

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

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Civil Society Education Fund 2013 - 2015

Coordinated by the Global Campaign for Education

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

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Executive Summary

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

Over the last six-month period, CSEF has been supporting national civil society education coalitions in 55 countries across Africa, Asia and the Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Through the programme, GCE and regional partners have been providing these coalitions with core financing, technical assistance, and capacity support, and facilitating opportunities for engagement in regional and global policy processes, and cross-country learning. CSEF has provided crucial financial and technical support for civil society participation in education sector policy and planning at national level, which has been recognised by the GPE Board of Directors as a necessary element in securing their objectives, and is reflected in the GPE charter, strategic plan, procedures and policies.

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

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

This is to be achieved through four objectives focusing on

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

The **current phase of the CSEF programme** has been running from April 2013 and will continue until December 2015 following an agreed costed extension for the May – December 2015 period, which was formally approved in April of the current reporting period with the finalisation of the International Partners Agreement’s amendment with the Supervising Entity UNESCO. This extension of the CSEF programme beyond the initial end date April 2015 was approved by the Board of Directors of GPE in December 2014, and formalised by the Country Grants and Performance Committee (CGPC) of GPE at the end of February 2015 based on a strong consensus on the need to continue the CSEF programme.

In the period January to June 2015, civil society structures in **55 countries** participated in the CSEF programme. Of these, 49 coalitions were implementing nationally-designed and approved plans, funded by direct CSEF grants. One coalition, CEF Lesotho, previously had grants approved, but normal implementation has been suspended while Regional Secretariats work with staff and Boards to resolve internal difficulties that have been blocking delivery. Another coalition also previously under suspension, CED Sri Lanka, has successfully addressed previous challenges and re-entered into grant agreement late in the semester under review (early May). In six other countries (Afghanistan, Tajikistan Kyrgyz Republic, Angola, Madagascar and Myanmar), global and regional structures supported coalition development, planning processes, or specific activities, as appropriate in each context. Of the 55 countries, 28 are in the CSEF Africa region, 17 in Asia Pacific, five in Latin America and the Caribbean, and six in the Middle East and Eastern Europe.

All of the **49 coalitions currently implementing CSEF-supported activities** have identified policy objectives and activities that respond to their national contexts. As noted in previous reports, the thematic focuses of coalitions’ plans vary considerably, having been developed through independent national processes, and overall reflect the same priorities as in the GPE strategic plan (access, equity, quality, financing, effective systems, etc); most coalitions are focused on more than one policy issue.

All the activities in the **implementation plans** (cf Annex 1a and 1b) 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.

Programme management and oversight at global and regional level during the reporting period focused intensively on overall programme management and cross-regional coordination, with the primary goals of ensuring regional and national capacity and future sustainability of the programme. As with previous semesters, this has included ongoing grant disbursement and supervision of 49 grants to national civil society coalitions and engagement with a further six coalitions and networks; implementation and strengthening of the monitoring and evaluation system; efforts to secure the sustainability of the programme (including by finalising agreements on the 2015 extension and intensive work to prepare for the 2016-2018 phase); work to re-phase all budgets and plans in light of the 2015 costed extension (including assessment and approvals of 51 incoming budgets and proposals); cross-regional consultation and coordination; and ongoing engagement with UNESCO as Supervising Entity to strengthen delivery, monitoring and understanding of the programme. There has been a continued shift in regional and global oversight arrangements (though not in programme delivery) with the Global Secretariat continuing and reinforcing its additional oversight of administrative and financial aspects of the delivery of Africa Regional Secretariat activities by ANCEFA. This has been accompanied by efforts to work with ANCEFA to resolve the human resource and management issues which prompted the increased oversight, and in February this year ANCEFA, the regional FMA Oxfam, and GCE staff joined together in a retreat workshop in Johannesburg to operationalise a focused

opportunity to collaborate on strengthening the potential outcomes for CSEF in Africa.

GCE has continued to work during this reporting period in close collaboration with UNESCO, to expand the level of detail gathered through monitoring and reporting exercises, and to better understand and learn from some of the trends in programme implementation. Broadly, across the programme, there is increasingly robust evidence of strong implementation. Although some challenges remain, new for this reporting period are reflections on lessons learned, which serve to strengthen understanding of programme effectiveness. GCE has also worked closely with UNESCO as a co-oversight team for a contracted independent evaluation of the current phase of the CSEF programme which has successfully been in progress since April 2015.

The programme has remained on a steady, yet sustained, upward trajectory in relation to progress on **Objective 1 on civil society participation in formal policy processes**. In total, 43 coalitions reported the existence of a Local Education Group (LEG) or equivalent structure in their country in this period, and 35 reported and/or confirmed some form of membership in the LEG: these numbers represent a slight increase since end-2014, with some striking progress in Albania and Zimbabwe where these coalitions have successfully penetrated barriers they had long faced in terms of LEG engagement. Nonetheless, barriers to engagement faced by the remaining coalitions persist, despite having been strongly encouraged and supported to engage with LEGs and these cases are highlighted in the relevant Section 4 of this report. At the same time, there has been an encouraging increase in coalitions' engagement with parliamentarians and the number of technical and policy working groups with which coalitions are engaging has continued to expand, which underscores the growing reach, credibility and capacity of coalitions, partly served by the growing level of activity in terms of submissions coalitions have made to relevant policy dialogue and/or parliamentary processes and fora.

Following deeper explorations in order to better understand progress on **Objective 2 on building broad-based participation and awareness in the education sector**, there have been valuable lessons learned at all programme levels, not least with more accuracy of coalitions' reporting. While it remains that the figures on overall numbers of civil society organisations that participate in coalitions' work are susceptible to differing interpretations of 'membership' at different moments, it is possible to conclude with reasonable confidence that total numbers of CSOs engaged remain very high, and have continued to rise semester by semester with over a 50% increase since the current phase of CSEF implementation was initiated in April 2013 (currently over 4,300 across the 49 countries in which coalitions were reporting compared with just over 2,000 at baseline). Furthermore, targets for the CSEF extension period on types of members are currently being reached, with all CSEF-supported coalitions reporting inclusion of members representing at least two of the target populations of girls/women, youth and people with disabilities. The target of at least 80% of all supported coalitions including all three of these groups, has already been exceeded to date; with the figure of 89.6% of coalitions as reported for December 2014, remaining constant by end June 2015. Nevertheless, GCE will continue to track progress on this result area as shifts may be observed with the increase to 52 coalitions which are targeted for CSEF funding during the extension period. A newly defined monitoring consideration established for the extension period relates to all coalitions having formal protocols for member engagement. In this period under review, 33 coalitions (67%) affirmed that they have written protocols for member engagement, which clearly explain how the coalition promotes participation of members in decision-making and representation and it is noted that there is room for improvement, particularly in Africa, towards the target of all coalitions formalizing their member engagement protocols during the coming six month period.

Nonetheless, the number of national coalitions having explicit and formal systems in place to facilitate member review of policy documents before they are distributed, as well as those which always consult their membership specifically before attending policy forums such as LEGs and education sector working or planning groups, in order to discuss and consolidate the views of the members and/or prepare members for the engagement has notably increased.

In relation to public awareness-building activities also falling under objective 2, reporting for this period demonstrated sustained public awareness-raising activities, in the form of media work, debates, events, public forums etc on education policy and financing issues. However, the total number of 272 different media interventions detailed by coalitions revealed a marked decrease in comparison to the previous semester. This is likely to reflect the fact that CSEF activities were largely focused on engagement with regional and global education advocacy, as well as on the extension period final preparatory processes. Nonetheless, all coalitions undertook activities in relation to Global Action Week, which took place end April/ early May which was, and remains, a major focal point for both media and public-facing activity for many coalitions. Coupled with media work, coalitions sustained their efforts through public-facing interventions. While the total number of 166 such interventions (through mass campaigns, policy briefings during public forums and conferences, guidelines and training on engagement for coalition members, the public and community education structures, and public information and awareness-raising materials) also reflects a decrease since the last reporting period, trends can be observed in the semester and funding cycle as the extent of public facing interventions this semester mirrors that of the same period in 2014.

In relation to **Objective 3 on research, tracking and monitoring** and the use of research findings, coalitions collectively reported completing or commencing a total of 54 research and/or analytical exercises during the reporting period, across 30 coalitions. The main focus of coalitions' research and analysis studies/exercises during this period fall into 5 categories (budget analysis, finance and expenditure analysis, governance, social accountability and other EFA related policy issues). The picture mirrors the diverse contexts in which coalitions operate, with 37% of the research efforts focused on national EFA related policy and implementation priorities including around ECDE access, privatisation of education / low fee schools, teacher service conditions and professional development, adult literacy, inclusive education access; and, impacts of natural and health disasters on education. Similarly, civil society driven social accountability studies also feature quite prominently (12 of the 54 exercises). Governance, finance and expenditure analysis respectively account for just under 15% of the studies, with budget analysis less prevalent at 11.1%. Coalitions shared some strong examples of how research completed during this reporting period, or earlier in the programme, is informing their policy engagement and contributing to debate and decision-making in the education sector. Coalitions also shared some very valuable and insightful lessons on what they have learned in terms of which EFA/national education areas coalition research, monitoring and advocacy activities have been most influential, and which research methods and ways of communicating research findings have been most effective in influencing policy.

The Global and Regional Secretariats lead work falls under **Objective 4 to build knowledge and networks**, through collecting and sharing lessons, providing technical and management support (along with Regional Financial Management Agencies) and facilitating engagement in global and regional advocacy. A prominent feature of the learning and exchange has been through face-to-face planning and strategizing meetings during the numerous regional and global high profile events which took place during the period, as well as through sustained efforts in sharing national documentation (including success stories, reports and tools). A key opportunity for horizontal learning and cross-fertilisation of ideas was during the GCE organised and hosted Global CSEF Learning Event which took place after GCE's World Assembly in February (which the vast majority of coalitions also attended). Regions have also facilitated cross-country partnerships – particularly in Asia Pacific – and details are given in section 4. Regional and Global Secretariats have also continued to manage online platforms and produced newsletters and other publications to share lessons. Technical support in this period has been predominantly focussed on extensive work in supporting coalitions and regional structures to plan and prepare for the CSEF extension period (April – December 2015) as well as the next 2016-2018 CSEF phase. A major focus of the work to facilitate engagement in regional and global debate (reflecting both global priorities and national work) has been debates on post-2015 frameworks and the SDGs. There has been extensive engagement on this across regions and by the Global Secretariat, drawing

on national inputs, and bringing in national voices; this has resulted in contributions to both regional declarations and draft global positions, not least the Incheon Declaration, and contributions to the post-2015 draft Framework of Action (to be finalised in November). Furthermore, GCE's submissions of civil society's reaction to all official processes of the Sustainable Development Goals Agenda, including the UN Secretary General's synthesis report, the thematic debate on the Means of Implementation (MOI), and first thoughts on the declaration were drafted after inputs from coalitions.

There has, therefore, continued to be an enormous amount of activity and overall steady and sustained progress towards achieving programme objectives, with increased lesson learning. Looking forward, CSEF will continue the ongoing implementation, assuring attainment of targets outlined in the extension programme for 2015. This will also include additional capacity building efforts and support in view of the planned 2016-2018 programme phase. As the current phase of the programme for 2013-2015 is coming to a close at the end of the year, GCE is now applying for new funding from the Global Partnership for Education. This application seeks to work with close to 60 civil society education coalitions and four regional networks through CSEF during 2016-2018. The GPE will make a final decision on whether this funding is approved in late October 2015

1. Introduction

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

GPE Strategic Plan 2012 - 2015

Purpose and intention

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

Aim

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

Approach and principles

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

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

CSEF supports coalitions through:

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

Objectives

In order to achieve its aim, the CSEF programme in 2013 to 2015 supports civil society education coalitions to carry out advocacy activities structured around four global objectives, which are:

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

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

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

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

Management and implementation

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

About this report:

This report covers the six month period from January to June 2015 and is the 6th global report to UNESCO (as Supervising Entity) for the 2013-2015 phase of the CSEF programme. The report is structured in order to present what has been achieved at each level (global, regional and national), and progress towards each of the objectives and the associated Expected Results agreed as part of the CSEF programme. As a single report drawing on 57 separate reports from national coalitions, regional entities, and the global Secretariat, it necessarily does not include every detail of activity; this report is, however, structured to present as much information as possible grouped so as to give a clear overview of activity and progress:

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

2. Overview of national activities

Throughout its implementation history, CSEF has focused on bolstering the work of national civil society education coalitions as they engage with and influence education sector planning, policy, budgeting and practice in their countries. As this work is carried out by national bodies and based on local needs and contexts, each national plan is developed in collaboration with local membership and designed to best fit local education priorities. After local consultation and design, including support from CSEF Regional Secretariats, coalitions submitted their proposals to Regional Funding Committees (RFCs) for evaluation and decision-making on approval and grant allocation.

It is important to note that this bi-annual report includes the months of May and June as part of the CSEF extension period. The costed extension was approved by the Country Grants and Performance Committee (CGPC) of GPE at the end of February 2015 and led to amendment of the existing International Partnership Agreement with UNESCO, with the amendment signed on 08 April 2015. This paved the way for an extension of CSEF programme activities until the end of December 2015. National activities between February and signing of amendments with CSEF grant receiving coalitions therefore entailed the submission of extension budgets and narratives, for evaluation and approval by the RFCs.

Against this background, in this period for January to June 2015, 49 national coalitions have upheld plans and activities in support of their national objectives. 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. The remainder of this section of the report highlights regional trends observed across national coalitions' work over the six month period under review.

Africa

Policy engagement and coalition building efforts across this region showed a marked increase in relevant coalition activity. In terms of formal education policy dialogue spaces, the coalition ECOZI in Zimbabwe secured membership of the LEG in the country, following sustained lobbying for inclusion in this regard, and coalitions across the region are now represented in a total of 27 additional relevant policy dialogue for a compared with the last period. In addition, engagement with parliamentarians was notable, with 15 of the 25 CSEF-supported coalitions in this region directly engaging with parliamentary commissions or committees, and 12 submissions made to parliamentarians on issues such as education financing and budgets, inclusive education, conditions of service for teachers and improved governance at the school level, amongst others.

Public engagement continued to be a sustained area of work, particularly around the momentum of Global Action Week. The majority of coalitions in this region initiated and organised public-facing interventions, including mass campaigns utilizing extensive media based advocacy. In Benin, for instance, the coalition used the CANAL3 television station and national radio network to inform the public about the state's implementation of EFA commitments. This opportunity allowed for public involvement and discussion on the local implementation of the post 2015 education framework. Similarly in Burkina Faso, the production of radio and television programmes helped to share the themes of their public awareness raising efforts throughout the year, including the need for greater infrastructure and equipment in classrooms, as well as the detrimental practice of child dismissal for non-payment of school fees.

Along this trajectory, Malawi organized a live public panel that aired on radio, discussing issues affecting girls' education and teacher motivation. Rwanda held radio debates on education issues, and Senegal produced a film on best practices in advocacy for mass distribution. In Cameroon, Global Action Week prompted a live televised discussion panel on EFA and post-2015 goals for the country. This was then combined with direct community engagement with education-themed skits and games for the public, with attendance from parents, teachers, local decision makers, and traditional authorities.

Public facing interventions also included public forums and trainings with community structures. In Ethiopia, for example, the Basic Education Network - Ethiopia (BEN-E) consulted with teachers and school supervisors across multiple regions, creating a curriculum framework for their Integrated Functional Adult Education Strategy. Consultations were also held with member organizations to strategize on facilitating improved school environments for girls.

Across the region, coalitions also placed significant efforts on internal capacity building for the national secretariat as well as their member organizations. 19 coalitions achieved their expected outputs to strengthen their internal management, solidify strategic plans, and better position themselves in the national landscape. Several new strategic plans, board elections, and coordination meetings took place. Notably, to facilitate mutual reinforcement of practices, the coalitions in Burkina Faso and Togo arranged an exchange visit, aimed at sharing good governance, and advocacy strategizing.

Overall, most prominent this semester was the commonality of direct local outcomes. In Burkina Faso, for example, direct public engagement by the coalition helped advocate for the creation of a new school complex with construction now underway and resources provided directly from the MoE. In Ghana, community dialogue meetings were organized in 6 communities, with teams of advocates engaging directly with District Education Offices to promote girls education, essential service provision and infrastructure development. As a result, the Ghanaian coalition reports increased collaboration from District Education Office and District Assemblies for improvements, including water access in schools. Likewise, in Zimbabwe the coalition's efforts to track the status of school infrastructure and resources revealed the extent to which schools had no toilets, and use of the coalition's findings contributed to influencing MoPSE's move to provide water and sanitation facilities.

Following suit, the CSEC coalition in Malawi engaged directly with schools for their objective of enhancing girls' education. They conducted 'Open Days' for 4 selected schools in 5 districts on role modelling and mentorship of female pupils. Hundreds of participants attended, with female students encouraged to voice their concerns for their future. Teachers and role models used the opportunity to motivate and encourage the girls to stay at school.

This period, the 25 CSEF grant-supported and reporting coalitions in Africa have shown signs of strong, active outreach along stated objectives, with 27 research, monitoring or analysis exercises being completed or in progress across coalitions during the period under review. More work is to be done, however, with all coalitions planning on increased capacity building, research and parliamentary engagement scheduled for the remainder of the year.

Asia and Pacific

During this reporting period in Asia, 13 CSEF-supported coalitions completed work against their stated annual objectives. The vast majority of planned activities were on track as scheduled, with many ambitious national strategies underway. CED Sri Lanka, a new coalition under CSEF grant support since May this semester, joined its peers by working to broaden membership, attain strategic political capital through engagements with the Ministry of Education, and by beginning to plan for their future activities. Likewise, Vietnam's Ministry of Education granted legal registration to the national coalition, which is a significant victory for a local advocacy network in Vietnam.

Ten of the 13 reporting coalitions in this region had direct engagement with parliamentary commissions or committees in the reporting period, with 15 submissions made to parliamentary spaces on rights to education concerns related to, *inter alia*, relevant legislation (such as Education and Child Labour Acts), education system reform and allocations of national budgets to the education sector.

During this period, public engagement continued to be a strong point for many of the coalitions in the Asia and Pacific region. In Bangladesh for instance, citizen engagement took centre stage. The Bangladesh coalition, CAMPE, held local community hearings to highlight the issue of the national allocation for the education budget. The hearings gathered opinions, shared policy findings, and rallied local interest in the issue. Over 10,000 people, including students, teachers, government duty bearers, journalists, SMC members and civil society representatives attended the four events. Like CAMPE, Mongolia's coalition, All for Education (AFE), organized a public discussion on improving education governance and school environments. There, education sector officials from the Ministry of Education, school representatives, civil society and media joined together to collaborate and share ideas. A follow-on community discussion was then held with community members to discuss policy around the post 2015 agenda, goals and strategies.

As in Africa, several coalitions focused on rallying public enthusiasm outside of formalized policy debates. Global Action Week provided a well-aligned opportunity for media engagement, with nine coalitions implementing events. In Bangladesh, eight festivals for story-telling and writing were held for 15 year old boys and girls. In each of the eight provinces, these 15 year olds were invited to share their personal stories of education. These out of school 15 year olds were all born in the year 2000 when EFA commitments were made. From thousands of entries, 69 boys and girls were selected to share their stories, capturing the voices and expectations of adolescent boys and girls who are either in school, dropped out or never enrolled. In Indonesia, the coalition held park-based photo exhibitions with 300 participants from many districts attending, leading to greater public awareness on Indonesia's EFA commitments.

As reported previously, social media has proven to be a valuable tool for coalition reach and resonance. In Cambodia, the coalition joined efforts with researchers and teachers to discuss findings of an evaluation on national teacher labour and human rights in the country. By videotaping the panel and posting it to YouTube, the coalition sought to reach a national audience.

Eight of the Asia and Pacific coalitions completed or commenced research, and almost all produced and disseminated publications and other resources this semester. These include the development and publishing of success stories on inclusion (gender, caste, religion and ethnicity) from 10 states in India, a handbook for Mongolian teachers on their labour rights, a social audit across several of Pakistan's education districts around government transparency and accountability, and a national report from Timor Leste on teacher's living conditions and salaries.

Lastly, over the six month period, coalitions in this region were very active in engaging decision-makers and in training other implementing partners to do the same. In the Solomon Islands, the coalition organized a workshop for NGOs and donors on the state of school-based literacy gains, with participants aiming to advocate for more appropriate funding allocations in 2016. In India, the national coalition held three conferences to educate partners and teachers around the national budgeting process, and to inform teachers of their role in data collection for the Ministry of Education's decision making. Similarly, in Mongolia, the coalition backed visiting professors from the US in holding training for 30 leaders from the national teachers union on inclusive education and advocacy.

Middle East and Eastern Europe

CSEF in the Middle East and Eastern Europe is comprised of supporting national coalitions in Albania, Moldova, Georgia, Yemen, Somalia and Sudan. Despite political and social turmoil in both Sudan and Yemen, activities were successfully completed or were on track in line with the coalitions' plans.

Internal capacity building for coalitions was a common area of work from January to June, with half of the national coalitions engaging in internal management strengthening work. Georgia's coalition developed bylaws and completed the official registration of the coalition. ACCE in Albania approved a new strategic action plan with the Board of Directors and contracted a coalition coordinator, and trained coalition members on legislative and education issues. In Somalia, the coalition EFASOM was also granted full membership to the national education cluster this semester, and extended its reach by establishing regional focal points representatives for the coalition.

Three of the six CSEF-supported coalitions in this region engaged with parliamentarians during this period and tackled issues such as recommendations on the pre-university education system, legislation related to Education Acts, and education policies related to inclusive education. The remaining three coalitions (Georgia, Moldova and Somalia) intensified their engagements with their relevant Ministry of Education, and in Somalia, the coalition contributed towards securing agreement to establish an Education Quality Control Body for the region.

In this region, each coalition's activities were finely tuned to their national landscape and needs and variances in activities across the region reflect the divergence of these country contexts. For example, Somalia's coalition focused on research for curriculum development in country, the coalition EFA Moldova designed and disseminated documentation on the Inclusive Education Programme, and the Georgian coalition built an award program for media reporting on education issues, including a student conference for 300 students on "Education as a fundamental human right". The Georgian coalition also created promotional animated videos and ran a "Tea Topic" around education on national television.

As noted, Yemen's national instability caused concern for the national coalition and its members. The coalition's objectives for 2015 are centered on the development of constitutional text for free compulsory education and girls' education in the new Yemeni constitution. However, activity was suspended due to instability, and in its place, the coalition worked to strengthen internal member organisations on programmatic, management and financial capacity. Most importantly, though, the coalition sought to protect school children and their direct access to schools during the armed conflict. Earlier in the semester, the coalition met representatives of different armed parties in the country, with support from the Ministry of Education, and formed an agreement to protect the schools of Sana' from conflict. After further negotiation, the coalition succeeded in an agreement for school protection, which will allow students to enroll in the next academic year. Normalization of educational process looks to be positive for the school term starting September 2015.

Latin America and the Caribbean (LAC)

In Latin America and the Caribbean, five coalitions are CSEF grant supported (in Bolivia, Dominican Republic, Haiti, Honduras, and Nicaragua). During the period under review, these coalitions undertook activities focused on policy advocacy, national trainings and discussions, public engagement, and four of the coalitions completed or commenced relevant research exercises.

Four of the five coalitions engaged directly with relevant parliamentary commissions/committees. The remaining coalition, Foro Dakar-Honduras Honduras, report that they did not get a positive response from parliamentarians to meet with them despite efforts to coordinate a meeting. In the constraining political context of the country, Foro Dakar-Honduras has developed partnerships with international actors so that international attention can be drawn to the situations of injustice in the country.

In Haiti, the REPT coalition focused efforts on citizen engagement and awareness raising. The coalition produced a video for the public, with 60 percent of viewers reporting being more aware of the national education landscape in Haiti as a result of viewing. Public-facing activities undertaken by coalitions in Honduras and Bolivia were similar. In Honduras, the coalition held Global Action Week conferences, ran information kiosks, distributed information pamphlets, organized public forums. The Bolivian coalition, Campaign for Right to Education (CBDE), created a museum infographic and photography installation presenting an audio-visual experience on the Right to Education.

All the coalitions from this region participated in the World Education Forum in Incheon, taking the global commitments back to their membership and parliamentary partners. Foro Dakar-Honduras led their national efforts for policy change via meetings with the Presidential Commission to discuss the quality of education, with parliamentarians to discuss the post-2015 global agenda in country, and with the LEG to share the approaches of the Dakar Forum concerning how the Post 2015 Agenda will influence education indicators in Honduras. The coalition also met with representatives from UNESCO and UNICEF to formulate a strategy for monitoring compliance with the Post 2015 Agenda from decision makers.

For Latin American coalitions, this period showed a high rate of engagement with politicians, which is set to continue throughout the rest of the year.

3. Regional and global activities to support the CSEF programme

Global Trends

Over this period, CSEF's global efforts focused intensively on overall programme management and cross-regional coordination, with the primary goals of ensuring regional capacity and future sustainability of the programme. The following provides a summary of progress against the CSEF programme implementation plan, while more specific status updates are provided in Annexures 1a and 1b (the latter for the extension period).

1. Global Grant Management

This area of work has been mainly concerned with the core areas of planning; quality assuring and programme oversight as outlined below.

1.1 CSEF 2016-2018 Preparation

Globally, the secretariat's work to ensure sustainability of the programme took top priority. The CSEF global secretariat sought frequent engagement with the GPE secretariat and relevant committees to continue development of the CSEF 2016-2018 funding proposal and results framework. This proposal development was undertaken with extensive collaboration and dialogue with regional colleagues and the International Partners Group (IPG).

Near the end of 2014, the GPE Board delegated the role of assessing the CSEF proposal to the Country Grants and Performance Committee, in order to provide a recommendation on future funding to the GPE Board at their face-to-face meeting in Incheon in May 2015. Before going to the CGPC, the proposal underwent a quality review process led by the GPE secretariat, in parallel to an assessment of GCE systems, carried out by an external company commissioned by GPE. These processes - the GPE secretariat review along with the Strategy and Policy Committee and systems review - were strongly supportive of the proposal and recommended approving funding in May. The CGPC, though, recommended re-development before GPE Board approval, including amendments to the results framework. Accordingly, GCE as Global Secretariat has continued revising specific aspects prior to CGPC decision slated for October 2015.

In light of programme planning timelines, however, preparation for the next phase of CSEF has started through formative yet multiple conversations and planning with regional partners. Coalitions have mapped tentative activities for 2016, and are aware of proposal submission activities. CSEF looks forward to a smooth transition to 2016 activities and a continuation of progress made thus far.

1.2 2015 Extension Period

As reported previously, the current phase of the CSEF programme was originally planned to conclude in April 2015. However, with a costed-extension approved through the end of 2015, CSEF undertook global efforts to support coalitions in planning, budgeting and implementing continued activities. In April CSEF-supported coalitions were invited to submit new funding proposals and detailed budgets for both activities and institutional costs, covering the additional period of May to December 2015. The CSEF global secretariat then coordinated this proposal development, amended regional contracts and agreed on corresponding programme documents with UNESCO, such as an updated results framework and capacity support and learning plans. New regional and global activities for the extension phase were outlined in a detailed implementation plan. National coalition plans for the extension phase started to be

developed in April 2015. The amendment to the existing International Partnership Agreement was signed with UNESCO on the 8th of April. Thereafter regional secretariats and FMAs worked extensively with coalitions for full compliance and strongest possible applications, and Regional Funding Committees met (either face to face or virtually) soon after and navigated through all incoming 51 proposals. Final versions of budgets and proposals were approved with a few exceptions in May.

1.3 Regional Grant Management

All coalitions were able to continue their work with funding tranches received for the first quarter 2015 plus April, and mostly without too much disturbance could continue their programmatic work from May onwards. Although funds were delayed in this period, we observed that coalitions were able to meet the planned activities for the period. This was particularly the case for those coalitions that are not dependent solely on CSEF funding and were able to sustain with alternate funds whilst waiting for the CSEF funds to flow in.

Coalitions used the remainder of their funds and additional tranches were transferred for some coalitions, particularly to support their participation in important regional and global events (Ministerial Meeting in Kigali, Learning Event in Johannesburg and World Education Forum in Korea). It is reported that the overall absorption rate in Africa (based on the overall grant) is at 90% at the end of Q1 compared to 75% in the previous quarter. .

Grant Management matters were also discussed in much detail during a so called African Retreat organized for staff from the Regional Secretariat, Financial Management Agency and the Global Secretariat. From 03 to 05 February, the Africa regional secretariat, ANCEFA, Oxfam, and GCE staff joined together in Johannesburg, South Africa to create a focused opportunity to collaborate on strengthening the potential outcomes for CSEF in Africa. This retreat provided space for meaningful dialogue, collaborative problematizing and collective solution setting to reinvigorate CSEF in Africa implementation. Over the course of three days, the group discussed collective challenges from the past phase of implementation, and strategized for opportunities going forward.

1.4 Strategic Support for Africa Regional Secretariat

In line with the agreed revision of management roles for the Africa Region (as per amendment 2 to the IPA agreement with UNESCO) in order to provide a greater level of support to the Africa region, during this period the global secretariat sponsored recruitment of administrative staff in May and a programme manager in June. These two roles will help to provide greater oversight for the regional secretariat, as well as more direct capacity for work underway around the region.

The occasion of the Johannesburg World Assembly was also seized to have discussions with the Global Oversight Committee (GOC). GOC and GCE team organized a session with ANCEFA in which the modalities of revised management support to RS were explained in detail and the procedures regarding the preliminary results of an audit review of ANCEFA's financial reports were agreed on in this session. The GOC was appraised many times more in the course of the reporting period to discuss and advise on issues regarding the submission process of the CSEF 2016-2018, appointment of newly nominated members of Regional Funding Committees and other regulatory determinations. Most of these discussions took place through virtual meetings.

2. Strategic Planning and Coordination

Three major areas of work have been the focus of global efforts in the period, and these are described below.

2.1 Engagement with GPE: *Civil Society Representation in Board Elections*

The January-June 2015 period also focused on building stronger ties between GPE and civil society. At the start of the year, GCE organized elections for civil society representatives to the GPE Board of Directors. One seat was to be filled by northern, international organizations, and a second board member from developing country organizations. These elections took place at the GCE World Assembly in Johannesburg at the end of February 2015. Eighty votes in total were cast. David Archer from ActionAid was elected for representation of international NGOs, with Tony Baker from RESULTS Education Fund elected as Board Alternate. To serve in the seat for developing country civil society, Mr. Cheikh Mbow, of Senegal, was re-elected. Mr. Mbow hails from Senegal's national education coalition, COSYDEP, which has proven to be a strong voice for civil society engagement in the country. Janet Muthoni-Ouko from the Elimu Yetu Coalition in Kenya was elected as Board Alternate.

These representatives now go on to serve for a two year term, bringing knowledge and institutional memory to the role. The two alternates will also be able to contribute fresh perspectives, as well as extensive experience from engaging with GPE policy processes and debates at both national and global levels.

2.2 Global Secretariat Inter-regional and Global Meetings

GCE held its 5th World Assembly from 23 to 26 February. This was a perfect opportunity to also bring all coalitions either represented by their coordinators or members of the Board to the event, and organize back to back with the World Assembly a global CSEF two- day long learning event. This event brought together almost 50 national and regional CSEF coalitions, partners, allies and donors. The theme of the learning event was 'Exchange and Learning through CSEF', with the purpose of the gathering to share experiences, learning from each other's challenges and successes and reflecting on the progress of the CSEF programme. Attendees heard updates demonstrating the diversity of contexts, focus areas and approaches across the programme, and joined plenary discussions and break-away group sessions to discuss priority areas of operations. The final session of the learning event worked to build coalition capacity on CSEF's 2016-2018 objectives, as well as strategies and approaches able to be undertaken at a national level.

It was very encouraging to see enthusiasm from some of these members for broader attendance, with 15 national coalitions from the South – including Bangladesh, Brazil, Nigeria, Senegal, Cambodia and Nepal – sending more than one representative. Participants were also joined by observers from the Malala Foundation, Open Society Foundations, some South African education organisations, GPE, and national coalitions who are engaged in the CSEF programme, but are not members of GCE. The African participation into this learning event was co-financed with funding from the German (GIZ) Backup Education Initiative.

The World Assembly was opened by the President of GCE, Camilla Croso, and chair of the Board, Monique Fouilhoux, alongside high-level guests: Nobel prize-winner Kailash Satyarthi; Kishore Singh, the UN Special Rapporteur on the Right to Education; and Hubert Gijzen, the regional representative of UNESCO. The UN Secretary General Ban Ki-moon, the UNESCO Director General Irina Bokova, and the Chair of GPE Julia Gillard all recorded special video messages. Other

guest speakers included Professor Mary Metcalfe of the University of the Witwatersrand in South Africa and Dr Aaron Benavot, Director of the EFA Global Monitoring Report. A large number of GCE and coalition member representatives spoke on panels and/or facilitated working groups, in order to ensure widespread sharing of experience.

The agenda included an opening day framed as a public forum to explore lessons from the EFA and MDG period in the context of looking forward to post-2015 and the SDGs; elections to the GCE Board; two days focused on long-term GCE business of discussing progress since the last World Assembly in 2011; agreeing plans for 2015-19; discussing (in groups and plenary) the GCE movement's core focus issues for the coming four years; reviewing and agreeing new policy; sharing of best practice in national campaigns and advocacy; and a final day focused on action planning for 2015 related to the Korea World Education Forum and finalizing the SDGs. An exhibition space allowed for members to showcase their work, and view others' materials. This space was visibly dominated by exhibitors coming from the CSEF community.

2.3 Global Advocacy Support

During the period under review significant efforts were made to support the CSEF mission as a whole through global campaigning and advocacy. This took place most prominently around EFA accountability with Global Action Week, and global engagement for post 2015 goals at the World Education Forum in Korea. During both of these events, global rallying for action spurred national representatives to take on the cause in their home countries, pushing governments for commitments and alerting citizenry to the cause. Actually, a clear cascading effect exists, in so far as all of the global work is mirrored and reiterated in the regional and national level work – it all corroborates and synthesizes as parallel, collaborative and mutually-reinforcing processes. This is illuminated with greater detail in Section 4 of this report, including information on the nature of the coalitions' national level work.

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 49 national education coalitions that have been implementing agreed proposals during the reporting period, as well as from the four Regional Secretariats and the Global Secretariat. As with previous semester reports, GCE has analysed all reports against the Learning, Monitoring and Evaluation Framework and observed data trends between the reporting periods since December 2013. Learning from previous semesters, the coalition's reporting templates were strengthened for this period; separating out the quantitative data into a set of Excel data monitoring tools. This provided more space for coalitions to more qualitatively share lessons learned under each of the four CSEF objectives in their narrative reports. As a result, additional insights into the highly contextually diverse and complex landscape in which CSEF operates are included, by sharing some lessons learned as well as illuminatory case examples of progress against expected results from national coalition voices.

Objective 1: Policy participation

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

Of the 49 reporting coalitions, 43 reported existence of a LEG or its equivalent in their countries. This number represents an increase from 42 in the last semester report, attributable to sustained and effective advocacy efforts of the coalition ACCE in Albania in the Middle East and Eastern Europe region which lobbied the Ministry of Education and Sports (MoES) to operationalize the LEG. The coalition's summary of its successful and proactive engagement with the MoES in this regard is shared in the Box 1 insert.

Box 1: Lessons from the Albanian Coalition for Child Education (ACCE) on successful strategies to operationalize the LEG in their country

During 2014, the coalition conducted two consultative meetings with the Ministry of Education and Sports (MoES). The first meeting was held with the MoES Director of Projects and Integration, Mr. Ermal Elezi, and the second with the Minister of Education, Ms. Lindita Nikolla. During these meetings, representatives of the Albanian Coalition for Child Education presented a document that served as a guiding tool for the creation of the LEG. This initiative attracted the attention of MoES who expressed interest to examine the presented document and explore the best ways to build an effective LEG in Albania. ACCE continued to engage with MoES, consistently negotiating for the operationalization of the LEG.

Following this continuous lobbying work the Local Education Group in Albania became operational during this current reporting period. The LEG is called the Donor Partner Group. Lead by MoES and supported by UNICEF, the LEG - where Albanian Coalition for Child Education is an active member - organized the 1st consultative meeting on 13th of March 2015. The Ministry of Education and Sports has established that there will be two annual LEG meetings organized, and ACCE is formally invited to participate.

This case of the recent LEG formulation in Albania is a positive example of how coalitions' engagement with government, together with credible documentation to support the process can open space for more formal and active engagement of civil society in high-level education policy dialogue and review fora. It also serves as encouraging news for coalitions which face ongoing closed policy dialogue spaces. Countries where coalitions continue to report perceptions that a LEG or its equivalent does not exist are listed below:

- Four in the Asia and Pacific region: India, Indonesia, Mongolia and new for this reporting period is CED in Sri Lanka which recently agreed a CSEF plan and grant, and;
- Two in the Latin America and Caribbean region: Bolivia and Nicaragua.

Coalitions reporting a LEG does not exist in their country provided elaborations on the contextual challenges, as well as their sustained efforts and any achievements to gain access to education policy making, review and monitoring spaces such as the LEG or its equivalent in their country. Their summary cases are provided below in Box 2 (with the exception of CBDE in Bolivia and FEDH–IPN in Nicaragua, as these case examples have been discussed in previous reports):

Box 2: LEG and country political contexts: Protocols for accessing policy dialogue space such as the LEG, or equivalent, and how coalitions are working to gain access to education policy making, review and monitoring spaces.

1. *NCE India: National government gives no space to NGOs and takes quite an anti-NGO position. Several NGOs have been warned against anti-government activities and several Foreign Contribution Registration numbers have been cancelled. Currently the Indian government is carrying out a consultation in every district regarding the new education policy, however it has not invited NGOs to participate in the consultation. [Nonetheless] we have identified several ways to access policy dialogue. In India this can be done through different coalitions working on education; research can be published and parliamentarians and other officers from the Education Ministry can be invited to dialogue with coalitions. One can also access policy dialogue space by engaging with parliamentarians on issues so that questions can be raised in parliament. There could also be direct dialogue with the Ministry of Education but in the current scenario of the country, this is a difficult point of access.*

The coalition is primarily working on strengthening the parliamentary forum (as the new government has new parliamentarians). Through this parliamentary forum, the coalition discusses the issues of immediate concern and raises policy related questions in parliament. For example, a recent parliamentarians meeting discussed the issue of budget cuts in primary education. There were questions raised in the parliament through the forum's efforts, however, since the budget is a complex issue which needs a lot of pressure in parliament to be changed, not much has been achieved to date. The coalition also invites representatives from the Ministry to its consultations and discussions on several issues which helps the coalition to gain some limited access to education policy making.

2. *NEW Indonesia: In Indonesia the LEG has not existed. There are several donors and sectors of civil society who are concerned about education in the country. However, there has never been a joint forum held specifically to discuss education in Indonesia. Civil society continues to experience difficulties in obtaining accurate and up to date data on education from the Ministry of Education. Currently NEW Indonesia together with partners (non-members) are using the momentum for advocacy with the change of government, and in particular we are engaging with the Ministry of Education and Culture. We have carried out informal meetings more than five times as a form of cooperation and conducted a national symposium on education. Meeting and coordination space between civil society and government (Ministry of Education and Culture and Ministry of Religious Affairs) is now beginning to open up more than before. However we still experience closed spaces when engaging with the employees of the Ministry of Education and Culture and Ministry of Religious Affairs, particularly related to education data and various other technical policies. Therefore, we continue to seek meetings to discuss technical issues, data retrieval, and to advocate on various issues in the field of education. We strengthen the network (members and non-members) to jointly carry out engagement with the Ministry of Education and Culture. In the new government, the Minister of Education and Culture is also new and we believe there are opportunities to push for special forums between the Ministry and various education stakeholders from civil society, and the donors. In a meeting with the Minister of Education and Culture, we agreed to continue to expand communication and cooperation in the future. During the national symposium held in early March 2015 between civil society (NEW Indonesia and its network members) and the Ministry of Education and Culture, the Minister directly gave instructions to his subordinates to be open and willing to engage and diligently communicate with civil society. Since the symposium, NEW Indonesia has met twice with the Director General of Basic Education and the Ministry of Religious Affairs. Getting data from government is very difficult but the coalition continues to engage with the Ministry to lobby for access to education data and policy dialogue spaces.*
3. *AFE Mongolia: There is no formal LEG in Mongolia. At present, the group that prepared and implemented the GPE-funded education initiative is the Education Donors Consultative Mechanism (EDCM) which consists only of donor groups. Since the start of the coalition's establishment we pushed for the engagement of local stakeholders including the Coalition in the LEG. But in the process and during this period, we have been made aware that the EDCM has not been functioning since the approval of the Education Sector Plan (ESP). The MoE and donor partners are not implementing activities in alignment with the approved ESP and there is no policy dialogue and harmonization of donor support in the education sector; no monitoring and promoting progress toward increased aid effectiveness, and no Joint Sector Review (JSR) has been carried out. AFE Mongolia has initiated some meetings with the members of the EDCM and the coalition has been invited to participate in monitoring GPE-funded activities. AFE Mongolia has been engaging the EDCM members to establish a genuine LEG that is more inclusive and transparent. The World Bank, ADB and UNICEF specifically expressed high appreciation of the coalition as filling in an important gap in the education sector- i.e., an independent civil society voice that is firmly rooted in the human rights principles, involving diverse communities and with specific focus on the rights of marginalized groups. So AFE Mongolia discussed the importance of having a genuine LEG in the country during its National Education Forum and the coalition approved a position paper on the establishment of the LEG which was sent to the MoE urging its leadership to start the process of establishing a LEG in the Mongolian education sector. During the World Education Forum, AFE Coalition representatives met with the MoE Deputy Minister who agreed to create space for policy dialogue and promised to lead over LEG activities and sector processes and priorities after WEF in Incheon. On 15 June 2015, the Minister of Education issued the main goals for the next school year 2015-2016 and one of the goals is to start implementing the Incheon Declaration in Mongolia in cooperation with diverse stakeholders including civil society.*
4. *CED Sri Lanka: Sri Lanka does not have an existing LEG and all decisions related to education are taken by the Ministry of Education together with Ministry of Finance. The Sri Lankan government still do not give much access for CSOs to engage in education policy level processes. The coalition (CED) has started developing a working relationship with the Ministry of Education as a preliminary step to gain access to policy making spaces. The Ministry has expressed their willingness to work with CED in future events of policy dialogue and evaluation activities, which we will continue to pursue.*

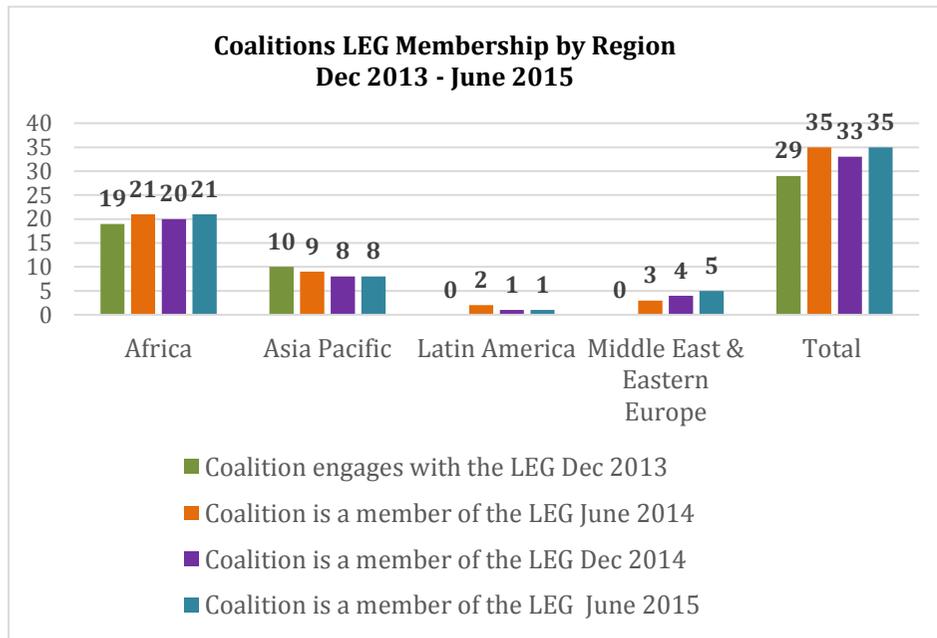


Figure 1: Status of coalitions LEG (or equivalent) membership Dec 2013 to June 2015

As Figure 1 shows, of the 43 affirmative responses under review in the current reporting period, 35 coalitions report being members of the LEG. This represents an absolute increase of 2 coalitions membership of LEGs in CSEF-supported coalition contexts where LEGs exist since the last report. It also indicates sustained progress towards the target of 42 coalitions having ongoing engagement with the LEG for the CSEF programme extension period to end December 2015 (out of 52 coalitions expected to be funded during the extension period)¹.

The two additional coalitions remarkably securing membership of the LEG during this reporting period are ACCE in Albania (as discussed previously) and ECOZI in Zimbabwe.

Since early 2014 ECOZI has sustained efforts to secure participation in the LEG. In February this year, after ECOZI worked to engage the support of UNICEF through the chief of Basic Education and Gender Equality (BEGE) and the GPE Manager as well as other education partners to support ECOZI's active participation in the LEG, the Ministry of Primary and Secondary Education opened space for ECOZI to engage with the LEG (locally known as the Education Coordinating Group). Initially participation was secured as 'guest' status, and the coalition has since negotiated full membership with an informal documented agreement.

A more nuanced understanding of the nature of LEG membership across the regions is provided in Figure 2. While there have been some slight shifts in coalitions' membership status since the last report, the picture remains mainly constant; about one third of the coalitions engaging with LEGs report having formal written agreement for their membership, and almost all of these are in Africa. Otherwise, engagement is through an informal agreement, or on an invited basis.

¹ It should be noted that data in the graph in figure 1 has been updated for both the December 2014 and June 2015 data. This is to reflect the exclusion of CEF in Lesotho for Africa data, the corrected data from the CBDE coalition in Bolivia, and the inclusion of LEG equivalent interpretation for the Georgian coalition in the Middle East and Eastern Europe region for end December 2014 data, as discussed in the previous report.

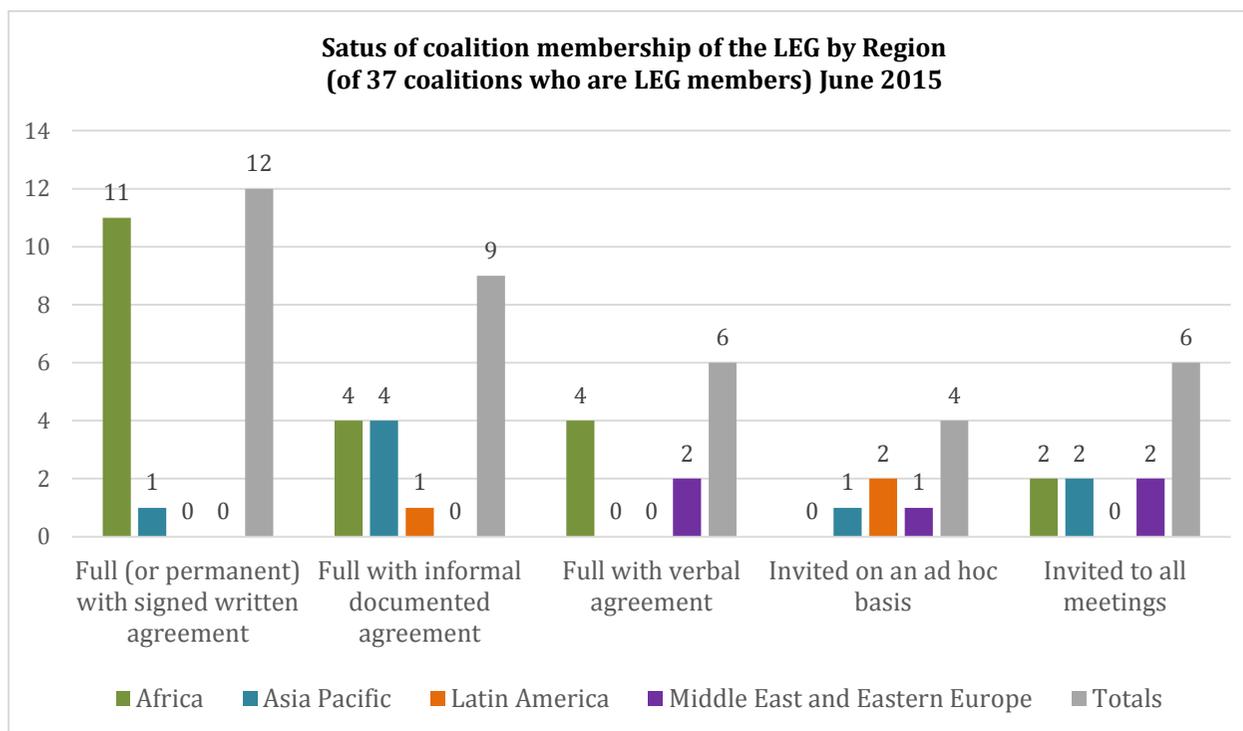


Figure 2: Nature of coalitions LEG membership June 2015

For the remaining six coalitions who are not participating in the LEG as at 30 June 2015 although a LEG exists in their country, some report that they are in ongoing negotiations to address this: Rwanda Education For All Coalition has submitted required registration documents to the relevant authorities but still awaits a response, although some of the coalitions' members are now participating in thematic groups within the Rwanda Education NGO Coordination Platform/RENCP – which provides some access to the more formal Joint Review of the Education Sector (JRES) forum activities. 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.

In the case of FADE Djibouti, the coalition has started communicating with the government. However, as the government has prepared for a fourth mandate (despite the country's constitution only providing for two), FADE reports government are rejecting all applications.

COMEDUC Mauritania note that following the re-establishment of the Basic and Secondary Education Ministry at the National Education Ministry and the Mauritanian President declaring 2015 as the “Year of Education”, there has been some progress since the case of this coalition shared in the last report. COMEDUC engages with the National Education Ministry, allowing for gradually increased civil society space for policy dialogue. Nonetheless, COMEDUC reports that the LEG remains a closed forum, except during visits from an international delegation such as the GPE. During meetings, the Minister promises to review/redefine with partners, including the French Development Agency (AFD), the status and composition of the LEG to allow access for civil society, but this has not yet been realised.

Foro Dakar Honduras report that the Round Table of External Donors for Education in Honduras (Mesa Redonda de Cooperantes Externos en Educación – MERECE) which influences education policy decisions does not accept any civil society organizations or government organizations as members. However, Foro Dakar-Honduras secured a first meeting with MERECE in April 2015, and is working on a proposal to establish mechanisms for more meaningful

engagement with MERECE. The coalition expects to conduct a second meeting with MERECE during August 2015 and is continuing efforts to strengthen relations with MERECE in the meantime.

The coalition APSCF Moldova indicate that they are still challenged by a discreet LEG presence in their country and are continuing with their explorations in this regard. However, the coalition engages in more visible policy dialogue platforms, such as the National Child Rights Council and the Deinstitutionalization and Inclusive Education Coordination Council, as well as various Technical Working Groups.

The last of the six, REPT Haiti, has continued to engage with UNESCO during the reporting period to track progress on the operationalization of the LEG and opening space for civil society engagement. REPT indicate that three meetings have been held between government and UNESCO, signaling some advances in operationalizing the LEG which is tentatively encouraging.

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

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

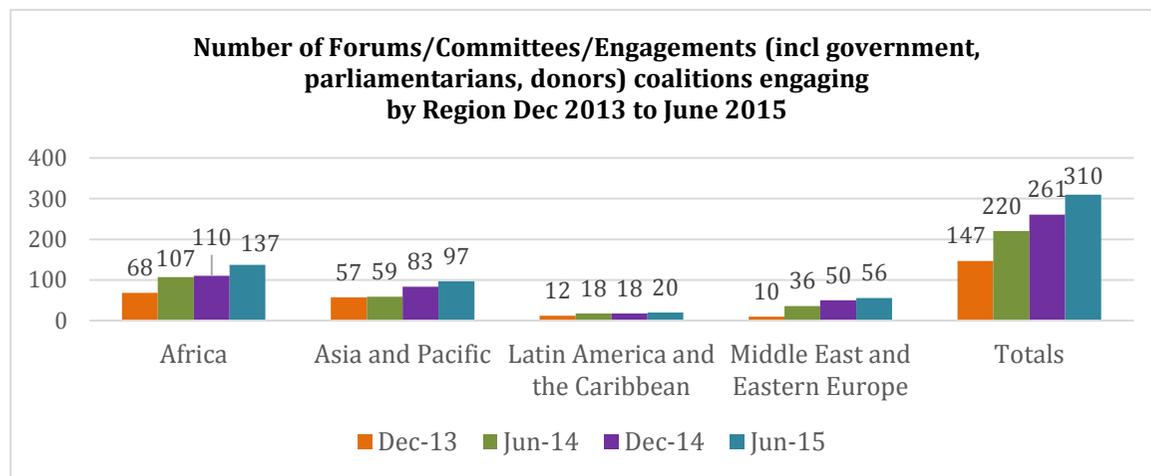


Figure 3: Number of policy dialogue spaces where coalitions engage Dec 2013 – June 2015

As figure 3 shows, at the end of June 2015, globally coalitions reported active engagement with 310 relevant education sector policy dialogue and review forums. This represents a 15.8 percentage increase in the six-month period from January to June 2015 (up from 261 to 310 fora). As can be seen, the upward trend since December 2013 of implementation of this CSEF programme has remained consistent, with a marginally (0.7%) lower increase in this reporting period compared to the July to December 2014 period.

Although CED Sri Lanka are included as one of the 49 coalitions reporting in the semester under review, the coalition entered into grant agreement late in the

semester (early May) and has not yet penetrated policy dialogue spaces and is working to change this in the coming period (including engaging with the MoE as reported earlier in Box 2).

Alongside the total of 75 new forums joined, coalitions also reported having ceased membership from a total of 26 education dialogue spaces and regional data is shown in figure 4. Without exception, reasons provided are because the forums were time limited working groups that have completed their mandate. The absolute increase is therefore 49 as reflected in the previous figure 3.

The full list of ‘new’ forums with which coalitions have engaged are provided in Annex 2. The vast majority (89%) of new fora joined by coalitions across all four regions are national level forums, committees, or other relevant education sector planning or working groups. Nine of these new fora (6 in Africa, 2 in Asia and Pacific, and 1 in the Middle East and Eastern Europe regions) have provided space for coalitions to engage with relevant parliamentary commissions or committees. A synopsis of coalitions’ new and ongoing engagement with parliamentary spaces is provided below.

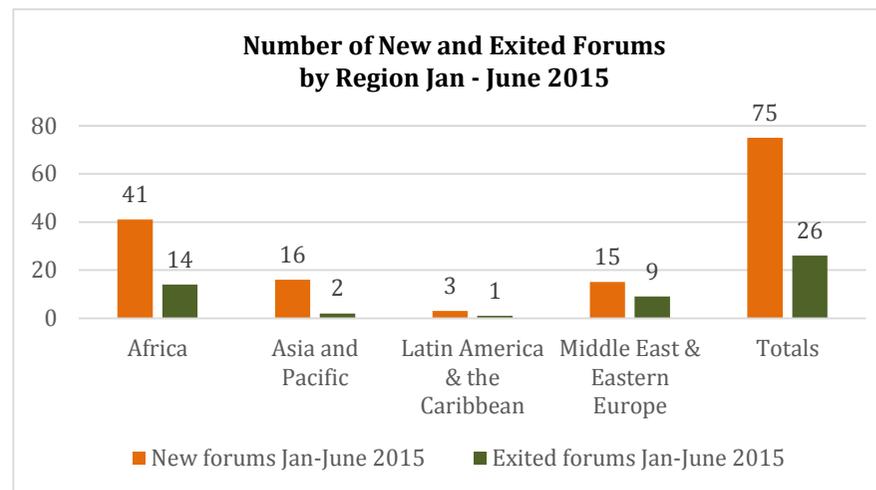


Figure 4: Forums joined and exited Jan - June 2015

Otherwise, the nature of forums in which coalitions have engaged remains consistent with the previous reports, in that they include drafting groups for new policies, technical committees advising on education sector issues, review committees, and civil society forums convened to analyse and review policies, plans, strategies and implementation. This indicates ongoing positive progress towards broader and intensified civil society participation in education sector and policy dialogue.

In this reporting period, coalitions shared more information on their **engagement with relevant parliamentary commissions or committees**, along with **lessons coalitions have learned** about effective strategies for strengthening policy participation and influencing policy planning dialogues at national level. A summary of these insights per region follows:

Africa:

- 15 (60%) coalitions had direct engagement with parliamentary commissions or committees in the January – June 2015 period. The main issues addressed with parliamentarians by these coalitions were:
 - Education budgets/financing
 - EFA review and post-2015
 - Collaborative working – between parliaments/civil society
 - Access to education for children with disabilities

- Gaps in a new draft Education Bill (prior to its passage into an Act)
 - Improved governance at the school level
 - Teachers' needs, conditions of service and motivation
 - Formation of an autonomous Teachers Professional Board
 - Mediating in the teacher union/government crisis in order to achieve completion of the 2014-2015 school year (Togo).
- For the ten coalitions which did not engage directly with parliamentary commissions or committees, other efforts to garner or strengthen engagement with political spaces were realised in the semester or are planned for the upcoming period:
 - *Benin*: Parliamentary elections were held in the country and the coalition CBO-EPT has since requested a meeting with the President of the Commission for Education to review collaboration between Parliament and the coalition.
 - *Burundi*: The coalition BAFASHEBIGE has focused on implementing a regional support plan to strengthen and build its capacity during the CSEF extension period because of the socio-political context within the country which restricts access to political dialogue spaces.
 - *Cameroon*: The coalition has not engaged directly in the reporting period but has plans to engage with parliamentarians in the second half of 2015.
 - *Cote D'Ivoire and Djibouti*: Coalitions report that no parliamentary commissions for education exist in Cote D'Ivoire and Djibouti and in these instances the coalition (RIP-EPT) in Cote D'Ivoire has been meeting informally with the deputies of the Social and Economic Commission with the aim of establishing a commission for education sector stakeholders and the National Assembly. FADE in Djibouti is working with parliamentary deputies of the opposition to put a commission in place, recognising that the deputies of the majority party have been in power since the commencement of the presidency.
 - *Ethiopia*: BEN-E reports that, while no contact was made through parliamentary committees in the reporting period, the coalition has been working to influence the government, especially the Ministry of Education and its structure particularly on education rights and financing education at the national level.
 - *Niger*: The coalition's lobbying actions in partnership with the World Food Programme and Ministry of Primary Education regarding food nutrition through a school feeding programme led to the Ministry placing this as a priority issue for the government leaders meeting in July 2015, which provided an opportunity for the coalition to gain some entry into political spaces where possible engagement with parliamentarians can be muted.
 - *Rwanda*: Rwanda Education for All Coalition is limited to engage with these political platforms while still awaiting registration documents from the relevant authorities.
 - *Zambia*: Although the coalition ZANEC does engage parliamentarians as part of its advocacy work, there hasn't been any such meeting in this reporting period. However, ZANEC's engagement with parliamentarians in 2014 led to government asking civil society to make submissions to the education policy review in February 2015.
 - *Zimbabwe*: While not yet engaging directly with parliamentarians, the ECOZI coalition has had regular interactions with MoE officials and the Minister during Education Coordinating Group (LEG) meetings, monitoring visits and the GAW advocacy activities.

Asia and Pacific:

- Ten (76.9%) coalitions had direct engagement with parliamentary commissions or committees in the reporting period. The main issues addressed with parliamentarians by these coalitions were:
 - Reform measures in the education system
 - Budget cuts in education
 - Amendments in the Child Labour Act and child rights and education (including human rights, laws, education, culture and health rights)
 - Demanding the release of the Education Act
 - Building capacity of the Standing Committee members to monitor performance
 - Teacher quality and conditions of service issues
 - Progress on EFA goals
 - Quality of services in school feeding programmes, and improving school infrastructures.
- Of the three coalitions which reported they had not had any engagement with parliamentary commissions or committees during the six month period:
 - *Indonesia*: The coalition's planned meeting was delayed but the coalition engaged with the Ministry of Education and Culture and Ministry of Religious Affairs which both deal with compulsory basic education on issues of enhancing public engagement on education, education transformation, and access to and achievement of Islamic education.
 - *Sri Lanka*: CED is new to CSEF this semester and CSEF supported work with CED relates mainly to regional support for planning for the June-December 2015 period.
 - *Vietnam*: The coalition VCEFA focused its efforts on engaging directly with the Deputy Prime Minister regarding the education reform process of the government.

Latin America and the Caribbean:

- Four of the five coalitions (80%) engaged with relevant parliamentary commissions/committees. The remaining coalition, Foro Dakar-Honduras Honduras, report that they did not get a positive response from parliamentarians to meet with them despite efforts to coordinate a meeting particularly during Global Action Week and the launch of the Regional Observatory of Inclusive Education. The coalition makes reference to the policy of total control by the government of Honduras over any public act of social action made by students and teachers' unions. The coalition recognises the importance of monitoring the media to identify appropriate moments and spaces to present education proposals and the need to expand its database of high-level contacts in order to be able to coordinate meetings directly with political decision makers. The coalition considers important to have, and has developed, partnerships with international actors so that international attention can be drawn to the situations of injustice in Honduras; for the coalition to do this directly would limit any opportunities for dialogue with the government.
- The main issues addressed by the remaining four coalitions include:
 - Decriminalization of abortion and proposal to reform the criminal system focusing on women's rights and violence against women
 - Education as a human right

- Monitoring the budget execution
- Developing an alternative system of education for young people and adults – to have access to higher education and university level

Middle East and Eastern Europe region:

- Three of the six (50%) CSEF-supported coalitions in this region engaged with parliamentarians in the semester under review and tackled the following main issues:
 - Recommendations on the pre-university education system
 - Justice reform pertaining to children and youth
 - Garnering support for GAW activities and asks
 - Legislation related to Education Acts
 - Education policies and inclusive education for children with a disability
- For the remaining three coalitions; in *Georgia* it is the executive branch of government that is active in policy development processes rather than parliament and the coalition accordingly mostly collaborates with this branch of government. Although the coalition, NGO Alliance Initiative Group “Education for All” in *Moldova* did not engage with parliamentary bodies during the period under review, the coalition has engaged with the Ministry of Education and the Coordination Council for Inclusive Education. In the case of *Somalia*, the coalition focused efforts on conducting an education forum with education stakeholders and the Hiiraan Regional Education Officer on national priorities where it was agreed to establish an Education Quality Control Body for the region.

Lessons learned:

The following table provides a synthesised summary of lessons coalitions across the programme report they have learned about effective strategies for strengthening policy participation and influencing policy planning dialogues at national level. It provides some illuminative insights into progress towards achieving the CSEF Learning Goal 1, and a useful step towards sharing best practices particularly for new and emerging coalitions.

• Pre-engagement with member CSOs and building consensus on policy issues.
• Establishing local as well as national level advocacy/project groups – local contributions/grassroots evidence influences national policy participation.
• Engaging the media, including community radio, and being ‘visible’ to improve credibility with government and wider society and to catch the attention of leaders.
• Expanding membership of the coalition and network and sharing information including lessons learned, as well as collaborating with other organisations from different fields, such as human rights, constitutional law, healthcare, and those that are geographically dispersed.
• Showing appreciation when participating in meetings in order to facilitate relationships of trust and respect – constructive engagement - and also making short, focused, accurate presentations to keep meetings short for busy officials.

- Learning how to present directly to national bodies/parliamentarians – who to approach and when – and not rely on messages being passed by staff of such structures that do not prioritise education issues.
- Undertaking studies and using/sharing evidence based documents and recent research findings [endorsed by many coalitions].
- Building strong alliances, including within government structures and opposition leaders, and organising consultative meetings, education celebrations and joint monitoring visits with the donor community; and also engaging with ‘personalities’ such as Nobel Laureate Kailash Satyarthi [such as in Bangladesh] to support lobbying.
- Being patient and consistent and continuing to take the initiative to engage with parliamentarians with constant and effective communication, including following-up promises and action plans.
- Engaging and participating in relevant decision making spaces at every level – it makes it easier to participate/influence at national level.
- Awareness raising among local communities through activities implemented by the coalition

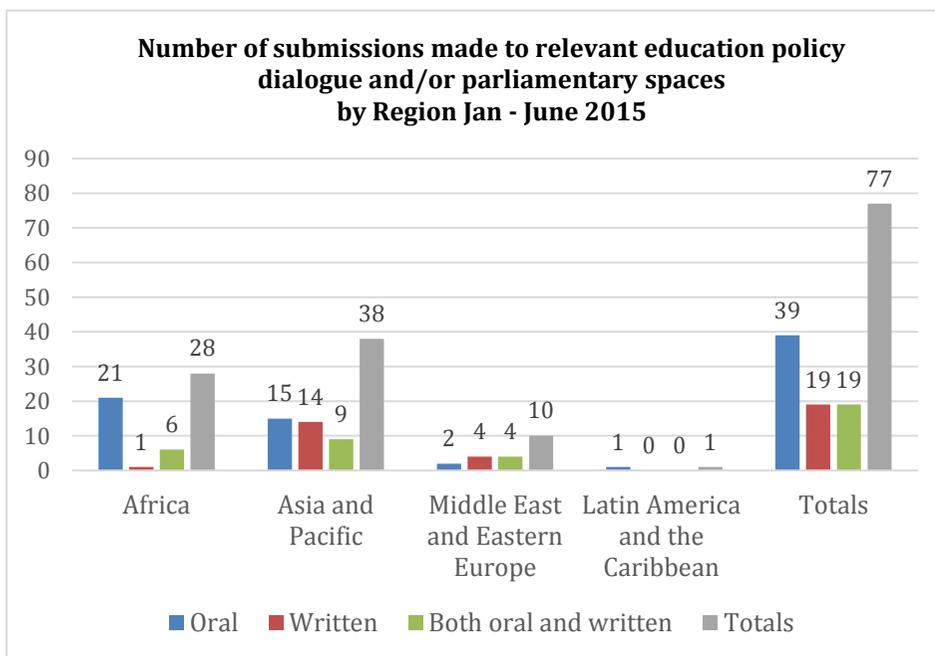


Figure 5: Total number of submissions made by coalitions to policy dialogue and/or parliamentary spaces January - June 2015

In addition to engaging with parliamentarians and other relevant forums, CSEF coalitions were actively responsible for at least 178 oral and/or written civil society submissions to government, parliamentary or technical working groups between January and June 2015. This represents a marked increase compared with the total of 131 oral and/or written coalition submissions in the six-month period July to December 2014. Data disaggregated by region for the current reporting period is shown in Figures 5 and 6. In observing the graphs, it should be noted that in this reporting period, the nature of submissions have been categorized by submissions made to (a) relevant policy dialogue and/or parliamentary processes and fora; and (b) other relevant education fora and working groups. Data has also been disaggregated into three categories: oral (only), written (only) or both a written and oral submission.

Figure 5 is concerned with submissions made to category (a) and figure 6 on the next page provides data for category (b). Figure 5 therefore provides data on 77 of the total 178 oral and/or written submissions. These were made by 31 (63%) national education coalitions to relevant policy dialogue and/or parliamentary processes and fora. These submissions were made by 15 coalitions in Africa; 12 in Asia and Pacific; 3 in the Middle East and Eastern Europe, and 1 in the Latin America and Caribbean regions.

Of the 77 submissions, 29 (37.6%) involved reaching parliamentarians (12 such submissions in Africa, 15 in Asia and Pacific, and 2 in the Middle East and Eastern Europe region). While this indicates limited progress against the specific 'new' target for ER1.2 under the extension period (every coalition presents at least one submission to a parliamentary commission or committee where they exist in the country), it masks the more layered report on coalitions engagements with parliamentarians documented above. Nonetheless, progress towards this target only commenced in May and the global and regional CSEF secretariats will continue to monitor and support progress in this regard as the implementation activities of the extension phase comes into more effect during the next six months.

The additional 101 submissions made by coalitions during the reporting period were to other relevant education fora and working groups (category b), and these are disaggregated by region below in figure 6.

Region	Nos of coalitions which made other submissions	Oral submission	Written submission	Both oral and written	TOTALS
Africa	6	8	4	5	17
Asia and Pacific	6	24	20	5	49
Middle East and Eastern Europe	5	7	5	1	13
Latin America and the Caribbean	4	18	3	1	22
TOTALS	21	57 (56.4%)	32 (31.7%)	12 (11.9%)	101

Figure 6: Total number and nature of submissions made by coalitions to other relevant education fora (inc. TWGs) January - June 2015

A comprehensive list of submissions made by national coalitions is provided in annex 3, and some examples of submissions made to (a) relevant policy dialogue and/or parliamentary processes and fora from each region follow:

Africa region:

- In Benin, *Coalition Béninoise des Organisations pour l'Éducation pour Tous (CBO-EPT)* submitted an oral submission to the Joint Education Sector Review recommending the elimination of bottlenecks between the tax authorities and education districts to allow all stakeholders to anticipate mobilization of education grants for public schools at the beginning of the school year. This recommendation was included in the recommendations submitted by the main actors of the three educational level institutions and the Directorate for Primary Education was tasked as responsible for piloting the review process with the support of the Directorate for Promotion of Schooling.
 - CBO-EPT also made two oral submissions to the LEG (one in April and one in June 2015): the first was to urge for an increase in the number of CSO member representatives in the LEG to five instead of the three mentioned in the LEG's formal decree of operations. The coalition proposed that the five representatives should include the Education Journalists and Communicators Network, a clear identification of the CBO-EPT Coalition, as well

as the Network of private providers for literacy and promotion of national languages to advocate for literacy, which is a neglected group of the education sector in Benin with an allocation of just 0.17% of the education budget.

- The second submission made by CBO-EPT is a notable example of how the coalition used their members' research to inform their lobbying efforts, and this case is highlighted in the box 3 insert.
- In addition to three oral submissions made during the 3rd Joint Monitoring Mission on PDSEB (Programme de Développement Stratégique de l'Éducation de Base) held on 7th April 2015, the *Coalition Nationale pour l'Éducation Pour Tous* in Burkina Faso further appealed to the Ministry of National Education (MENA) about the dramatic lack of classrooms at primary level, and even more so at post-primary level. Infrastructure building has been a real challenge for the MENA for several years and has led to the phenomenon of classrooms installed in makeshift shelters, (over 3000 currently). The coalition recommended action from the MENA to find an efficient method to realize much needed classroom infrastructure with the help of grassroots communities. The proposal was placed on the agenda of a meeting of the Education Partnership Framework, and the coalition reports that the issue will be discussed again by the inter-ministerial committee in charge of implementing the transfer of pre-school and post-primary to the MENA.
- *Cameroon Education for All Network*: At a four day Education Sectoral Review held 25-28 May 2015 in Yaoundé, the coalition's president made an oral submission on the need to link the sectoral review and the Post-2015 objectives. He emphasized the need to improve education funding using domestic funds, strengthen the case on preschools which are currently being privatized in Cameroon, to include inclusive education and literacy in education strategies (as shown in the EFA evaluation report). On behalf of the coalition members, he also called for a more forward-looking Emergency Education policy. Lastly, the coalition called for better governance of human, material and financial resources. The proposals were discussed and used to develop recommendations to improve the implementation of the sectoral review.
- The coalition *RNCEPT in Cape Verde* submitted a written statement to the Ministry of Education and Sports (MES) on 10 March 2015. The submission proffered the coalition's recommendations to improve pre-school in Cape Verde, suggesting a set of laws are promulgated to contribute to the improvement of pre-school education in the country. The written submission followed a formal presentation to the MES on the same, and the coalition reports that the written submission was accepted and that dates have been set for discussion and approval of the recommendations.
- *GNECC in Ghana* made three oral submissions between March and June 2015. The first was to the Inclusive Education Technical Working Group, calling for the provision of mobility equipment to be made for persons with disabilities in schools in the final draft of the Inclusive Education Policy. As a result

Box 3: Generating civil society research to influence advocacy positions in Benin

Implementation of the GPE funded project: A citizen monitoring and control research mission at grassroots level was led by the coalition end March 2015. Improper governance practices were identified in the context of project interventions. During the 30 June 2015 LEG session, held under the presidency of the new Minister responsible for sector coordination, with the main LEG members as defined in the LEG decree being present, and while the education authorities were reviewing the achievements of the project at national level, the coalition presented the conclusions of their field mission (quality and relevancy of delivery of school kits to the students 6 months after the beginning of the school year, lack of social mobilization aspects in the project, poor management of the school feeding structures). These observations were supported by the World Bank representative who assured that provisions are currently being developed for efficient implementation of the social mobilization aspect. He also expressed his concerns about the delays in delivering learning material kits to school girls. The coalition's proposal was accepted and the LEG agreed to contact the General Tax Inspectorate to assess the level of transparency of the project's operations to date.

of the proposal, GNECC was tasked to lead CSO discussions for the development of minimum standards and guidelines for the practice of Inclusive Education in Ghana. A second submission made to the Complementary Basic Education Committee proposed that a Media Platform be formed to create awareness on the Complementary Basic Education program. The Committee agreed to set aside resources for public education on the CBE program through the media. The coalition's third oral submission was made to the National Education Sector Annual Review (NESAR) technical committee; where the coalition's proposal focused on urging NESAR to ensure this high level policy dialogue space is used to review progress made on national EFA achievements, including what remains to be achieved in relation to the Education Strategic Plan and the Post-2015 agenda. The proposal was reflected in the final agenda for the 2015 NESAR scheduled for 21st and 22nd July 2015.

- In Kenya, the *Elimu Yetu Coalition* made oral submissions to the Parliamentary Committee on Delegated Legislation. The coalition reports that the Cabinet Secretary for Education gazetted the school fees guidelines and latter gazetted the regulations (both documents submitted to GCE) that operationalizes the Basic Education Act. The legislation has very contentious issues such as changes on school level governance that proposes radical measures aimed at improving accountability in schools. An example is the requirement that heads of all basic education institutions will hence forth be given agency through a formal letter by the cabinet secretary to manage schools, which is far from the current arrangement where the cabinet secretary has no link with the heads and has to pass through the teachers' service commission. This move caused uproar from teachers unions (evidence submitted to GCE) who influenced some members of parliament to try and annul the legislations. The committee of parliament on delegated legislation has been summoning key stakeholders in a bid to understand the issues so that a decision can be made. The coalition made submissions that supported the improvement of governance in schools, thus urging the members of parliament to uphold the regulations. Currently the committee is still considering the submissions made by the coalition. However the matter requires intense lobbying and the coalition has held side meetings with some members of the committee who are supportive of the coalition in a bid to try and clarify the critical issues and ensure the relevant legislations are not annulled.
- *COSYDEP* in Senegal made both an oral and written submission to the Education Policy review forum, which set out civil society's contribution to the new education policy and the new program PAQUET (improvement of quality, equity and transparency program 2013-2025). The submission was included in the agenda, discussed and accepted.
- In Tanzania, the coalition *TENMET* engaged in discussion with members of the Parliamentary Social Services Committee and other participants drawn from coalition members, teachers and the Tanzania Teachers' Union to urge for the passage of the bill on the establishment of the Teacher's Professional body. The submission was accepted and during the presentation of the budget of the Ministry of Education, the Chair of the Parliamentary Social services Committee stopped the passage of the budget until the Minister for Education promised that he would ensure that the bill is tabled during the next Members of Parliament Meeting.
- The coalition *ZANEC* in Zambia submitted a policy paper to the National Assembly on Adult and Tertiary Education highlighting the need for financing adult and tertiary education. The paper was considered for review.
- *ECOZI* in Zimbabwe made an oral submission to the LEG during June 2015, urging for civil society participation in the Education Sector Plan processes. The submission was accepted and formally discussed and ECOZI is tracking if the proposal will lead to successful outcomes.

Asia and Pacific region:

- The coalition *CAMPE* in Bangladesh made both an oral and written submission to the Finance Minister, calling amongst other concerns for an increase of the education budget targeting 20% of the national budget to ensure full implementation of the National Education Policy. While *CAMPE* have been informally informed that the Minister of Finance has taken note of the issues raised, *CAMPE* extended their calls to the Prime Minister, urging for an increase in the education budget specifically to focus on marginalization and exclusion, the right to education and education quality.
- In Cambodia, *NEP* provide another example of how coalitions have used their members' research to inform their lobbying efforts, and this case is highlighted in the box 4 insert. During the reporting period, *NEP* presented civil society research evidence to both the National Education Congress and the National Assembly Workshop on Education Reform.
- Amongst a number of written submissions at Ministerial level, the coalition *NCE India* in collaboration with other CSOs submitted a charter of demand for increasing the education budget to the Parliamentary Forum on the Right to Education. The charter was considered for review and changes to the budget remain to be seen as *NCE* continues to track progress in this regard.
- *NEW Indonesia* presented a policy position on the government's annual review of education, in which the coalition set out recommendations to improve access to education of the most marginalized such as through the use of Smart cards, and increasing education financing. The coalition is following up on the potential outcomes from the submission.
- *AFE Mongolia* made numerous submissions in the reporting period, amongst which were both a written and oral set of civil society recommendations on the promotion of rights to education and inclusive education practices for deaf people, made to the Reforms of Education for Deaf Children and Youth parliamentary forum. The submission was accepted by the Parliament speaker, the Prime Minister and other relevant officials, including the Rector of the National Teacher Training University. The coalition also submitted a

Box 4: Linking civil society research findings to national level lobbying in Cambodia

The National Education Congress is the biggest national education forum in which inter-ministries, sub-governmental level and education institutions join together to share and discuss education issues and identify possible solutions for the following year. Before the congress started, NEP had been engaged in many ad hoc meetings in the congress preparation and also the sub-technical working groups such as for primary education, secondary education and non-formal education. By engaging in those processes, NEP had used the chance to advocate to MOEYS to set the agenda for discussion, by linking to its research findings such as on teaching hours, teacher deployment and financial issues of Community Learning Centres. In the congress, NEP shared these research findings with feasible recommendations to participants as an orientation of the group discussions. MOEYS recognised and accepted the issues raised in the coalition's research and supported NEP to undertake future research studies such as on school accountability and functioning of the Provincial Joint Technical Working Group (P-JTWG).

NEP also had a meeting with the National Assembly Workshop on Education Reform Commission before the workshop was conducted, and submitted NEP research related to education as a right, teacher perspectives on the teacher policy action plan, and the financial disbursements for community learning centres. NEP also shared with them the draft post 2015 agenda in order to mobilize their support on education financing for 6% of GDP and 20% of the national budget and on monitoring the performance of MOEYS. During the workshop, NEP presented the same to all participants to raise awareness of what should be improved to correspond with the next EFA agenda. According to NEP, the commission of the National Assembly strongly followed up with the MOEYS on the education reform by pushing for more focus on the quality of teachers, quality of the curriculum, quality of support, quality of student achievement and quality of the social context. They are also visibly taking up the coalition's advocacy to urge for commitment to the aim of raising the education budget to 6% of the GDP and 20% of the national budget.

written request to the Ministry of Education for information regarding disclosure of financial information and policy proposals of management and privatization of public universities. The coalition is following up on these demands.

- *NCE Nepal* followed up on a submission they made in the previous reporting period, by submitting an additional written demand to the Parliamentary Committee for the Education Act to be released soon as it has been pending for the last five years. The coalition also made a written demand to Nepal's Permanent Representative for the United Nations, advocating against unregulated private involvement in education that is creating and entrenching segregation in education in the country.
- During January this year, the *Pakistan Coalition for Education* made five submissions to the National Assembly and Senate Standing Committee on Federal Education. All the submissions were placed on the agenda and considered for review and included demands for the Right to Education being tabled in the provincial assembly during the prevailing assembly session and before the budget revisions; that each school should have its own management/improvement plan developed through PTAs/local community members, which should be the basis for school budgeting; that the education budget must go through the standing committee for discussions and finalization prior to its presentation at the provincial assembly; that budget setting should be an inclusive and open process with direct consultations between the departments and the legislators as well as civil society and all relevant stakeholders, and that; a working group needs to be created with volunteers from the standing committees and representatives of civil society to visit the Federal Directorate of Education and Capital Administrative & Development Division as well as schools in Islamabad Capital Territory to monitor the progress of the implementation of Right to Education.
- In Papua New Guinea, the coalition *PEAN*, contributed to the Minister's Parliamentary Statement to ensure the Minister could appropriately respond on the floor of Parliament on recommendations of the Parliamentary Referral Committee on Education during the Parliament Sitting. The statement included issues regarding teachers' salaries, appointments, professional training and their general conditions of service. The coalition also sent contributions to the Minister to set the Policy Directions for Education in PNG in the next 15 years during the Minister's speech at the Official Opening of the Senior Education Officers' Conference (SEOC) on 15th June 2015.
- During the Joint Action for Education in Timor Leste (ACETL) deliberations, the coalition *TLCE* proposed to the Ministry of Education to increase the Education Budget 2016 to ensure quality education for all Timorese can be realised. The coalition reports that the Ministry of Education committed to take the recommendation into consideration in the education budget discussions for 2016.

Middle East and Eastern Europe region:

- The *Albanian Coalition for Child Education (ACCE)* made both oral and written contributions to the hearing sessions in the framework of discussions on Education and Means of Public Information. Specifically the coalition suggested amendments on the law 69/2012 "On Pre-University Education System in the Republic of Albania". Most of the recommendations have been taken into consideration by the Ministry of Education and Sports, and have been present in the final document presented during the plenary parliamentary session.

- In Moldova, members of the coalition *NGO Alliance Initiative Group Education for All* have made several written submissions recommending modifications to the draft Action Plan for Inclusive Education for 2015-2017. The Action Plans is undergoing further review by the Ministry of Education in collaboration with civil society partners, after which it is anticipated the plan will be posted on the education ministry's website.

Latin America and the Caribbean region:

- The coalition *FEDH – IPN* in Nicaragua presented progress and challenges of the Dakar EFA goals and raised awareness of the new EFA goals to teachers of rural education and teachers in training at a Departmental Forum in Matagalpa. This presentation was supported by the Municipal Delegate of the Ministry of Education.

Submissions made by coalitions to other relevant education fora and civil society working groups include advocacy around:

- Increasing civil society engagement with government and political dialogue (Djibouti);
- Education rights, including for girls, women, out of school youth and child protection issues (Mozambique, Vanuatu, Albania, Bolivia, Nicaragua);
- Improving access and quality of inclusive education (Mozambique, Mongolia, Moldova, Bolivia);
- Improving quality, allocations and use of human, financial and material resources of teacher training programmes (Niger, Vanuatu, Georgia);
- Education sector coordination mechanisms, including in emergencies and climate change impacts (Sierra Leone, Mongolia, Vanuatu), and;
- The Post 2015 education agenda (Zambia, Cambodia, Indonesia, Mongolia, Papua New Guinea, Vietnam, Somalia, Bolivia, Dominican Republic, Honduras, Nicaragua).

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

During the reporting period, CSEF regional and global structures have continued to draw on a wealth of inputs and submissions made by national coalitions' advocacy work in order to inform and improve engagement in multiple relevant regional and global advocacy processes. The summaries below provide 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.

Africa region:

The Regional Secretariat (ANCEFA) mobilized input from national coalitions on position papers and strategic engagement documents consolidated by ANCEFA to feed into the regional and global policy and advocacy dialogue processes in the following ways during the reporting period:

- ANCEFA invited representatives and heads of coalitions to make presentations at the ***Civil Society (CS) Forum*** held at Hotel Villa Portofino in Kigali Rwanda on February 08, 2015 prior to the ***Sub-Saharan Africa Regional Ministerial Conference on Education Post 2015*** held subsequently at Hotel Serena, Kigali on February 09 - 11, 2015. These useful inputs informed the civil society recommendations submitted to the Ministerial Conference on Africa's priorities

post 2015. These included Basic Education, Quality Education, Teachers and Training, Science and Technology, Technical Vocational Education Training and Skills competencies, Youth and Adult Literacy & Skills Development, Higher Education, Gender Equity, and Peace and Sustainability. Coalitions that participated were from Benin, Burkina Faso, Cameroon, Djibouti, the Gambia, Kenya, Malawi, Niger, Nigeria, Rwanda, Senegal, Zambia and Zimbabwe (13). Coalitions from Senegal, Niger and Zambia utilised their well-documented case studies and success stories on improving quality through teacher development and advocacy against privatisation in education, education resources and accountability, and developing an inclusive framework for advancing EFA to inform debate, recommendations and conclusions on quality, inclusion and financing of Education in the Post 2015 frameworks respectively. ANCEFA called upon the coalitions to develop the cases of success which were submitted for review before presentation to the CSO Forum and the main conference.

- In addition, ANCEFA was part of the committee that drafted the Kigali Outcome document. Input was received from coalition members that were present at the meeting and through online support from coalitions that were not at the meeting to make comments and input into the draft document which had cases of the issues the coalitions called for. For instance, coalitions called for commitment by the Ministers and governments represented to pursue inclusive quality education and lifelong learning, a call for education to be the primary focus of the Sustainable Development agenda as well as global citizenship, equity and gender equality, and increased domestic financing of education. Adopted as part of the Kigali Outcome document, the priorities - notably Early Childhood Care and Education (ECCE), Universal Primary Education (UPE), meeting the educational needs of youths and adults, and adult literacy, quality, equity, inclusiveness, and gender parity in education in Africa, as well as financing and partnerships for education and development - formed the foundations of commitments made by the African Ministers and these helped advance the coalitions advocacy work in many ways. For example, the coalitions took the opportunity for engagement with their governments at national level and helped shape the national education priorities and goals. The commitments also gave impetus to civil society to advance the key questions agreed in Kigali at the May 2015 World Education Forum in Korea. The coalition in Niger organized a press conference to share the outcomes of the Kigali meeting and the CSO declaration on privatization. The coordinator of the coalition in Burkina Faso also participated in this press conference.
- **NGO Forum held in Incheon Korea from the 18-19 May, 2015:** The work of coalitions in Niger, Nigeria, Senegal, Tanzania and Zambia was drawn on and the main themes shared were on quality and inclusion, domestic financing of education, the Post 2015 framework and civil society space in education processes at national, regional and global education policy dialogue spaces. Coalitions developed papers for presentation during the NGO forum and some coalitions representatives like Zambia were given space to moderate sessions. In addition coalition representatives from Zambia and Nigeria were speakers in various sessions, and the ANCEFA, being in the drafting team, facilitated inclusion of their inputs in the final documents. The resulting NGO declaration from the forum had issues contained which the coalitions had called for. For example, civil society calls to build on the EFA Steering Committee recommendations on the Post 2015 Education and the Muscat agreement, and making education a priority in the Sustainable Development Framework were all reflected in the declaration. The outcomes advanced the advocacy efforts that the coalitions had been working towards for more than two years, and this helped to build consensus on issues to canvas during the World Education Forum (WEF). Indeed, the WEF outcome document included the civil society recommendations on inclusive, quality education and lifelong learning framework.

- **World Education Forum in Incheon** Korea held from the 20-22 May, 2015: The key themes the coalitions were advancing included quality and inclusion in education, accountability in education resource use and participation by stakeholders in delivery of EFA goals. The Regional Secretariat (ANCEFA) and the coalitions had prepared lobbying materials including flyers which they distributed to the delegations in attendance. The coalitions also used the media to promote on their messages. All the coalitions present (from Togo, Cameroon, DRC, Ethiopia, Niger, Nigeria, Senegal, Tanzania, Togo and Zambia), were active participants in the break-away groups and caucuses that were conducted during the meetings. The Incheon Declaration and Framework for Action made commitments on inclusive quality education and lifelong learning, a call for education to be the primary focus for the Sustainable Development agenda, and progressive tax for increased domestic financing of education. The Incheon Declaration will continue to be used by coalitions in Africa as an advocacy reference material in subsequent policy engagement processes to be made at national level during their participation in policy meetings and in their participation in the LEG meetings.
- To ensure wide consultation and input from coalitions which were not present in the above important meetings, ANCEFA utilised the Bwalo-la-ANCEFA members' online platform, where ANCEFA was able to share documents for review and input from the coalitions, especially on the African Position on the Post 2015 Education and Development Agenda.
- In addition, ANCEFA ensured engagements in these key regional and global policy platforms by mobilising coalitions engagement and influencing through a variety of strategies, for example:
 - Organizing pre-meetings to prepare for coalitions' input into the main meetings/conferences in order for collective development of statements and position papers from civil society pre-meetings with recommendations to be used for advocacy
 - Participating in preparatory partners' meetings of the convening organisers of the conferences, for instance, ANCEFA participated in the meeting of the **African Union COMEDAF VI Bureau** on 8th February prior to the Kigali Sub-Saharan Africa Ministers Conference
 - Ensuring coalition representatives participated as panellists in various thematic sessions in the Conference, or volunteered to be rapporteurs for groups and report in plenary sessions
 - Having one on one meetings with country delegations, raising critical matters in plenary and break- away groups, morning meetings to recap and revise strategies and being involved in the drafting committee.

Asia and Pacific region:

- ASPBAE collected the experiences and views on education post 2015 of all coalitions through the **Asia-Pacific Civil Society Preparatory Meeting to WEF** held in Incheon, Korea on 17 May, the day before the NGO Forum and WEF. At this preparatory meeting ASPBAE facilitated a discussion to ensure a consensus on the civil society agenda and an update from each coalition on their respective delegations to the WEF. The Consultation enabled collective strategizing about how to influence their respective delegations to support the civil society agenda. The civil society (CS) positions were drawn from all 13 coalitions funded by CSEF together with CS representatives from Myanmar, Laos, and coalitions in Philippines, South Korea and Japan. Issues addressed were; analysis of and comments on the Draft Framework of Action and Draft Incheon Declaration; country agendas to be taken on by coalitions with their respective official delegates; lobbying strategies. National level contributions were gathered through prior regional consultations, and reports were augmented by comments and inputs from coalitions on the day of the consultations. Civil society inputs included participation in discussions, where CS representatives were allocated to particular sessions; contributions to the formulation of the CS Statement that emerged from the NGO Forum which was circulated during the WEF; interventions on agreed points during parallel workshops, strategic lobbying of official delegates over session breaks

during the WEF. Also the presentations by CS WEF speakers coming from Asia-Pacific, and interventions from the floor in sessions. The inputs were integrated in the NGO Forum Declaration and taken by the CS representatives in the Drafting Committee of the WEF. The outcome document – the Incheon Declaration carried most of the CS agenda, and so the CS lobbying was considered very successful. It helped that three CS representatives were on the WEF drafting committee. The consensus on education financing, inclusive education and CS participation in education governance were taken by coalitions alongside their country agenda in their engagements with government delegates during the WEF. Having participated in these global discussions, the coalitions were able to get a first-hand experience of how global commitments were agreed on and the need to ensure that these are implemented down to the national level. After the WEF, coalitions organised information-dissemination events to share the outcome of the WEF, particularly the Incheon Declaration, and integrated this into their strategic advocacy plans and objectives.

- **CCNGO-EFA Forum and World Education Forum (WEF)** in Incheon, Korea on 18-22 May: Prior online consultations with coalitions led to presentation at WEF on civil society reflections on the EFA architecture in the Parallel Session on Education Global and Regional Architecture. Draft WEF Documents were circulated online to all 13 coalitions funded by CSEF together with representatives from CSOs in Myanmar, stakeholders in Laos and coalitions in the Philippines, South Korea and Japan. In presenting examples of coalition collaboration with governments in policy development and monitoring gaps in EFA implementation, ASPBAE drew on the successes of Bangladesh (on providing necessary information on gaps in access to primary and quality education and continuing policy development), Vietnam (on inclusive education), Nepal (inputs on the EFA country report). As evidence for valuable CSO input to education post 2015 deliberations to complement / challenge government’s EFA Reviews submitted to UNESCO Bangkok, ASPBAE drew on the coalition reports from Mongolia, Nepal, Indonesia and Bangladesh. Similarly, the challenges of India and Pakistan were cited to call attention to institutionalization of civil society participation in countries to harmonize with the regional push for civil society participation in education policy processes. Issues addressed during these processes were analysis of the Draft Framework of Action and Draft Incheon Declaration leading to country agendas to be taken on by coalitions with their respective country delegates; Institutionalization of CS participation in education policy/program development and governance at the country level and harmonized with regional level participation; Bridging information sharing on education processes from regional to national; Development of CS country education reports submitted to UNESCO to complement Member States’ submission; Learning from good practices of CSOs in policy development and education provision for marginalized sectors and advocating for them to be scaled up through mainstreaming efforts by government, and; Ensuring the right to participation of youth and grassroots communities in policy and program development to ensure relevance of education reforms. National level contributions were gathered through email updates and dissemination of draft papers; through regional meetings and events organised by ASPBAE, face-to-face meetings with the coalitions especially during capacity support visits of ASPBAE staff to coalitions, review of coalition reports and documentation submitted to the regional secretariat, and through review of studies/research conducted by coalitions. ASPBAE collected the comments/feedback submitted by coalitions (e.g. Mongolia, Nepal, Bangladesh) on the draft documents to be deliberated in the NGO Forum and WEF both in the online forums and in the actual events. The research of countries on privatization of education (India on Low fee private schools, Nepal on its Universal Periodic Review position on privatization of education and data gathering on good public education provision, Indonesia on PPPs in education, ensuring the marginalized access) informed the positions on education financing. These also fed into the one-page policy brief on “Protect Public Education” developed by ASPBAE which was disseminated in the NGO Forum and WEF. ASPBAE also secured a panellist position at the WEF and presented based on the work of coalitions and highlighted the need to institutionalize their participation in policy making processes at the national and local levels. As a result of these efforts, the inputs were integrated in the NGO Forum Declaration and taken by the

CS representatives in the Drafting Committee of the WEF, as were the recommendations in the presentation by ASPBAE staff. The online consultations helped the coalitions prepare for their participation at the WEF and their own engagements in their respective countries. The whole experience and process affirmed and strengthened the importance of CS participation in policy making processes at the national level. Coalitions' work in holding the governments to account on their commitments is a crucial element to improve existing monitoring mechanisms at all levels.

- **UN Human Rights Council** - Lobbying UN member states and human rights agencies on the issue of privatisation of education: The work of the coalition National Campaign for Education – Nepal (NCE-Nepal) was drawn on to highlight the education context of Nepal focusing on: the education gaps; financing and the rising trend of privatization of education services; the infringement on the right to education as a result of increasing privatization of education services which impacts on equity and results in even greater disparities in education access and performance, and; recommendations to address the situation. National level contributions were gathered through a series of consultations between ASPBAE, international partners and the education coalition in Nepal; between the NCE Nepal leadership and secretariat with its membership. The research and reports undertaken by other coalitions were also consulted and reviewed. Specific questions were also conveyed to NCE Nepal for them to conduct further research or inquiries. Meetings with representatives of the coalition were arranged with the UN Special Rapporteur on the Right to Education, and with international groups involved in the right to education and human rights advocacies. (These face to face meetings took place during the GCE World Assembly). A policy forum was also organized by the coalition in Nepal to articulate the concerns related to privatization. A regional staff member of ASPBAE was the resource person for this policy forum. A parallel report on the Universal Periodic Review (UPR) on Nepal was finalized and submitted to the Human Rights Council. It was submitted / endorsed by over 10 civil society organizations – global, regional and national CSOs. The report was circulated to permanent missions in Geneva, other CSOs which can support the submission, and select Nepali government officials. The parallel report was acknowledged although no results have been realised yet because the actual UPR on Nepal will take place in November 2015. However, this initiative has amplified the advocacy of NCE Nepal for higher education budgets, for monitoring the operations of private schools and for stricter measures to ensure equity and the right to education.
- **Youth literacy and life skills:**
 - In the **Regional Forum on Lifelong Learning and Sustainable Development** held in Vientiane, Laos on 12-13 February, ASPBAE shared with the Lao Government and other stakeholders its advocacy on youth, literacy and life skills, drawing from the youth work of coalitions from Indonesia, Timor Leste and the Philippines.
 - In the **International Workshop on Action Research to Empower Youth and Adults** organized by UIL in Hamburg on 24-26 March, ASPBAE's presentation drew on the experiences of Asia Pacific coalitions in mobilizing the youth and engaging governments on the youth agenda. This was also the case in relation to an **Asia-Pacific Workshop on Youth Skills, Organizational Development and Post 2015 Education** organized by DVV International, PRIA (Participatory Research in Asia) and ASPBAE on 20-24 April 2015 in New Delhi, India. ASPBAE again shared the situations of youth in Asia-Pacific based on coalitions' country contexts, work and advocacy linked to the post 2015 education agenda, and explored ways of linking youth work in Afghanistan, Tajikistan and other Central Asia countries with the work being done by currently CSEF funded coalitions.
 - ASPBAE facilitated the participation of two (2) youth representatives from the coalition in Indonesia, and soon to be CSEF funded – Philippines at the NGO Forum organized by the UNESCO CCNGO-EFA and the World Education Forum in Incheon (19-22 May). They spoke on a youth agenda of ensuring quality, relevant and affirming education for out-of-school and non-literate youth through formal, non-formal, and lifelong learning

education programs. This agenda was drawn from a series of consultations on youth issues from Nepal (youth working group meeting in January 2015), Mongolia, India, Afghanistan (youth workshop in Delhi in 2015) and Indonesia.

- **Regional advocacy on quality adult education:** At three of the abovementioned regional or international events - the regional conference on lifelong learning and sustainable development held in Laos, the youth workshop in Delhi and the UIL workshop in Hamburg, inputs on what comprises quality adult education were shared by describing good practices drawn from coalitions, especially Nepal and Indonesia.
- **Right to Education (RTE) and Lifelong Learning:** At the *ICAE World Assembly* on 11-14 June 2015 in Quebec, Canada, a gathering of more than 400 adult education practitioners and advocates, ASPBAE presented: 1) the coalitions' ongoing advocacy for education in SDG4 and integrated in all SDGs, and 2) capacity building on advocacy for youth and adult education and in the broader lifelong learning advocacy. Here the key lessons of coalitions in research-advocacy work, engagements with governments and multilateral institutions, developing capacities for research and campaigns as well as constituency building (including affirmative actions to mobilize the youth) that comprise the core strategies for capacity building in advocacy were presented.
- **Privatisation of Education:** ASPBAE, participated in a *series of events in Geneva, Switzerland* 8-12 June to lobby UN member states and human rights agencies on the issue of privatisation of education. ASPBAE gave an overview of public-private partnerships (PPP) programmes in the Asian region based on the research / studies conducted by education coalitions in the region and presented specifically the cases of the Pakistan's Punjab Education Foundation, the Indonesia subsidy programme for private schools, and the Philippines Education Contracting System.

Latin America & Caribbean region:

- **Defining the new Agenda for Sustainable Development and Education for All for the post 2015 period:** This has been a strong focus of CLADE's political agenda throughout 2015 to date. All member coalitions of CLADE were involved in this process and CLADE enhanced coalitions visibility and voice in the following key regional and global processes:
- **Preparatory Forum to negotiate the post-2015 Development agenda,** the General Coordinator of CLADE, Camilla Croso, who is also the nominated president of GCE, participated in the meeting on January 16, 2015, New York, at the headquarters of the United Nations. The meeting, which brought together about 400 participants, including delegates, members and UN agencies, civil society actors and the private sector, was held two days after the first session of the intergovernmental negotiations on the Development Agenda post-2015. It resulted in a synthesis document with recommendations and an analysis of the Synthesis Report "The way to dignity 2030: end poverty, to transform all the lives and protect the planet". Drawing on advocacy perspectives of coalitions, the document states that among the aspects to be taken into consideration in the construction of the new agenda are: the recognition of people as owners and the States as guarantors of rights; the principle of common but differentiated responsibilities for addressing inequalities between nations; the need to change the development paradigm to one that respects the natural, human and cultural diversity. Regarding the right to education, the document holds the target 4.1 of the report of the MDGs technical working group, ensuring primary and free, equitable and quality for all boys and girl's secondary education and other goals permitting education from the perspective of rights, recognizing people with disabilities, education of young people and adults and learning throughout life. However, it warns that the Synthesis Report of the Secretary General of the UN fails

to meet this vision, as it entails a reductionist perspective based on economic reasoning with few references to teachers, which is a key concern of coalition member voices.

- CLADE participated in the ***Steering Committee on Education for All (EFA)*** through the presidency of the GCE in two meetings of this Committee, on 5 and 6 February and again 7 and 8 April in Paris. On April 6 the president also took part in the CCNGO meeting. In these meetings coalition members' education priorities were represented as interrelated Education Agendas 2030 and the preparation of the World Forum for Education in Incheon, Korea were negotiated.
- CLADE also participated in a ***study group on collective commitments: the role of civil society in moving the Education for All in the period 2000-2015*** developed by UNESCO and the Collective Consultation of NGOs on EFA (CCNGO/EFA). This document was produced based on information from civil society coalitions and key sources through surveys and interviews. The goal was to fathom to what extent the commitment and participation of civil society in the formulation, implementation and monitoring of the EFA agenda was carried through from 2000 to 2015. The study suggests that governments consider civil society to be an ally and there is a positive trend towards greater social participation in all regions. However, regular and institutionalized participation is not standard, and the survey responses indicate that participation often is performed as a "cosmetic consultation". The report analyses that social participation has become easier in democratic spaces where the public authorities act with transparency and accountability. It concludes with recommendations to increase and improve the participation of civil society in the post-2015 era, including the implementation of measures to ensure the participation of citizens significantly as under equal conditions tackling the factors that have limited their participation to date.
- ***NGO Forum 2015, held between 18 and 19 May, in Incheon, Korea.*** CLADE participated in the meeting with a delegation of 24 representatives of 21 organizations from 16 countries of Latin America and the Caribbean, including all CSEF-supported coalitions. In the Declaration document, civil society raised their key proposals for the new Education Agenda 2030, underlining their synergies with the sustainable Development Agenda. It addresses, among other issues, education as a human right, a broad concept of quality education, equity, the centrality of teachers, who must be well prepared, professionally trained and recognized and also have decent wages. In particular, the Declaration notes that the Education Agenda 2030 cannot be achieved without proper funding, "governments must devote at least 6% of GDP and at least 20% of its budget to education." It also states that a clear commitment to ensure that public resources, including international cooperation should be allocated to public education and that support or provision of subsidies to private education with profit motives of any kind should be avoided. The Declaration also notes the need for a set of ambitious and holistic indicators that are consistent with human rights and in line with the letter and spirit of the targets and the entirety of educational goals. Other issues of concern of civil society is the increasing rate of attacks and violence in and around educational institutions and the crucial role played by UNESCO as a United Nations agency with a mandate to carry out education, urging the continuation of a process in an inclusive and democratic architecture to fulfil the Education Agenda 2030, involving Member States, relevant UN agencies and civil society.
- ***World Education Forum***, held from 19 to 22 May in Incheon, Korea. CLADE participated in the forum with 24 people composed of 21 member organizations from 16 countries including CSEF-supported coalitions. Bolstering the GCE CLADE followed a strategy to be present in all parallel sessions, taking the positions of civil society and being actively involved in the defines of advances achieved in previous stages of advocacy gains. The remaining challenges were pushed on in the agenda, including better financing of education, the expansion of international cooperation in education, which has been declining over recent years. Another focus was advocating for indicators based on the notion of education as a human right and consistent with

the approved targets indicators. Camilla Croso was a member of the drafting committee of the Declaration of Incheon and other members from Latin America and the Caribbean were representatives of the States of Peru and Brazil. During the meeting CLADE also launched the Education for All in Latin America and the Caribbean REPORT: contributions and support from the Latin American Campaign for the Right to Education (http://campanaderechoeducacion.org/post2015/wp-content/uploads/2015/04/CLADE_InformeEPT_web.pdf), which presents reflections and contributions on progress and outstanding issues in the human right to education in the region. In order to give visibility to discussions and negotiations in Korea and share every step of their impact with coalition members, CLADE also developed the www.campanaderechoeducacion.org/post2015 page. The content of the declaration of the World Education Forum embraces the demands of coalitions and networks of civil society that are members of CLADE, as well as the central elements of the Declaration of the NGO Forum. This includes the defence of free public education, the importance of teacher training and recognition, the centrality of equity and inclusion, quality of education, recognition of the participation of civil society, and further commitments to the financing of the human right to education, amongst others. The various briefing and coordination sessions taking place before and during WEF, which CLADE facilitated on behalf of coalition members, helped to strengthen the collective influence of civil society and were essential for achieving the results.

- **Increased space for linkages between national priorities and regional and global advocacy:** Following up on implementation of the fundamental dimension of the human right to education (RTE) which is inclusive education in Latin America and the Caribbean, from the **launch of the Regional Observatory of Inclusive Education (OREI)**, held in Tegucigalpa, Honduras, on April 28, 2015. The Observatory (www.campanaderechoeducacion.org/orei) is an unprecedented effort of institutional cooperation between CLADE, OREALC /UNESCO Santiago, Buenos Aires IIEP UNESCO, UNICEF ECLAC, and OEI IBE UNESCO Geneva. This newly launched initiative began to take shape in a process of global discussion emanating from the 48th Session of the International Conference on Education recommendation, made in Geneva in 2008, which established the need to move towards commissioning an observatory of inclusive education in Latin America and the Caribbean. National coalitions have been encouraged to contribute to the Observatory by sending in contributions, analysis and data regarding their educational scenarios, challenges and interesting experiences of inclusive education. There is a constant dialogue with coalitions, via email or Skype, to encourage this joint work and exchange of information. In the near future the web platform will compile databases of each country and, in addition to being a source of reference information via OREI, give advocacy actions visibility at the regional level. Through this initiative, CLADE plans to promote new dialogues and activities with national, regional and international political actors regarding the priorities of each country and the region. The initiative, moreover, has attracted much attention from the media and political authorities in the region.

Middle East and Eastern Europe region:

- **World Social Forum Tunisia 2015:** Within the activities of the forum, the regional secretariat (ACEA) conducted a conference under the title "Road to Dignity: Education Post 2015" on 26 March 2015 and coalitions from Yemen, Sudan, Lebanon, Jordan, and Egypt as well as ACEA presented papers and inputs on adult education, the role of civil society to advocate for education post 2015, girls' education, quality of education, education and emergency, and policies of education beyond 2015.

- **World Education Forum 2015 in Incheon, Republic of Korea May 19-22, 2015.** In addition to ACEA, coalitions from Yemen, Sudan, Lebanon, Jordan, and Egypt directly participated in the forum that provided a platform for civil society to take stock of achievements and shortfalls in the implementation of the EFA goals and education-related MDGs, and to agree on a joint position for the education goal and targets in the post-2015 development agenda. The local educational issues in the Arab world were voiced to the global level as the coalitions presented their experiences and information during the conference.

Global Secretariat:

- **Education Post 2015:** GCE has continued to draw extensively on the work of national coalitions in informing its engagement in post-2015 advocacy. For example, and reflecting the regional summaries above, delegations from regional secretariats and national coalitions participated in regional consultations in the Middle East (Sharm El Shaikh) and Sub Saharan Africa (Kigali). The Kigali Consultation was preceded by a Policy Forum to prepare southern coalitions to undertake advocacy. In both consultations, GCE was represented in the drafting groups of the declarations leading to the GCE members' voice being reflected in the final outcome documents. This in turn directly contributed to the Education 2030 agenda with the recommendations from the regions. Furthermore, GCE southern members also spoke during several of the roundtables and there was strong participation overall leading to sharp and pointed advocacy in line with existing GCE positions on the issues. The issues and lessons emerging from the preceding southern consultations furthermore fed back into the Europe and North America Consultation with the demands from the preceding four regional conferences feeding back into the discussions in the Global North.
- **World Education Forum 2015 in Incheon:** GCE and coalitions had a strong delegation in Korea, and shared various positions and briefings to support coalitions' engagement. GCE led its own roundtables and side events drawing on coalition's work and lessons on education in conflict and privatization in and of education and had speakers on several panels, including on: i) 'Protecting education, schools and universities from attacks and military use', in collaboration with the government of Norway and ii) Privatization and commercialization of education, in collaboration with Education International. In addition, GCE's civil society review: *Time to Get it Right: Lessons from EFA and the MDGS for Education 2016-2030*, shared during the WEF in Korea, draws on the experiences of GCE members and coalitions from every region. Positions produced and shared for use in advocacy, were drawn on member perspectives – particularly coalition inputs on quality and education in conflict. Furthermore, GCE board members' active roles in the drafting of the Incheon Declaration was harnessed through consultation with civil society coalitions. This helped ensure critical coalition positions were included in the declaration, such as:
 - 12 years of publicly-funded, free, equitable quality primary and secondary education, of which at least nine years are compulsory
 - At least one year of free and compulsory quality pre-primary education and ensuring that all children have access to quality early childhood development, care and education.
 - A commitment to address all forms of exclusion and marginalisation, disparities and inequalities in access, participation and learning outcomes.
 - Recognition of the importance of gender equality in achieving the right to education, including a commitment to supporting gender-sensitive policies, planning and learning environments.
 - Commitment to quality education and improving learning outcomes, including ensuring that teachers and educators are empowered, adequately recruited, well-trained, professionally-qualified, motivated and supported.

- Commitment to quality lifelong learning opportunities.
 - Recommendations on crisis responses and ensuring that education is delivered in safe, supported and secure learning environments
 - An affirmation that the fundamental responsibility for implementing this agenda lies with the State.
 - Urging adherence to spending at least 4-6% of GDP and/or allocating at least 15-20% of total public expenditure to education.
- GCE also led the processes of the ***EFA post 2015 consultation*** on behalf of the CSO constituency around the *draft Framework of Action* to be finalized in November 2015. Three rounds of inputs were taken on different drafts from civil society members, including all coalitions. Several changes in text-including a stronger commitment to public, free education were made based on the consolidated civil society inputs. The current draft is significantly stronger than earlier versions.
 - ***Sustainable Development Goals Agenda***: GCE was part of the Steering/Selection Committee in the Intergovernmental Negotiations for the January, April and May ***Intergovernmental Negotiations and the May Special Interactive Dialogue***. Furthermore, nominated speakers were selected for the 5th IGN and the Interactive Dialogue. Francisco Cevallos Tejada – GCE Board Member and representative of the Ecuadorian member coalition Contrato Social por la Educación (CSE) – had the opportunity to speak about the importance of civil society participation. The development agenda depends on society as a whole, and not just governments - listening to the voice of civil society is therefore fundamental to shaping this agenda. GCE led on the drafting of the education statement delivered during the 6th IGN Session. GCE’s ongoing engagement has ensured that the voice of the education community was reflected in the process of drafting of the SDG process and had intensively pushed for more ambitious education targets, stronger accountability systems and the need for ensuring robust means of implementation within the framework. GCE also joined the High Level Political Forum (HLPF) Working Group at the UN, a CSO body to coordinate around the functioning of the HLPF. This body is going to be critical for determining the course of global monitoring of the SDG Global Agenda in the years to come. All discussions and statements made by GCE representatives in key events was after consultation with and inputs from members including coalitions, especially the regional networks from the global south. National coalitions were also encouraged to dialogue at capital level to ensure education was represented. Furthermore, GCE submitted civil society’s reaction to all official processes including the UNSG’s synthesis report, the thematic debate on MOI (Means of Implementation) and first thoughts on the declaration. These were drafted after inputs from coalitions.
 - ***Education Financing***: A critical area of the Post 2015 work has been to influence policies to allocate resources for education. Several GCE Northern coalitions were present for the ***Oslo Summit*** and added voice to the demand for education financing. While much of the participation was from the GCE Northern Coalitions, there was also presence from some GCE Southern Coalitions in this regard eg. Bangladesh.
 - GCE prepared for a delegation to attend the ***Financing for Development Addis Conference*** including representation from the regional secretariats. A document representing the GCE demands ahead of the summit was also prepared for circulation during the summit. This was drafted with inputs from coalition members.
 - ***Indicators***: GCE submitted written comments to all education consultations including the TAG (Technical Advisory Group), IAEG (Interagency Expert Group) and the SDSN (Sustainable Development Solutions Network) proposed indicators. The GCE positions on these issues was preceded by dialogue with members and drafts were shared with coalitions to make additional suggestions. Efforts were also made to influence submissions made by other civil

society actors that posted feedback in line with our submission. The consolidated feedback in the goal 4 indicators prepared by the IAEG reflects many of the points raised in our submission.

- **Disability:** GCE continued its work on disability in the reporting period and submitted a statement to the UNCRPD (UN Convention on the Rights of Persons with Disabilities) on education of persons with disability for the Day of General Discussion on Disability highlighting some of the critical issues in this regard. This was based upon past member materials and was undertaken in consultation with coalitions and members representing the disability constituency within GCE. The same was drafted with a view of influencing the upcoming General Comment on the right to education under the CRPD. This is also important since it marks enhanced GCE engagement with Human Rights Instruments in its right to education work.
- **Privatization:** As reported earlier, GCE coalitions in Nepal drafted a report for the UPR looking at the impact of privatization of education in the country. Follow up was maintained with the African Development Bank regarding an earlier November 2014 statement reacting to a report from the African Development Bank and other international organisations calling for support to privatisation in education in Africa. On 14th May 2015, 119 organisations released a statement and a letter they had sent to the World Bank to raise their deep concerns about the World Bank's support to the private, for-profit, private school chain "Bridge International Academies" instead of public education. Many of the countries signing these petitions were GCE members including coalitions. Across the process, the overarching need to strengthen quality public schooling in southern countries and concern about the potential negative equity impact of fees charging private providers was underscored.

Objective 2: Public awareness and coalition-building

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

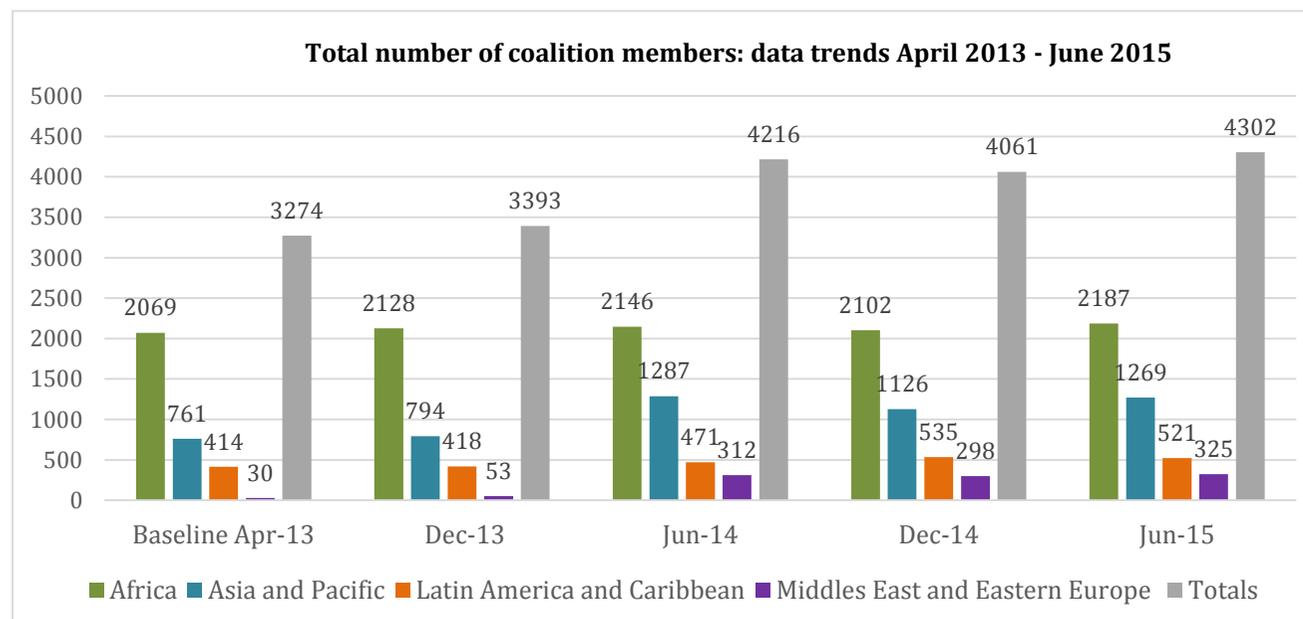


Figure 7: Coalition membership trends April 2013 - June 2015

This semester sees the inclusion of 50 members from the coalition CED in Sri Lanka. In addition, 18 coalitions reported new members joining during the period under review (in Ghana, Kenya, Mozambique, Nigeria, Sierra Leone, Togo and Zimbabwe in Africa; Bangladesh, Cambodia, India, Mongolia, Nepal, PNG, Timor Leste, Vanuatu in the Asia and Pacific region; Bolivia and Nicaragua in Latin America, and; Somalia in the Middle East and Eastern Europe region). Nepal alone saw 63 new members join the NEP coalition, while membership rose by between one and 12 for the remaining aforementioned 17 coalitions.

Furthermore, following lessons learned from the membership survey carried out as reported in the previous semester, coupled with new data monitoring tools shared with coalitions as an integral component of their reporting for the January to June 2015 period, some coalitions (particularly in the cases of NEP

National reports indicate a total number of 4302 members by end June 2015 as shown in figure 7. This represents an absolute increase of 241 additional members across CSEF supported coalitions since December 2014. However, there continues to be a considerable variation between countries and the median number of members is currently 38.

While some fluctuations in the total number of members per coalition persist, CSEF partners have learned that this can be anticipated with the changing dynamics of the CSEF programme. Relevant shifts have been reported for previous semesters (where data has not been collected for coalitions under suspension in a particular period for example, or where data on new members or gaps in data has been

Cambodia, CBO-EPT in Benin and the CBDE coalition in Bolivia) indicated that the survey and data monitoring tools had prompted a review of their membership, and this resulted in ‘sifting out’ members who were no longer active either as separate entities, or as responsive coalition members over time. The case of Bolivia is significant; whereas the coalition had previously consistently reported over 430 members, only 50 members are now included in the coalition’s count of active and responsive members, while the remainder are perceived as affiliate members. Nonetheless, even controlling for these observations, there remains steady growth semester by semester in the total number of CSEF supported coalition members, with over a 50% increase since the current phase of CSEF implementation was initiated in April 2013.

Furthermore, targets for the CSEF extension period on types of members are currently being reached, with all CSEF–supported coalitions reporting inclusion of members representing at least two of the target populations of girls/women, youth and people with disabilities. The target of at least 80% of all supported coalitions including all three of these groups, has already been exceeded to date; with the figure of 89.6% of coalitions as reported for December 2014, remaining constant by end June 2015. Nevertheless, GCE will continue to track progress on this result area as shifts may be observed with the increase to 52 coalitions which are targeted for CSEF funding during the extension period.

A newly defined monitoring consideration established for the extension period relates to all coalitions having formal **protocols for member engagement**. In the period under review, 33 coalitions (67%) affirmed that they have written protocols for member engagement, which clearly explain how the coalition promotes participation of members in decision-making and representation, and these were referenced or submitted with relevant coalitions’ bi-annual narrative reports as supporting documentation. These 33 coalitions are disaggregated by region as shown in Figure 8. While data on other mechanisms for member consultation continues to be reported under progress against ER2.2, and includes data from the remaining 16 coalitions, it is noted that there is room for improvement, particularly in Africa, towards the target of all coalitions formalizing their member engagement protocols during the coming six month period.

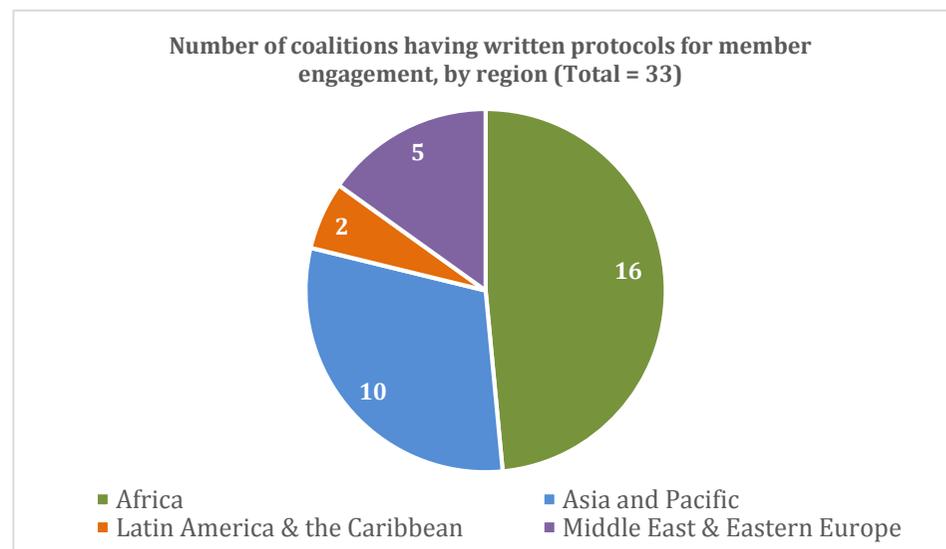


Figure 8: Number of coalitions with written protocols for member engagement

Lessons learned

This report on coalition expansion highlights remarkable growth and reflects the corresponding ongoing expansion and extension of coalitions’ public facing, civil society led research and media interventions, amongst other interventions. Mass campaigns; extensive and intensive media and social networking activity; engaging citizens in research and analysis exercises; public and targeted awareness raising activities at both local and national levels; linking local level education priorities with national, regional and global advocacy; establishing strategic partnerships; sharing information widely and accessibly and stakeholder consultation, along with expanding sub-branch structures of coalitions are all key strategies which coalitions increasingly report are effective

strategies for drawing the attention and interests of new coalition members and increasing participation and voice, including reaching out to marginalised groups.

Since December 2013, the programme has also been tracking gender parity on coalitions' governance structures under this result area. Reports have continued to reveal that overall, women are less represented than men on the Boards/Steering Committees of CSEF-supported coalitions. It has been reported previously that this remains an ongoing challenge and one that goes beyond coalition dynamics to broader national and regional contexts, and this is particularly the case in the African and Asia and Pacific contexts. In this reporting period, coalitions were asked to comment on lessons learned regarding achieving gender parity on coalition governance structures, and it was reiterated that in contexts where gender disparities systemically prevail, this is reflected in challenges attracting women to - or maintaining women in - decision making roles in the contexts of coalitions' leadership structures.

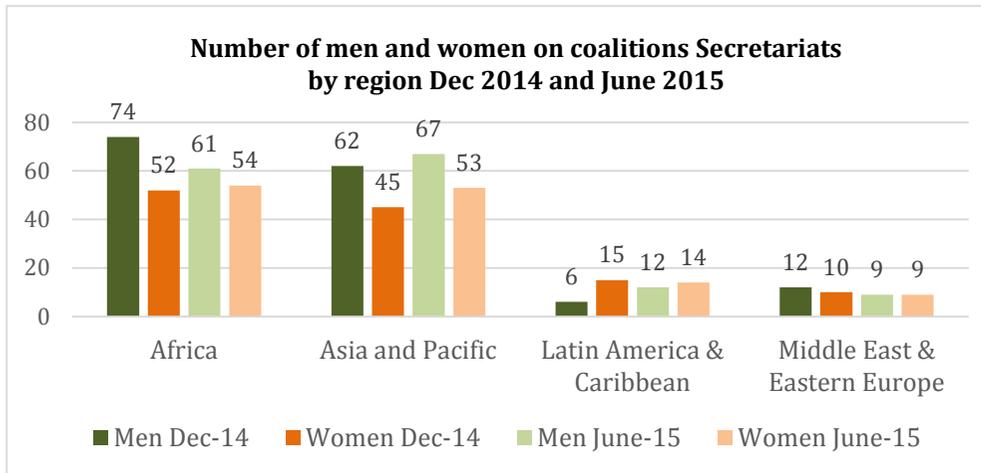


Figure 9: Gender breakdown of coalition boards/steering committees Dec 2014 & June 2015

As Figure 9 shows, the overall trend to date of women making up just over 38% of the Board members of CSEF-supported coalitions overall, has shifted downwards slightly to an overall 34.2% (with 155 women across the programme compared with 298 men in June 2015). This overall shift is mainly attributable to regional shifts in Africa, Asia and particularly the Middle East and Eastern Europe. The figure for Africa has seen a slight decline in women from 33% in December 2014 to 30.8% by the end of June 2015, following reported changes in the composition of coalition Boards in Benin, the Gambia, Guinea Bissau, Kenya, Malawi and Tanzania. In Asia, the overall shift from 35% women in December 2014 to 31.4% currently is due to the inclusion of data from the coalition CED in Sri Lanka, which has a male/female ratio of 8:2 on the Board. Changes in the Middle East and Eastern Europe region, despite some significant trends towards more men making up Board compositions, overall reflect a paradoxical shift towards greater gender parity; from a previously reported 70% women on the Board in December 2014 to 53.1% at the end of June 2015. This latter change is attributable to the coalitions in Albania (whereas previously the male/female ratio was 1:4, it is currently 2:1); and more dramatically in the Yemeni coalition, shifting from a male/female ratio of 0:5 to 9:3 by end June 2015.

In the case of ACCE in Albania, the coalition notes that while changes in the Board composition are observed in this reporting period, since its establishment the coalition has never experienced challenges with gender parity on the coalition's Board and that both genders are fully respected and participate equally

in the coalition’s oversight. The case of the Yemeni Coalition for Education for All is reported to reflect the high levels of security risks to facilitate women’s participation in leadership positions in the currently unstable national context.



The gender composition of coalition Secretariats has continued to remain more balanced, with women making up 46.6% overall. While there is still some room for more even representation of women in the Asia Pacific region, some positive shifts towards gender parity can be observed in this region as well as, and especially, in both the Africa and Middle East and Eastern Europe regions.

Figure 10 illustrates that women make up 44.2% in Asia (up from 42% since the last report); 47% in Africa (markedly up from 41%), and parity is now observed in the Middle East and Eastern Europe (up from 45% to 50%). The picture has strikingly shifted in the Latin America and Caribbean region however, where women now comprise 53.8% of coalition secretariat staff members (down from 71% since December 2014).

Figure 10: Gender breakdown of coalitions Secretariats Dec 2014 and June 2015

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

The total number of national coalitions reporting having explicit and formal systems in place to facilitate member review of policy documents before they are distributed, has notably increased since the last reporting period, with 43 (87.7%) of those reporting able to describe such systems (up from 39 or 81% in the last report). The numbers were highest in the Middle East and Eastern Europe (100%), with Africa standing at 88% (22 out of 25 coalitions), Asia Pacific marginally less at 84.6% (11 out of 13 coalitions). Whereas Latin America and the Caribbean stood at 100% in the last report, this has dropped to 80% due to one coalition (Haiti) now noting that that this is not explicitly the case, indicating more clarity on what this monitoring interest encompasses.

The majority of coalitions continue to make positive efforts to consult their membership specifically before attending policy forums such as LEGs and education sector working or planning groups, in order to discuss and consolidate the views of the members and/or prepare members for the engagement. In the period under review, 36 out of 49 coalitions who provided details on this reported they “always” or “often” consult members in advance of such activities. This is

slightly lower than the 40 coalitions reporting this in December 2014, with coalitions reporting reasons being mainly due to the additional consultation processes with members around the CSEF extension period planning as well as mapping priority advocacy focus areas for the 2016-2018 period. Regional variances are illustrated in Figure 11. In this case, coalitions in Latin America report a slightly higher frequency than the other three regions of ‘always’ or ‘often’ (80%) conducting such meetings with members, marking some shifts in this regard since the last report. (Compared with Asia and Pacific: 76.9%; Africa: 76% and MEEE: 50%).

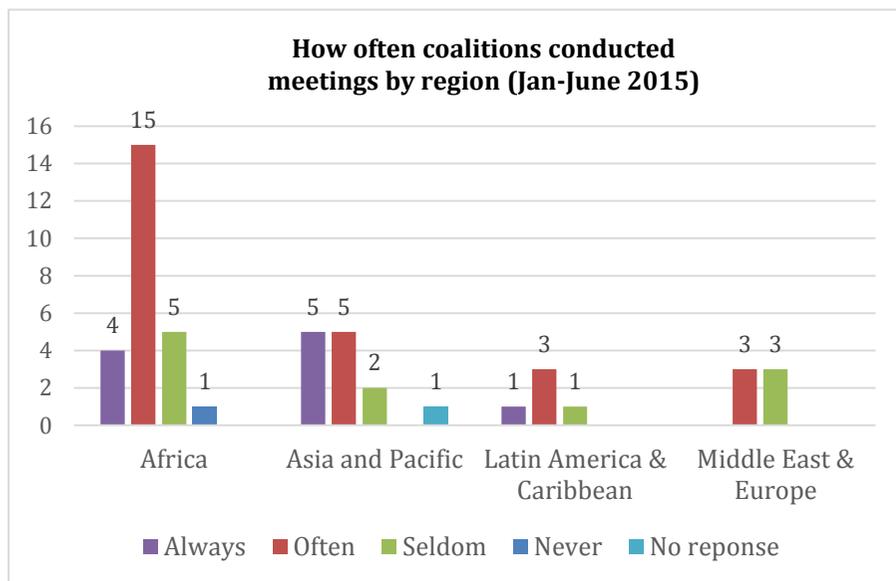


Figure 11: Frequency of coalitions conducting meetings with members prior to engagement in relevant forums and making submissions Jan-June 2015

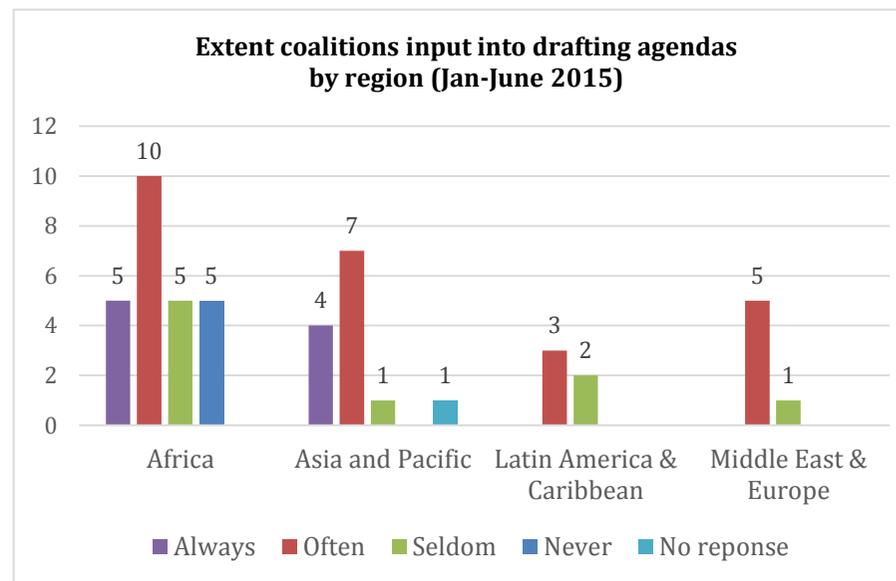


Figure 12: Extent coalitions input into drafting agendas Jan - June 2015

More detailed information on consultative processes relates to the extent to which coalitions reported having had the opportunity to input into drafting the agendas of education policy planning and review dialogue during the reporting period, and this is illuminated in figure 12 above. In this period, 84.6% of coalitions in the Asia and Pacific and 83.3% in the Middle East and Eastern Europe (MEEE) regions reported this had ‘always’ or ‘often’ been the case. This was similarly the situation for 60% (15) of coalitions in both Africa and the Latin America and Caribbean region (3 of the 5 reporting coalitions). This reflects the challenges that a higher proportion of coalitions in the Latin America and Caribbean region continue to face, due to operating in constrained political contexts with limited democratic processes of engagement. However in the Africa region, where this case has markedly reduced from 80% in the previous reporting period, further explorations are needed to better understand the factors contributing to this decrease.

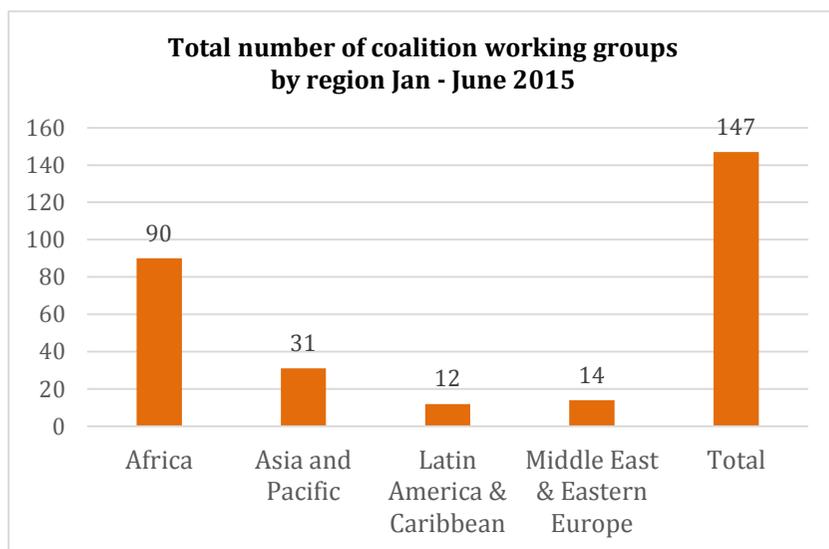


Figure 13: Number of coalition working groups per region June 2015

As discussed in previous reports, the majority of coalitions elect or select representatives of member organisations to represent them in policy forums, in particular drawing on coalition thematic groups to nominate participants with particular expertise. However, there has been a decline in this area in the reporting period with four coalitions reporting that TWGs were not operationalized in this reporting period although they were in the previous six months. 37 of the 49 coalitions reporting on this in this period (75.5%) affirmed they operationalized specialized working groups (down from 91% in December 2014 and reflective of the 75% reported in June 2014), with a total 147 working groups across the programme (a decrease of 31 since December 2014). Regional variations are shown in Figure 13 and the average number of thematic groups per coalition overall is 3.1 (with the average number in Africa being 3.8; 2.4 in both Asia and Latin America and similarly 2.3 in the Middle East and Eastern Europe region).

The major ongoing concern of the vast majority of coalitions persists; 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. As previously, this is particularly the case in countries with

vast or challenging geographical terrain and most coalitions continue to cite limitations of time and resources to consistently ensure effective participation of a broad representation of members in policy processes.

As previously reported, many coalitions continue to work through sub-national structures (chapters or branches) to both increase their reach and influence and provide additional mechanisms to ensure member consultation on policy positions etc. 33 coalitions reporting in this period (an increase of one) indicated they operationalize sub-chapters to enhance their reach and consultation with members. As can be seen from Figure 14, the regional variance remains striking, with Africa making up nearly 73% of this total (with 24 of the 33 coalitions working through sub-chapters being in this region). Reports from coalitions in Africa indicated a decline in the number of sub-chapters between the beginning and the end of the previous reporting period; and the reasons for this were investigated by GCE resulting in identification of errors in reporting during the July-December 2014 period, and coalitions rectified the accuracy of reporting in the current period with data monitoring tools accompanying narrative reports supporting this process.

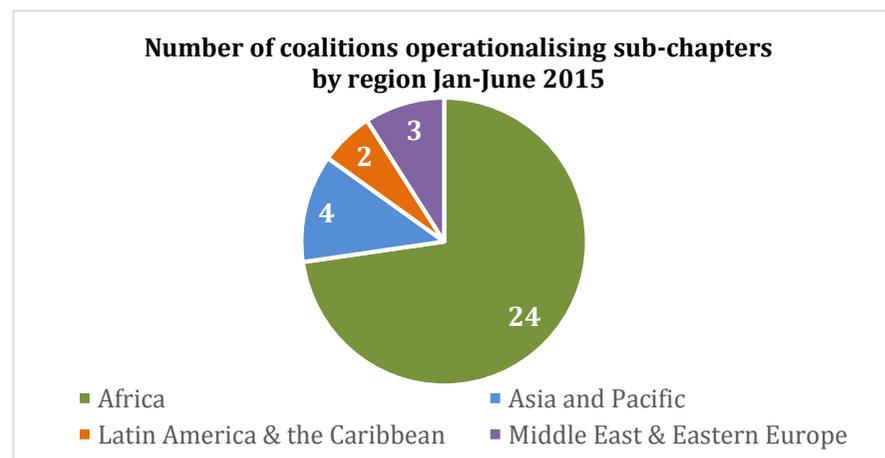


Figure 14: Number of coalitions working with sub-chapters Jan-June 2015

Furthermore, to ensure member perspectives are included in major coalition outputs (e.g. submissions such as position papers, advocacy briefs), 43 out of 49 coalitions (87.8%) affirmed that members are provided with opportunities to make inputs before such documents are distributed or presented. Regionally this represents the case for 22 (88%) of coalitions in Africa; 11 (84.6%) in Asia Pacific; all 6 (100%) in the Middle East and Eastern Europe and 4 (80%) in Latin America and the Caribbean.

Mechanisms coalitions continue to use to manage consultation and discussion within their coalitions remain consistent with previous reports, with email the most prevalent, and used by all coalitions. There has continued to be a general increase in the use of online communication and social media, in particular with the vast majority of coalitions reporting that they have both a website and Facebook page and make use of these for member communication.

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.

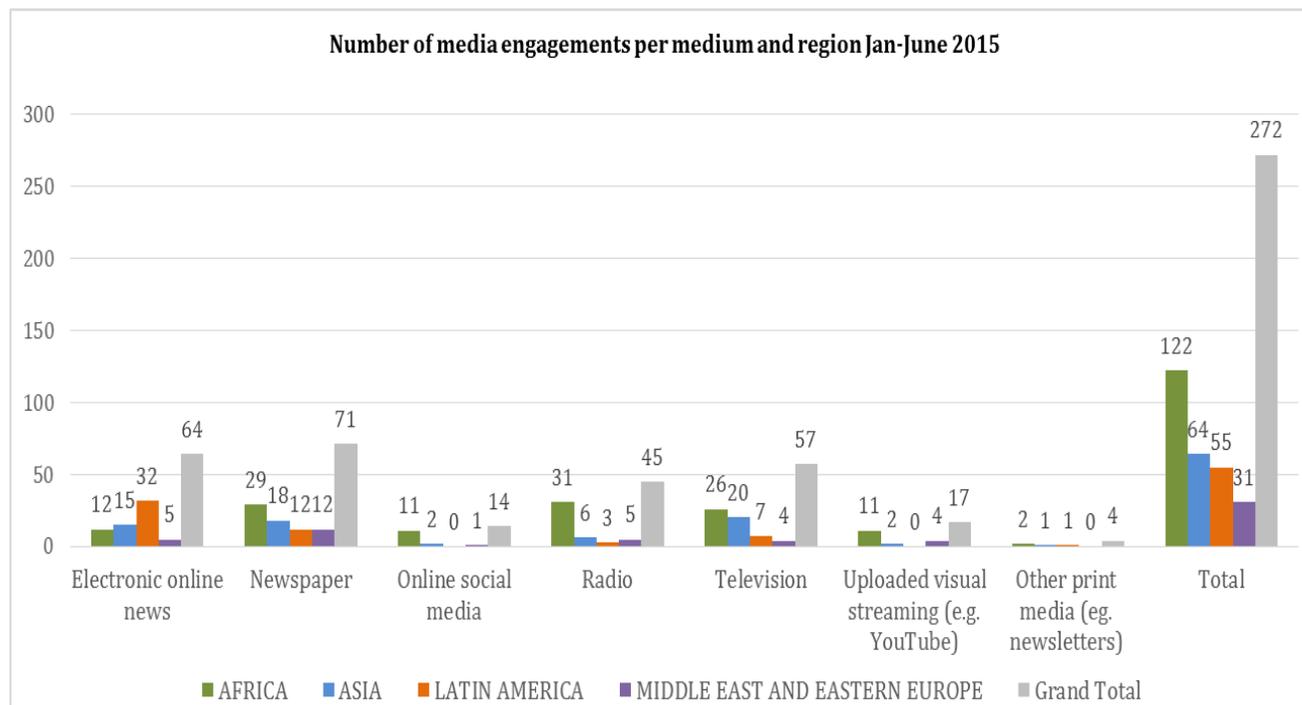


Figure 15: Number of media engagements per medium and region Jan-June 2015

Reporting for this period demonstrated sustained public awareness-raising activities, in the form of media work, debates, events, etc on education policy and financing issues. However, the total number of 272 different media interventions detailed by coalitions revealed a marked decrease in comparison to the staggering 1366 in the previous reporting period. This is likely to reflect the fact that CSEF activities were largely focused on engagement with regional and global education advocacy (as reported earlier under ER1.3), as well as on the extension period final preparatory processes, the latter of which coalitions report impacted onto delays in fund transfers. Nonetheless, all coalitions undertook activities in relation to Global Action Week, which took place end April/early May and is a major focal point for both media and public-facing activity for many coalitions.

Media activity once again encompassed press releases on events, reports, etc; media briefings on education issues and developments; contributing articles to print media; taking part in or even organising TV talk shows; producing radio programmes, and engagement through social media etc. While all 272 interventions reflected in figure 15 obviously cannot be provided here, the full list of details is maintained on the global secretariat CSEF programme database, and some selected examples are described below.

Electronic online news

- *Foro Socioeducativo Dominican Republic* had a bulletin titled "Monitoring the 2014 Budget Execution of the Ministry of Education and Characteristics of the 2015 Budget" published on at least six different online news platforms, as well as campaign awareness raising articles titled "I commit myself to education" on at least seven platforms during Global Action Week.
- *Foro-Dakar Honduras* realised articles on the launch of the Regional Observatory of Inclusive Education through at least 12 electronic news media, in addition to five articles being published to launch the key advocacy messages of Global Action Week.
- *NEW Indonesia* featured articles focused on fake teaching diplomas, challenges with national examination processes, as well as child abuse.
- *AFE Mongolia* had several articles published including one on a project agreement signing between Globe International, AFE Coalition and the World Bank, another on the coalition's meeting with the President of Mongolia on International Women's Day, and another advocating against privatization of public universities.
- *VCEFA Vietnam* articles focused on key asks during the launch of Global Action Week.
- *NGO Alliance Moldova* published articles on the first National Conference on Inclusive Education, which was organised by the Ministry of Education in collaboration with the coalition. The article focused on the coalition's research results, as well as the Inclusive Education Gala.
- *RNCEPT-Cape Verde* had an article titled "Rethinking Pre-School Education in Cape Verde" published, which reflected on the demands the coalition had positioned in their submission to the Ministry of Education.

Newspapers

- *ACCE Albania* had articles published featuring i) the coalition's intervention in the parliamentary hearing session of 18th May 2015, law no. 69/2012 related to the Pre-university education system in the Republic of Albania; and ii) the national conference organized by the coalition in collaboration with the Ministry of Education and Sports, UNICEF-Albania and Save the Children,
- *SCEFA Sudan*: Several articles were published including on the coalition's assessment of education challenges in the country, and on the coalition's observations of limitations with the national education budget.
- *EFA Network Cameroon*: The newspaper *Le Jour* wrote a report from the coalition's general meeting held in March on key findings of the coalition's emergency education study.
- *RIP-EPT Cote D'Ivoire's* findings through the coalition's survey on the scale of using tutors at home by parents was published in the *Aujourd'hui* paper.
- *CONCEPT DRC* had several articles published on the national education forum, with emphasis on education quality.
- *EFANet Gambia* submitted a press release focused on promoting Global Action Week.
- *Elimu-Yethu Kenya's* demands to the Ministry of Education on the school heads disregarding the national directive on the reduction of school fees as well as on the teacher staffing crisis in rural areas were published in at least four newspapers.

- *CBDE in Bolivia* had an article published decrying homophobia in schools in La Paz.
- *FEDH-IPN in Nicaragua* – multiple articles published related to the coalition’s advocacy and awareness raising activities during Global Action Week, including demands to increase the education budget and increased investments in teachers’ salaries.
- *CAMPE Bangladesh* made an open appeal to the Prime Minister to increase the national education budget.
- *NEP Cambodia* raised concerns about the impacts of garment factories on school drop-out rates.
- *TLCE Timor Leste* had an article published on the need to increase the education budget to 15% - 20% as the annual state budget.

Television

- *FEDH-IPN Nicaragua* had the coalition’s views on education fees as well as on advancing commitments made at the WEF broadcast on several channels.
- *NEP Cambodia’s* workshop on the right to education was featured on at least two channels.
- *AFE Mongolia* saw at least 10 televised broadcasts of interviews with coalition representatives as well as during televised debates on education quality, lessons learned from EFA processes, inclusive education and privatisation in and of education, amongst others.
- *Georgia*: the coalition’s chairperson presented a 20 min monologue on education and the education campaign activities and demands of the coalition members.
- *CBO-EPT Benin* participated in a TV debate in French on education system challenges and the situation of State commitments for EFA; a local language program on implementation of alternatives to corporal punishment for children in households (as part of popularization of the practical guide for parents produced by the coalition). Members of the coalition also took part in a televised debate around violence against children at school and at home.
- *EFA Network Cameroon* organised a live television debate on Satellite Vision 4. The debate lasted more than an hour and the panel discussed the state of the implementation of EFA in Cameroon since Dakar 2000 in relation the post-2015 targets.
- *CONEPT-DRC* In January, the Coalition organized a show on education public funding and free primary education in Bandundu city. This show was broadcasted on NZondo TV channel. Among the guests were the CONEFA/DRC national coordinator, a provincial deputy, member of the socio-cultural commission of the Bandundu provincial Assembly, as well as a civil society stakeholders from Bandundu city. Also discussed was the issue of early childhood education, with an emphasis on awareness raising activities, which were carried out by the coalition's member organizations and other stakeholders of the province education system.

Radio (including community radio)

- *NCE Nepal’s* messages of the back to school campaign were aired on the 14 local radio stations of the 14 earthquake affected districts of Nepal.
- *PEAN in Papua New Guinea* had multiple discussions on the Sustainable Development Goals and education Post 2015 aired.
- *TLCE in Timor Leste* discussed improvements needed in the school feeding program, peace education messages, and views on needed curriculum changes.
- *EFASOM Somalia* discussed the issues arising from the education forum including national education priorities for the Hiiraan region, as well as a discussion focused on challenges related to the curriculum.
- *CONEPT DRC*: The UN radio station interviewed the national coordinator during the 2015 GAW activity organized in collaboration with UNESCO and the organisation CBM-DRC (an international faith-based development organisation which targets people with disabilities). The Okapi radio station took this

opportunity to get more information about the 'Vote for Education' campaign, particularly around inclusive education that the coalition will continue to carry out until the end of 2015.

- *CSEC Malawi*: During the radio program, coalition members discussed issues that arose from their position paper that looked at issues affecting teacher motivation as well as discussion around rural teacher needs basket-funds.

Challenges engaging with the media for many coalitions have been reported previously and these continue to include constraints both internal and external to the media. Internal constraints include a lack of understanding of education rights and EFA issues among the media, meaning that extensive (and resource-intensive) engagement is often needed with journalists prior to media work. External constraints include geographical challenges that restrict media dissemination, and restrictive political regimes and policies that prevent civil society from publicly critiquing/opposing or debating education policy issues.

Public-facing interventions

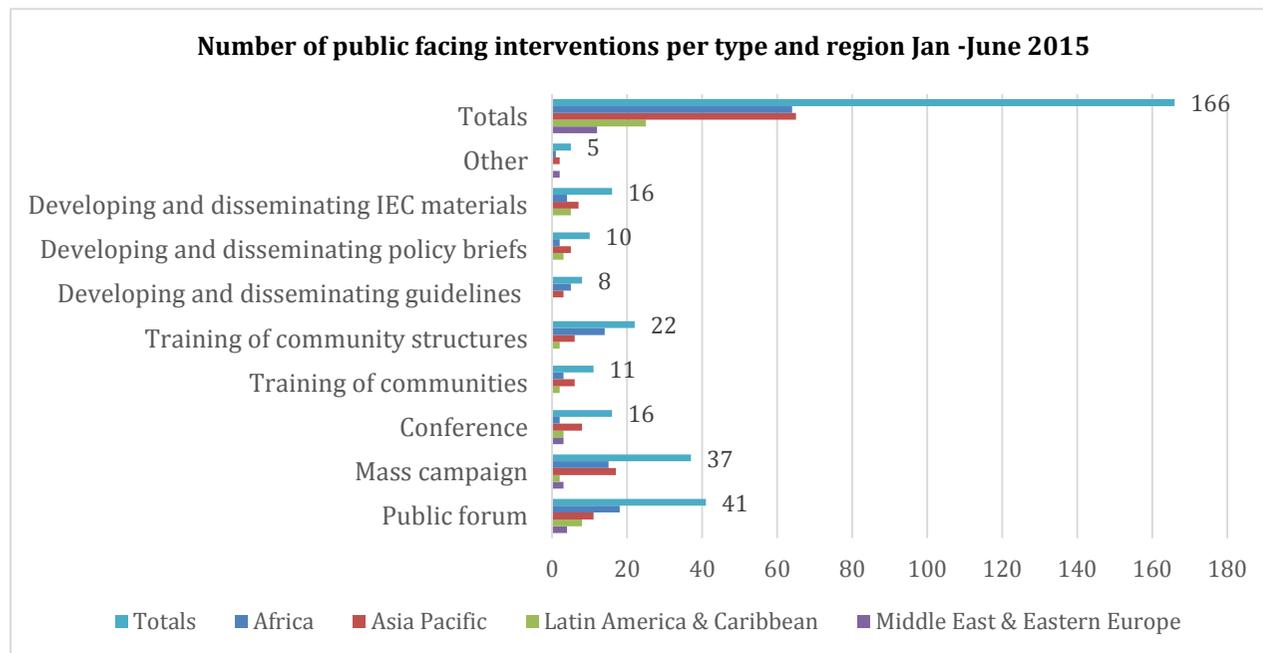


Figure 16: Public facing interventions by region Jan-June 2015

Coupled with the media engagement work reported by national coalitions, January – June 2015 has seen a sustained period of broad public awareness raising efforts by coalitions continuing to undertake their own public-facing and awareness-raising activities outside media engagement. As shown in figure 16, this has included development and dissemination of a total of 166 mass campaigns, policy briefings during public forums and conferences, guidelines and training on engagement for coalition members, the public and community education structures, and public information and awareness-raising materials. This total number is down by about 36% from the 262 reported for the last semester. However, the trend remains consistent with the Jan-June 2014 period when 169 public-facing interventions were carried out by coalitions.

The full list of public-facing interventions in this period is available from the global secretariat, and some examples follow. It is noteworthy that overall, coalitions report directly reaching over 3.5 million people through their public-facing interventions, with millions more indirectly reached through media coverage of many of the interventions particularly during Global Action Week activities, as well as multiplier effects of training activities.

- The coalition in *Burkina Faso* developed and disseminated guidelines designed to support grassroots organisations to establish and implement advocacy action plans aiming to improve education in terms of quality and access in the municipalities they serve. The Advocacy Guide used in the training is available in French and Mooré.
- *CONEPT DRC* conducted a training for school management bodies in Kinshasa, designed to strengthen the capacities of school management committees' members on their roles and responsibilities in relation to school governance and the right to education. This activity included 16 schools from Kisenso town, in Kinshasa Metro province.
- *Ben-Ethiopia* carried out a consultation how to improve school environments for girls. Target participants included were education professionals and teachers, from Addis Ababa Education Bureau, Oromia Education Bureau as well as the coalition's member organizations representatives. The aim of the intervention was to promote safe and secure learning environments for girls that are conducive to achieving academic and social excellence; by removing barriers for girls' education.
- *RECEPT in Guinea Bissau* held a series of regional level public forums aimed at sensitizing school communities on education for school-age children, education financing and understanding limitations of State structures in preparing the state budget.
- *COMEDUC Mauritania* organised a mass campaign as part of Global Action Week aimed at raising public awareness (amongst parents, students, school administration, and MPs) on the right to free and quality education.
- *NCE India* held organised a consultation with the teacher's union and education partners to discuss the issues of quality education. As there is a large data gap in the District Information System for Education (DISE) that government produces every year, a consultation with teachers was undertaken in order to correct these data which in turn can provide space for better advocacy for improving the quality of education.
- *PCE Pakistan* held a mass campaign across 30 districts in the framework of Global Action Week. The campaign focused particularly on increasing the education budget.
- *CED Sri Lanka* organised a National Consultation on the Post 2015 Education Agenda with policy makers, and CED members. The objective was to identify gaps in the education system in Sri Lanka and discuss possibilities of integrating global education goals into national policies.
- *CBDE Bolivia* conducted a training with representatives of youth organizations throughout Bolivia together with officials of the Ministry of Justice (Minister of Justice and Deputy Minister for Equal Opportunities). Titled "Construction of the Youth Agenda for the right to education", the intervention was aimed at strengthening the incorporation of guidelines and strategies on the right to education drawing on an analysis of the progress of the Education Act 070.
- *ACCE Albania* organised a national conference on the right to education for Roma children. Over 200 delegates attended including from government, the Ministry of Education and Sports, donors, CSOs, Teachers, the Roma community, and education specialists.

- The *Georgian Coalition for Education for All* organized and facilitated a conference for school students from different regions of Georgia. Following the conference, students in their respective schools, under the common umbrella "Vote for Education" addressed the issue of self-governance in their schools – with the message “nothing about us without us”. Several schools collaborated and jointly conducted the conference.

Coalitions also report under this expected result on their engagement with other stakeholders outside coalition membership. In this reporting period, coalitions report having developed 178 ‘new’ collaborations with, for example, development partners and INGOs. Alongside the total of 178 new collaborations and partnerships, coalitions also reported having ended partnerships with a total of 12 organisations and regional data is shown in figure 17. Without exception, reasons provided are because the collaborations were time limited, activity or project based that have been successfully completed. The absolute increase is therefore 166.

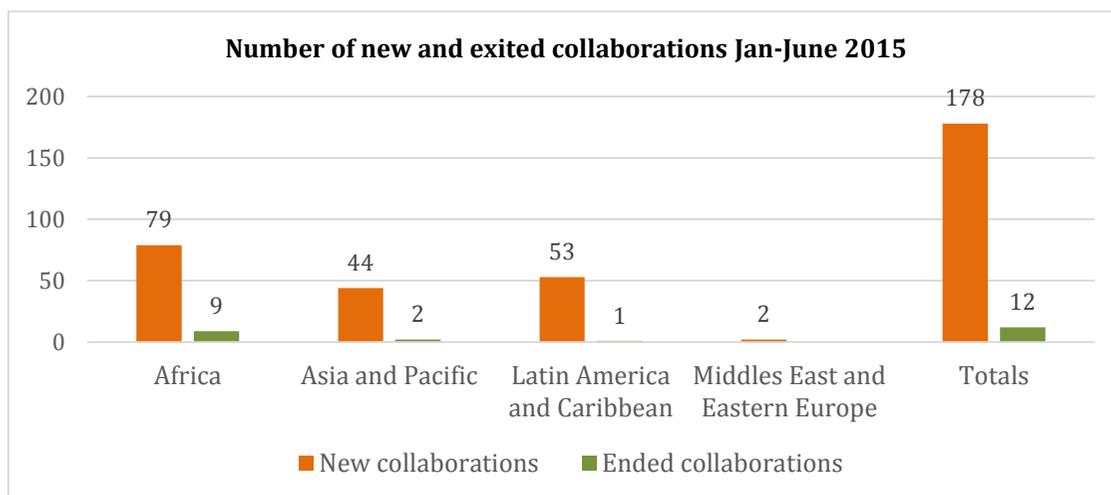


Figure 17: New and exited collaborations Jan-June 2015

Lessons learned

The tables that follow provide a brief summary of lessons coalitions report having learned about i) effective public awareness and mobilisation activities, and ii) which “EFA themes” most energise the participation of key constituencies:

Lessons learned about effective public awareness & mobilisation strategies

- Use traditional media – community radio and public address systems in rural areas.
- Use social media, especially among the youth in urban areas, and effective for key short messages.
- Involve the media in project activities and ensure they have, and disseminate, the ‘right’ information, including on EFA issues attracting less official media coverage.
- Use all media channels, such as private and community television, radio channels, print, and organise broadcasted debates where the public can call-in online.
- Include the media’s professional body as a coalition member organisation to gain media leverage in the coalition’s public awareness and mobilisation activities.
- Most communities are aware of the main education problems; be aware of ‘difficult’ or assumed as ‘no-go’ intervention areas and break the silence with accurate information handled with maturity and tact. (In one country the coalition ‘broke the silence’ on girl-child pregnancy. Public interest and sympathy grew and multiplied and the coalition campaigned for teenage girls to return to school even when pregnant to take the Basic Examination Certificate).
- Target the ‘right’ people, such as women’s participation on gender and girls’ education issues, support their voices being heard in media campaigns and debates. (In one country the mobilisation and participation of women in the coalition’s work led to women being ‘sought after’ for participation in other activities, including for the presidential elections).
- Target ‘emerging’ themes that affect education, such as emergency education in unrest situations, Ebola, earthquakes, and support others such as parent teachers’ associations and parents in their emerging campaigns. (In one country the support of the coalition’s member organisations and involving the media, led to schools suspending the collection of health record fees).
- Use specific messages/themes for campaigns and activities, including in local languages, such as ‘Vote for Education’, “Disability is not inability”, “Inclusive Education”
- Be consistent, and persistent, in campaign messages/themes and mobilisation activities, such as ‘affordable secondary education’ and be aware that impact may only be realised over time.
- Don’t push people into doing something. Involve them and let them take part in public facing awareness activities, such as public debates, that help them realise their values and interest in the cause you are fighting for.
- Use creative/innovative ways of reaching all people, including the non-literate, remote populations, whole families, etc, such as taking a caravan into different regions, use artistic animations, street theatre, ludic fairs, cultural activities, photo exhibitions, documentaries. Some of these can be created by working with others such as schools, education councils for indigenous people, etc. to develop, for example, ‘education in pictures’ ‘the education we want’ visual displays. (In Bolivia they formed a number of alliances, including with the Bolivian cinema and the National Museum of Ethnography and Folklore which expanded and coordinated massive participation of different population groups in interactions between culture, education and social communication.
- Raise awareness of education issues in all key events, including those organised by other bodies, such as Celebration of the International Women’s Day, GAW, Day of the African Child.
- Effective planning and management is key to running an effective public awareness campaign – also ensuring certainty of funding in advance of campaigns and events. (One coalition uses a Planning and Managing Process Template, another coalition has a robust campaigning and communication strategy targeting specific key areas).

- Monitor the impact of public sensitisation activities to assess what registers positively in the public mind. (One country that did this found their work on enrolments for ECE and re-entry to school for girls after falling pregnant received a successful response - a major lesson was that sensitisation must be carefully targeted in order to gain the desired results).
- Work with other civil society organisations in the education sector to reach local communities and plan activities – avoids duplication of programs due to lack of coordination and duplication leads to minimal impact on target populations.
- Engage with the Government and the public at the same time and build good relations with tribal leaders who can support coordination of campaigns and participation of different groups.
- Make sure activities, campaigns and events are timely, e.g. relate to current education issues in the media, and use interesting themes, such as successful stories about disabled children being enrolled in mainstream schools; students/youth who have benefited from improved school environment and provision of school materials, women who have participated in literacy classes, etc. This raises awareness of others of their rights.

EFA themes which most energise participation of key constituencies

- Inclusive education
- Non-discrimination and non-violence in schools
- Free schooling (including removal of levies)
- Universal primary education
- Early childhood development and care
- Adult Literacy and Lifelong Learning Skills
- Quality education/sufficient recruitment and equitable distribution of teachers
- Ensuring access and completion for girls, children in difficult circumstances and those belonging to ethnic minorities to free and compulsory education of good quality.
- Right to education
- Literacy
- Elimination of gender disparities
- The post-2015 agenda

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.

In this reporting period 30 (61%) CSEF-supported coalitions engaged in a total of 54 research, monitoring and/or analysis exercises (Africa: 27; Asia and Pacific: 19; Latin America and the Caribbean: 5; and Middle East and Eastern Europe: 3). Of the 54 exercises, 26 (48.1%) were fully funded by CSEF, and 39 (72.2%) were completed during the reporting period, with further details as follows in Figure 18:

	Number of coalitions carrying out research, monitoring and/or analysis exercises in the reporting period	Completed during reporting period (may have commenced in previous reporting period)	Commenced during reporting period (and not yet complete)	In progress (since previous reporting period and not yet complete)	Total research/analysis exercises per region	Fully financed by CSEF	Partially financed by CSEF	Non-CSEF financed	No data provided on funding (no response)
Africa	15 (60%)	19	2	6	27	14	5	4	4
Asia and Pacific	8 (61.5%)	13	2	4	19	7	9	3	0
Latin America and the Caribbean	4 (80%)	4	1	0	5	3	2	0	0
Middle East and Eastern Europe	3 (50%)	3	0	0	3	2	1	0	0
Totals	30 (61%)	39 (72.2%)	5 (9.3%)	10 (18.5%)	54	26 (48.1%)	17 (31.5%)	7 (13%)	4 (7.4%)

Figure 18: Progress and funding status of coalitions' research Jan-June 2015

The main focus of coalitions' research and analysis studies/exercises during this period fall into 5 categories as illustrated in Figure 19 on the next page. The picture mirrors the diverse contexts in which coalitions operate, with 37% (20) of the research efforts focused on national EFA related policy and implementation priorities including around ECDE access, privatisation of education / low fee schools, teacher service conditions and professional development, adult literacy, inclusive education access; and, impacts of natural and health disasters on education (such as climate change, Ebola). Similarly, civil society driven social accountability studies also feature quite prominently (22.2% or 12 of the 54 exercises). Governance, finance and expenditure analysis respectively account for just under 15% of the studies, with budget analysis less prevalent at 11.1% (6 of the exercises).

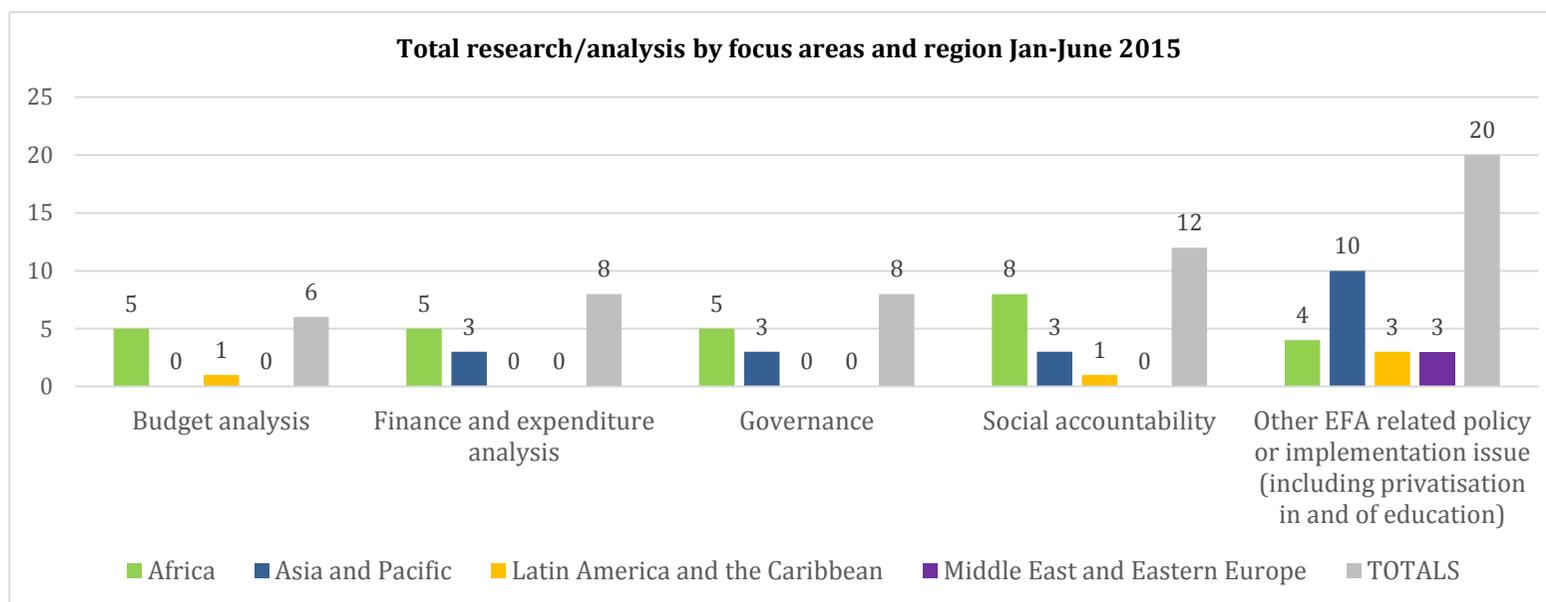


Figure 19: Number and focus of research studies by region Jan-June 2015

A comprehensive list of all research undertaken by coalitions in this reporting period is attached as annex 4, and a few examples of the studies fully funded by CSEF are provided in the following table.

Coalition	Research focus	Details of study
CBO-EPT Benin	Finance and expenditure analysis	Situation of resources allocated to education in municipalities, analysis of resource mobilization and management mechanisms, assessment of criteria and allocation mechanisms for transfer of funds to municipalities in favour of education. The conclusions of the study mainly show that the Mayors only have limited capacity to mobilize resources for education. Allocation of the few available resources are wrongly prioritised, management tools and criteria to receive funds are not shared by all actors in the financing process. Improper political involvement in management and allocation of funds has also been observed.
CSEC Malawi	Budget analysis	2014/15 Gender responsive budget analysis: There is an improvement in the budget objectives as they are getting gender responsive which was partially captured in the last budget. The analysis was used to engage government so that they consider issues of gender in their budgeting. FAWEMA (a member of CSEC Malawi) used the publication to advance their campaign towards girls' hostels.

Coalition	Research focus	Details of study
EFA Network Cameroon	Social accountability	The study identified three intervention phases (response) for emergency situations: Phase 1: Preparation of the intervention (evaluation of needs, challenges and risks; full inclusive participation of women and girls); Phase 2: the intervention (ensure the equal access and retention of girls in schools; the fight against gender violence); Phase 3: monitoring. The study analysed the education strategy and made the following recommendation: "gender should be explicitly mentioned as a principal to reduce disparities in emergency education". This study was presented at a public workshop that included key education partners. They expressed interest through messages after the workshop. During the April-December 2015 extension period the coalition will extend the study to the northern part of Cameroon (field visit, solidarity actions with the government) and engage with the Cameroon Parliament.
REFAC Rwanda	Governance of education services	Survey on barriers to quality basic education in Rwanda: The main identified barriers are related to: <ul style="list-style-type: none"> - Insufficient number of teachers for the growing numbers of students; lack of motivation for teachers in terms of salaries and in-service training - Repeated or ongoing changes in teaching programs, making it more difficult to assess learning results - Ad hoc introduction of English as the teaching language in the country - Lack of and non-appropriate school infrastructures - Poverty of parents/families preventing them to meet the basic needs of students (food, school materials, clothes, etc.)
ZANEC Zambia	Education financing	The research explored possibilities of financing the education sector other than the conventional sources. The study was used to engage on increasing financing to the education sector by providing alternatives to sources of funding.
NEW Indonesia	Social accountability	Mapping the achievements of the school enrolment rate in elementary through high school level in the public and private schools. Also mapping the various problems that constrain the achievement of 12 years of education access: Results of this research were conveyed at the national symposium, held by the Ministry of Education and Cultural Cooperation with Civil Society Coalition for the Transformation of Education. The paper was also used to progress educational advocacy, specifically as an input to formulate recommendations on strengthening access to education by the Ministry of Education and Culture.
NCE Nepal	School governance	School Governance and Accountability in Nepal. Support and Monitor Education Accountability in Emergency: Sensitized local grassroots level people on the governance issues and commitment by policy makers to change the policies.
VEPAC Vanuatu	Other selected EFA related policy or implementation issue (climate change education)	Assessment of the national policy on environment and climate change education in schools and the knowledge of communities on the impact of climate change on Vanuatu's biodiversity. Engagement is still in process.
REPT-EPT Haiti	Other selected EFA related policy or	Investigation of the literacy program launched by the Haitian government through the State Secretariat On Literacy (SEA) in order to enable the institution to fulfil its primary mission which is that of making social justice to the

Coalition	Research focus	Details of study
	implementation issue (youth and adult literacy/education)	different categories of illiterate adults. It will design and build the institution of a decentralized solid structure capable of meeting the challenges of the education of youth and adults in Haiti, with an adult education curriculum taking into account the different groups of adults working in various sectors. The Secretary of State for Literacy convened a meeting with civil society organizations to collect proposals on its program and the coalition drew on its research.
NGO Alliance Initiative Group "Education for All" Moldova	Other selected EFA related policy or implementation issue (inclusive education)	<p>Evaluation of Moldova's Inclusive Education models: To assess the relevance and efficiency of NGOs implemented models of Inclusive Education. The Ministry of Education wanted to learn what worked well and what needs to be done in order to advance the reform. The main findings of the research:</p> <ol style="list-style-type: none"> 1. The pilot schools are appreciated as rather positive Inclusive Education experiences; 2. The % of teachers who think children with disabilities should learn in a mainstream school/class increased; 3. Teachers consider that Inclusive Education has better learning and social outcomes for both able-bodied and disabled children; 4. Students' perceptions of school content and organisation is rather positive; <p>However:</p> <ol style="list-style-type: none"> 5. Teachers still don't think that children with cognitive and behavioural challenges should attend mainstream school 6. Some able bodied children feel that their academic performance suffered with the inclusion of disabled children in their classes; 7. Funding IE - there is limited knowledge and capacity to absorb the funds for Inclusive Education 8. There are no clear mechanisms to enforce the use of funds for Inclusive Education

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 continue to use research and tracking exercises to inform ongoing campaigning and advocacy, with evidence from findings generally used for ongoing advocacy activities to influence policy change over periods of time. As highlighted in previous reports, in terms of response, most coalitions are increasingly able to see their input taken into account in debates, although it remains that seeing a clear impact on policy in such a short period of time is much more difficult. Some examples of how the research and monitoring exercises which coalitions have undertaken are being used have been shared in the table above in the report on ER3.1. A few additional examples follow. It should be noted that some coalitions are also drawing effectively on research produced by members of the coalitions in their ongoing policy engagement.

- *Burkina Faso*: In a study designed to understand specific obstacles to the achievement of EFA and the MDGs in Burkina Faso, the coalition used the research to engage the Ministries of Education and Finance to raise issues on the status of EFA implementation and the outcomes achieved to date. The

coalition also used the findings of the study to contribute to the formulation of recommendations and advocacy activities for civil society advocacy towards inclusive quality education for all in Burkina Faso.

- *RNCEPT-Cape Verde*: Following commissioning a study on the relevance of preschool in Cape Verde, the coalition used the findings to prepare for discussion and approval on recommendations of the study in the draft law on pre-school. Publications which were developed from the study have been disseminated to all schools and institutions linked to education in the country, and the coalition reports that these are being used by all the members of RNCEPT-CV, resulting in mobilisation campaigns to encourage all parents to take responsibility for pre-school in Cape Verde.
- *EFA Net Gambia*: The coalition carried out a mapping exercise on out-of-school children with disabilities and presented the findings and recommendations to the National Assembly. The coalition reports that the parliamentarians committed to follow up with relevant authorities on the issues identified in the study report.
- *GNECC Ghana*: Having conducted a 2015/16 pre-budget analysis, which was aimed at identifying gaps in the just presented budget, and make recommendations to guide parliamentarians when deliberating on the budget. The publication was used to engage the parliamentarians in order to enlighten them on the gaps identified in the analysis. The impact has not yet been measured as the budget has just been passed and GNECC are yet to analyse to compare if the proposed recommendations have been considered, regardless of the deliberations made around them.
- *EFA-Sierra Leone*: The EFA Review Research carried out by the coalition was used in advocacy efforts with Government, and the coalition reports that Government's nine months Post Ebola recovery plan has taken into consideration most findings and recommendations.
- *AFE Mongolia* conducted an education financing review and a position paper was developed based on the recommendation of the review exercise, which are planned to be used for ongoing advocacy. The review report was also distributed to all education stakeholders, and AFE made a presentation on the research findings several times to different groups.
- *TLCE in Timor Leste*: The coalition had previously conducted a Literacy Survey results (in Lautem District) which was published in 2012 and it generated positive response and feedback from the government especially from Parliament and the Ministry of Education. This outcome inspired the coalition to conduct another literacy survey in another district (Aileu) which was declared by the government as free from illiteracy. The study has recently commenced and the coalition seeks to be able to verify government data and education statistics, and to improve existing data that can be the basis of education policy and budget change decision making.
- *ACCE in Albania*: The coalition commissioned research on "Teachers' professional development and monitoring". The findings of the report, have been used by ACCE members to identify gaps faced within the education system related to teacher's needs. Teachers lack updated information on the legislation and bylaws, so during their everyday they consistently use the findings to provide information to themselves and their peers. Taking into consideration

Box 5: Using evidence-based advocacy to influence policy change in Nepal.

NCE-Nepal undertook a study on education financing trends and levels of financing to community schools in the country. The study spelt out the contribution of different stakeholders in education along with government, analysed the last five years' budget in education, explored per capita investment of community schools, and identified factors in school education to make effective use of the resources.

The coalition used the study findings to produce an evidence-based advocacy tools for civil society to advocate around financing in education. The research findings were also used to prepare a memorandum of NCE Nepal to be submitted to the Ministry of Finance, Ministry of Education and National Planning Commission.

the latest initiatives undertaken by the Ministry of Education and Sports that aim to reform the entire education system in Albania, ACCE considers that it is now the right moment for the findings and recommendations of the report to be used as valuable input to MoES reforms. ACCE accordingly plans to use the findings of the report to contribute towards new legislative initiatives on the creation of the National Teacher's Order that will be presented to the Ministry of Education and Sports and Education and Means of Public Information Parliamentary committee.

Lessons learned

In this reporting period, coalitions shared lessons they have learned about i) in which EFA/national education areas coalition research, monitoring and advocacy activities have been most influential, and ii) research methods and ways of communicating research findings, which have been most effective in influencing policy. A summary of lessons learned across coalitions in these two areas is provided in the table below.

Lessons coalition has learned about i) Which EFA/national education areas coalition research, monitoring and advocacy activities have been most influential	Lessons coalition has learned about ii) Which research methods and ways of communicating research findings have been most effective in influencing policy	
	Effective research methods	Effective communication
<ul style="list-style-type: none"> • Education quality (recruiting at least 25% of trained teachers in Teacher Training Institutes. Recruitment of 450 teachers at least each year for 10 years. Equitable distribution of teachers in every part of the country. Establishment of a non-violence and gender parity culture in schools). • Education financing - analysis of education funding mechanisms in deprived municipalities for transfer and resource mobilization at local level opened the way not only to advocacy for stronger authority for the Mayors, to allow them to be fully responsible for the development of education at local level, but also more importantly, re-opened the coalition's concerns about reviewing the decentralization legislation, after 12 years' experience. • Education in emergencies was one of the issues influenced by coalitions' research. The study by one coalition on emergency education led to a large debate amongst education stakeholders across the country. Another coalition's study was on out of school children as a result of insurgent attacks (Boko Haram). This influenced education policies through dialogue meetings with key policy makers and appropriate agencies to come up with key statements or initiative programs to address the identified issues. 	<ul style="list-style-type: none"> • Processing and analysis of the study by a technical team/external consultants. • Validating the conclusions with representatives from the targeted groups. • Literature research and field surveys with all education stakeholders, including representatives from ministries and direct beneficiaries. • Using a consultant and establishing a coalition committee to monitor the study and discussing and validating each step of the methodology before moving to the next. • Creating formal research and design teams. • Using quantitative and qualitative methods. • Document analysis of primary sources, including from organisations that carry out and publish research on learning assessments, and which are available nationally or within the region. • Action-research with well-prepared research methodology and relevant data that can show evidence. 	<ul style="list-style-type: none"> • Communicating/sharing the final report with a transmission letter with various stakeholder categories, including relevant Ministries. • Communicating to and gaining media coverage on the results of the study, and also use online publication. • Holding public sharing workshops/discussions in all regions of the country, including with institutional stakeholders, policy makers and education experts who are able to advance the advocacy focus themes based on the conclusions of the study. • Dissemination of research findings to Government and donors. • Use methods of communication that are simple and easy to consume for all including people that do not like reading, such as, summarising findings into symbols that are easy to relate to, keeping reports brief and concentrated on facts of the findings and referring those who are interested in details

<ul style="list-style-type: none"> • Access to 12 years compulsory basic education. Although this was previously in place it was only rhetoric by government whose focus was on 9-year basic education. The coalition, together with other organisations succeeded in convincing that formal education attainment should be at least 12 years with appropriate allocation in the national budget. • Adult literacy and lifelong learning: A number of coalitions have undertaken research or studies on this theme and, as reported by the coalitions, have created spaces for promoting/influencing: <ul style="list-style-type: none"> - A prison adult literacy program (for rehabilitation) - The level of literacy in children, youth and adults in five provinces. The study highlighted some serious issues in literacy levels in the primary and secondary sectors and underperforming public schools in the city. - Development of the national language policy which requires the use of local vernacular as the language of instruction for early grades (1-3) - Development of Minimum Quality Standards - Development of a Teachers' Guide and Teacher's Standards 	<ul style="list-style-type: none"> • Budget tracking and disseminating the tools for doing this to other organisations so there is a larger network to influence education policy on budget allocation. • Group discussions or “community conversations” to obtain in-depth knowledge from community participants. • Using ‘polls of perception’ as a methodology. 	<p>to websites or the office. This way even media have found it easy to formulate articles from the reports and place in newspapers without much analysis from their end.</p> <ul style="list-style-type: none"> • Give very practical and pragmatic recommendations on ‘how to do interventions’ to change the actual situation in schools (Theory of Change). • Highlight findings that disclose or complement missing information or areas that require clarification in previous publications/reports and send a preliminary version of the study to Ministry Directors for review. • Hold public meetings, training workshops, seminars, dialogue sessions, peer reviews, presentations at national and local professional conferences, parliamentary hearing sessions, advocacy meetings with policy makers who are National Assembly Members and Youth Parliamentarians, distribute DVD movies, publish on YouTube to raise awareness, share the results and invite collaboration on ways to influence policy and change based on the research findings.
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Objective 4: Cross-country learning and collaboration:

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

Global work on shared learning:

As part of its global work on shared learning, the global secretariat sustained its efforts in contributing to this result area with the following specific interventions successfully carried out:

- Organised and facilitated the **CSEF Global Learning Event**, in Johannesburg, South Africa in February 2015. This event brought together almost 50 national and regional CSEF coalitions, partners, allies and donors. The theme of the learning event was 'Exchange and Learning through CSEF', with the purpose of the gathering to share experiences, learning from each other's challenges and successes and reflect on the progress of the CSEF programme. Speakers at the two-day event included representatives from UNESCO, GPE, the German Backup Initiative – Education in Africa, the Government Spending Watch, as well as from regional and national CSEF networks and coalitions. The event started with an update on CSEF, where attendees heard updates demonstrating the diversity of contexts, focus areas and approaches across the programme. For example, the increasing engagement of African coalitions in LEGs, the building of democratic and active movements in the Middle East and Eastern Europe, strengthened capacity in conducting research for advocacy in Latin America, and reinforced solidarity in Asia and the Pacific. This was followed by plenary discussions and break-away group sessions on topics such as engagement with GPE; the importance of education financing in the post-2015 context, using research in advocacy, engaging in LEGs and national policy processes. Participants reported that the plenary and small group discussions, as well as national case studies were particularly useful. With coalitions and partners together, the global secretariat took the opportunity to spend time together to focus on strengthening monitoring and evaluation for the CSEF programme. The final session of the learning event worked to build coalition capacity on formulating CSEF's 2016-2018 objectives, as well as strategies and approaches able to be undertaken at a national level.
- Produced two **newsletters** (in January and June), with interviews of coalition coordinators from coalitions in Senegal and Vanuatu, and short case studies i.e. about the use of community radio in advocacy, advocating around teachers in Cambodia, girls education in Yemen, as well as information on updates, learning, events opportunities and tools. Annex 5 provides a full list of these and other publications and documents shared with coalitions in this period.
- Produced and disseminated to all coalitions a **CSEF achievements since 2009 briefing** (February).
- Between January and May, produced and disseminated at least 12 documents, **tools and other materials to support coalitions with their Global Action Week interventions**.
- Developed and disseminated, through broad consultations with members eight policy-orientated publications, notably an **EFA Lessons report: "Time to Get it Right lessons from EFA and the MDGs for Education 2016-2030"** (May).
- Produced and submitted an **article on the GPE blog site** about the Elimu Yetu coalition's engagement with school fees issues in Kenya (June).
- From 13 to 18 April GCE organised a **training** in Johannesburg for representatives of civil society coalitions, networks and teachers unions, mainly across Southern Africa, to strengthen **organising, leadership and public mobilisation skills within movements**. A Training of Trainers component was built into

the event, with the aim of scaling up leadership skills of civil society advocates that can be taken forward within organisations. Although this initiative was not CSEF funded, several CSEF participating coalitions attended including from Malawi, Zimbabwe, Mozambique, Zambia, Kenya and Nigeria. It was carried out as part of GCE's increased focus on building united, representative and effective citizen engagement through broad and democratic structures, which is also fundamental to what the CSEF programme is trying to achieve. Following the training, GCE has been working with the participants to capture lessons and will continue to facilitate dialogue and shared learning around the advocacy and leadership methods practiced through this training. This includes highlighting any follow-up activities taken forward in-country. These lessons and discussions will also feed into a CSEF toolkit planned for 2016 on stakeholder engagement and movement building. GCE also facilitated multiple **planning and strategising meetings organised during the World Education Forum** (as reported earlier under ER1.3).

- The global secretariat continued to gather data and information in collaboration with regional secretariats and national coalitions through the LME framework and system, and collated **shared learning and feedback on the LME system** which resulted in strengthening the efficacy of results reporting templates and data monitoring tools shared with and used by all CSEF-supported coalitions and regional structures.
- In April, GCE successfully commissioned, and has continued to manage and monitor progress throughout this reporting period, a planned **external evaluation of the current phase of the CSEF programme**. At the time of writing the evaluation remains in the final data gathering and analysis phase. Data gathering has provided opportunities for all CSEF partners and stakeholders to reflect on successes, challenges and lessons learned from the current phase of CSEF implementation. Data gathering processes have involved: in-depth case study explorations with 7 coalitions in Cambodia, Vietnam, Malawi, Senegal, Zimbabwe, Moldova and Nicaragua; on-line surveys with national coordinators, Board members and civil society members of all CSEF-supported coalitions, and; in-depth key informant interviews with the global secretariat, regional secretariats and FMAs, UNESCO as the SE, secretariat and board members of the GPE, members of the IPG and other regional and international level partners/relevant stakeholders. A participatory online validation workshop is planned for the end of July to provide an opportunity for key CSEF implementation partners to engage with the emerging findings, conclusions and recommendations of this important learning process.
- In addition, to provide a greater level of **support to CSEF implementation in the Africa region**, during this period the global secretariat organised and hosted a **CSEF in Africa Retreat** workshop (February), aimed at strategising and harnessing strengthened implementation of CSEF in Africa with collaboration between the global secretariat and the regional management structures (RS and FMA). Following the Retreat, GCE successfully recruited administrative staff in May and a programme manager in June. These two roles will help to provide greater oversight for the CSEF programme in Africa, as well as more direct capacity for work underway across coalitions in the region.

Regional work on shared learning

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

Africa:

- During this period, ANCEFA collected **success stories from national coalitions**. These stories were shared and disseminated across African coalitions at regional and global events, such as the Kigali Forum and the Civil Society Forums held prior to the World Education Forum. National coordinators from Niger, Senegal and Zambia then facilitated sessions to directly share their experiences. African coalitions also engaged in planning and strategising meetings facilitated by ANCEFA, including to strategise on how coalitions can engage in contexts of closed governments.
- ANCEFA facilitated four coalitions to engage in specific **cross-country learning exchanges** in the semester under review. ECOZI in Zimbabwe connected with the coalition SWANCEFA from Swaziland to establish a mutual capacity building relationship for CSEF. Coalitions in Togo and Burkina Faso also collaborated on a learning exchange together in Ouagadougou.
- ANCEFA also promoted idea exchanges within an online shared **Google group for coalitions** to share documentation and experiences with each other. This is also a space where the regional secretariat shares regional information, especially on the African Position on Post 2015 Education and Development Agenda during this reporting period and is distinct from the already functioning online discussion forum, 'bwalo-la-ANCEFA' where coalition members engage and share experiences on a broad range of education concerns and priorities.

Asia and Pacific:

- During the reporting period, several pieces of **national documentation were compiled into regionally shared reports**:
 - At the World Education Forum, ASPBAE shared a paper on reflections of regional EFA architecture which was developed from information shared by national coalitions.
 - ASPBAE also issued a special bulletin of their newsletter after the WEF event, featuring strategies undertaken by the Asia Pacific coalitions in contributing to a positive outcome at the forum.
 - For meetings with UNESCO-Bangkok, ASPBAE also shared the experiences of coalitions to demonstrate that national level civil society engagements with governments on education policy and programs can be institutionalized with the help of UNESCO.
 - Several other reports and regional updates have been posted to the ASPBAE website and to social media accounts.
- ASPBAE hosted face-to-face meetings and capacity support visits with coalitions, with an aggregate report of outcomes produced in a **regional newsletter report**. This newsletter was disseminated to the 200 plus ASPBAE members and to external partners and funders.
- Coordination of **learning exchange visits** were prepared for coalitions in Vietnam and Mongolia to share strategies on advocacy for inclusive education for disabled populations. The coalition in Myanmar also prepared for a learning exchange to Mongolia to learn from the coalition's experience of developing their coalition in the context of the nation's transition to democracy. AFE Mongolia also prepared to present how their coalition navigates difficult political terrain and limited political space for education advocacy work.

Latin America and the Caribbean

- CLADE's learning portal FRESCE (www.campanaderechoeducacion.org/fresce/materiales) was updated during the six month period with documents and publications shared by national coalitions. Ten documents were uploaded to the FRESCE system during this period, covering **shared experiences from coalitions in the Dominican Republic, Bolivia, and Honduras**, as well as CSEF updates and subject relevant reports from partners.
- CLADE continued to ensure that all national coalitions received communication materials through a list serve and Skype calls. One of these Skype exchanges focused on results of a **documentary** produced by CLADE, which was then distributed regionally to each coalition. Other communications focused on **shared lessons from Global Action Week**, and were posted to the member's space via the CLADE website.
- All CLADE coalitions were also invited to contribute to the **Observatory**, a social watch institution established, with help from UNESCO, to oversee education policy and implementation trends in Latin America. This newly launched platform is now a mechanism for **monitoring the post-2015 agenda**. Coalitions have been invited to begin presenting this opportunity to their local allies and identify how they can use it to enhance their performance. In this regard, conversations took place with the coalitions in Haiti, Honduras, Bolivia and the Dominican Republic.
- CLADE's CSEF-supported coalitions also met together twice for **shared learning and exchange face-to-face**, once during the global CSEF Learning event in Johannesburg, as well as at the World Education Forum.

Middle East and Eastern Europe

- During this period, the Middle East and Eastern European regional secretariat, ACEA, focused on *disseminating reports amongst coalitions for lesson sharing*. Reports produced and shared included:
 - **CSEF Newsletter for MEEE**: <http://arabcampaignforeducation.org/page-935-en.html>
 - **Report on World Social Forum Tunisia 2015**: <http://arabcampaignforeducation.org/page-940-en.html>
 - The **"Harvest Report" for 2014**: <http://arabcampaignforeducation.org/page-944-ar.html>
 - **ACEA Global Action Week Newsletter**: <http://arabcampaignforeducation.org/page-948-en.html>
- At the **World Social Forum in Tunisia**, ACEA conducted a session with CSEF-supported coalitions participating titled the "Road to Dignity...education post 2015", with coalitions from Yemen, Sudan, Lebanon, Jordan, and Egypt encouraged to present. There, coalitions mutually discussed their efforts around adult education, girls' education, education quality, education in emergencies, and post 2015 advocacy strategies.

The above summary report on Regional Secretariats and the Global Secretariat's efforts during the period under review to ensure national coalitions' knowledge and experiences are collected, documented and shared across the coalitions is corroborated by reports from national coalitions. Coalitions shared information on their experiences of engaging with shared learning and exchange opportunities facilitated by the CSEF partnership. This is briefly summarised below, while additional shared learning opportunities realised during the semester are described in the report under ER 4.2:

Figure 20 shows the total number of coalitions (23 or 46.9%) which reported having had information/stories posted on either the GCE or Regional Secretariats' websites/online platforms (including southern civil society mail groups, online discussion forums or in newsletters or publications external to their own shared learning platforms). Almost half of these are coalitions from the Africa region. Coalitions shared summaries of the focus of their stories which were shared on the relevant platforms, and a full list of these is available on request.

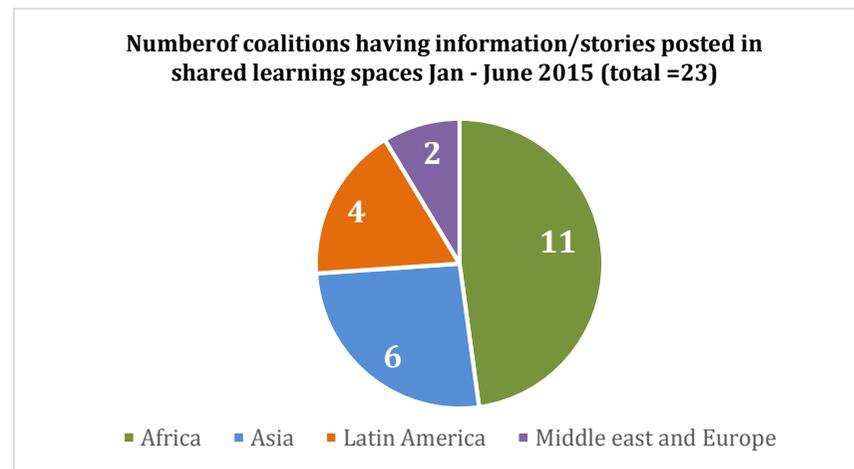


Figure 20: Regional overview of shared online learning and exchange Jan - June 2015

In addition, as in previous semesters, this bi-annual report and its accompanying annexes are all posted on GCE's website as part of the programme's LME feedback loop and shared learning. One of the annexes not mentioned previously in this Section 4 of the report is a list of publications and resources produced by national coalitions (annex 6), which coalitions and regional structures can access through links in the CSEF newsletters produced by GCE as well as directly from GCE's website. A summary of what this depository of publications and resources for the period under review reveals is that:

A total of 40 publications and resources were produced by 21 (43%) coalitions during the period January – June 2015 (Africa: 20; Asia and Pacific: 15; Latin America and the Caribbean: 1; and Middle East and Eastern Europe: 4). It should also be noted that at least 22 of the research and analysis exercises conducted by coalitions (discussed previously) were also published and disseminated. However, in order to avoid duplication of data, these are not counted in the list of publications and resources document – rather the latter can be referenced in the separate annex providing a list of research, monitoring and analysis exercises reported earlier.

Finally, and in addition to coalition-developed publications and resources, a full list of documents and resources coalitions reported they received from the global and regional structures in the reporting period is provided in annex 7. The annex contributes to validating much of the above report on shared learning, and contains a summary of how coalitions perceived the usefulness of each of the documents/resources shared.

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

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

Much of the work under this result area has been mentioned elsewhere in this report, and a brief summary follows:

Global Secretariat

Globally, GCE has continued to implement the global capacity support and learning plan, including for the extension period, which emphasizes the development of materials, tools and support mechanisms that can support engagement across the regions.

In addition, as discussed in Section 3 of this report, extensive work in this period has been in supporting coalitions and regional structures to plan and prepare for the CSEF extension period (April – December 2015) as well as the next 2016-2018 CSEF phase.

Africa / ANCEFA

The Africa Regional Secretariat this period focused on strengthening governance in Burundi and Lesotho. Both national coalitions required mediation of intra-coalition conflicts, as they faced internal challenges on managerial roles and responsibilities, and accountability on resource allocation.

ANCEFA also assisted coalitions in proposal and budget development processes for the costed extension period, as well as initial preparations of the 2016-2018 phase. In addition, ANCEFA supported national coordinators to comprehensively support the bi-annual reporting requirements and sharing supporting evidence of coalitions' reported results for the period under review.

Asia and Pacific / ASPBAE

- Similarly, ASPBAE conducted a number of activities for enhancing managerial and technical capacity across the region:
 - Contact was established with all coalitions to guide regional policy analysis and strategize for advocacy approaches for post-2015 processes. All coalitions received email and skype support, with special attention given to coalitions in Myanmar and Afghanistan.
 - ASPBAE monitored governance mechanisms for coalitions in Vanuatu, Timor Leste and Vietnam. These coalitions received specific training on how to maximize the use of an AGM and internal communications.
 - Financial management and systems monitoring took place for coalitions in Pakistan, Sri Lanka, Cambodia, Mongolia, India, and Indonesia.
- ASPBAE also conducted contextualized support per coalition, including:

- In Timor Leste, ASPBAE ran a training to prepare the coalition to conduct their national literacy survey, with focus on how to create a statistically significant survey and exercises on data. The literacy survey and assessment was successfully carried out by the coalition in this reporting period.
- The coalition for Timor Leste also received ASPBAE's support in reviewing their governance and operational systems. The coalition's board, staff and membership reviewed their constitution and internal regulations, as well as identified areas for improvement. ASPBAE's assistance helped the coalition to secure membership to the CCNGO-EFA.
- In Nepal, ASPBAE held a workshop for the national coalition on education financing, ePPP, ePrivatisation, and social justice. The training included how to work closer with academia to provide a broader picture of education in Nepal and for presentation to the government. Nepal was also encouraged to improve monitoring mechanisms for member activities, and the analysis of impact at the grassroots levels. ASPBAE also assisted in compiling an agenda for youth advocacy.
- A visit to Vanuatu was undertaken to provide updates on post-2015 education developments, and to support the coalition in gaining multi-stakeholder consensus.
- In Myanmar, ASPBAE assisted the coalition in compiling advocacy plans for 2015, especially in light of national elections.
- In Papua New Guinea, the coalition received technical guidance on the post-2015 education agenda, reviewing activity plans for 2015, and for building new processes between the board and coalition members.
- In India, ASPBAE assisted in creating a national plan for Global Action Week, alongside UNESCO, RTE and other organizations.
- CED Sri Lanka received support on their strategic plans and annual work plan.
- Technical support to NEP Cambodia focused on parliamentary engagement during their first parliamentary consultative workshop organised with the National Parliament and Ministry of Education, Youth and Sports (MoEYS).
- COESI in the Solomon Islands received support for developing a youth engagement strategy.

Latin America and the Caribbean / CLADE

- The Regional Secretariat, CLADE, provided support to the national coalitions in the Dominican Republic and Haiti:
 - In the Dominican Republic, CLADE trained the national coalition on effective participation in the LEG and how to engage effectively with GPE.
 - In Haiti, CLADE helped design a strategy of joint action for long-term technical support. This support includes exchange visits planned with the national bodies in Brazil and Argentina to focus on financing and management strategies. CLADE also accompanied the coalition on political visits to the Ministry of Education, to UNESCO, and during LEG discussions. CLADE also trained the Haitian coalition, REPT, on advocating for general education laws in the country.

Middle East and Eastern Europe / ACEA

ACEA’s main technical capacity support focused on the coalitions’ inclusion in the Tunisia conference’s session for “Road to Dignity – education post 2015” with coalitions from Jordan, Egypt, Sudan, Lebanon, Palestine and Yemen taking part.

Closing observations

A list of support visits and targeted capacity building depending on needs and interests carried out within each region and country with additional details is documented in annex 8.

In closing this report under ER 4.2, figure 21 shows the number of coalitions per region that reported they received technical/management/institutional support from the regional and global CSEF partner structures during the reporting period. Details of the nature of support coalitions stated they received from each structure are provided in annex 9, which may be helpful to review alongside figure 21. Both the annex and figure 21 provide a layered perspective on the above report on technical and management support provided to coalitions.

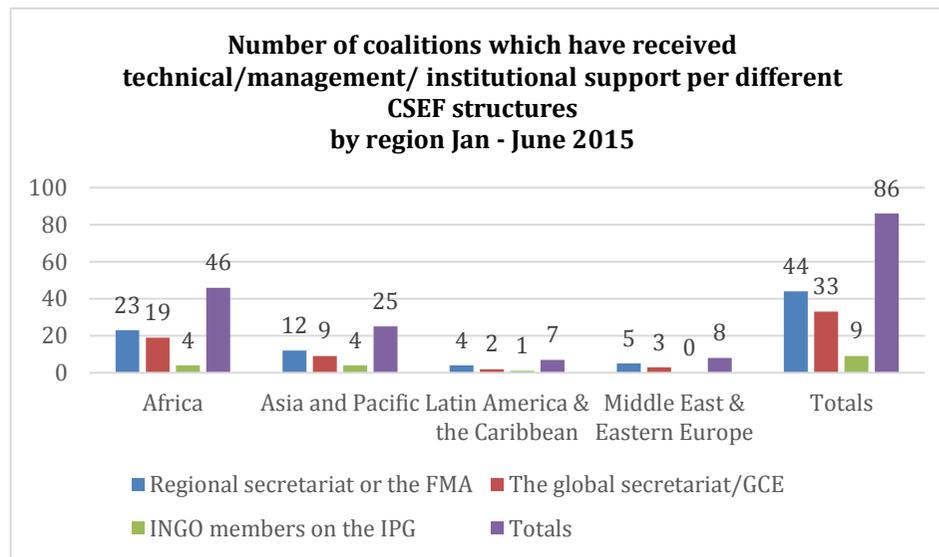


Figure 21: Number and source of technical support to coalitions Jan - June 2015

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

Global Secretariat

A major focus during the reporting period has been providing support to coalitions’ advocacy engagement around Post 2015 and the Sustainable Development Goals, which has included support with coalitions’ advocacy efforts during Global Action Week, the World Education Forum, and civil society representation in GPE board elections (detailed elsewhere in this report).

During this semester, similarly to the global secretariat, regions focused their efforts on engaging national coalitions in global advocacy during the many high-profile international events taking place, such as the World Education Forum and the related regional preparatory processes.

In this period, 42 coalitions (85.7%) affirmed that they participated in either regional and/or global consultation processes on the post-2015 framework for education or in other regional or global advocacy processes. The number of coalitions reporting in the affirmative is disaggregated by region in figure 22. An analysis of the regional and global advocacy processes coalitions listed as having engaged with aligns with the summary reports of the global and regional structures provided under the report of objective 4.

Africa

During this period, ANCEFA gathered input from national coalitions as they prepared for regional participation in the Sub-Saharan Ministerial Conference in Kigali, Rwanda. Prior to the conference, ANCEFA invited coalitions to present on their experiences and strategies for policy engagement. This information was then used to inform ANCEFA's recommendations during the conference, and to compile position papers. ANCEFA also invited national coalition representatives to serve as panellists, key note speakers, and to facilitate break-away groups during the Civil Society Forum. Participating coalitions included Benin, Burkina Faso, Kenya, Rwanda, Nigeria, Niger, Senegal, Zimbabwe, Djibouti, The Gambia, Cameroon, Malawi and Zambia.

Asia and Pacific

ASBAE focused on supporting the engagement of coalitions in five main areas of policy advocacy. This inclusion took place mostly during international workshops and conferences, and highlighted work across national coalitions. The five areas have been reported in detail previously under ER3.1 and relate to advocacy processes around i) Youth Empowerment, Literacy and Life Skills; ii) Regional advocacy on quality adult education; iii) Building consensus on the Draft Education Framework for Action and Draft Incheon Declaration; iv) Right to Education (RTE) and Lifelong Learning; and v) Privatisation of Education.

Latin America and the Caribbean

CLADE similarly focused on consolidating regional voices during international events and forums. To support coalitions in the region prepare for the NGO Forum in Incheon, CLADE hosted a meeting with 24 representatives from 21 organizations from 16 countries across the region. The meeting aimed to prepare the groups' participation and prioritize points of advocacy. CLADE subsequently mapped out a strategy of coordinated advocacy at the event, including CLADE coalition members' representation at all parallel sessions during the conference.

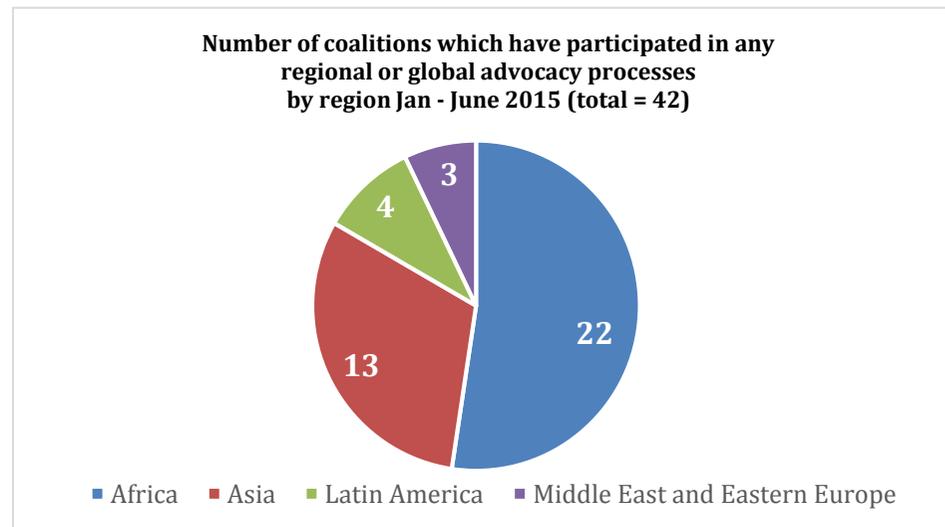


Figure 22: Coalitions participation in regional or global advocacy processes Jan - June 2015

During the creation of the Sustainable Development Goals, CLADE worked with all member coalitions to outline important national issues that warranted international attention. CLADE's General Coordinator (Camilla Croso) was also present at the meeting. Afterwards, CLADE launched a report on the Latin American Campaign for the Right to Education, reflecting progress and outstanding issues in the human right to education in the region.

Middle East and Eastern Europe

ACEA's support to coalitions' engagement in regional and global advocacy processes aligned with the work of the other three regions, with ACEA focusing its advocacy inclusion during regional and international events. Prior to the following events, ACEA coordinated and worked with coalitions in the following countries to prepare for their attendance:

- *GCE General Assembly*: Jordan, Yemen, Moldova, Georgia, Sudan, Lebanon, and Palestine. The Yemeni coalition presented a paper on the "Role of CSOs in Advocating for Girls Education before 2015". The Sudanese coalition presented a paper on "Out of School Girls: Reasons and Challenges".
- *CSEF learning event*: Yemen, Moldova, Georgia, Sudan, Palestine.
- *World Social Forum Tunisia*: Yemen, Sudan, Lebanon, Jordan, Egypt. All coalitions were encouraged to provide inputs on national experiences. A report of the conference was produced summarizing coalitions' inputs.
- *Global Action Week*: The regional secretariat collected information from each coalition to coordinate activities, with all coalitions encouraged to participate. The week following, ACEA documented the outputs across the region, with special highlights to share lessons among those who facilitated GAW during violent national conflict
- *World Education Forum*: Sudan, Lebanon.

In support of the progress report under this ER 4.3, additional details of learning platforms attended by coalitions, and a list of reports of regional events are provided in annexures 10 and 11 respectively.

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.

Following the second half of 2014, the sustained focus of national coalitions has been on EFA post-2015, which remained one of the most widely-shared education concerns during the first half of 2015. Accordingly, the related focus of regional and global advocacy efforts drawing on national work, has continued to contribute to dialogue and agenda setting around post-2015 frameworks.

During the reporting period, regional and global engagement, drawing on national experiences and perspectives, helped contribute to the Incheon Declaration which included critical civil society positions, such as:

- 12 years of publicly-funded, free, equitable quality primary and secondary education, of which at least nine years are compulsory
- At least one year of free and compulsory quality pre-primary education and ensuring that all children have access to quality early childhood development, care and education.
- A commitment to address all forms of exclusion and marginalisation, disparities and inequalities in access, participation and learning outcomes.
- Recognition of the importance of gender equality in achieving the right to education, including a commitment to supporting gender-sensitive policies, planning and learning environments.
- Commitment to quality education and improving learning outcomes, including ensuring that teachers and educators are empowered, adequately recruited, well-trained, professionally-qualified, motivated and supported.
- Commitment to quality lifelong learning opportunities.
- Recommendations on crisis responses and ensuring that education is delivered in safe, supported and secure learning environments
- An affirmation that the fundamental responsibility for implementing this agenda lies with the State.
- Urging adherence to spending at least 4-6% of GDP and/or allocating at least 15-20% of total public expenditure to education.

In addition the post-2015 draft Framework of Action to be finalised in November 2015 includes a stronger commitment to public, free education which reflects consolidated civil society inputs.

Furthermore, GCE's submissions of civil society's reaction to all official processes of the Sustainable Development Goals Agenda, including the UN Secretary General's synthesis report, the thematic debate on the Means of Implementation (MOI), and first thoughts on the declaration were drafted after inputs from coalitions.

5. Conclusion and next steps

The reporting period for January to June 2015 has revealed interesting trends among the reports of regional secretariats and national coalitions. On a macro level, reports this period have shown evidence of active progress along all four programme objectives. The density of data collection has seen substantial improvement over the last half year, and the LME Framework – after initial difficulties during start-up, now demonstrates greater robustness. Furthermore, achievements and measurements are now backed with greater data confidence. On the basis of this, the CSEF programme would now like to explore how synthesis of regional reporting can be facilitated to a greater degree at the regional level, via the Regional Secretariats. By building capacities for regions to undertake this initial data interpretation, regions can facilitate more efficient and effective feedback, using the same database and analytical tools used by the Global Secretariat. The GCE will engage with these questions on approach and methodology in subsequent phases, as improvements will benefit management of the CSEF programme in the long run.

This report continues to reflect the steady growth seen, semester by semester, in the total number of CSEF coalition members; national reports indicate a total number of 4302 members by end June 2015. This represents an absolute increase of 241 additional members across CSEF supported coalitions since December 2014. All CSEF-supported coalitions report the inclusion of members from at least two of CSEF's target populations: girls and women, youth, and people with disabilities. CSEF has surpassed the target for 80 percent of supported coalitions to include all three of these groups, with currently almost 90 percent of coalitions reaching the benchmark.

Besides growth of coalitions and strengthened representivity of civil society, national reporting reveals also growth in activity and performance:

- 35 coalitions report being members of the LEG or its equivalent – and an increase of 2 coalitions (accounting for corrected data) since the last report. (Albania and Zimbabwe). It is hoped that in the framework of revisions in GPE's strategic planning, and re-definitions of modalities of engagement with recipient partner countries, access barriers to LEGs can be further reduced.
- By end of June 2015, globally coalitions reported active engagement with 310 relevant education sector policy dialogue and review forums. This confirms an upward trend since December 2013 of implementation of this CSEF programme.
- In this reporting period, 32 coalitions reported on their engagement with relevant parliamentary commissions or committees, along with lessons coalitions have learned about effective strategies for strengthening policy participation and influencing policy planning dialogues.
- In addition to engaging with parliamentarians and other relevant forums, CSEF coalitions were actively responsible for at least 178 oral and/or written civil society submissions to government, parliamentary or technical working groups.

The process of exchanging and studying the underlying factors that create successful local or regional transformation based on these activity accounts remains an ongoing task of the CSEF programme. In this effort, CSEF has continued to compile lessons learned across coalitions, and has increased efforts of transfer and dissemination of these insights to the entire CSEF community.

This progress report demonstrates that the CSEF programme continues to be on track with the production and dissemination of research and monitoring. A majority of civil society education coalitions completed research or monitoring exercises in the areas of budget, finance, expenditure, governance, transparency, social accountability, or EFA related policy or implementation issues. Monitoring exercises analysed and tracked fiscal expenditure, policy implementation and diverse other aspects of education service delivery, such as equity and quality. Ways and approaches of using research products are shared by coalitions and facilitate the identification of research areas proving most influential and most effective research methods enabling policy influence. With only a few exceptions, nearly all CSEF-supported coalitions have been able to influence or contribute to national education policy reform and legislative changes. This includes creation of new education laws, the launching of new policies, white books, and engagements of relevant portfolio commissions. Their lessons learnt will be used in further capacity and learning support.

One of this semester's topline events was the participation in the World Assembly, followed by a global CSEF learning event. This event brought together almost 50 national and regional CSEF coalitions, partners, allies and donors. The theme of the learning event was 'Exchange and Learning through CSEF', with the purpose of sharing experiences, learning from each other's challenges and successes and reflecting on the progress of the CSEF programme.

During the period, significant efforts were also made to support the CSEF mission through global campaigning and advocacy. This took place most prominently around EFA accountability with Global Action Week, and global engagement for post 2015 goals at the World Education Forum in Korea. During both of these events, global rallying for action spurred national representatives to take on the cause in their home countries, pushing governments for commitments and alerting citizenry to the cause. A clear cascading effect was seen, in so far as all global work is now mirrored and reiterated in the regional and national level. Global CSEF efforts are corroborated and synthesized in parallel, collaborative and mutually reinforcing processes.

The January-June 2015 period also focused on building stronger ties with GPE for the cause of civil society. At the start of the year, GCE organized elections for civil society representatives to the GPE Board of Directors. These elections took place at the GCE World Assembly in Johannesburg at the end of February 2015 and mandated experienced representatives from northern and southern civil society onto the Board of GPE, assuring strong voices and engagement with GPE policy processes and debates at both national and global levels.

For the programme's next steps, CSEF will continue the ongoing implementation, assuring attainment of targets outlined in the extension programme for 2015. This will also include additional capacity building efforts and support in view of the planned 2016-2018 programme phase. As the current phase of the programme for 2013-2015 is coming to a close at the end of the year, GCE is now applying for new funding from the Global Partnership for Education. This application seeks to work with close to 60 civil society education coalitions and four regional networks through CSEF during 2016-2018. The GPE will make a final decision on whether this funding is approved in late October 2015.

Annexes

- Annex 1a - Implementation plan with status update (for April 2013 – April 2015)
- Annex 1b - Implementation plan with status update (for extension period May – Dec 2015)
- Annex 2 - List of New Forums Joined Jan - June 2015
- Annex 3 - List of Submissions Jan – June 2015
- Annex 4 - National Coalitions Research & Analysis Exercises Jan – June 2015
- Annex 5 - List of GCE Publications & Documents Jan – June 2015
- Annex 6 - List of National Coalitions Publications & Resources Jan – June 2015
- Annex 7 - List of Documents Received and Coalitions Ratings Jan – June 2015
- Annex 8 - CSEF Support Visits Jan – June 2015
- Annex 9 - Summary of Technical and other Support Received by Coalitions Jan-June 2015
- Annex 10 - List of Learning Platforms Attended by Coalitions Jan – June 2015
- Annex 11 - List of Reports of Regional Events Jan – June 2015