

**COALITIONS' RESEARCH, MONITORING AND ANALYSIS EXERCISES THROUGH CSEF SUPPORT APRIL 2013 – JUNE 2015**

Coalitions' research, monitoring and analysis exercises have covered a range of thematic focus areas, depending on the priorities of each coalition. These are categorised into five main focus areas of: i) Budget analysis, ii) Finance and expenditure analysis, iii) Governance, iv) Social accountability; and, v) Other selected EFA related policy or implementation issue.

Coalitions that are interested in accessing any of these resources can click on the URL where available, or contact Louise from the CSEF global team: [louise@campaignforeducation.org](mailto:louise@campaignforeducation.org).

Africa				
Coalition & country	Focus Area	Title of research/ analysis/ recommendations document	Website or URL or hyperlink to the document	Brief description of the study and any results, activities, policy changes or processes that have emerged as a result of the research
Coalition Béninoise des Organisations pour l'Éducation pour Tous (CBO-EPT) <b>BENIN</b>	Selected EFA related policy or implementation issue	Benin-Togo Joint Study on Violence in Schools and Families	Not available	This study was conducted in the context of the interventions of the project "improving the quality of education and non-violence in schools (AQUENVIE)", funded by Pan Sweden and implemented in partnership with the national coalitions of Benin and Togo. The findings of this study revealed that 9 out of 10 children in Benin, and 7 out of 10 children in Togo suffer physical violence (including corporal punishment) in the school and family environments. Among the recommendations made in the study was the need to integrate the modules on alternatives to corporal punishment in Benin, in the curricula for students and teachers. The coalition immediately initiated a process of advocacy which led to the decision by education authorities, at the highest level, to make a number of resolutions aimed at the elimination of corporal punishment in schools. These resolutions were adopted and signed by the directors of Primary Education.
	Finance and expenditure analysis	Shadow Report on Education Financing in Deprived Municipalities in Benin	<a href="http://www.cbo-ept.org">www.cbo-ept.org</a>	Analyses the status of resources allocated to education in deprived municipalities, as well as an analysis of resource mobilization and management mechanisms, an 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. The few available resources are wrongly allocated to priority areas, and 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 was also observed.

CBO-EPT <b>BENIN</b> (contd.)	Selected EFA related policy or implementation issue	Study on the Typology of those Excluded from the School System	Not available	Aimed to induce reforms for educational support for those excluded from the school system at the municipal level. In addition, to raise awareness amongst education actors of their roles and responsibilities in terms of follow-up to ensure regular attendance of children at school until the end of their primary curriculum. Recommendations were shared with the mayors and education actors through the organization of meetings to disseminate the findings of the study, and translated commitments which roadmap how municipal elected officials can implement the recommendations.
Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CN-EPT/BF) <b>BURKINA FASO</b>	Social accountability	Realizing an Education Budget - Citizen Monitoring Activity	Not available	Results from various citizen monitoring activities show that local elected leaders do not understand the municipal budget, including the education budget, because they have limited literacy capacities; and in some inspectorates and town halls, it is impossible to track expenses due to the lack of an archiving system. Some suppliers do not abide by agreed delivery deadlines and samples produced at tender. Measuring school food resources is not compliant with protocols. Recommendations were issued by stakeholders in order to remedy and fulfil the gaps.
	Selected EFA related policy or implementation issue	Barriers to EFA and MDGs in Burkina Faso	Not available	This study analysed and documented specific barriers that prevent achievement of EFA and MDG goals in Burkina Faso. The MENA, MEF, CSOs and partners' engagement helped to identify different stakeholders' perceptions of the implementation level and the results obtained in relation to EFA goals. It also contributed to the formulation of recommendations and advocacy activities for civil society advocacy toward inclusive quality education for all in Burkina Faso.
	Selected EFA related policy or implementation issue	Girls Access to Education in the Provinces of Sahel, East and Centre North	Not available	The study focused on the status of girls' education in three provinces (Sahel, East, and Centre North). The final report revealed the urgency of the issue of girls' education in the three provinces and recommends measures and initiatives to improve conditions of access and retention in the three researched regions.
	Selected EFA related policy or implementation issue	Inclusive Education	Available from CN-EPT/BF	A desk-based study which resulted in the production of an advocacy document stating what had been achieved and what remains to be on achieved in order to realize inclusive education rights in the country.
Cameroon Education For All Network (CEFAN) <b>CAMEROON</b>	Selected EFA related policy or implementation issue	EFA Assessment in Cameroon	Not available	The assessment found that: Despite all its efforts, Cameroon will not achieve the EFA goals by 2015; the country still needs to improve supervision rates for primary students by raising the number and the quality of teachers; to improve the quality of teaching and educational management a national education plan and a plan for learning to read needs to be developed; financing must be improved in order to expand the education system; textbooks should be provided in primary schools to reduce the ownership rate from 13 pupils to 3 per book. Other major concerns relate to the glaring backwardness in ECCE, education for children with specific needs and literacy.

CEFAN <b>CAMEROON</b> (contd.)	Selected EFA related policy or implementation issue	Baseline Study on Gender Mainstreaming in Education in Emergencies in Cameroon	Not available	The study identified three intervention phases (responses) 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 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 who expressed interest through messages after the workshop. During the April-December 2015 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.
Rede Nacional da Campanha de Educação para Todos de Cabo Verde (RNCEPT-CV) <b>CAPE VERDE</b>	Selected EFA related policy or implementation issue	Preschool Education in Cape Verde	Not available	The study explores and analyses factors for access and access levels for pre-school education at national level.
	Selected EFA related policy or implementation issue	The Relevance of Preschool in Cape Verde	<a href="http://www.facebook.com/rnceptcv/video">www.facebook.com/rnceptcv/video</a>	Follow on from the Preschool in Education in Cape Verde study which looked at access levels of preschool education. The second analysis was done in preparation for the discussion of the draft law on preschool education for government approval. Publications of the study are in all schools and institutions linked to education in the country and are being used by all the members of RNCEPT-CV. It has contributed to mobilising parents to take responsibility for pre-school education of their children.
Réseau Ivoirien pour la Promotion de l'Éducation Pour Tous (RIP-EPT) <b>COTE D'IVOIRE</b>	Governance	External Assessment of the Administration of Management Committees of the Vridi Education Sector of the Inspection of Primary Education in Port Bouet	<a href="http://www.ripept.org">www.ripept.org</a>	This assessment enabled governance to be evaluated and management committees to realize and understand the need for capacities to be built. It partly revealed the same shortcomings as a similar study conducted by the World Bank. In addition, this assessment has contributed to giving credibility to the coalition and it has been used during advocacy events to collaborate with institutions. When the report was disseminated, the coalition advocated for the official set up of the national commission for discipline and merit, which will have to sanction (negatively or positively) the management committees according to their administration. This set up will take place, but no date has been decided yet by the Ministry of Education and Technical Training. In the meantime, the coalition will organize a training workshop for managers of such management committees and monitor their administration over three months.
	Social accountability	Scoping the Use of Home Teachers for Pupils in Regional Committees.	Not available	The surveys were exclusively led by member organizations of the RIP-EPT network at the regional level (Bouaké, Bondoukou, Man, San Pédro and Anyama regions), and examined the use of home teachers for pupils in each regional committee in order to evaluate the scale of use of tutors at home by parents. It was found that 43% of interviewed parents use home teachers to complement education of their children. The surveys were used to inform the creation of a theatre play to raise awareness among parents of pupils on the precautions to take before resorting to the services of a home teacher.

Coalition Nationale de l'Éducation Pour Tous en République Démocratique du Congo (CONEPT-RDC) <b>DEMOCRATIC REPUBLIC OF CONGO</b>	Budget analysis	Analysis of the Education Budget (2010 - 2014)	<a href="http://www.coneptrdc.org">www.coneptrdc.org</a>	Analysis of previous budgets against realization of the national plan goals. The analysis aimed to contribute direction to budget development, taking into consideration efficient realization of the goals in the national education plan. The analysis was shared with relevant authorities and civil society. After publication of the analysis, the Coalition was invited for the first time to participate in the budget orientation discussions for FY 2014. Since then, the coalition has been considered as an invited organization, making the voice of civil society engaged in education better heard. The analysis also prompted the Coalition's participation in a network with organizations from seven other sectors, which conducts budget analyses in order to support transparency, in conjunction with the Economic and Financial Commission of the National Assembly and the Senate.
	Selected EFA related policy or implementation issue	Assessment of Education for All in the DRC 2000-2015	Not available	Study to compile alternative report on EFA progress in the DRC. The Coalition has since engaged in open policy dialogue with provincial authorities through follow-up visits. Immediate outputs are: 1. Authorities at provincial level are more open-minded, to the point of opening direct discussion spaces with the provincial parliaments (Provincial Assemblies), for example a plenary session with the provincial parliament of Bas Congo was held. 2. Working meeting with the Office of the Provincial Assembly from the Province of Equateur, including the president, vice-president, "quaestor" (A Quaestor is a member of the parliamentary assembly responsible for the administration of this meeting. He works within the auditor's office, headed by a Secretary General) and spokesperson. 3. At national level, the Coalition has engaged in the development of the country report on EFA together with the government and the UNESCO Office. Writing of the post-2015 vision has been entrusted to the Coalition.
	Finance and expenditure analysis	Education financing and school fees	<a href="http://www.coneptrdc.org">www.coneptrdc.org</a>	Conclusions and recommendations from the consultation of ESCSO about education financing and school fees. The Coalition and its allies recommended that the fees for a health booklet be fully removed from the fees list. The provincial government removed the fees and invited the schools to conform to the decision.
	Finance and expenditure analysis	The Right to Education, Early Childhood Education and Public Funding	Not available	The study, which focussed on the Province of Bas Congo, informed the coalition's targeted advocacy work for the 2013-2014 period.
<b>FADE DJIBOUTI</b>	Selected EFA related policy or implementation issue	Quality of Education	Not available	This research analysed quality of education issues in Djibouti and was an independent study of the ministry's work. This was acclaimed by partners such as UNICEF. The findings of the study have supported the coalition's advocacy work.
	Selected EFA related policy or implementation issue	Early Childhood Education	Not available	An independent study involving school administrators, teachers, parents and communities as well as government, CSOs and partners, which looked at the status of early childhood education in the country. Workshops were set up to share the study results, and the results of the study have informed the coalition's advocacy efforts.

FADE <b>DJIBOUTI</b> (contd.)	Selected EFA related policy or implementation issue	Review of Teacher Training	Not available	Reviews the status and main challenges of quality teaching in the country (ongoing study).
Education For All Campaign Network The Gambia (EFANet) <b>GAMBIA</b>	Selected EFA related policy or implementation issue	Children with Disabilities out-of-School.	Not available	This study mapped children with disabilities who are out-of-school. The National Assembly as policy makers made a decision to follow up with relevant authorities on issues identified in the report.
	Selected EFA related policy or implementation issue	The use of Mobile Phones in Schools by Students	Not available	This study examined the extent of mobile phone use by students in schools and the related impacts on learning. The study was conducted in partnership with ActionAid International in the Gambia and it has informed the coalition's advocacy work around quality of education.
	Selected EFA related policy or implementation issue	Analysis of TVET in the Gambia	Not available	The study was an analysis and mapping of TVET stakeholders in the country, conducted in collaboration with the National training Authority and the National Youth Council.
Ghana National Education Campaign Coalition (GNECC) <b>GHANA</b>	Selected EFA related policy or implementation issue	Teacher Gaps in Public Basic Schools in Ghana	Not available	A study on teacher deployment conducted in collaboration with Action Aid, Camfed and Plan Ghana. As a result of stakeholder engagement with the research, Ghana Education Service took steps to address teacher shortages in deprived districts; allowances to teacher trainees scrapped to make more funding available for increasing intake in teacher training colleges (intake increase from 9000 in 2012 to about 15,000 in 2013).
	Finance and expenditure analysis	Transparency and Accountability Processes in the Utilization of Grant Support Under GPEG Project	Available from GNECC	To promote transparency and accountability in the use of GPEG (i.e. district & school grant). The analysis has highlighted serious gaps in information on projects and disbursements of funds to beneficiary districts. The analysis provides an opportunity to advocate for increased transparency and accountability for the Ghana Partnership for Education Grant (GPEG) funds. The report has been disseminated to Government and Development Partners.
Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT-GB) <b>GUINEA BISSAU</b>	Budget analysis	Analysis exercise of the education budget preparation and its distributions	Not available	Analysis undertaken during the working meeting with staff of the Director General of the State budget (OGE). The aim was to document the stages of preparation of the budget and its distribution across the different structures of Government, and the meeting report recommended prioritising the education sector in the OGE. It advocates for the education sector to receive a budget increase from 12% to 14% in this school year (2015-16).

Elimu Yetu Coalition <b>KENYA</b>	Selected EFA related policy or implementation issue	Teaching Every Child to Learn: opportunities and challenges among teachers in Kenya.	<a href="http://www.elimuyetu.net/resources-downloads">http://www.elimuyetu.net/resources-downloads</a>	Following dissemination of the findings of the study, education stakeholders are now demanding accountability on teacher management and demanding value for money. Labour unrests have continued to rock the education sector and now parents, civil society and even government is demanding value for money to ensure that teachers peg negotiations on productivity and learning outcomes.
	Social accountability	Learning Outcomes Assessment	Not available	The assessment explored the extent to which children are learning in schools. It was used mainly for policy discussions around the quality of learning, and the study has helped to sensitise education stakeholders on learning outcomes.
	Finance and expenditure analysis	School Report Card	<a href="http://www.nta.or.ke/reports/special/SRC_Report_2103.pdf">http://www.nta.or.ke/reports/special/SRC_Report_2103.pdf</a>	The focus is on tracking resources allocated to schools through capacity building of parents to engage in school decision making processes and monitor education service delivery at the school level. The Basic Education Act now recognises the need for parental involvement in the management of schools through the PTAs at the school level.
	Selected EFA related policy or implementation issue	National Survey on Special Needs Education	Not available	One of the key challenges in the special needs education sector has been data. With inadequate data on special needs education, it is problematic to plan for this population group. The survey has informed the coalition's advocacy work in advising the government on planning needs for children with special needs and to influence policy in this regard.
Civil Society Education Coalition (CSEC) <b>MALAWI</b>	Finance and expenditure analysis	Public Expenditure Tracking Survey (PETS)	Available from CSEC	This study engaged the Ministry of Education, Science and Technology, the Ministry of Finance, development partners and civil society organisations. Government officials assured stakeholders that they will try their best to take the findings into consideration, and CSEC has continued to monitor progress.
	Governance	Hidden Costs of Free Primary Education	Available from CSEC	As an outgrowth of the PETS study, CSEC conducted an analysis of all costs of primary education that are not made publically known. The 'hidden' fees were presented to government who assured stakeholders that they would look into ways to improve the situation and the coalition members have continued advocacy efforts in this regard.
	Selected EFA related policy or implementation issue	Rural Primary School Teacher Basic Needs Basket	Not available	The aim of the study was to find out how the rising cost of living has impacted rural primary school teachers. The coalition intended to held engagement dialogue sessions with Teachers, Ministry of Education, Ministry of Finance and Policy Makers on teachers' needs basket and general issues that affect teachers' motivation.
	Budget analysis	CSEC Gender Responsive Budget Analysis	Not available	The purpose of the study was to determine the extent to which the 2012/13 education budget was responsive to gender and teacher welfare issues. It also aimed to identify gaps and challenges arising from minimal/no integration of gender and teacher welfare issues and make fresh and innovative recommendations on how best these issues should be integrated into the education budget in Malawi. The Ministries engaged and they are trying to make the education budget gender responsive. The stakeholders engaged and they are also helping to advocate for gender responsive budgeting as a result of the analysis.

CSEC <b>MALAWI</b> (contd.)	Selected EFA related policy or implementation issue	Increasing Girls' Access to Education	Not available	The general purpose of the study was to assess the progress made in increasing girls' access to education by focusing on readmission policy and other related policies. With the aim of examining the extent to which girls were returning to school. The recommendations from the study have been included in the coalitions' members' projects in order to support advocating for increased girls' access to education. There is an improvement in the budget objectives as they are becoming more gender responsive, which was partially captured in the last budget. The publication was used to engage government so that they consider issues of gender in their budgeting. In addition, the organisation FAWEMA used the publication to advance their campaign towards girls' hostels.
	Social accountability	Impacts of delayed primary school teacher salaries on learner outcomes	Will be loaded on CSEC's website	The purpose of the study was to reveal the impact of the delay in salaries to learner outcomes. The report was used to engage the Ministry of Education and Ministry of Finance. The frequency of salary delays, comparing the first six months of 2014 to that of 2015 has improved.
	Budget analysis	2015/16 Pre - Budget Analysis	Will be loaded on CSEC's website	Aimed at identifying gaps in the recently presented budget, and make recommendations to guide parliamentarians when deliberating the budget. The analysis was used to engage parliamentarians in order to enlighten them on the gaps identified in the analysis. The impact of the study has not yet been measured as the budget has just been passed and the coalition is yet to analyse to compare if the proposed recommendations have been considered.
	Governance	Analysis of Political Party Manifestos	Not available	The analysis was used to advocate for more commitment in the education sector by the parties which were competing in the 20 May 2014 elections.
Coalition des Organisations Mauritanien es pour l'Education (COMEDUC) <b>MAURITANIA</b>	Social accountability	Mapping and Analysis of CSOs working in education	Not available	The analysis exercise resulted in the production of a directory of civil society organizations working in education. The coalition organized a day to introduce the findings of the mapping exercise, and to discuss the importance of the directory and of civil society engagement in education sector policy planning dialogue and review processes with members, COMEDUC non-member CSOs and partners, government and other bodies.
Movimento de Educação Para Todos (MEPT) <b>MOZAMBIQUE</b>	Selected EFA related policy or implementation issue	Access and Learning for People With Disabilities	Not available	Analyses the status of access and learning for people with disabilities. The study recently commenced (in 2015). It will be distributed to the Ministry of Education and Human Development, and the Ministry of Gender, Child and Social Affairs in the 11 provinces of the country.

Coalition Nigérienne des Associations, Syndicats et ONGs de la Campagne EPT (ASO-EPT Niger) <b>NIGER</b>	Selected EFA related policy or implementation issue	Impact of the Security Crises on the Education System.	<a href="http://www.asoeptniger.org">www.asoeptniger.org</a>	The study clarified and identified the impact of the security crises (in Mali) on the education system. The study was used to lobby government and other education actors to establish an efficient mechanism to manage education during a crisis. The study rose interest from other local partners who asked that it be conducted on a refugee site in Niger.
	Financing and expenditure analysis	Education Financing by Decentralised Local Authorities	<a href="http://www.asoeptniger.org">www.asoeptniger.org</a>	An analysis of education financing and expenditure by local authorities. The study report was used as a support during the National Forum on Education and contributed to the formulation of a recommendation for the creation of funds for education in Niger - the study convinced some municipalities to commit to raise the education budget. The municipalities also committed to education action plans in their respective locations independently of the Municipal Development Plan (CDP). The document was also used as a reference tool when the Ministry of Education produced the national report on implementation of EFA in Niger.
	Selected EFA related policy or implementation issue	Study on PDDE Implementation	<a href="http://www.asoeptniger.org">www.asoeptniger.org</a>	The study aimed to facilitate use of data on the implementation of PDDE (Programme décennal de développement de l'éducation 2000-2012). The study was disseminated to education stakeholders, and the document was used by the EFA assessment committee mandated by UNESCO.
	Governance	The Next Decade of Education Development	Not available	Summary analysis of the alternative report on the next decade of education development in the country. The coalition has used the report for advocacy planning and initiatives.
Civil society Action Coalition on Education for All (CSACEFA) <b>NIGERIA</b>	Selected EFA related policy or implementation issue	Survey on Community Based Early Childhood Care Education in Benue state, Nigeria	Not available	Baseline study: In Benue state where the research was conducted, it showed a decrease in the establishment of Community-Based Early Childhood Education (CBECE) and challenges in the establishment of these.
Rwanda Education For All Coalition (REFAC) <b>RWANDA</b>	Selected EFA related policy or implementation issue	Barriers to the Quality of Basic Education in Rwanda: case study of Kicukiro, Gicumbi and Rwamagana Districts	Available from the coalition	A survey in the 3 districts of Kicukiro, Gicumbi and Rwamagana. The main identified barriers are related to: Insufficient number of teachers for the growing numbers of students; lack of motivation for teachers in terms of salaries and in-service training; continuous changes in teaching programs, making it more difficult to assess learning results; Ad hoc introduction of English as language of teaching 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.).



Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique (COSYDEP) <b>SENEGAL</b>	Selected EFA related policy or implementation issue	Mapping of Education Actors for the Monitoring and Assessment of Teaching Quality	<a href="http://www.cosydep.org">www.cosydep.org</a>	The analysis exercise resulted in the production of a database for the monitoring and assessment of teaching quality. It was shared with the national and local levels of the Ministry of Education and decentralized authorities, and informs the ongoing advocacy work of the coalition and its members. Academic authorities are taking ownership of the database, and it is used to plan actions toward improvement of schools.
	Governance	Education Policy Annual Review	<a href="http://www.cosydep.org">www.cosydep.org</a>	To contribute to define new orientations for education policy. Various proposals and recommendations from civil society are included in the definition and implementation of the education policy; Increased inclusivity of public policies (participation of various stakeholders' categories); Engagement in strategic reflection spaces and guidance documents development. The review was shared with the National Education Ministry for reading and adoption of the review.
	Selected EFA related policy or implementation issue	Education for Children with Disabilities	<a href="http://www.cosydep.org">www.cosydep.org</a>	The analysis looked at best practices for children with disabilities and was used to engage in dialogue on inclusive education with government, members of parliament and local education authorities.
	Social accountability	Education Audit	<a href="http://www.cosydep.org">www.cosydep.org</a>	The analysis resulted in a citizen-led audit of education in the country. It involved members of the coalition's regional branches and was used to engage government and the national piloting committee for the audit process.
Education for ALL Sierra Leone (EFA-SL) <b>SIERRA LEONE</b> EFA-SL	Selected EFA related policy or implementation issue	Impact of Ebola on Education in Sierra Leone	<a href="http://www.expotimesonline.net.2.www-ibis-global.org">www.expotimesonline.net.2.www-ibis-global.org</a>	Looks at how Ebola has impacted on Education in Sierra Leone- in terms of halted work in education, the gaps in radio and TV teaching and the innovation required, as well as issues related to the increase in teenage pregnancy. Back to school preparedness plan and CSOs role. The analysis was used by CSOs to advise government on the way forward to tackling the series of problems during the Ebola crisis and the plans to be supported by CSOs. Coalition and members were made part of the steering committee to take decisions affecting education in Sierra Leone. Plans were draw up on mitigation based on some recommendations proffered by the analysis.
	Selected EFA related policy or implementation issue	EFA Review Research	Not available	A study conducted with the Sierra Leone Teachers Union, Sierra Leone Association of University Women, Ibis, Ministry of Education Science and Technology. Government's nine months Post Ebola recovery plan has taken into consideration most findings and recommendations of the research.
	Social Accountability	Status of Teenage Pregnant Girls during Ebola Outbreak in Sierra Leone	<a href="http://www.expotimesonline.net.2.www-ibis-global.org">www.expotimesonline.net.2.www-ibis-global.org</a> <a href="http://www.politiconewspaper.org">www.politiconewspaper.org</a>	The coalition and partners called on CSO and other stakeholders to prevail on government of Sierra Leone and the Ministry of Education Science and Technology to allow pregnant girls to write the Basic Education Certificate Examination. Coalition members used the report to request that government take a reverse stance on pregnant girls not taking the Basic Examination Certificate Exams. The decision was reviewed and plans for provision for pregnant girls put in place.

EFA-SL <b>SIERRA LEONE</b> (contd.)	Social Accountability	CSOs 3rd party Monitoring of WASH and Teaching and Learning Materials	Not available	Looks at the supply and distribution of materials. Since the report, the situation has improved; all schools were reached and supplied with the hygiene materials and teaching and learning materials
	Selected EFA related policy or implementation issue	A Situational Assessment on the Transition and Retention of the Girl Child in Junior Secondary School in 6 Districts	Not available	The analysis explored accountability in girls' education and development in six districts through a gender sensitive lens. It was conducted in partnership with Ibis and Save the Children and the coalition networks in the districts fulfilled the role of enumerators. The study was used to engage the Education Ministry and parliament.
	Selected EFA related policy or implementation issue	Teacher Management Study in Sierra Leone	Not available	The study looked into issues around teacher management in the country and it was used to inform the coalition's engagement with the Ministry of Education and Parliament. It was conducted in partnership with Ibis and Save the Children and the coalition networks in the districts fulfilled the role of enumerators.
Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT) <b>TOGO</b>	Selected EFA related policy or implementation issue	Teachers' Skill Base in Secondary I and II Education	Not available	This empirical study on the outcome of teacher training of a sample of teachers from the national training institute identified that teachers' training requirements stated by UNESCO are not met, and that training frameworks are inappropriate and inadequate. Findings were used to engage government through its ministries of education and vocational training, as well as members of parliament of the Education Commission.
Zambia National Education Coalition (ZANEC) <b>ZAMBIA</b>	Finance and expenditure analysis	Financing of Tertiary and Adult Education in Zambia	Available from ZANEC	The study included analysis of the loan and bursary scheme and provided alternatives for financing the education sector, specifically adult and tertiary education. Findings were used for engagement with the ministry responsible for education. ZANEC will continue using these findings in its advocacy work.
	Selected EFA related policy or implementation issue	Evaluation of Implementation of the Joint Gender Advocacy Strategy	Available from ZANEC	Undertaken in partnership with Irish Aid, ZANEC's Gender and Equity Thematic Committee, government and other NGOs outside the coalition were consulted. The findings influenced government to reactivate their Gender Thematic Committee, and implementation of the Re-entry Policy was enhanced.
	Governance	Assessment of the Impact of the Notice Board Initiative	Available from ZANEC	This commissioned study contributed to allocations to schools in the national budget being increased in the 2014 budget following evidence-based advocacy.
	Budget analysis	An Analysis of the 2015 National Education Budget	<a href="http://www.zanec.org">www.zanec.org</a>	The analysis generated evidence for engagement on financing education. The publication has been used for engagement with the Ministry of Education and Ministry of Finance to justify calls for increased financing.

ZANEC <b>ZAMBIA</b> (contd.)	Selected EFA related policy or implementation issue	Situation Analysis on the Provision of Education for Children with Special Education Needs	Not available	The analysis was used for joint and harmonised civil society advocacy on inclusive education. It was conducted in collaboration with the University of Zambia School of Special Education, the Ministry of Education and a number of coalition member CSOs focussed on disability and education.
	Finance and expenditure analysis	Tracking Expenditure in the Education Budget (2011 to 2013)	<a href="http://www.zanec.org">www.zanec.org</a>	To track utilisation of education resources especially in the equity subsectors of gender, vulnerable children and ECCDE. The publication was shared with Ministry of Education and used to advocate for prudent utilisation of available resources and for increased education financing.
Education Coalition of Zimbabwe (ECOZI) <b>ZIMBABWE</b>	Social accountability	Monitoring the use of GPE funds in WASH	Not available	Monitoring exercises done jointly with Ministry of Primary and Secondary Education (MoPSE), donor community and civil society organisations. The findings from the visits prompted MoPSE to move with speed in providing WASH facilities in schools with the support from UNICEF.

<b>Asia and Pacific</b>				
<b>Coalition &amp; country</b>	<b>Focus Area</b>	<b>Title of research/ analysis/ recommendations document</b>	<b>Website or URL or hyperlink to the document</b>	<b>Brief description of the study and any results, activities, policy changes or processes that have emerged as a result of the research</b>
Campaign For Popular Education (CAMPE) <b>BANGLADESH</b>	Selected EFA related policy or implementation issue	Flexible School Calendar	Available from CAMPE	Focusses on policy support to geographically disadvantaged and excluded children, and this issue was emphasised in government planning processes.
	Selected EFA related policy or implementation issue	EFA and the Post 2015 Development Agenda: A Civil Society Perspective, Bangladesh	<a href="http://www.campebd.org">www.campebd.org</a>	The analytical report was distributed to civil society groups. As part of the EFA Post 2015 process, CAMPE has contributed in the EFA National Review and also prepared a Citizens Report to raise the collective voice of the constituency members under the small-scale study.
	Social accountability	Education Watch Report 2013 New Vision Old Challenges: State of Pre-Primary Education in Bangladesh.	<a href="http://www.campebd.org">www.campebd.org</a>	The recommendations of the study include: (i) collective effort to maximize coverage of PPE; (ii) emphasis on quality and teachers' preparedness; (iii) social and media mobilization for age appropriate PPE measures; (iv) decentralization and strengthening monitoring, and (v) continuation of policy perspectives. Four sub-national level sharing meetings were held on the Education Watch User-friendly version.

CAMPE <b>BANGLADESH</b> (contd.)	Social accountability	Education Watch 2014 report- To have or not to have: An assessment of Primary Education Examination in Bangladesh	<a href="http://www.campebd.org">www.campebd.org</a>	This is one of the prime advocacy initiatives of CAMPE. It's a large research program of CAMPE to facilitate access to information, raise mass awareness, and influence national policy and practice change process. After completion of each study, CAMPE under the CSEF project published a user-friendly version. 1,500 copies of the main report and 3,000 copies of the popular version have been printed. A dissemination plan has been developed which will be disseminated after the launching ceremony. Follow-up action has been initiated with the Directorate of Primary Education and concerned ministries.
NGO Education Partnership (NEP) <b>CAMBODIA</b>	Finance and expenditure analysis	Public Expenditure Tracking Survey (PETS) in Primary Education	<a href="http://nepcambo.org/ourlibrary/">http://nepcambo.org/ourlibrary/</a>	Survey to track the budget expenditure in the primary school level. MoEYS accepted orally NEP proposal to provide capacity building to provincial education staff on how to use the excel tools initiated by NEP to ensure equal distribution of school budgets.
	Social accountability	Citizen Report Card (CRC)	<a href="http://nepcambo.org/ourlibrary/">http://nepcambo.org/ourlibrary/</a>	Identifies the availability of resources in primary education. MoEYS accepted NEP's request for conducting Social Audit forums with two targeted provinces (Kampong Cham and Kampot) in order to develop a Minimum School Environment Checklist.
	Selected EFA related policy or implementation issue	Right to Education	<a href="http://nepcambo.org/ourlibrary/">http://nepcambo.org/ourlibrary/</a>	Reviews the implementation of Right to Education in Cambodia and provide some recommendations to government. Presentation of key findings were made at the Launch of Global Monitoring Report 2014 with the attendance of the MoEYS senior managers, DPs and NGOs.
	Selected EFA related policy or implementation issue	Teachers' views on the Teacher Policy Action Plan	<a href="http://nepcambo.org/ourlibrary/">http://nepcambo.org/ourlibrary/</a>	NEP used the results of this research study to add new evidence and weight to our policy responses to the new Teacher Policy Action Plan; the new information allowed NEP to present our key recommendations at a national consultative workshop and subsequently for many of our recommendations to be adopted within the final draft of the strategy.
	Selected EFA related policy or implementation issue	Seven university research theses	Available from NEP	NEP provided small grants for 7 master degree students at Royal University of Phnom Penh (RUPP) to conduct their theses. Research Topics of RUPP students: 1. Factors influencing lower secondary students' dropout in Kep Province. By Mr. Tek Heng Eak; 2. The role of Principal in promoting parental Involvement in primary schools, A case study in Tramkak district, Takeo province. By Mr. Vorn Nath; 3. Effects of autonomous learning and private supplementary learning on academic achievements of the students: A case study at Sor Heu Junior High School. By Mr. Kong Sitha; 4. The Impact of the re-entry program intervention on learning achievement of former dropout students after integration into the regular school system. By Mr. Lang Sophat; 5. Leadership styles and staffs' satisfaction in district offices of education, youth and sport, Kandal Province. By Mr. KANG Sophanna; 6. School principals' leadership competency as perceived by primary school teachers in Phnom Penh Municipality. By MS. Song Kunthea; and, 7. The challenges of teachers at rural primary schools in Cambodia: A case study in Svay Chrum district, Svay Rieng province. By Mr. Peuv Polina.

NEP <b>CAMBODIA</b> (contd.)	Budget analysis	Community Learning Center (CLC) budget disbursement	Available from NEP.	The research findings will be used to advocate MoEYS for policy reform on CLC financial management (in process end June 2015).
	Governance	Teacher Deployment	<a href="http://nepcambo.org/ourlibrary/">http://nepcambo.org/ourlibrary/</a>	This study aims to investigate teacher deployment situation or problems and provide recommendations to address the issues. NEP presented it to ESWG and shared it with Teacher Policy Action Plan consultant for consideration.
	Social accountability	School Accountability	Not available	A study on Community Participation in School Performance at Primary and Lower Secondary School Levels - Forthcoming
National Coalition for Education (NCE) <b>INDIA</b>	Social accountability	Implementation of the RTE Act	Available from NCE India	The research has been used as evidence in Public Interest Litigation (PIL).
	Financing and expenditure analysis	Low-fee Paying Schools in India	Available from NCE India	To bring out the issues of implementation of the RTE Act in mining areas of Rajasthan. The research has been sent to the National Council for the Protection of Child Rights as well as to the supreme court for evidence in Public Interest Litigation (PIL).
	Social accountability	Out of School Children	Available from NCE India	Discusses the number of children who are still outside the purview of education. The study findings have been used as evidence in Public Interest Litigation (PIL) and also has been shared with CSOs all throughout the country.
Network for Education Watch Indonesia (NEW Indonesia) <b>INDONESIA</b>	Selected EFA related policy or implementation issue	Analysis of EFA Goals	Not available	Research that was provided by several members of the coalition: an alternative report from civil society of EFA goals achievements in Indonesia.
	Social accountability	Strengthening Access to Compulsory 12-Years of Education, and Education Financing	Not available	Research undertaken by a member of the coalition (BSK). Provides arguments for free compulsory education for 12 years (regulation, implementation, and financing). This research has been used by the coalition to provide rationale for why we have to conduct and submit judicial reviews of the national education system. Meetings have been held with Ministries on increasing the budget to ensure access to 12-year compulsory education.
	Selected EFA related policy or implementation issue	School Enrolment Rates in Elementary through High School in Public and Private Schools.	Not available	A mapping exercise looking at achievements in school enrolment rates, comparing public and private schools, as well as an analysis of 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 (including NEW Indonesia). The paper was also used to advance educational advocacy, specifically as an input to formulate recommendations on strengthening access to education by the Ministry of Education and Culture.

NEW <b>INDONESIA</b> (contd.)	Selected EFA related policy or implementation issue	Access of Marginalized Students: School Voucher/Subsidy in Private Schools	Not available	This research was presented to the Minister of Education and the Minister committed to look at the research and review how marginalized students can be better supported.
“All for Education!” National Civil Society Coalition, Mongolia (AFE Mongolia) <b>MONGOLIA</b>	Social accountability	Impact of the Voucher System on the Right to Education.	Not available	Initial findings of the research were presented during the 5th National Education Forum organised by the coalition in November 2014 which was attended by 300 participants consisting of local and international CSOs, representatives of the Ministry of Education, parliament, and other key education stakeholders. The Government decided to look into the Voucher System and change the provisions in the Education Law.
	Governance	School Governance Issues Review	Not available	Submitted to the MoE to amend the Education Law.
	Selected EFA related policy or implementation issue	Assessment of Teachers' Human/Labour Rights	Not available	The report is being distributed to the teachers' union leaders, policy makers and all education stakeholders.
	Finance and expenditure analysis	Education Financing Review	Not available	Recommendations were developed, position paper was developed to be used for future advocacy. It was distributed to all education stakeholders, and a presentation on the research findings were made several times to different education stakeholders.
	Selected EFA related policy or implementation issue	Education Equity	Not available	EFA Shadow report on Education Equity: Highlights the issue of equity in education, education for marginalized groups. It was distributed to Government officials during the EFA Consultation. It was also mailed to 21 provinces of Mongolia and was forwarded to all education related agencies, institutions. It was also used to write the civil society alternative report to the Committee on the Rights of the Child (CRC).
National Campaign for Education Nepal (NCE-Nepal) <b>NEPAL</b>	Budget analysis	Analysis of National Education Budget (2013)	<a href="http://www.ncenepal.org.np/file/pdf/Analysis-of-national-education-Budget-from-civil-society.pdf">http://www.ncenepal.org.np/file/pdf/Analysis-of-national-education-Budget-from-civil-society.pdf</a>	Analyses the financing system in education to contribute to increased efficiency in the budget allocated to education. Explores the budget formulation and release process to raise awareness among wider public, and reviews the status and progress of free and compulsory education in lieu of budget availability and utilization, also observes financial governance at national and local levels.
	Budget analysis	Analysis of National Education Budget (2014)	Not available	Analysis of the funding gap in the public school system in Nepal.

NCE NEPAL (contd.)	Finance and expenditure analysis	Funding Gap in Public Schools in Nepal	Not available	This study explores the financing trends and level of financing to community schools, and analyses the physical and human resource and economic utilization in community schools from the perspectives of school financing. It also assesses the potential sources of financing in school education and the areas of improvement for making available resources more effective. It identifies the contribution of different stakeholders in education along with the government's regular budget. This study analysed the last five years' education budget, explored per capita investment in community schools, and identified good and poor factors in school education to make effective use of resources. It was used to produce evidence based advocacy tools for advocating around education. The research findings were also used to prepare the memorandum of NCE Nepal to be submitted to the Ministry of Finance, and the Ministry of Education and National Planning Commission.
	Social accountability	Public Private Partnership in the Education Sector in Nepal	Available from NVE-Nepal in pdf	Examines the existing policies on ePPP in Nepal; maps out the existing ePPP actors and their support to beneficiaries especially in increasing access and quality of education to marginalized children and makes policy recommendations to the government for ensuring the "right to education" for all children in Nepal.
	Governance	Citizen Charter in Education: Analysis of National Policies in Education	<a href="http://www.ncenepal.org.np/home/report">http://www.ncenepal.org.np/home/report</a>	Analyses the policies related to education in Nepal. The publication was distributed to the coalition members and all other stakeholders and it was used to advocate with political parties, parliamentarians and government.
	Selected EFA related policy or implementation issue	Policy Scoping and Demand in Education and Disability	<a href="http://www.ncenepal.org.np/file/pdf/Policy_demand_paer_of_GAW-2014.pdf">http://www.ncenepal.org.np/file/pdf/Policy_demand_paer_of_GAW-2014.pdf</a>	Reviews and analyses national policies related to education and disability and presents the government with demands for necessary initiation. The study was widely circulated and distributed by website and mail. It was used to sensitize the government and all other stakeholders towards their commitments on education and disability.
	Selected EFA related policy or implementation issue	Teacher's Professional Development: Impact on Quality Education	N/A (Unpublished)	Explores existing government policies, practices on Teacher's Professional Development, and changes brought into the classes and its impact on quality education. The analysis was used for advocacy with government on the effectiveness of teacher training, especially with the National Centre for Education Development.
	Governance	School Sector Reform Plan and Civil Society Participation (in Nepali language)	Available in pdf from NCE Nepal	Identifies the gaps in CSO participation in School Sector Reform Plan (SSRP) formulation and implementation and provides the CSO's perspectives in the School Sector Development Plan which is the follow up SSRP. Widely distributed to all NCE members. It has been a very useful resource for reference since Nepal is planning to adopt the School Sector Development Plan (SSDP) after the completion of SSRP, it will be the mirror to CSOs to identify what areas they need to focus on more in the planning and implementation processes and how they can ensure their participation at policy level.

NCE <b>NEPAL</b> (contd.)	Selected EFA related policy or implementation issue	Competencies of ECD Facilitators for Holistic Development of Children	Not available	A Transformative Action Oriented Study of Surkhet and Parsa District. This research explores the competencies of ECD facilitators and factors that are detrimental to holistic development of children. It also unpacks action agendas for quality assurance through ECD centre facilitators. The study seeks to identify specific recommendations based on the views of stakeholders and research findings. The issues it has brought to the fore are expected to contribute to development and education actors to develop better strategies and programs in the near future. In addition, the specific findings of this research will help policy makers and other concerned stakeholders in this field to bring ECD facilitators into the mainstreams, improving their work conditions and enhancing their quality of life. This study has become significant to civil society organizations to formulate better programs and plans of advocacy in favour of oppressed ECD facilitators. The research findings were used to prepare the position of NCE Nepal in early childhood care and development, and the findings contributed to identifying the coalition's advocacy strategy on Early Childhood Care and Development.
	Governance	School Governance and Accountability in Nepal: Support and Monitor Education Accountability in Emergencies	Available in pdf from NCE Nepal	Sensitizes local grassroots level people on governance issues and on commitments made by policy makers to change in policies.
	Selected EFA related policy or implementation issue	Segregating Education, Discriminating against Girls: Privatisation and the right to education in Nepal	Available in pdf from NCE Nepal	Reveals the current organisation of the education system in Nepal; In particular a high level of unregulated private involvement in education is creating and entrenching segregation in education. As pointed out recently by the UN Committee on the Rights of the Child, such segregation in itself constitutes a human rights violation and needs to be ended. Privatisation in education is also the source of additional other human rights abuses, including discrimination on the grounds of socio-economic background, gender and race, the limitation of the right to free quality education, and the lowering of education quality. The study argues that this situation is extremely problematic due to the immediate human rights violations it is causing, but also because the injustices it generates contribute to threatening the fragile social cohesion and peace that exists in Nepal. If the situation remains the same, experience shows that the education system is bound to generate instability and protests in an already unstable country that is slowly trying to recover from conflict.



Pakistan Coalition for Education (PCE) <b>PAKISTAN</b>	Selected EFA related policy or implementation issue	Public-Private Participation and Public Education in Pakistan	Not available	The study analysed Public-Private Participation in education against available evidence through secondary data. The purpose of the research was to identify the trends in public-private partnerships in Pakistan. It was an unbiased study that focused on this particular theme in two areas i.e. the province of Punjab and Khyber Pakhtunkhwa. The study was circulated among PCE's member organisations as well as the civil society. Since it is a pilot study, it was used to circulate information about the trends of Public-Private Partnerships. Any policy changes have yet to take place and the coalition is using the study to support advocacy efforts.
PNG Education Advocacy Network (PEAN) <b>PAPUA NEW GUINEA</b>	Selected EFA related policy or implementation issue	Role of Government in Adult Literacy	Not available	Examines the status of adult literacy and roles and responsibilities in adult literacy provision, particularly for duty bearers. Forthcoming - the research findings will be presented on 19th August 2015 at the National Literacy Summit.
Coalition for Education Solomon Islands (COESI) <b>SOLOMON ISLANDS</b>	Selected EFA related policy or implementation issue	EFA Review	Not available	The research was designed to acquire perspectives on EFA achievements and challenges from all education stakeholders in the country. The coalition facilitated a consultation workshop to present the preliminary findings to key stakeholders for further deliberation on the results.
Timor Leste Coalition for Education (TLCE) <b>TIMOR LESTE</b>	Selected EFA related policy or implementation issue	Education Experience Survey and Literacy Assessment in Lospalos District	Not available	Study designed to provide evidence-based, gender and age disaggregated data and analysis on the literacy levels and education experience of those aged 15-60 years in Lospalos District. Identifies contributing factors to illiteracy and school participation levels in the District, and discusses the findings and provides concrete recommendations to the government on how to ensure better access to education opportunities for the people of Lospalos. The findings were used to advocate for increased resources and better quality education including the development of critical thinking and other life skills for the people of Timor Leste. The study was disseminated and discussed in community consultations and national forums, including with officials of the Ministry of Education, to argue for a higher budget for education, and in preparation for the MoE's national report at the UNGA in New York in September 2013. In January 2014: using the results of the survey, the coalition advocated to National Parliament, the MoE and International Agencies to continue paying attention to the issue of illiteracy, and in May 2014 the survey results were presented to National Parliament, especially the head of Commission 'F' that is responsible for Education and Health.

TLCE <b>TIMOR LESTE</b> (contd.)	Selected EFA related policy or implementation issue	Education Experience and Literacy Survey in Aileu District	Not available	Forthcoming – with previous research in other districts (see above) having generated a positive response and feedback from the government, especially from the Parliament and Ministry of Education, the coalition is conducting another literacy survey in another district (Aileu) which was declared by the government as free from illiteracy. The aim is to be able to verify government data and education statistics, and to improve existing data that can inform education policy and budget changes.
Vanuatu Education Policy Advocacy Coalition (VEPAC) <b>VANUATU</b>	Selected EFA related policy or implementation issue	Assessment on Disability Access to Education	Not available	Provides an evidenced based approach to lobby the MOE on access gaps for school-aged children living with a disability which does not allow them to attend school. During the consultation process of this project, UN official results and data alarmed stakeholders such as the Department of Women’s Affairs, which houses the disability desk. A summary of the research was presented to the Ministry of Education. Planning to support PWDs is now being considered by the Vanuatu Government.
	Governance	School-Based Management	Not available	Forthcoming study on school-based management.
	Selected EFA related policy or implementation issue	Assessment of the National Policy on Environment and Climate Change Education	Not available	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. The first phase of the study has been completed the second phase is in progress.
Vietnam Coalition for Education for All (VCEFA) <b>VIETNAM</b>	Selected EFA related policy or implementation issue	Access to Lower Secondary Education for Ethnic Minority Students in Lao Cai province.	Not available	Identifies barriers hindering ethnic students’ access to education including factors of: (1) distance from home to school with hilly roads; (2) flooding, erosion, extreme cold; (3) most families need their children’s help with housework and reproductive tasks, thus, many students discontinue their schooling to support their families; (4) although students are partially subsidised by the government, their families fail to cover the rest because they are very poor; (5) lectures are delivered in Vietnamese while students are fluent in their ethnic language, which limits their understanding of the teaching instruction and are discouraged to continue the classes; (6) parents and students do not fully appreciate the importance of attending school and education.
	Selected EFA related policy or implementation issue	Community Education using Community Learning Centers’ (CLCs) Data Management Software.	Not available	An assessment which highlights that most CLCs found the data management software user-friendly and helpful in getting more accurate data on CLCs in Vietnam. Findings included: (1) MOET acknowledged the data management software worked well with the CLCs and that the CLC staff are able to utilise the software; (2) The software enabled CLCs to post and update data and information about CLCs’ activities, which can serve as data-banking for the government when reporting on EFA progress; (3) Areas for improvement were noted which include: CLC accounts should be consistently managed, and data/information must be approved prior to posting on the online database.

## Latin America and the Caribbean

Coalition & country	Focus Area	Title of research/ analysis/ recommendations document	Website or URL or hyperlink to the document	Brief description of the study and any results, activities, policy changes or processes that have emerged as a result of the research
Campana Boliviana por el Derecho a la Educacion (CBDE) <b>BOLIVIA</b>	Finance and expenditure analysis	Financing of the Education Sector in Bolivia 2011-2013.	<a href="http://www.cahttp://www.campanaderechoeducacion.edu.bo/index.php/varias-publicaciones/item/financiamiento-del-sector-educacion-en-bolivia?category_id=1">http://www.cahttp://www.campanaderechoeducacion.edu.bo/index.php/varias-publicaciones/item/financiamiento-del-sector-educacion-en-bolivia?category_id=1</a>	Provides inputs to the education sector on allocated public resources, as a source of comparison and to be used as inputs for discussion on the needs of the sector, the challenges, and other qualitative aspects. It aimed to obtain results that can be used for future analysis of the sector, and the development of actions and knowledge to contribute to overcoming problems.
	Social accountability	Comparative Analysis of Education Data from the Censuses 2001 - 2012	Not available	Presents comparisons between the data of the Education System from 2001 and 2012. After releasing the information the Institute of Statistics of Bolivia adjusted their data and held discussions with the team from the Ministry of Education. It is a working document that formed the basis of the discussion and advocacy for information regarding the reduction of school enrolments and the percentage of youth and adult illiteracy.
	Selected EFA related policy or implementation issue	Education and Gender: Policies and Inputs for a Non-sexist Education	<a href="http://www.campanaderechoeducacion.edu.bo/index.php/varias-publicaciones/item/educacion-y-genero-politicas-y-aportes-para-una-educacion-no-sexista?category_id=1">http://www.campanaderechoeducacion.edu.bo/index.php/varias-publicaciones/item/educacion-y-genero-politicas-y-aportes-para-una-educacion-no-sexista?category_id=1</a>	Examines progress in the realisation of a gender-sensitive education at different levels of education policy, with a view to identifying elements for the curricular design base. Aimed at advocacy for the right to receive a gender-sensitive education at all levels of the Education System - universal, productive, free, integral and intercultural, without discrimination, with equality, quality and social justice.
	Selected EFA related policy or implementation issue	Kuimbaejarekuña: Education and Gender from the Guarani Worldview	<a href="http://www.campanaderechoeducacion.edu.bo/index.php/varias-publicaciones/item/educacion-y-genero-desde-la-cosmovision-guarani?category_id=1">http://www.campanaderechoeducacion.edu.bo/index.php/varias-publicaciones/item/educacion-y-genero-desde-la-cosmovision-guarani?category_id=1</a>	Aims to strengthen curriculum development in the Education System with a focus on gender, to contribute to creating public policies and regulations that create conditions for the human right to a non-sexist education to become a reality.

<p>Foro Socio-educativo (FSE) <b>DOMINICAN REPUBLIC</b></p>	Budget analysis	Execution of the Budget of MINERD in the period January-June 2014 and the Level of Progress in the School Construction Programme	Not available	Presented to MINERD who made clarifications to FSE on what is included and not included in the Initial Programme (for example, funds for classroom construction); explains limitations on MINERD from Decree 625-12 on classroom construction; recommends that FSE analyse other programmes in the MINERD Budget that depend on external financing in order to suggest improvements in their logistics and operations; and that FSE focus their analyses on operational and logistical aspects and sustainability of policies, among others.
	Budget analysis	Monitoring the 2014 Budget Execution of MINERD and Characteristics of the 2015 Budget	<a href="http://forosocioeducativo.org.do/index.php/publicaciones/boletines?download=14:boletin-no-13">http://forosocioeducativo.org.do/index.php/publicaciones/boletines?download=14:boletin-no-13</a>	Analyses the schedule for 2015 and poses some recommendations over the monitoring and follow up by the MINERD and the social organizations. A paragraph of some of the conclusions and recommendations of the Bulletin 13 of the Observatory of the Budget in Education of the FSE, was incorporated in the 2014 Annual Report of Follow up and Monitoring of IDEC, as documented in the report. See page 23 of the mentioned report in the following link: <a href="http://www.papse2.edu.do/index.php/publicaciones/32-publicaciones/iniciativa-dominicana-por-una-educacion-de-calidad-idec/67-informe-de-seguimiento-y-monitoreo-idec-2014-2">http://www.papse2.edu.do/index.php/publicaciones/32-publicaciones/iniciativa-dominicana-por-una-educacion-de-calidad-idec/67-informe-de-seguimiento-y-monitoreo-idec-2014-2</a> . The permanent Education Commission of the Chamber of Representatives of the Dominican Republic invited the Socio-Educational Forum to present the research findings. The coordinator of the office of Budget Analysis, Follow up and Evaluation (OASEP) assessed the monitoring conducted and highlighted the similarities between this study and the report of the execution of the budget of MINERD 2014 made by the office directed by the Chamber of Representatives of the Dominican Republic.
	Selected EFA related policy or implementation issue	Evaluation of the Public Proposal on Early Childhood Education 2008-2012	<a href="https://www.dropbox.com/s/vrnzn9xinl2nwv7/boletin%20observatorio%205.pdf?dl=0">https://www.dropbox.com/s/vrnzn9xinl2nwv7/boletin%20observatorio%205.pdf?dl=0</a>	Evaluates the public proposal on early childhood education 2008-2012. Promotes advocacy activities that allow progress towards the fulfilment of the goals of the education sector for the achievement of quality inclusive education from a rights-based approach, and MINERD acknowledged the quality of the data.
	Budget analysis	An Overview of the Pre-University Education Budget 2013: Considerations on the Budget priorities of the allocation of the 4% of GDP	<a href="https://www.dropbox.com/s/r69mdvyh05ejutq/boletin-observatorio-6-final.pdf?dl=0">https://www.dropbox.com/s/r69mdvyh05ejutq/boletin-observatorio-6-final.pdf?dl=0</a>	Analyses aspects of the first budget of MINERD of 2013 that allocated 4% for education. MINERD altered its budgetary registration and control practices since the production of successive analyses of the coalition.

FSE <b>DOMINICAN REPUBLIC</b> (contd.)	Budget analysis	Budget Tracking of MINERD for the trimester January-March 2013	<a href="https://www.drobox.com/s/712beckb4c5aril/boletin-observatorio-7-final.pdf?dl=0">https://www.drobox.com/s/712beckb4c5aril/boletin-observatorio-7-final.pdf?dl=0</a>	Analysis of the budget execution for pre-university education in the first trimester of 2013.
	Budget analysis	Budget Tracking of MINERD for the first semester January-June 2013	<a href="https://www.drobox.com/s/8jkz7rewtiafpts/boletin%20%20observatorio%20del%20presupuesto%20de%20educacion.pdf?dl=0">https://www.drobox.com/s/8jkz7rewtiafpts/boletin%20%20observatorio%20del%20presupuesto%20de%20educacion.pdf?dl=0</a>	Analyses the budget of MINERD for the first semester January-June of 2013, as well as an analysis of students' learning, measured using the final results of the National Exams, and access to different levels of education.
	Budget analysis	Budget Tracking of MINERD for the period January-September 2013	<a href="https://www.drobox.com/s/3s7gre5ynr31v0n/boletin%20%20final%20digital.pdf?dl=0">https://www.drobox.com/s/3s7gre5ynr31v0n/boletin%20%20final%20digital.pdf?dl=0</a>	Analyses the budget of MINERD from January-September of 2013. Also analyses Policy No.7 of the Ten Year Education Plan 2008-2018 related to support for vulnerable students, and the situation of enrolment in the extended day education centres. MINERD stated to the coalition that as a result of the request for information on the Extended Day programme and the scant information provided by the Office of Educational Planning for Newsletter 9 of the Forum, they collected the information available from within MINERD for the Office to use.
	Budget analysis	Budget Tracking of MINERD for the period January-December 2014	<a href="https://www.dropbox.com/sh/5iqq6xa7saanno/AADkWfbcdCSQhBE3xDy2GT3Ea/Boletin%2010%20-%20Observatorio%20presupuesto%20educacion%20-%20digital.pdf">https://www.dropbox.com/sh/5iqq6xa7saanno/AADkWfbcdCSQhBE3xDy2GT3Ea/Boletin%2010%20-%20Observatorio%20presupuesto%20educacion%20-%20digital.pdf</a>	Analyses the budget execution of MINERD for the period January-December 2013, and the details of the budget for 2014.
	Budget analysis	Budget execution of MINERD for the period January-June 2014 and the level of progress of the school construction programme	<a href="https://www.drobox.com/s/qldzvful224b3io/Boletin%2012%20-%20Observatorio%20presupuesto%20educacion%20-%20digital.pdf?dl=0">https://www.drobox.com/s/qldzvful224b3io/Boletin%2012%20-%20Observatorio%20presupuesto%20educacion%20-%20digital.pdf?dl=0</a>	Analyses the budget execution of MINERD for the period January-July 2014, with particular attention to the school construction, expansion, and rehabilitation programme, focusing on both budget execution and the progress made towards the goals of the programme. It was presented to MINERD, who clarified various points for FSE on what is and is not included in the Initial Programme (for example, funds for school construction); they explained about the limits imposed on MINERD by Decree 625-12 on school construction; they recommended that FSE analyse other programmes within the MINERD Budget that depend on external support, and make suggestions for improving logistics and operations; finally, they recommended that FSE focus their analyses on logistical, operational, and sustainable aspects of the policies.

Regroupe- ment Education pour Toutes et Tous (REPT) <b>HAITI</b>	Selected EFA related policy or implementation issue	Investigation of the Literacy Program launched by the Haitian Government through the State Secretariat On Literacy (SEA)	Not available	Aimed at enabling the State Secretariat On Literacy (SEA) to fulfil its primary mission which is to ensure social justice for the different categories of illiterate adults. This study demonstrates the need to think about a new direction in SEA. The Secretary of State for Literacy convened a meeting with civil society organizations to collect proposals on its program.
Foro Dakar- <b>HONDURAS</b>	Selected EFA related policy or implementation issue	Study on the Fundamental Law on Education	Not available	Study undertaken from the perspective of the human right to education, free education, gender equity, access to intercultural bilingual education to indigenous and Afrohonduran people, and access to inclusive education for people with disabilities. The new law of fundamental education has subsequently recognized human rights, and the human right to education, and establishes that the State is obliged to guarantee this right to the Honduran population. This has opened doors to civil society to require full compliance to the authorities. In addition, the coalition has worked on proposals for regulations to the Education Act that allows its universal scope, presenting specific conditions for persons with disabilities and indigenous peoples.
	Selected EFA related policy or implementation issue	Free Basic Education in Latin America and the Caribbean – Contributions through case studies in Colombia, Guatemala, Honduras and Paraguay	<a href="http://www.campnaderechoeducacion.org/privatizacion/wp-apyus/wp-content/uploads/2014/12/BAIXA-CLADE_ConsultaGratuidad.pdf">http://www.campnaderechoeducacion.org/privatizacion/wp-apyus/wp-content/uploads/2014/12/BAIXA-CLADE_ConsultaGratuidad.pdf</a>	Assesses the prevailing situation in relation to the observance of the guarantee of a free education in Honduras. Reveals the real cost of education in different countries of the region, reminding governments the constitutional laws in relation to a free education for all. The study served as a tool for evaluation of the social context to decision makers, and in particular in 2014, government took steps to penalise public institutions of education that applied for unregulated payments for enrolling students. <a href="http://www.elheraldo.hn/inicio/793875-331/directores-regresan-dinero-de-matr%C3%ADcula">http://www.elheraldo.hn/inicio/793875-331/directores-regresan-dinero-de-matr%C3%ADcula</a>
	Selected EFA related policy or implementation issue	Analysis of Political and Social Events in Honduras	On request from the coalition	Identifies issues of interest for Foro Dakar Honduras members to focus on in 2015, and to generate a work plan taking into account the key actors.
Foro de Educación y Desarrollo Humano De La Iniciativa Pedido (FEDH- IPN) <b>NIGARAGUA</b>	Social accountability	Trends in Education in Nicaragua 2014	Not available	Examines the calls from civil society on the need for CS to help strengthen, support, and contribute to the implementation of a quality inclusive education for all. Used as an awareness, and advocacy instrument for the Human Right to Education.

FEDH-IPN <b>NIGARAGUA</b> (contd.)	Social accountability	Education That We Want Post 2015	<a href="http://diariometro.com.ni/nicaraguenses-piden-una-educacion-util/">http://diariometro.com.ni/nicaraguenses-piden-una-educacion-util/</a>	Perception survey on education priorities post 2015, from the perspective of teachers, students and parents. Members of the National Committee used the publication to make a call to decision makers to recognise the perception of teachers, teachers and parents of the education they want.
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<b>Middle East and Eastern Europe</b>				
<b>Coalition &amp; country</b>	<b>Focus Area</b>	<b>Title of research/ analysis/ recommendations document</b>	<b>Website or URL or hyperlink to the document</b>	<b>Brief description of the study and any results, activities, policy changes or processes that have emerged as a result of the research</b>
Albanian Coalition For Child Education (ACCE) <b>ALBANIA</b>	Selected EFA related policy or implementation issue	Status of Pre- university Education in Albania	<a href="http://www.acce.crca.al/research/hqip%C3%ABria-situata-ne-arsimin-parauniversitar-2013">http://www.acce.crca.al/research/hqip%C3%ABria-situata-ne-arsimin-parauniversitar-2013</a>	Examines achievements and challenges that Pre-University education faces. Serves as a guide for education experts and officials of MOE for concrete interventions in those areas of education that need improvement. The study informed the drafting of the normative provisions on pre-education law, and the publication of the evaluation report were important inputs in the new educational reform that the Ministry of Education subsequently initiated.
	Selected EFA related policy or implementation issue	Teachers' Professional Development and Evaluation	Not available	Analyses and provides evidence on the actual status of the teaching profession in Albania, and their professional development and evaluation. Provides an overview of the legislation concerning the professional development and evaluation of teachers in Albania. Identifies and evaluates the existing policies that do not work. Identifies areas where subordinated legislation and improvements are required. Provides a set of recommendations for legislative improvements. Recommendations were delivered to the Ministry of Social Welfare and Youth, and to the Ministry of Education and Sports in relation to the new strategy for social inclusion of the most marginalised strata of Albanian population, such as Roma and Egyptian Communities. The findings of the report will be used on initiating 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.
	Selected EFA related policy or implementation issue	Disabled Children and Inclusive Education in Albania	<a href="http://www.acce.crca.al/sites/default/files/download/campaigns/FLYER%20JAVA%20GLOBAL%20E%20FEMIJEVE%202014.pdf">http://www.acce.crca.al/sites/default/files/download/campaigns/FLYER%20JAVA%20GLOBAL%20E%20FEMIJEVE%202014.pdf</a>	Provides a review and analysis of the education legislation for disabled children, the status of inclusive education in Albania and recommends strategies for intervention for the improvement of inclusive education. The study finds that almost 64% of disabled children do not attend the public compulsory education.

ACCE <b>ALBANIA</b> (contd.)	Social Accountability	Provide Free and Compulsory Education for All	Not available	The study examines the status of vulnerable groups and their inclusion in the Albanian educational system. It develops an overall analysis of the existing situation of the inclusion of vulnerable groups in the Albanian educational system and identifies the causes of school abandonment from various reports of Government, UN, UNICEF, NGOs, INGOs etc. This study also provides a short analysis on the Albanian legislation and policies on preschool education and pre-university education (compulsory education), particularly evidencing whether they promote inclusion/exclusion in the Albanian education system.
	Selected EFA related policy or implementation issue	Early Childhood Care and Education	Not available	Looks at the preschool education sector, how it is organized, how it functions and preschool standards in which teachers organize their everyday work. Provides recommendations related to the standards of the preschool education sector.
Georgian Coalition for Education for All <b>GEORGIA</b>	Selected EFA related policy or implementation issue	Recommendations for General Education Development	<a href="http://efageorgia.blogspot.com/2014/11/the-coalition-position-paper.html">http://efageorgia.blogspot.com/2014/11/the-coalition-position-paper.html</a>  <a href="https://www.facebook.com/EFAgeorgia">https://www.facebook.com/EFAgeorgia</a>	Synthesis of studies and recommendations conducted by the coalition on development of the state policy to strengthen teachers professional associations, teachers professional development and the school board of trustees institution. In parallel with the research process the coalition conducted discussions in various formats (such as structured discussion meetings with MES, expert panel, conference, different working groups at MES) to advocate and advance the research findings. In the main strategic document of MES ("The main strategic directions of development Education and Science") the decentralization model of general education is reflected; School based teachers' professional development is reflected; Teachers Professional Development Center agreed to form a joint working group to develop recommendations for the development of state policy promoting strengthening of teachers' professional associations. First meeting with TPDC in this regard was held at the end of January 2015.
	Selected EFA related policy or implementation issue	Other Countries Experiences Regarding School Teachers' Professional Development and Teachers' Professional Associations	Not available	Desk study for the process of elaborating final recommendations for a school-based teachers' professional development system and development of teachers' professional associations.
	Selected EFA related policy or implementation issue	Teachers Professional Development Model, Professional Associations and State Policy	<a href="http://efageorgia.blogspot.com/2014/11/blog-post.html">http://efageorgia.blogspot.com/2014/11/blog-post.html</a>	This focus group research was incorporated into a synthesised coalition position paper and findings of the research were reflected as described in the Recommendations for General Education Development (as above).



Georgian Coalition for Education for All <b>GEORGIA</b> (contd.)	Selected EFA related policy or implementation issue	Physical Environment Accessibility Monitoring Report	<a href="http://www.ertad.org/2012/07/blog-post_21.html#.VL_YxeSuUeCY">http://www.ertad.org/2012/07/blog-post_21.html#.VL_YxeSuUeCY</a>	Monitoring exercise as part of the advocacy process conducted by AEE and other Development Policy Operation (DPO) organizations; results were used by the coalition of DPO's general assembly to issue a resolution asking the government and prime minister to include people with disabilities in various committees and working groups when developing infrastructure standards.
The Alliance of active NGOs in the field of Social Protection of Family and Child (APSCF) <b>MOLDOVA</b>	Selected EFA related policy or implementation issue	Evaluation of Moldova's Inclusive Education Models	<a href="http://www.aliantacf.md/ro/publicatii/incluziunea-elevilor-cu-ces-%C3%AEn-comunitate">http://www.aliantacf.md/ro/publicatii/incluziunea-elevilor-cu-ces-%C3%AEn-comunitate</a>	Assesses the relevance and efficiency of models of Inclusive Education implemented by NGOs. Responds to the Ministry of Education's interest to learn what works well and what needs to be done in order to advance the reforms for inclusive education.
Education For All Somalia (EFASOM) <b>SOMALIA</b>	Selected EFA related policy or implementation issue	Curriculum Development in Somalia.	<a href="http://www.arabcampaignforeducation.org/page-802-en.html">http://www.arabcampaignforeducation.org/page-802-en.html</a>	Outlines curriculum development priorities in the country. The MoE implemented the new curriculum within expected timelines.
	Selected EFA related policy or implementation issue	Rehabilitation of Primary Schools	Available from EFASOM	Assessment of progress on the rehabilitation of public primary schools post conflict, recommending urgent action in order to get children living in conditions of poverty back to school. The assessment had a favourable feedback; the MOE immediately reconstructed one of the schools mentioned in the coalition's survey report.
	Selected EFA related policy or implementation issue	Quality of Primary School Teachers	<a href="http://www.arabcampaignforeducation.org/page-756-en.html">http://www.arabcampaignforeducation.org/page-756-en.html</a>	Main research findings: The quality of primary school teachers is in question. More than 50% of interviewed teachers did not have the chance to go to higher education and hold only secondary leaving certificates; There is a need to establish a teacher training college in the region; Shortage of female teachers disclosed; Teacher-student ratio shows high numbers of students per teacher; Some classrooms are over-crowded; Girls: boys' enrolment ratio satisfactory at Grade 1, but gender parity drops gradually until Grade 8, and; Pupils with special needs are rarely accessing primary schools and teachers do not have the skills to meet these student's needs.
	Selected EFA related policy or implementation issue	Assessment on Educating Disabled Children in Somalia	Available from EFASOM	This assessment was carried out to encourage politicians to join the coalition's advocacy strategy on the right to education for children with special needs.

Sudanese Network for Education for All (SNEFA) <b>SUDAN</b>	Selected EFA related policy or implementation issue	Disability in Sudan	Not available	Explores the number of people living with disabilities in several states of Sudan and looks at the education access challenges they face.
	Budget analysis	Education Financing and the Implications of the Lack of Exchange	Not available	Reviews the education budget and recommends an increase in the sector allocation. Coalition used the analysis to engage with the Ministry of Education on issues related to education financing.
Yemeni Coalition for Education for All (YCEA) <b>YEMEN</b>	Selected EFA related policy or implementation issue	Education for Girls' in Rural Areas	Not available	Situation analysis for coalition use to better understand the main obstacles that hinder girls' enrolment in schools, in order to inform advocacy strategies.
	Selected EFA related policy or implementation issue	Disability and Education	Not available	Exploratory research to learn from people with disabilities and stakeholders in the inclusive education sector the key priorities for ensuring education as an equal right for all. Findings include the need for appropriate policies, law and political will and commitment.

It should be noted that this list is not exhaustive as it only provides information on research, monitoring and analytical exercises coalitions report having carried out which have been fully or partially funded by CSEF. It is acknowledged that coalitions have collectively reported to the global CSEF secretariat almost 100 more studies than are listed here. According to coalition reports, these were either entirely supported by other funding sources, or were a preliminary exercise leading up to a main relevant research exercise/ analysis initiative documented in the above list.