public, and public information and awareness-raising materials. For some coalitions, these are part of regular publications: Foro Socioeducativo Dominican Republic, for example, produced the 10th edition of their “Education Budget Watch”, which presented analysis of the 2014 budget; meanwhile COESI Solomon Islands produced an edition of their “COESI in Progress” newsletter, covering the EFA review process, and post-school literacy including a monitoring framework for adult literacy. Some coalitions produced one-off briefings and campaign tools: SNEFA Sudan, for example, distributed 1,000 memos and 1,000 booklets as part of Global Action Week activity.

Overall, coalitions reported organising over 300 public campaign events (rallies, public debates, campaign events, etc – in both capital cities and in communities around the country), 141 conferences or seminars and 161 community trainings or workshops. Many – but by no means all – of these were organised in the context of Global Action Week, and other key regional (e.g. Day of the African Child) or national events also provided opportunities for public campaigning. Many more people were reached through dissemination of the campaign described above. Some examples of public-facing campaigning in this period include:

- **CAMPE Bangladesh** organised a week of events for GAW, in which more than 45,000 people – including representatives of more than 100 civil society organizations and teacher unions participated. CAMPE produced and disseminated 50,000 posters and 70,000 leaflets among stakeholders including disabled people all over Bangladesh. CAMPE’s reports shared online prompted immediate government intervention in one district (Jamalpur).
- **NEP Cambodia** produced 13,000 posters and distributed them to NGOs in 12 provinces, aimed at raising awareness of the rights of children with disability to access to quality education; posters were displayed at schools and around communities. They also used a mass SMS campaign (see above), and their Facebook page to promote the GAW, receiving 23,000 views and 1,901 “likes”, compared to just 78 “likes” in the previous month.
- **CEFAN Cameroon** organised five public events and programmes for GAW, in Yaoundé and four other districts; also organised a public event on 16 June for the Day of the African child.
- **FADE Djibouti** organised public outreach campaigns on birth registrations, registering thousands of people in two districts.
- **Foro Socioeducativo Dominican Republic** invited and secured the participation of 20 governmental and non-governmental organizations to coordinate activities for Global Action Week 2014; the week included eleven activities, including an opening ceremony, debates, panels, discussion forums, and television and radio programs, among others. The coordinating organisations are continuing discussions and raising awareness on inclusive education through various activities throughout 2014.
- **The Georgian Education For All Coalition** reports the direct engagement of 4146 students, 218 teachers, 99 school civic clubs and 99 schools in GAW. Additionally, the coalition distributed informational material to about 300 schools throughout the country.
- **Elimu Yetu Kenya** organised a public event for GAW at Uhuru Park gardens, Nairobi city centre; 1,000 education campaigners took part in a march, kicked off by the Cabinet Secretary for education, science and technology, through the busy central business district, where they distributed flyers, policy briefs and stickers carrying advocacy messages on special needs education.

- **AFE Mongolia** held 19 community orientation events in Ulaanbaatar (UB) and seven other locations to raise awareness of and discuss the EFA goals and accountability for education: these aim to address ongoing gaps around civic education and rights awareness in Mongolia.
- **EFA Sierra Leone** initiated a schools-based awareness campaign on the ebola virus. Working with partners, they visited 15 schools in the western area and developed messages for dissemination in other districts.
- **COESI Solomon Islands** organised meetings in four provinces, targeting teachers, parents and students, focused on what is EFA, and what are the roles of parents, teachers and students in progressing EFA goals. This aligned with the EFA review process.

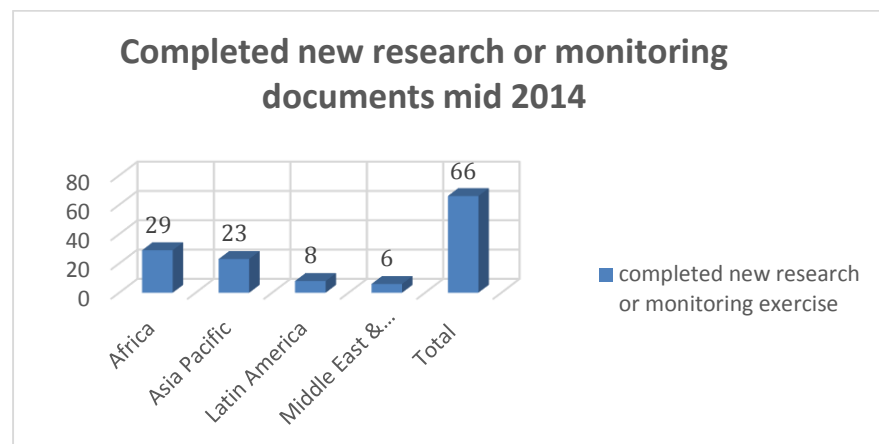
Coalitions also report under this expected result on their engagement with other stakeholders outside coalition membership. In this reporting period, coalitions report having collaborated and worked in partnership with at least 199 other relevant stakeholders, such as development partners and INGOs.

Objective 3: Quality research, monitoring and analysis

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

CSEF-supported coalitions have completed 66 research or monitoring exercises during this reporting period; others report having research and studies still underway. The chart below shows these studies broken down by region, while below the chart, a table lists some examples of these research studies and monitoring exercises, giving a sense of the spread of research issues.

Chart 9: Completed new research or monitoring documents



Coalition	Research area	Details of study
CBO-EPT Benin	Access	Typology of those being excluded from education, and how the education system caters for them (in two communities, Abomey-calavi and Tori-Bossito). The study aims to highlight the socio-political factors surrounding the gaps or failures of education policies, and the impact on schooling success and education provision. Based on the findings, general and specific recommendations were developed for improving the situation in both targeted communes.
CN-EPT Burkina Faso	Access	Girls' Access to Education in the province of Sahel, East and Centre North. The final report revealed the urgency of the issue of girls' education in the three provinces and recommends measures and initiatives to improve conditions of access and retention in the three researched regions.
RIP-EPT Cote D'Ivoire	Quality of provision	Survey on use of tutors / 'Home Teachers' found that 43% of interviewees made use of tutors in their children's education, implying concerns with the quality of education in schools.
Elimu Yetu Kenya	Measuring Learning	A learning outcomes assessment by coalition member Uwezo was published and used to sensitize stakeholders on education outcomes and quality issues.
CSEC Malawi	Quality of Provision (Status of Teachers)	An assessment of the "needs basket" for rural teachers, as an important element of teacher welfare affecting education quality
MEPT Mozambique	Quality of Provision	"Creating Social Accountability" – a study on teacher behaviour and absence in schools, in order to inform discussions on teacher conditions and improving the quality of teaching
COSYDEP Senegal	Access to Education	Best Practices in education for children with disabilities

Coalition	Research area	Details of study
CN-EPT Togo	Quality of Provision	An empirical study on the outcome of teacher training, using a sample of teachers from national training institute in terms of teaching practices. The study finds that teachers having with normal school teacher training have the skills to produce pedagogical worksheets and apply the methodological approaches of the subjects taught, are receptive to comments and know how to organize students to work in groups. But they are not prepared for cultural education and arts education.
ZANEC Zambia	Access	Situation analysis on the provision of education for children with special education needs.
CAMPE Bangladesh	EFA Policy	A Civil Society Perspective, Bangladesh Shadow EFA Report
NEP Cambodia	EFA Policy	Right to Education assessment
AFE Mongolia	EFA Policy	Assessment of EFA related policy implementation at provincial levels
NCE Nepal	Budget	Analysis of National Education Budget from Civil Society Perspective – found that the allocation is not sufficient and not properly monitored.
VEPAC Vanuatu	Budget and Expenses	Assessment of school grants
CBDE Bolivia	Budget and Finance	Financing and Costing of the Education Sector 2011-2013
Foro Socioeducativo Dominican Republic	Budget and Finance	Monitoring of the budget for the period January-December 2013 and analysis budget 2014
ACCE Albania.	Quality of Provision	Evaluation Report in a Green Paper process
Georgian EFA Coalition	Quality of Provision	Monitoring Report and Recommendations
SNEFA Sudan	Access	Disability in Sudan – attempts to investigate the scale of the gap to bridge in providing inclusive education
YCEA Yemen	Access Girls' education	Issues of Rural Girls' Education - highlighting obstacles that hinder girls' enrolment in schools.

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

All coalitions are using research and tracking exercises to inform ongoing campaigning and advocacy. It is notable – though not surprising – that in most cases, the primary medium for sharing research and tracking results and seeking feedback and impact is through the LEGs or similar national policy forums. In terms of response, most coalitions are increasingly able to see their input taken into account in debates, although seeing a clear impact on policy in such a short period of time is much more difficult. Some examples of how the research and monitoring exercises listed above are being used are:

- **ZANEC Zambia:** the research on children with disabilities and special educational needs is being used as the basis of joint advocacy on inclusive education between ZANEC members and other civil society organisations, including those focused on disability and representing disabled people.
- **CAMPE Bangladesh:** while CAMPE was closely involved with the process of developing the National EFA Report prepared by Ministry of Primary and Mass Education – which took stock of progress, challenges and lessons learnt towards achieving EFA and the Post-2015 agenda - CAMPE also agreed with government and UNESCO that an independent civil society review report would be useful for further engagement, and is therefore using this to further inform debate.
- **NEP Cambodia** presented the key findings of its Right to Education assessment at the Launch of Global Monitoring Report 2014, with the attendance of the senior managers in the education ministry, development partners and NGOs.
- **AFE Mongolia** disseminated its assessment of EFA implementation at local levels, enabling local government official to become more aware of EFA goals. More discussions and forums on education related topics are now being held at provincial levels involving CSOs.
- **NCE Nepal:** the government has not yet committed to any policy changes in response to the coalition's budget analysis, but the focal person in the Ministry of Finance Has committed to raise the issues submitted by NCE-Nepal to the budget formulation committee. The report also gained news coverage.
- **Foro Socioeducativo Dominican Republic:** in response to education budget monitoring and analysis, the education ministry has made some improvements to allocation of resources for education, and has developed review capacities for budget planning approaches.
- **ACCE Albania** submitted draft proposals on the normative provisions on pre-education directly into the process surrounding the new educational reform that the ministry of education has currently initiated.

Objective 4: Cross-country learning and collaboration:

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

Global work on shared learning

With the new Learning, Monitoring and Evaluation framework in place, information regarding activities, approaches, results and lessons at national level is gathered in a much more systematic way, and captured in a global CSEF database. By using this pool of data, and through collaboration with regional secretariats and national coalitions, the global secretariat has been able to identify stories and learning for sharing with coalitions across the CSEF program. In the reporting period, GCE produced a variety of learning materials, including:

- Newsletter drawing on experiences of coalitions in campaigning and social accountability work, which was widely circulated. In order to make the content as relevant as possible, GCE communicated with coalitions asking for content suggestions and contributions.
- CSEF achievements document highlighting results and lessons from CSEF since the start of the phase in April 2013.
- Updated Africa case studies compilation with stories from Burkina Faso, Senegal, Ghana, Mozambique and Kenya.
- Updated CSEF leaflet with snapshot examples of coalition work across the program
- A CSEF map with an overview of the geographical reach of the program and examples of good practice at country level
- Final version of the handbook on civil society engagement in education sector planning processes, 'Planning Matters', which draws on learning from national coalitions

Translation is ongoing for all these materials, which will shortly be available in all five GCE languages on the GCE website. They have already have been distributed in English and French at the GPE Replenishment event in Brussels, where several coalition representatives were in attendance, via regional CSEF staff at events, and are available on the GCE website.

Furthermore, GCE facilitated and supported the participation of 8 coalition representatives at a 'Public narrative' workshop and the GPE Replenishment event in Brussels, which allowed for coalitions to exchange learning and discuss advocacy mechanisms and approaches; most of this was funded through the GIZ German BACK-UP Fund for Education, as a complementary activity to CSEF, although the participation of four representatives from Asia Pacific, Latin America and Yemen was funded through CSEF.

Regional work on learning

Regional Secretariats have been involved with documenting and sharing experiences and lessons at national level with other coalitions through the following initiatives:

Africa: ANCEFA collaborated with the Senegalese coalition, COSYDEP, to share experiences and positions of African coalitions with civil society from other countries and regions during the CCNGO/EFA meeting in Chile in May 2014. In addition, the Secretariat continued to facilitate sharing of information and dialogue through the regional online discussion forum, 'bwalo-la-ANCEFA', focusing on education policy debates regionally and globally.

Asia Pacific: ASPBAE continued to gather experiences and learning from coalitions through skype and email exchanges, field visits and related reports, and through national level documentation and reports shared with the secretariat. For example, lessons and results coming out of coalitions' participation in national EFA review processes and national level research on Public and Private Partnerships in education were shared with all coalitions online. This resulted in greater coalition awareness of EFA processes and the value of contributing to official national review processes and/or developing CSO responses to it, as well as on issues around e-PPP. Further learning was shared through ASPBAE's newsletter and bulletin, which are up-to-date and colorful vehicles to gather and promote both the work of the coalitions and the value of CSEF through articles and photos (among other content). The production of these materials is funded from outside CSEF, but they contain learning from activities carried out within the program and are shared with all CSEF coalitions, which helps raise awareness and strengthens motivation. Some of the stories covered in these newsletters during the reporting period included:

- The arrangement of a national consultation, work on the human rights based approach to education, and challenges around gender based violence in schools in **Mongolia**
- Campaigning on inclusive education in **Pakistan**
- Advocacy for an Act for equal rights and equal opportunities for people with disabilities through events in 20 states, and a skills building workshop on judicial activism to implement RTE in **India**
- GAW campaigning including the development of policy demands and consultations around 'Skills, Development and Workplace of Disabled People' in **Bangladesh**
- GAW campaigning, including development of policy scoping paper, case studies, national workshop with decision-makers and stakeholders, and press conference in **Nepal**

Latin America: The Regional Secretariat gathered learning from coalitions through their CSEF reports and via interviews with coalition staff. Drawing on this information the Memory and Learning System (www.campanaderechoeducacion.or/fresce) was updated with advocacy experiences from across the Latin American region. The Secretariat made a constant effort to encourage coalitions to utilise the system in order to strengthen awareness and learning exchanges around advocacy on the human right to education. Sharing was also facilitated through the development of CLADE bulletins, and via continuous communication and engagement with coalitions.

During this period the publication, "Civil Society and Advocacy for the Human Right to Education: Experiences and Lessons from Latin America and the Caribbean – Volume 2", was translated into English, and shared with coalitions beyond the Latin America region. This publication consolidates the experiences and lessons learned of Right to Education coalitions in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Haiti, México, Nicaragua, Paraguay, Peru and the Dominican Republic.

Middle East and Eastern Europe: The Regional Secretariat (ACEA) uses the ACEA website as a tool to facilitate sharing of experiences among coalitions (<http://www.arabcampaignforeducation.org/city-1-en.html>). The website presents a reflection of all coalitions' work including news, photos, videos research, success stories etc. The website also includes a space where each coalitions' activities and accomplishments are highlighted. ACEA held its General Assembly meeting on 25-30 April, which brought all the coalitions in the region together to share experiences and to develop a joint regional strategic plan. This plan will be a reference document for the coalitions when defining their own national advocacy activities.

In the framework of a CSEF capacity building workshop organized by the Regional Secretariat in Amman in March 2014, coalition representatives shared their experiences from the field, which helped deepening their understanding of approaches and tools of Project Cycle Management. This also provided them with the opportunity to reflect and define their roles as national education coalitions by learning from others' experiences and success stories.

Regional collaborations and partnerships

Opportunities for at least **15 collaborations and partnerships were established cross-nationally and cross-regionally** to help exchange learning and capacity during the reporting period. Some additional regional workshops and events which also contributed to strengthening and extending shared learning, collaboration and the potential for partnership development, are reported later under this objective 4.

ANCEFA

- Partnership between **CEF Lesotho** and ActionAid was established via the facilitation of the regional secretariat. As a result, the coalition was given the opportunity to participate in an ActionAid-led training on Budget Analysis. ActionAid also agreed – through a written arrangement – to continue supporting the coalition in organisational development and program management. Further collaboration was set up between CEF and UNICEF in the area of ECD and advocacy to address non-formal education in Lesotho.
- ANCEFA supported **MEPT Mozambique** to link up with Save the Children, Action Aid, UNICEF, PLAN, and Handicap International, to strengthen campaigning around Global Action Week. MEPT also collaborates with ActionAid on organizing advocacy caravans across the country.
- ANCEFA facilitated linkages between **RECEPT Guinea Bissau** and UNICEF and PLAN around Inclusive Education advocacy initiatives for Global Action Week. Through this strengthened partnership with UNICEF the coalition was accepted as a member of the LEG.
- During support visits to **Mauritania** and **Senegal** regional secretariat staff helped consolidate partnerships between the coalitions and the Ministry of Education, and multilateral agencies such as UNICEF.
- ANCEFA facilitated an exchange visit by Coalition Nationale EPT **Togo** to CN-EPT **Burkina Faso**, enabling sharing of experiences and good practice.

ASPBAE:

Whenever the opportunity arises and funds are available, ASPBAE facilitates collaborations and peer-to-peer visits between coalitions. In the reporting period exchanges among Asia Pacific coalitions were conducted online, via email exchanges in relation to post-2015 and EFA review processes and the related regional meetings to take place in late August 2014. The Secretariat also helped supporting the establishment or strengthening of collaborations in-country

through field visits. For example, ASPBAE staff facilitated a meeting with the local UNESCO office during a field visit to the Solomon Islands, which resulted in COESI being invited to make inputs into the national EFA review report. Through various visits to Myanmar, secretariat staff strengthened engagement between local CSOs as well as with international organisations and UN agencies, which helped further advancing the coalition building process.

CLADE:

Through the facilitation of CLADE, the Bolivian Campaign for the Right to Education (CBDE) helped mentoring REPT Haiti by sharing its experiences of capacity-building approaches. Furthermore, through a field visit, CLADE helped creating linkages between REPT and ActionAid Haiti, with the latter providing administrative/financial training for the coalition. Via regional support, communication was also initiated between Foro Socioeducativo (Dominican Republic) and Foro Dakar Honduras to plan for an event in late 2014. This event will allow for sharing of experiences from the '4%' education financing campaign in the Dominican Republic and discussions around future joint campaigning.

ACEA:

ACEA staff paid a peer visit to Sudan in attention of the launch of the GAW in Sudan. This opportunity was used further strengthen network links and collaboration between coalitions from Egypt, Yemen, Somalia, Palestine, Jordan, Lebanon, and Iraq, with the non-CSEF coalitions serving as a resource for the three CSEF coalitions: Yemen, Somalia and Sudan. ACEA also used this as an opportunity to facilitated the collaboration of INGOs and multilaterals with coalitions, holding an event ACEA staff, UN officers and representatives of coalitions from Yemen, Somalia, and Sudan, as well as other countries in the region.

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

Providing capacity and technical support remained an important component within CSEF during the reporting period, and regional and global support initiatives continued to centre around the capacity and learning areas identified at the start of the program based on assessments, and needs and interest expressed by coalitions. The key capacity support and learning themes/topics identified for the current phase are included in the table below.

Education themes/topics	Technical skills
1. Technical and Vocational Education and Training (TVET)	1. Coalition governance
2. Privatisation in/of education	2. Coalition building, networking, alliance building and stakeholder management
3. Education quality, learning achievements - monitoring and measuring indicators	3. Campaign and advocacy strategies - including strategic communication techniques and media engagement skills
4. Education retention and transition	4. Improving Financial Management Systems, and use of software and budget tracking

5. Global education policy processes - GPE and LEG processes	5. Project cycle management, including CSEF planning and reporting
6. Institutionalization of Right to Education through constitutional review and legislation e.g. Education Act formulation / Rights-based approaches	6. Research skills (data collection, analysis, writing findings)
7. National education budget analysis and monitoring/tracking	7. Strategic planning
8. Issues relating to status and deployment of teachers	8. Resource mobilisation, fundraising (proposal writing and partnership management) and financial sustainability
9. Education financing	9. Coordination role of secretariat
10. Accountability in education resource management	10. Results based planning and management and M&E
11. Girl's Education and gender mainstreaming	11. Report writing
12. Disability and inclusive education	12. Policy analysis and engagement skills
13. Process for constructing political engagement on the New Agenda for Education and Development Post 2015	13. Skills of Public Narrative
14. Alternative learning opportunities to formal education	14. Use of social Media and Web-Media
15. Secondary education	
16. Non-discriminatory education	
17. Secular education	

In response to the needs identified and listed above, technical and management support by global and regional CSEF partners has continued to use a range of approaches, including:

- Tailored technical support and accompaniment
- Capacity-building events
- Production of global tools and sharing of information
- Facilitation of online exchange and shared learning
- Coordination with technical support provided by other partners

The needs and interest areas and support mechanisms above informs the regional and global capacity building support plans, though this support is tailored and targeted according to the specific needs in each region. Globally, GCE has continued to implement the global capacity support and learning plan, which emphasizes the development of materials, tools and support mechanisms that can support engagement across the regions. A major focus during the reporting period has been providing support to coalitions' advocacy engagement in the GPE Replenishment campaign. GCE coordinated the civil society campaign, 'Fund the Future', which demanded strong commitments from donors and national governments to the GPE over the next four years, with clear targets to be announced through pledges at the Replenishment event in June. In addition to producing a variety of materials, GCE provided targeted support to coalitions via email and phone calls to support advocacy activities at country level.

Tailored technical support and accompaniment

General overview of technical support and accompaniment: The Regional Secretariats, and where necessary the Financial Management Agencies, provide focused and tailored technical support for the national coalitions. The largest regions, Africa and Asia, operate through dedicated Programme Officers (POs, Africa), or Capacity-Building Advisers (Asia Pacific), each of whom during this period provides accompaniment to between three and six coalitions. In Asia Pacific, allocation of regional staff to national coalitions is determined largely geographically, whereas in Africa, allocation of POs is determined partly by location and partly by language. In Latin America and the Middle East, which are responsible for fewer coalitions, CSEF coordination staff in each regional secretariat have an oversight of capacity-building, drawing on expert staff from within their organisations as needed. Regional accompaniment generally varies considerably according to the needs of the coalitions, and encompasses any aspect of the coalitions' work and CSEF implementation, from internal management matters, to advocacy planning and implementation.

During the reporting period, twenty-nine coalitions received support visits, and additional support and accompaniment was provided through emails and regular phone and skype calls. While the content of the support visit and targeted capacity building varied depending on needs and interests in each region and country, some examples of support areas include

- Project management and advocacy planning in Sudan, Yemen, Georgia, Albania, Moldova, Mauritania, Rwanda and Myanmar
- Establishing thematic committees in Lesotho and Togo
- Planning/execution of General Assemblies in Gambia, Zimbabwe, Cote D'Ivoire and Sri Lanka
- LEG engagement in Zimbabwe, Mauritania, Kenya, Bolivia, Haiti and Nicaragua
- Internal governance in Senegal, Togo, Haiti, Timor Leste and Sri Lanka
- Resource mobilization in PNG, Solomon Islands, Vanuatu, Haiti and Nicaragua
- Financial management and reporting in PNG, Solomon Islands, Vanuatu and Haiti
- M&E in Ghana, Kenya and Nepal
- Research on Early Childhood Education in Cape Verde, on Inclusive Education in Mozambique, and on rural teachers in Malawi
- National EFA review processes in Nepal, India, Mongolia, Vietnam, PNG, Solomon Islands, Vanuatu and Cambodia
- Gender equity in India
- Advocacy support on GPE replenishment campaigning in Malawi, Senegal, Zambia, Vietnam, Timor Leste, Yemen and Bolivia

A full list of coalitions visited is provided in annex 2, 'Report on visits'.

Capacity-building and learning events

There were fewer regional capacity-support and learning events carried out in the reporting period, as all of the regional secretariats organised workshops towards the end of 2013, and are also planning to organise at least one event in the later part of 2014. However, one workshop was facilitated by ACEA, and

a CSEF learning event by GCE. In addition, events were organised globally and in Latin America through non-CSEF funding, which did allow for some shared learning among the CSEF coalitions that did attend around education financing and privatisation issues.

- Results-based Project Planning and Management for CSEF coalitions in the Middle East and Eastern Europe region, organised by ACEA in Amman in March 2014. Coalitions learned approaches and tools of project cycle management, results-based management and Monitoring and Evaluation. The event also provided a space for coalitions to learn from each others experiences and success stories <http://www.arabcampaignforeducation.org/page-448-en.html>.
- Workshop on **advocacy and the public narrative method** for eight CSEF coalitions in Africa, Latin America and the Middle East, organised by GCE in Brussels in June 2014. Coalition coordinators trained in the public narrative technique as a method for movement organising and leadership within advocacy. The workshop was very participatory and allowed for coalitions to test the approaches learned in practice. It also provided a space for sharing of experiences that motivate advocacy work, and identifying common policy objectives around the GPE replenishment and for the CSEF more broadly. (*Nb Mostly funded through complementary funding from GIZ German BACK-UP Fund for Education.*)

Production of regional and global tools and sharing of information to support advocacy engagement

In terms of the provision of tools, resources and documentation to support learning and implementation of activities in CSEF countries, regional and global secretariats continued to share information via email and phone calls about key advocacy processes and support mechanisms. In this reporting period, Regional Secretariats developed at least 12 briefings, reports and/or tools (including on-line tools) to support the work of coalitions. Some examples at regional level include:

- **ACEA: Regional position paper on inclusive adult education**, produced in collaboration with ANHRE, MENIT, ANLPE and ANPE, and adapted by coalitions for use in their own contexts.
- **ANCEFA: ANCEFA COMEDAF VI position paper**, production led by ANCEFA and finalised through consultations at the pre-COMEDAF Civil Society Forum in Yaounde, Cameroon, at which several CSEF coalitions also participated. The paper is being used by coalitions to inform national level advocacy work and policy formulations.
- **ASPBAE: Resource pack on post-2015**, containing a variety of resources and reference materials from international education sector players and processes, such as UNESCO, GCE, the UN Secretary General, the Muscat Agreement and Open Working Group documents. The pack enabled coalitions to have access to key documents for use in advocacy work, for workshops and trainings.
- **CLADE: 'Consultation on Discrimination in Early Childhood Education' Study**, produced by the CLADE team and external consultants. The results and lessons identified in this study are useful resources for coalitions that engage in advocacy work around ECCE.

Global tools and materials: (NB all except "CSEF learning tools" and Spanish translation of Planning Matters funded from outside CSEF)

- **GPE Replenishment:** During the reporting period, GCE – through its coordination of the 'Fund the Future' campaign, developed a policy report in collaboration with INGOs such as Save the Children, Plan and Results. This report outlined the civil society policy demands related to the GPE Replenishment, targeting both donors and national governments. The report was shared with coalitions for use in their local campaigning work in the lead up to the Replenishment conference in June. GCE also developed various advocacy tools such as a background Q&A on GPE, lobby letters to

Education Ministers and various social media tools. These tools, as well as updates and briefings, were shared through emails, the CSEF newsletter and on the GCE developed Fund the Future campaign website.

- **CSEF learning tools:** Various CSEF materials were updated and produced including an information leaflet, case studies publication, poster with map and case study examples and an achievements document outlining progress so far.
- **‘Planning Matters’:** GCE’s finalized its handbook on civil society engagement with education sector plan processes including through plan preparation, development, appraisal and monitoring. Several case studies were included in this tool, drawing on the experiences of national coalitions. The production of this handbook was initiated in 2012, but redeveloped into a more practical tool in 2014. An animation film to accompany the handbook is being produced and will be finalised in the last part of 2014.
- **Global Action Week:** In collaboration with Handicap International, GCE developed the policy report, ‘Equal Rights, Equal Opportunities’ in 2013, a key resource for Global Action Week 2014 on inclusive education for people with disabilities. This year the report was translated and shared in GCE’s 5 working languages, together with other GAW campaigning tools including the Campaign and Schools pack, logos and posters, all for adaptation and use by coalitions in their national campaigns.
- **Dissemination:** All materials are being translated and printed in 5 languages. They are shared online and at various events, and publication packs will be shipped to coalition offices in the coming months.
- **Post-2015 materials,** including on post-2015, was developed through non-CSEF funds but made available to CSEF coalitions as a resource tool.

Global coordination and technical support with other partners

During the period, GCE continued to collaborate with international partners to identify opportunities for engagement and support initiatives. Through joint campaigning around the GPE Replenishment campaign, planning and strategizing between GCE, Plan, Save the Children, Results and others helped defining unified and strong civil society advocacy demands. Regional and national coalitions also participated in some of these discussions.

Furthermore, online engagement and skype meetings were conducted with the CSEF International Partners Group. GCE actively shared advocacy tools and materials developed by IPG members with national coalitions to strengthen their on-going implementation, including VSO’s toolkit on advocacy research, Plan’s tool on youth participation, and OSF’s research on privatization in education. As part of the global capacity support and learning plan, conversations with various INGOs about joint capacity support initiatives are taking place, such as with OSF regarding learning circles on the Theory of Change, the Government Spending Watch for webinars on data capturing and analysis on education spending, and with OSISA on advocacy and leadership skills. Through engagement with RESULTS and GCE US coalition representatives from Malawi and Gambia were offered networking, speaking and media engagement opportunities at various events in the US.

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

The table below provides an overview of the type of regional/global policy dialogue and advocacy processes that GCE and Regional Secretariats encouraged coalitions to engage with, or helped facilitating their engagement in, during the reporting period. Again there is some overlap here with the work to draw on national work for regional and global advocacy, reported under ER 1.3.

Examples of regional/global policy dialogue and advocacy processes that the Secretariats encouraged the coalition(s) to engage with
EFA Review & Post 2015 Agenda - multiple global, regional and national processes
Global education for All Meeting (GEM), Muscat
EFA Steering Committee Meeting, Paris
UN Open Working Group on the Sustainable Development Goals (OWG)
Intergovernmental Committee of Experts on Sustainable Development Financing (ICESDF) for the Asia-Pacific region
UNICEF & UNESCO hosted event: "Beyond 2015 - The Education We Want"
Event hosted by the Ministry of Foreign Affairs, Denmark and GPE: "Free Universal Education and Good Governance: Establishing the Links"
Global Action Week (all regions) (Equal rights, equal opportunities: inclusive education for all).
GPE Replenishment campaign and conference, Brussels
GPE Board meeting, Brussels
Meeting with new World Bank Education Lead
Pre-AU COMEDAF VI CSO Forum in Yaounde, Cameroon
Discussions relating to Public-Private Partnerships in Education Asia and the Pacific, GCE international and CLADE regional workshops on privatisation and Public-Private Partnerships and the Right to Education
Big Push Initiative (UNESCO and National Government Dialogues - Regional Workshop Luanda)
CCNGO/EFA meeting in Chile
CEDAW 'General Discussion on the Right to Education for Girls and Women'
UNESCO Institute for Lifelong Learning (UIL) Revising the 1976 UNESCO Recommendation on the Development of Adult Education.
Advocacy to strengthen civil society participation in institutionalised policy spaces

For details of how Global and Regional Secretariats supported national coalitions' engagement in regional and global advocacy processes, please see the details under ER1.3 above.

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

This expected result is the impact of previous ERs and thus it is early in the programme cycle to meaningfully measure achievements in this regard. This will therefore be reported on at greater length in subsequent reports. Still there are some early results that can be seen, for example:

- **Developing country domestic financing commitments to the GPE Replenishment:** GCE encouraged and supported civil society coalitions through the provision of information, tools and materials, and direct capacity support, to advocate and lobby their governments to commit ambitious pledges to the GPE Replenishment in June. In the end, the most successful element of the GPE pledging conference was the amount by which African and one Asian government pledged to increase their domestic budgets for education - \$26 billion overall from 27 governments. In total, 19 governments promised to meet or exceed the target of spending 20% of budgets on education, including Kenya who promised to get to spending 29% by 2018. We believe that the extensive civil society campaigning and lobbying in advance of the Pledging event contributed to the impressive result of the Replenishment, and there has been very broad recognition of the influence of civil society coalitions in making this happen, both publicly and privately, from GPE staff and Board members.
- **Post 2015:** GCE and regional secretariats have coordinated very strong input to post-2015 processes, working closely with active members and allies from within civil society, such as EI and ICAE, as well as with UNESCO, UNICEF and other key actors. These inputs, drawing directly on the views of national coalitions, both those inside and outside CSEF, have focused strongly on the importance of education and the need for a standalone education goal in the post-2015 SDGs, and the need for a broad and rights-based framework for education post-2015, as well as the need for an ongoing EFA framework that builds on the existing EFA structures and governing and monitoring mechanisms. Whilst post-2015 discussions are still underway, GCE's analysis is that there has been positive movement on these broad ambitions as well as on a number of specific issues (e.g. support for free education) and that the input of civil society has been a very significant contribution to this.
- **Position on inclusive education in GPE:** Through the mass-mobilisation and campaigning taking place globally around the Global Action Week 2014, and the engagement in global policy dialogue drawing on this national level work, some impact is already visible: the Global Partnership for Education has adopted a strong stance on inclusive education and it now forms part of the criteria for assessment of Education Sector Plans.

5. Conclusion and next steps

The reporting for the period January to June 2014 shows considerable evidence of progress against all four of the programme objectives. Management and oversight activities are on track, and there has been expansion of coalition activity in all the programme areas. Almost all coalitions are now engaging with the Local Education Group where this exists and is open to coalition participation, although reporting indicates that more could be done to formalise and insititutionalise these relationships, particularly outside Africa. In addition to the LEGs, coalitions are taking part in a variety of other policy-making for a, Clearly, coalitions' expanded activity has been most evident in the area of public campaigning and awareness-raising; the next report will enable us to see how much of this is due to a spike related to Global Action Week and how much is because of coalition programmes being more strongly underway than in the opening months. In particular, the nature and range of media engagement – including growing use of social media – is particularly encouraging for a programme that aims to improve citizen engagement in and oversight of government action in the education sector. There has been strong progress in objective 3, on monitoring and research, with an interesting variety of research exercises, but it is notable that many coalitions do not have sufficient in-house capacity to take on extensive research; in this context, some of the existing partnerships with members and allies are useful and should be further encouraged. Finally, there has been extensive work to support the development of greater capacity and linking of national, regional and global policy participation even though – as previously noted – the latter work area is not funded through CSEF.

The major challenges identified continue to be formal barriers to civil society participation, how to manage representation and consultation within diverse and often extensive coalitions operating in challenging circumstances, some of which are longstanding (e.g. large countries and poor infrastructure) and some which could perhaps be more easily influenced (e.g. limited time given for consultation).

In terms of next steps, obviously all implementing partners are continuing with ongoing programme implementation and oversight, as well as holding discussions with GPE about the ongoing sustainability of the programme. In particular, GCE is drawing from the reports and other discussions with implementing partners to plan learning work, including the development of tools and sharing of best practice. In the next period, this will focus particularly on inclusivity and representation in coalitions, and on education financing including budget tracking. We will also be starting discussions on how to support coalition tracking and research more broadly, and on how to share best practice with regard to some of the innovative and highly engaging media work. Moreover, as we move towards 2015, GCE and regional partners will be doing more to support coalitions to link their work both to formal EFA review processes, and to the existence of the EFA deadline as a vehicle for driving accountability.

This report captures some of the huge diversity and dynamism of this project; we continue to try to find ways to capture the wide-ranging, impressive and impactful work being supported through CSEF, and to find ways to support those coalitions engaged in CSEF to document and share their own work, such that partners within and outside the education sector can learn from the experiences of this unique programme.

Annexes

Annex 1 – implementation plan with status update

Annex 2 – list of country support visits

Annexes 3– list of reports of regional workshops during the reporting period (*NB only those not already shared with previous report*)