



**CSEF 2013 – 2014 Progress Report to UNESCO for the period 17 April to 30 June 2013 –
Preparation and Planning Phase**

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Civil Society Education Fund 2013 - 2014

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 managed by GCE and regional partners (ACEA, ANCEFA, ASPBAE, CLADE, ActionAid Americas, Education International and Oxfam GB), and is currently funded mainly by the Global Partnership for Education (GPE), through a grant supervised by UNESCO. The GPE-funded CSEF provides core financing, technical assistance and capacity support, and opportunities for cross-country learning to civil society coalitions focused on education in – at present – 49 countries in Africa, Asia Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe. Through this support the CSEF aim to build stronger, more consistent and more effective civil society engagement in education sector processes, in line with both the GPE strategy, and the Dakar Framework for Action on Education for All. GPE (in its previous form as the EFA-FTI) financed the first phase of CSEF from 2009-2012, and the Australian Agency for International Development (AusAid) provided ‘bridging’ funding in 2012-2013, whilst a new GPE grant was being sought. Funding from GPE for CSEF 2013 - 2014 was approved by the GPE Board of Directors in December 2012.

The new 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

This report covers the first three months (April to June 2013) of this new phase of GPE funding for CSEF. As such, it focuses on the planning and preparation phases of the project, during which systems and plans have been put in place to achieve the programme objectives. Hence, this report differs in nature from future reporting in the later implementation phase, when reporting will be done against the programme objectives. This planning phase has strongly focused on ensuring the right foundations are in place to guarantee effective delivery of the programme objectives and on responding to, and addressing, the lessons learnt from the evaluation of the last CSEF programme period.

Despite serious challenges arising from the late arrival of funds for this period, substantial progress was made, with a focus on re-design and improvement of the programme and its structures and intensive support to national coalition planning processes. The latter process was extremely collaborative, engaging not only GCE and the regional implementing partners, but also a number of other INGOs / international organisations engaged through the new CSEF International Partners’ Group.

Firstly, considerable work was undertaken during this period to **re-design elements of the programme and improve systems and processes to enable more effective delivery of the programme**. This was informed by a combination of lessons coming out of from the first phase of CSEF - which has been captured in previous reports -, in discussions between implementing partners, and in the independent evaluation of this phase. It also responded to the GPE expedited review conducted in late 2012. This programme development has included:

- An improved **governance structure**, with clearer accountability lines through the creation of the CSEF Global Oversight Committee, replacing the previous role of the GCE Board in overseeing CSEF. This was to respond to challenges identified in the previous global CSEF governance structure to avoid any potential conflicts of interest which could

occur. Revised **terms of reference** for all CSEF structures, including for global and regional implementing partners were also developed to facilitate more effective and efficient working relationships within the programme.

- The development of an approach for engagement and outreach with **other civil society partners** at both national and international levels. This has included the creation of the CSEF International Partners Group, which currently includes ActionAid, Education International, IBIS, Open Society Foundations, OSISA, Oxfam, Plan International, Results, Save the Children, VSO and a representative of the ANCEFA partners' forum.
- Building a stronger focus on the **learning component** in the programme design, through the incorporation of self-assessments and analysis in the planning process, as well as assessment by regional implementing partners and Regional Funding Committees. As a result of the self-assessment processes in the planning stages, a global CSEF plan for capacity support and learning is being drafted in collaboration between GCE and regional and international partners, which will guide the development of relevant and appropriate capacity support and learning initiatives during the implementation phase.
- Re-constitution of the **Regional Funding Committees** – the structures that review and approve national plans and budgets within each region – and revision of their guidelines. Committees now include individuals from international, regional and country offices of Education International, Ibis, ActionAid, FAWE, Open Society Foundation, Plan, Save the Children, E Net Philippines, FLAPE, Universidad Iberoamericana, CONTAG, ALER, ILO, Oxfam, Education Reform Initiative, independent experts, and the CSEF regional and global secretariats and FMAs. The Regional Funding Committees have been providing high-quality and intensive support to shaping the national coalition design process to help improve programme quality.
- New **proposal guidelines and templates** for national coalitions were produced to provide clear guidance during application development processes, and support good quality proposal design which included capacity self-assessments.
- Revision of CSEF **financial and grant management procedures** to include greater detail and more effective financial reporting in the new programme design.
- Production of detailed **implementation plans and budgets**, including budget templates for national level linking activities to objectives, which will enable more effective monitoring and evaluation of expenditure against programme objectives.

The second major area of work during this phase was focused on **national coalitions' development of well-designed, logical and compelling proposals for CSEF support**. In line with GPE principles of country ownership, the focus and approach of coalitions proposals are determined at national level, according to each context. Coalitions are, however, asked to demonstrate broad civil society support for their proposals, to make clear how their proposal responds to their national context, and to show links to the overall programme objectives of CSEF, in order to ensure globally coherent programme delivery. The process of developing the national programmes has been coordinated to ensure targeted support to national coalitions according to differing needs, to build in quality into the design of the national programmes.

- Coalitions in 49 countries have so far **produced proposals** for CSEF support, of which 17 have been fully approved. The pending proposals are undergoing review through the Regional Funding Committees. Coalitions in further 2 countries are currently being supported to develop their plans, and expansion into 6 new countries is anticipated.
- **Technical support** was given to coalitions, which was largely provided through Regional Secretariats (ACEA, ANCEFA, ASPBAE and CLADE) and Regional Financial Management Agencies (ActionAid Americas, Education International and Oxfam). In Africa, the Middle East and Eastern Europe, where there were some particular capacity needs, GCE coordinated additional technical support to coalitions from members of the International Partners Group. Partner organisations that contributed to this included Open Society Foundations, OSISA, Oxfam, Plan and Results. Two coalitions in Africa (Senegal and Mozambique) and one ANCEFA partner organisation (FAWE) also provided peer support to other coalitions, and GCE sourced additional support for some coalitions who needed extra support from consultants.
- All coalitions engaged in broad and **consultative processes** with members and partners in their countries to develop their proposals for CSEF support and to ensure ownership from across relevant CSOs.

The next phase of CSEF will be focused on implementation of plans at national level, technical support and capacity-building, and promotion of cross-country learning and collaboration at regional and global levels. In spite of each proposal being nationally contextually driven, some clear discernible themes can be observed across each region – which will provide the foundation for regional and global capacity support, as well as help build into international and regional advocacy agendas:

- *Africa*: Inclusive education; quality education; teachers and learning; pre-primary education; non-formal education; education financing.

- *Middle East and Eastern Europe*: Access to basic education with an emphasis on girls; quality education for all; equity and inclusion; education financing
- *Latin America*: The right to education and democracy; removal of user-fees; inclusive education, gender equity; financing of education; the post-2015 education framework
- *Asia and the Pacific*: The right to education; quality and teacher issues; inclusive education; financing of education and PPP; literacy; early childhood education; and the post 2015 education framework

In terms of approaches, the plans identify proactive engagement in policy spaces around education sector policy, planning and monitoring, with a particular focus on engagement in LEGs, Technical Working Groups, etc; on budget advocacy; and on engaging with sub-national as well as national decision-makers.

With the focus on programme development and design nearing completion, attention at global and regional level is now turning to the delivery of a comprehensive **plan for capacity building and learning**. This is currently being produced based on consultations with coalitions, regions and the International Partners Group. This will emphasise national contexts, needs and interests, to develop support initiatives, events and tools, and take advantage of already existing opportunities and capacity.

GCE feels confident that the comprehensive planning processes carried out in the planning period leaves the CSEF with a solid foundation to deliver in the next stage of implementation and look forward to working with UNESCO and GPE in the next phase of this innovative programme.

1. Introduction

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

GPE Strategic Plan 2012 - 2015

Purpose and intention

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

Objectives

In order to achieve this aim, the CSEF programme in 2013 to 2014 will support 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 fora 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 research, budget monitoring, policy analysis, and proposals, with the aim to make 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.

About the CSEF program

Management and implementation

The CSEF program, established in 2009, is coordinated 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) and Oxfam GB (Africa) – in their roles as CSEF Regional Financial Management Agencies. A Global Oversight Committee is in place to ensure general oversight and steer to the program, and an International Partners Group aims to bring about more coordinated capacity support and collaboration and national level. UNESCO will act as Supervising Entity for the program and hence hold overall accountability to GPE for the CSEF grant.

Approach

The CSEF aims to achieve its four global objectives by supporting civil society education coalitions in around 50 countries across Africa, Asia and the Pacific, the Middle East and Eastern Europe and Latin America. The program will support one coalition per country through providing:

- **Grants:** National civil society education coalitions receive individual grants to pursue their own activities, in line with proposals that are assessed by committees of independent experts in each region (Regional Funding Committees) to ensure that plans are coherent, relevant, and in line with CSEF programme objectives. Grant transfers and financial management are monitored by Regional Financial Management Agencies, and programme implementation is supported and monitored by CSEF Regional

Secretariats. The CSEF Global Secretariat, GCE, provides overall coordination, including guidelines for allocations, oversight of reporting and the global framework for grant management.

- **Technical assistance and capacity support:** National coalitions receiving CSEF grants are provided with technical assistance and capacity support suited to their specific needs and contexts. Coalitions can receive direct technical support through visits or online follow up, as well as through capacity building workshops and training. Much of this is provided regionally, through CSEF Regional Secretariats who lead on supporting programmatic and context-related aspects and work together with coalitions to identify areas in need of assistance or development. Financial Management Agencies also support on financial management issues, such as budgeting, bookkeeping and reporting. The global capacity building and learning plan, managed by the Global Secretariat, will focus on capacity-building needs that are common across regions, and will focus on development of relevant tools and materials. The Global Secretariat will also play a role in coordinating technical support from INGOs on the CSEF International Partners Group and in inputting to regional capacity building strategies.
- **Cross-country learning and engagement with regional and global policy processes:** CSEF provides opportunities for shared learning among coalitions through the provision of learning documents and newsletters, a multi-lingual online discussion forum, and other opportunities for online virtual exchanges. These initiatives will be captured in the global CSEF plan for capacity building and learning (see above), developed by the Global Secretariat in collaboration with regional and international partners. Through CSEF, coalitions will also be able to build on national level advocacy activities and participate in regional and global policy processes, such as Post-2015 consultations, through facilitation and support by Global and Regional CSEF Secretariats. Globally, development of policy frameworks and skill shares will also facilitate the development of policy skills and knowledge.

National Education Coalitions

National civil society education coalitions are the main implementers in the CSEF program. Coalitions from GPE-eligible countries, most of whom have been receiving funding from CSEF in previous phases, can apply for funding by submitting proposals and budgets in line with the CSEF application guidelines and forms, for review by Regional Funding Committees. As the coalitions vary considerably in nature and operate in diverse political environments, each of them will develop their own plan with individual objectives and activities relating to national contexts, under the umbrella of the CSEF global objectives.

Funding

The CSEF has been running since 2009 with support from various funding sources. It was initially funded through the Education Programme Development Fund (EPDF) committee of the Education For All - Fast Track Initiative (EFA-FTI, now GPE) from 2009 to 2012 and in 2012 and parts of 2013 through the Australian Agency for International Development (AusAid). It also receives complimentary funding for non-GPE-eligible countries in Latin America through AECID (managed directly by CLADE, as the Latin America Regional Secretariat, and not through GCE). In 2012, GCE and partners submitted a proposal to the Global Partnership for Education Board of Directors who, in December 2012, approved a grant of US \$14.5m to GCE for managing the CSEF 2013 – 2014 program, with UNESCO as a Supervising Entity.

2. About this report

This paper constitutes a full report to UNESCO on the CSEF 2013 – 2014 Preparation and Planning phases, running from 17 April to 30 June 2013, as per agreement with UNESCO and the GPE Secretariat. It is different in nature to future reports, which will report progress against the CSEF programme objectives to be achieved during the CSEF implementation phase (July 2013 – December 2014). This report covers the activities undertaken to set up the appropriate structures and complete the necessary preparations and planning leading up to the implementation period. While the official starting date of CSEF 2013 – 2014 is 17 April 2013 (marked by the signing by GPE and UNESCO of a General Framework Agreement for the program), this report also encompasses some relevant actions taken prior to this date, to give a full picture of all preparation and planning activities. The report also includes GCE's response to the CSEF 2012 evaluation and the GPE external quality review of the CSEF proposal submitted in December 2012.

It should be noted that due to some delays in finalising the grant agreement for this phase of CSEF, the first tranche of funding from UNESCO to GCE was released in July 2013, after the planned end of the Planning and Preparation phases. For this reason, some activity during these phases was financed by CSEF funds received from another donor: the Australian Agency for International Development (AusAid). Full details of what was funded by each source are in the relevant financial reports, but, in summary, the AusAid resources during this period covered: a small proportion of running costs at national, regional and global level to enable some activities to continue while awaiting GPE funds; the creation of an online financial reporting system in Africa; and some of the capacity support provided to coalitions for proposal development in Africa and the Middle East and Eastern Europe region (see table in section 3c below). Some members of the International Partners' Group also provided in-kind support to planning processes (see table in section 3c below), other costs were pre-financed by CSEF implementing partners, and some activities were delayed.

3. Summary of activities and achievements – April to June 2013

The CSEF 2013-2014 programme is organized into three phases: preparation, planning and implementation, with this report covering the first two phases:

- **Preparation phase (January to May 2013):** Finalisation of global program design, plans and budgets, preparing and setting up structures, agreeing programme details and guidelines, clarifying roles. Much of this took place before the start of the grant period (17 April), but relevant activities are described here.
- **Planning phase (April to June 2013):** Completing arrangements with Supervising Entity and grant agreements, capacity support to coalitions for development of proposals, proposal development, evaluation and approval of national coalition plans, development of regional and global learning and capacity support strategy, ongoing national level activities
- **Implementation phase:** GCE is now moving into the implementation phase, which will run to the end of the program, during which time the focus will be on the following: national level activities, capacity support and learning initiatives, global and regional workshops, engagement in advocacy and policy processes, evaluation and audit. Subsequent reports will make accounts against CSEF global objectives and expected results once in the implementation phase.

The status of achievement for each planned activity / milestone in the period up to end June 2013 is noted in the table below, with details in the following sections (sections 3a – 3e).

NB The milestones set out as needing to be achieved in the GPE expedited review, December 2012, are marked with *

Element	Activities / Milestones to be completed by end June 2013	Status as of end June 2013
A. CSEF global program design & planning	▪ CSEF program design and budget completed and submitted to UNESCO	▪ Achieved
	▪ Revised CSEF governance structure, including Terms of Reference for CSEF management and governance structures, finalized*	▪ Achieved
	▪ Guidelines for evaluation of coalition proposals and fund allocation completed*	▪ Achieved
	▪ CSEF Financial Management Guidelines completed	▪ Achieved
	▪ Human resources plan in place*	▪ Achieved

	<ul style="list-style-type: none"> ▪ CSEF GCE Global Secretariat staff recruited ▪ Initial CSEF implementation plan completed. <i>[Detailed plans to follow after planning phase, July 2013]*</i> 	<ul style="list-style-type: none"> ▪ Team partly recruited, re-recruitment of one key post underway¹ ▪ Achieved
B. Grant agreements & programme management	<ul style="list-style-type: none"> ▪ UNESCO final budget agreement with GPE, with clear links to objectives* ▪ UNESCO-GCE agreement signed ▪ GCE signs agreements with Regional Secretariats and Regional FMAs ▪ Initiate processes for regular review of coalition and regional programme reports and financial management * ▪ Launch International Advisory Group ▪ Set-up of all regional structures for Middle East and Eastern Europe region ▪ Planning discussions with UNESCO and GPE 	<ul style="list-style-type: none"> ▪ Achieved² ▪ Achieved, but in July 2013 ▪ Achieved, but in July 2013 ▪ Delayed pending discussions with UNESCO ▪ Achieved: re-named as CSEF International Partners Group ▪ Partly achieved³ ▪ Achieved
C. National coalition planning, evaluation of proposals & fund allocation	<ul style="list-style-type: none"> ▪ Coalition proposal guidelines and template finalised and circulated ▪ Coalitions receive a call for CSEF proposals ▪ Regions, GCE and IAG provide capacity building support during the proposal development stage ▪ Coalitions submit proposals for regional evaluation ▪ RFC receive and evaluates coalition proposals, make approval and fund allocation decisions ▪ Regions sign contracts with national coalitions ▪ FMAs disburse first tranche of funding to national coalitions 	<ul style="list-style-type: none"> ▪ Achieved ▪ Achieved ▪ Achieved ▪ Achieved ▪ Mostly delayed until after receipt of CSEF funds to hold meetings, July / August 2013 ▪ Delayed until after UNESCO contract, July / August 2013 ▪ Delayed until after receipt of funds
D. Learning / capacity support plan	<ul style="list-style-type: none"> ▪ Approach on capacity support, South-South learning and collaboration* ▪ Approach on broadening engagement with civil society 	<ul style="list-style-type: none"> ▪ Achieved ▪ Achieved

¹ Re-recruitment due to failed recruitment earlier this year

² To be completed shortly at national level. The national coalitions budget templates include a function for attributing costs to activities and objectives, however, due to delays in receiving the GPE funds – and hence holding Funding Committee meetings – reviews of coalitions proposals and budgets will only be concluded in August 2013. Once the reviews are complete, full accounts on national spending, and links to global objectives, will be available.

³ Secretariat structures and Funding Committee with dedicated membership is now in place, but locating an organisation that is willing to take on the Financial Management Agency role has not yet been successful. The process is ongoing and GCE is acting as FMA in the interim.

	<p>organisations*</p> <ul style="list-style-type: none"> ▪ Coalitions indicate capacity-building needs, through proposal process 	<ul style="list-style-type: none"> ▪ Partly achieved, to be completed in August, due to funding delay
E. On-going coalition activities	<ul style="list-style-type: none"> ▪ Coalitions in good standing receive “continuity and planning” grant to cover April-June 2013 period ▪ During the planning phase, coalitions will continue to implement activities in line with previous programmes. 	<ul style="list-style-type: none"> ▪ Delayed until after receipt of CSEF funds, July 2013 ▪ Achieved, with restrictions due to late arrival of funds

Response to GPE expedited review

After GCE’s submission in early December 2012, the CSEF proposal underwent an expedited review, led by the GPE Secretariat. Some recommendations were made and GCE committed to respond to a set of milestones within identified timelines – immediate, medium-term and long-term. The immediate actions were taken within a week, which led to the official approval of the CSEF 2013 – 2014 proposal by the GPE Board of Directors. The medium term indicators have been responded to in the preparation and planning phase through the following documentation (as indicated with * in the table above and attached to this report):

- Detailed budget
- Detailed implementation plan
- Human resources plan
- Supervising Entity in place
- Governance approach
- Guidelines for funding allocation to coalitions
- Approach on capacity support, South-South learning and collaboration
- Approach on broadening engagement with civil society organisations

The relevant documentation was submitted to the GPE Secretariat and discussed in two face-to-face meetings between GCE, GPE Secretariat and UNESCO as Supervising Entity.

3.a. Achievements: CSEF global programme design and planning

The CSEF is a unique and ambitious programme, and significant lessons emerged from the first phase of implementation (2009-2012), the independent evaluation carried out in mid-2012, and the expedited quality review of the CSEF by the GPE in December 2012. This learning has been carefully integrated into the design of this new phase of CSEF, through detailed discussions with implementing partners, the GPE Secretariat, UNESCO and other allies, ensuring improved program design with more effective strategies, goals, structures and ways of working. These are all consolidated into the CSEF Programme Document agreed with UNESCO.

The key elements in relation to programme design and preparation have therefore been:

- Improvements to program design, focusing on capacity support, learning and collaboration; broadening civil society engagement; and the governance approach and structures
- Establishing structures, including ToRs for new structures, and budgets and implementation plans in line with discussions with UNESCO and GPE Secretariat, and programme guidelines

Progress in relation to these elements is described in detail below.

Improvements to programme design

Capacity support, learning and collaboration

- *Making the capacity building component more effective:* Since its initiation, CSEF has focused on strengthening the capacity of national coalitions to be able to better engage in policy processes as a crucial element of the program. In the first phase, support initiatives were provided on a large scale through information sharing, training sessions and workshops aimed at improving engagement of civil society movements at national and community level to become knowledgeable and credible citizens' representatives in education policy forums. This new phase of CSEF builds on previous work, but aims to deliver capacity support and facilitate learning around the programme's four strategic objectives (policy participation, engagement of broad civil society actors, quality research and policy analysis and strengthening learning and partnerships): learning and capacity-building in this new phase is more targeted towards developing skills and knowledge specifically related to using these means to achieve more effective and influential engagement in education planning and policy processes. Based on coalition self-assessment processes at the planning stages of the program, as well as assessment by regional implementing partners and Regional Funding Committees, a global CSEF plan for capacity support and learning is being drafted in collaboration between GCE, regional and international partners, which will guide the development of relevant and appropriate capacity support and learning initiatives such as tools, resource materials, discussion forums and learning documents. This plan will be founded on the coalitions' own reflection of national contexts and specific needs on the ground – guaranteeing a country driven and needs-based approach. Development and delivery of the plan is being managed in collaboration with the new CSEF International Partners Group, which comprises representatives from international organisations with an interest and expertise in supporting and collaborating with national education coalitions.
- *Strengthening partnerships, collaboration and shared learning:* South-south learning and cross-country exchange has been reinforced as a major focus area in this phase of CSEF, as mentioned above, and is particularly recognised in the fourth CSEF strategic objective, which aims to promote learning and build partnerships between countries. When carrying out their self-assessment, and reflecting on capacity gaps and needs, coalitions have also had the chance to identify and highlight strengths and achievements that they want to share with their peers, and hence create opportunities for shared learning and exchange, which is being taken forward in the global capacity support and learning plan. A key aspect at the global level has been establishing a discussion forum for coalition debates, and an online space for coordinating capacity building.
- *Influencing global policy processes:* CSEF, through objective four, also aims to build on the national level learning and collaboration and facilitate opportunities for influencing regional and global debates, ensuring citizens have a say in shaping the frameworks that guide international education policy. During the coalitions' planning process, regional and global CSEF secretariats provided information and guidance with regards to upcoming events and processes that can provide opportunities for coalitions to engage and input, such as post-2015 discussions and GPE funding applications. Several coalitions have incorporated engagement with these initiatives in their CSEF 2013-2014 plans.

Broad civil society engagement

- *Continue building broad-based, democratic and inclusive networks, and strengthening engagement with INGOs:* This phase of CSEF is strengthening its emphasis on ensuring that the advocacy coalitions supported are genuinely democratic platforms that represent broad and diverse civil society voices. This approach is particularly evident in CSEF strategic objective two, which focuses on building awareness and partnerships, especially through engaging with and supporting citizens and movements at grassroots level, as well as reaching out to representatives of marginalised and hard-to-reach groups. When submitted their CSEF proposals, coalitions have had to demonstrate engagement with a broad-based membership and specific links to civil society movements working with marginalised populations – as well as identifying activities to continuously expand this type of collaboration. In order to improve coordination of capacity building and other support to coalitions, this phase of CSEF has introduced an International Partners Group that brings on-board expertise and capacity from international allies, including outside of the GCE membership.

Governance

- *Global Oversight Committee:* This phase of CSEF contains a revision to the program governance structure with the establishment of the Global Oversight Committee. This Committee has replaced the previous role played by the GCE Board, as final oversight and decision-making body for CSEF, and comprises GCE Board members representing organisations not receiving large grants from the CSEF, and whose salaries are not funded through the program. This new structure ensures a separation of oversight from management. The role of the Global Oversight Committee is to provide strategic direction, decision-making and conflict resolution. The separation of GCE Board members with direct involvement to CSEF from making decisions on CSEF oversight has been welcomed by all parties, and it has already proved a very effective decision-making structure, for instance in agreeing the final budget allocations at global and regional level, and approving regional Funding Committee memberships.
- *Regional and national structures:* Other structures remain the same, with the GCE secretariat responsible for coordinating the program and ensuring accountability to UNESCO as Supervising entity; and regional secretariats and Financial Management Agencies leading on coordination and engagement with national coalitions at regional level. Terms of reference for all these structures were, however, revised and updated. National education coalitions are still the main implementers of the CSEF, carrying out activities in line with plans and budgets designed based on their country contexts, own organisational strategies, and overall CSEF strategic objectives – and evaluated and approved by the regional Funding Committees.
- *UNESCO as Supervising Entity:* For the CSEF 2013 – 2014 period, UNESCO has taken on the role as Supervising Entity, constituting one of the major changes to the CSEF governance structures. This means that GCE, as the coordinating agent of CSEF, is accountable to UNESCO for delivering on objectives and expected results, and will be reporting on progress and financially on a bi-annual basis, as well as conducting an external evaluation at the end of the current program period. UNESCO, in turn, is responsible for reporting back to the GPE Board of Directors. During the preparation and planning phase, the GCE secretariat has worked in close dialogue with UNESCO to finalise the CSEF program design, to get their technical advice and inputs on objectives and activities. Much work has also gone into developing implementation plans and budgets, contractual arrangements, and financial management guidelines that are compatible with UNESCO program requirements.
- *Clear lines of accountability:* Effort has gone in to spelling out more clearly the lines of accountability across the CSEF program, as well as detailed descriptions of all management and implementing partners and staff involved. This is all set out in the relevant ToRs for each structure, and outlined in the summary document on governance approach.

Guidelines, plans and budgets

CSEF guidelines

- *Revised Terms of Reference for all structures:* New ToRs were developed for all existing and new CSEF structures, outlining the roles and responsibilities of the various CSEF management and implementing partners. The GCE secretariat led these processes at international level and facilitated bi-weekly telephone meetings with regional secretariats and Financial Management Agencies to guarantee a collaborative and inclusive process. Roles and responsibilities of all entities and posts were discussed and finalised in a joint manner, and the final ToRs cover: the Global Oversight Committee, the Global Secretariat, the Regional Secretariats, the Regional Financial Management Agencies, the Regional Funding Committees, and the International Partners Group.
- *Re-constituted Regional Funding Committees:* With revised ToRs for the Regional Funding Committees and funding allocation guidelines, all Committee memberships were reviewed and Committees reconstituted, with some members remaining as well as new ones brought in. In the Middle East and Eastern Europe region, where no Committee had yet been established, a new Regional Funding Committee was set up.

CSEF REGIONAL FUNDING COMMITTEE MEMBERSHIPS			
AFRICA	ASIA & PACIFIC	LATIN AMERICA	MIDDLE EAST & EASTERN EUROPE
Assibi NAPOE: Education International, Africa	Edicio dela Torre: E Net Philippines	Orlando Paulido: Foro Latinoamericano de Políticas Educativas (FLAPE)	Arwa Al-Bore: ILO, Egypt
Zakaria SULEMANA: IBIS West Africa	Farah Kabir: ActionAid Bangladesh	Cecilia Lazarte: Ayuda en Accion	Khalid Nabris: independent expert, Palestine
Victorine Djitrinou: ActionAid International	Nargis Sultan: Open Society Foundation, Pakistan	Nelly Claux: Save the Children	Sawsan Refai: independent expert, Yemen
Grace WONGANI: OSISA	Divya Lata: Plan Asia Regional Office, Bangkok	Vernor Munoz: Plan International	Rodika Goci: Save the Children, Albania
Ramata Mbaye: FAWE Dakar	Nichola Kray: Save the Children	Sylvia Schmelkes: Research Institute for the development of education, Universidad Iberoamericana, Mexico City	Roxanne Tremblay: Oxfam, Palestine
Charles Abani: Independent education expert, Nigeria		Margarita Salinas: National Confederation of Family Agriculture Workers (CONTAG)	Batuhan Aydagul: Education Reform Initiative, Turkey
		Nelsy Lizarazo: ALER (Asociación Latino-americana de Educación Radiofónica), Ecuador	
Ex officio, non-voting:			
Samira Daoud: Oxfam West Africa	Maria Khan: ASPBAE	Camilla Croso: CLADE	Grant Kasowanjete: GCE Secretariat - acting as FMA
Caroline Pearce: GCE Secretariat	Bernie Lovegrove: CSEF regional secretariat, ASPBAE	Kjersti Mowe: GCE Secretariat	Fotouh Yunous: CSEF regional secretariat, ACEA
Boaz Waruku: CSEF regional secretariat, ANCEFA	Caroline Pearce: GCE Secretariat	Guillermo Murcia-Bedoya: ActionAid Americas	Refaat Sabbeh: CSEF regional secretariat, ACEA
	Aloysius Matthews: EIAP		

- *Funding allocation guidelines:* Revised guidelines on funding decisions to coalitions have been developed, outlining a framework and approach for Regional Funding Committees to use when making decisions on funding allocations. These give details on eligibility, on applicant funding envelopes, and parameters for evaluating proposals.
- *National proposal forms and guidelines:* New guidelines and templates, both for the narrative and budget aspects of national proposals, were developed by GCE in conjunction with regional colleagues, and translated into five languages. Regional Secretariats, who coordinate the application process at regional level, shared the application forms with coalitions in their regions, and provided proposal development support to interested applicants. When submitting proposals, coalitions were required to include details about the coalition, the proposal development process; the national context; individual objectives, strategies, activities and budgets; capacity-building needs; and coalition expertise. In line with discussions held with GPE, the budget templates required coalitions to provide details on projected expenditure and clearly link to objectives, strategies and activities in narrative proposal, creating a rationale between CSEF global objectives, activities, outputs and costs.
- *Financial management guidelines:* The global financial and grant management guidelines were revised and agreed with regional partners and UNESCO. These were developed from the guidelines in previous phases of the project, taking into account learning from that phase and incorporating new detail accordingly.

Plans and budgets

- *Implementation plans:* The detailed CSEF implementation plan covers activities at global and regional level, linking to milestones and CSEF objectives, and containing clear timelines. Each national coalition develops its own plan, which is not reflected individually in the overall global outline but is linked by outlining which global objective the area of work delivers on. GCE crafted the initial global and regional plan in collaboration with regional colleagues, and this was submitted to UNESCO and attached to the overall CSEF contract. Whilst it includes all programme management activities, and an outline of capacity-building and learning activities, the focus of the latter will be finalised based on an assessment of national coalition plans, taking into account needs and gaps. Due to the delays in funds, the assessment was stalled, however, the final implementation plan will be developed and shared with UNESCO in early September.
- *Detailed global and regional budgets:* The initial budget submitted with the CSEF proposal was revised and finalised in the preparation and planning period, both to ensure more realistic financial projections, and to respond to the GPE expedited review, which had asked for more details; clearer reasoning between objectives, activities and outputs; and a distinction of budget lines according to global/regional entity. GCE and each regional entity submitted revised budget proposals to the CSEF Global Oversight Committee based on their own detailed implementation plans, and taking into account guidelines in terms of distribution of funding towards staff costs, administration and audits, travel and capacity support to coalitions. Through rounds of feedback from the Oversight Committee followed by revisions, final budgets at all levels were developed and consolidated into the overall CSEF budget. The budget was presented so as to more clearly show details for each implementing partner, as well as indicating budget allocations according to administration and oversight, grant management and technical/programmatic support. Activities at global and regional level generally do not relate to specific CSEF objectives; but national coalitions, as key implementers and contributors to CSEF goals and expected results are required to demonstrate in their national budgets the link between each budgeted activity and the overall programming objectives. This approach was discussed with GPE and the final CSEF budget was approved by UNESCO and attached to the global contract.
- *Human resources plan:* While hiring practices, employment terms and benefits, and other employee regulations should be in line with each regional organisation's own procedures, an overall Human Resources Plan has been drawn up to outline the roles and responsibilities of the CSEF implementing organisations and staff, including regional Financial Management Agencies, regional Secretariats and the global secretariat. The plan also describes how national education coalitions are asked to share their staffing structure, including capacity building requirements, in their CSEF proposals – for review and recommendation by the regional Funding Committee.

3.b. Achievements: Grant agreements and programme management

Grant agreements

- *Global agreement:* GCE had detailed discussions with UNESCO, several teleconferences and face-to-face meetings in London, Brussels and Paris to agree on contractual matters needed to finalise and sign the global grant agreement. This included developing the necessary documentation to be included as attachments such as the overall budget, implementation plan and program description (with governance structures and ToRs). The financial management guidelines for the program were submitted to UNESCO, to ensure that they are in line with UNESCO's own guidelines and standards.
- *Regional and national agreements:* Grant agreements were developed and agreed between GCE and each of the Regional Secretariats, between GCE and each of the Financial Management Agencies, and between Regional Secretariats and national coalitions. Overall these agreements include the same content, with some small adaptations where necessary. The agreements cover roles and responsibilities, rules on procurement, details on legal aspects and on actions to be taken in cases where contractual arrangements are breached, and reporting requirements.

Establishing new structures

- *International Partners' Group*: The International Partners Group (originally called the International Advisory Group) comprises a range of international organisations with interest in advocacy for EFA and functions including capacity support at national level. The purpose of this group is to improve coordination of international and regional efforts to support the work of national civil society by building on existing initiatives, strengthening partnerships and bringing in expertise around capacity building and other support to national civil society coalitions. Preliminary discussions about creation of the group took place at a meeting in London in September 2012, where INGOs came together to discuss the potential for increased engagement of international organisations in CSEF. During the preparation and planning phase, GCE convened several telephone meetings with representatives from these organisations, joined by regional CSEF partners, which allowed discussions around the purpose of the group and a ToR to be finalised. A first meeting took place in July 2013. The current IPG members include ActionAid, Oxfam, VSO, Open Society Foundation, OSISA, Results, Plan, Education International, Ibis and Save the Children.
- *Middle East regional structures*: In early 2012, GCE began a process to expand CSEF into new territories by initiating dialogue with the Arab Campaign for Education for All (ACEA) about hosting a Regional Secretariat for coalitions within the Middle East and Eastern Europe region (the latter, in lack of an existing regional coalition in Europe). ACEA agreed to take on the role and in the latter part of the year, a face-to-face meeting was held in Amman, Jordan to introduce three coalitions (from Somalia, Sudan and Yemen) to the CSEF, Albania later joining the group. The coalitions were supported to initiate some activities to prepare for CSEF 2013. At the beginning of this year focus was put on establishing a dedicated Secretariat team, constituting a Funding Committee and exploring optional organisations to take on responsibility as Financial Management Agency. The latter is still in progress, and GCE will act as FMA in the interim.

3.c. Achievements: National-level planning, evaluation and fund allocation

CSEF is focused on supporting national civil society coalitions to engage with national education sector planning, policy and review. As with GPE funds to governments, plans are developed within in each country, based on national context, by civil society coalitions who then submit proposals for evaluation and decisions about funding. Countries from which coalitions applied for CSEF 2013 – 2014 funding during the period April to June 2013 include:

- **Africa** (28): Angola, Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Cote D'Ivoire, Djibouti, DRC, Ethiopia, Gambia, Ghana, Guinea Bissau, Kenya, Lesotho, Liberia, Malawi, Mauritania, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Tanzania, Togo, Zambia, Zimbabwe
- **Asia and the Pacific** (12): Bangladesh, Cambodia, India, Indonesia, Mongolia, Nepal, Pakistan, PNG, Solomon Islands, Timor Leste, Vanuatu, Vietnam
- **Latin America** (4): Bolivia, Dominican Republic, Honduras, Nicaragua
- **Middle East and Eastern Europe** (4): Albania, Somalia, Sudan and Yemen

Haiti and Sri Lanka have received funding through previous phases, and are being supported to re-apply for CSEF 2013 – 2014 grants. Further coalitions might also be supported in Afghanistan, Burma, Tajikistan, Georgia and Moldova, and some engagement with civil society in South Sudan is likely to be initiated.

Technical support to national coalition planning

Regional support: Regional secretariats are responsible for supporting the national education coalitions in their regions to carry out analysis and develop strong CSEF proposals and budgets. In Africa the CSEF team, including the coordinator and the Project Officers, carried out support visits to three countries, in addition to POs following up closely with other coalitions through telephone and email communication to input to and support proposal development. ACEA organised a workshop with coalitions back to back with a regional event in Palestine on education reform to build capacity in the field of proposal writing and give strategic advice for CSEF planning. In Latin America, the regional secretariat worked closely with all coalitions to support proposal development, with a particular emphasis on accompanying the national coalition in Honduras, which is new to CSEF. ASPBAE worked closely with coalitions in all 13 countries, and were able to conduct three visits, to support planning and proposal writing.

Additional technical support from IPG and partners: Due to the large number of coalitions in Africa (28) and the fact that coalitions in the Middle East and Eastern Europe are fairly new to CSEF, GCE facilitated the provision of additional technical support to some coalitions in these regions. This focused on the development of effective plans to engage with the education sector in 2013-2014, and was provided to countries identified by the relevant regional Secretariat as particularly in need of additional support. It was provided mainly through the International Partners Group, but also through consultants where support was not otherwise available.

Country	Support provided by:	Nature of support:	Funded by:
Albania	Open Society Foundations (IPG member)	Remote support providing comments on draft CSEF plans	In-kind support from Open Society Foundations
Angola	OSISA (IPG member) and MEPT (CSEF-supported coalition in Mozambique and GCE member)	Joint mission with ANCEFA staff to support proposal Development	OSISA, with MEPT travel costs funded by AusAid CSEF support.
Benin	Plan International (IPG and GCE member)	Technical support to the Benin coalition through the Plan office in Porto-Novo	In-kind support from Plan International
Burundi	FAWE (CSEF Africa Regional Funding Committee member and GCE member)	Mission to support proposal development	Travel costs funded by AusAid CSEF support; staff time as in-kind support from FAWE
Cape Verde	Brazilian Campaign for the Right to Education (GCE member) and Open Society Foundations (IPG member)	In collaboration with the Brazilian Campaign for the Right to Education, OSF supported these Portuguese-speaking coalitions. By organising a two day session back to back with an already planned workshop in Sao Paulo, OSF and Brazilian Campaign staff worked closely with the coalition coordinators to analyse the national education context and key challenges, and think strategically about responding objectives and activities for their CSEF proposals	Open Society Foundations
DRC	OSISA (IPG member)	Technical support to DRC coalition through local office	OSISA
Guinea Bissau	Brazilian Campaign for the Right to Education (GCE member) and Open Society Foundations (IPG member)	In collaboration with the Brazilian Campaign for the Right to Education, OSF supported these Portuguese-speaking coalitions. By organising a two day session back to back with an already planned workshop in Sao Paulo, OSF and Brazilian Campaign staff worked closely with the coalition coordinators to analyse the national education context and key challenges, and think strategically about responding objectives and activities for their CSEF proposals	Open Society Foundations
Lesotho	Consultant contracted by GCE	Mission to support proposal development	AusAid CSEF grant
Liberia	Open Society Foundations (IPG member)	Remote support providing comments on draft CSEF plans	In-kind support from Open Society Foundations
Mauritania	COSYDEP (CSEF-supported coalition in Senegal and GCE member) and Oxfam (CSEF implementing partner, IPG)	Mission to support proposal development	Travel costs funded by AusAid CSEF support; staff time as in-kind support from Oxfam and COSYDEP

	member and GCE member)		
Mozambique	Consultant contracted by GCE	Remote support providing comments on draft CSEF plans	AusAid CSEF grant
Somalia	Consultant contracted by GCE	Remote support providing comments on draft CSEF plans	AusAid CSEF grant
Sudan	Consultant contracted by GCE	Remote support providing comments on draft CSEF plans	AusAid CSEF grant
Tanzania	Results US (IPG and GCE member)	Joint mission to Tanzania with ANCEFA staff to support proposal development	Travel costs funded by AusAid CSEF support; staff time as in-kind support from Results
Yemen	Consultant contracted by GCE	Remote support providing comments on draft CSEF plans	AusAid CSEF grant

Funding Committee meetings

All Regional Funding Committee meetings were originally intended to take place in June, however, most had to be postponed due to funding delays.

- *Middle East and Eastern Europe*: The Middle East and Eastern Europe region organised a meeting with the newly constituted Funding Committee. As this was the first time the Committee members met in person, and in their respective roles in CSEF and for selecting a Chair. Four proposals were reviewed and discussed, and comments shared with coalitions for improvement and finalisation. As these coalitions are new to CSEF, the regional secretariat continued to provide intensive support during the whole process to improve their planning and create good quality proposals ahead of expected final approval.
- *Latin America*: Due to the delays in receiving funds, the Latin America region organised a ‘virtual’ Funding Committee meeting through a series of skype calls. This process worked well, mainly because the Latin America Regional Funding Committee membership remains the same (except for one addition) – and hence are used to working together – and because the region is managing a smaller number of applications. The Committee members worked in sub-groups to review and discuss dedicated proposals which they later presented to the full group for discussion. The four proposals submitted, from Bolivia, Dominican Republic, Honduras and Nicaragua, were subsequently approved, and will also receive a complementary amount from AECID, who already provides CSEF financing to coalitions from non-GPE eligible countries in Latin America. REPT Haiti, previously a CSEF recipient, has shown interest in submitting a proposal, but this is so far still in progress – through support of the Regional Secretariat.
- *Africa and Asia and the Pacific*: The Funding Committee meetings were postponed till end July for Asia and the Pacific, and August for Africa, due to funding constraints. The time up until the Funding Committee meetings were spent on providing additional technical support to coalitions to strengthen proposals.

National coalitions proposal development

The purpose of the CSEF planning phase at national level was to ensure the development of good quality CSEF proposals, through inclusive and collaborative processes. All coalitions made sure the planning took place through participatory processes, engaging their members in consultations and drafting of objectives and activities, ensuring ownership and inclusion. Examples of approaches used are outlined below:

- *Burundi*: A committee of 10 persons (composed of staff, Board and members) was set up to lead proposal drafting. Priorities for 2013 - 2014 were identified during the General Assembly, and the coalition Executive Committee validated the proposal before submitting for endorsement by the coalition members.
- *Cameroon*: CEFAN Cameroon met with an expert platform on budget monitoring to get advice on defining their budget advocacy activities within the CSEF proposal.
- *Djibouti*: Organised a two-day meeting with coalition members to finalise proposal through consensus-building process, led by a drafting committee.
- *Kenya*: A meeting was held, bringing together 46 members from the 47 Counties of Kenya, who made input and validated the CSEF proposal.
- *Nicaragua*: The proposal was developed in collaboration with representatives from all member organisations at national and local level.
- *Niger*: The coalition Board gave strategic orientation for the proposal development, and the action plan and key activities derive from the plans of the regional chapters to ensure implementation will involve broad geographic representation.

3.d. Achievements: Learning and capacity support – development of global CSEF plan

The CSEF provides a unique opportunity for documenting good practice and challenges, building capacity and providing opportunities for learning and exchange. A global plan on capacity building and learning is being developed based on coalitions own assessment of needs and strengths, and through discussions among GCE, regional colleagues, and the International Partners Group in terms of identifying initiatives and partnerships to comprise the plan.

Identification of needs

As part of the proposal development, coalitions were asked to complete a capacity needs assessment in which they were to reflect on their own strengths and weaknesses, relating to the objectives they set out to achieve through CSEF. Due to implementation delays, finalising the analysis of coalitions’ capacity building needs is also pushed back, though initial examinations can already point out some trends, particularly in terms of gaps in functional approaches and processes:

AFRICA	ASIA PACIFIC	LATIN AMERICA	MIDDLE EAST & EASTERN EUROPE
<ul style="list-style-type: none"> • Policy analysis and monitoring • Budget monitoring • Coalition governance, communication, media and networking • Planning, financial management, resource mobilisation • Proposal writing and M&E 	<ul style="list-style-type: none"> • Advocacy strategy and policy analysis • Engagement in strategic policy dialogue spaces, including LEGs • Organisational capacity and governance • Financial management 	<ul style="list-style-type: none"> • Effective engagement in LEGs and other advocacy spaces • Meeting challenges of criminalisation of civil society • Strategic planning and M&E • Financial management and resource mobilisation • Cross-country and cross-regional learning 	<ul style="list-style-type: none"> • Advocacy strategy and analysis • Engagement with partners such as government • Budget advocacy and analysis • Financial management • Proposal writing, planning and M&E

In terms of education related themes, early trends indicate capacity needs in the areas of:

- Gender equity in education
- Early childhood education
- Adult literacy and youth
- Education quality
- Education financing.

The analysis will be continued and finalised pending the final review of proposals. Coalitions have also had the chance to identify the means through which they would like to receive capacity support – for example, training workshops, tools or exchange visits – as well as areas where they have knowledge and strengths to share with other coalitions. These aspects will also be incorporated into the final analysis.

Finalising plan

The global CSEF plan on capacity building and learning will be based on the following components:

- *Analysis of coalitions’ self-assessment:* As outlined above, the coalitions’ self-assessments were incorporated into the proposal development processes. Most coalitions have now submitted draft proposals which are with the Regional Funding Committees for review and decision. A simultaneous process of analysing these assessments is taking place,

and will be finalised shortly. The key trends identified in terms of capacity needs of approaches, education themes and capacity support mechanisms will be highlighted in the capacity building and learning plan.

- *Recommendations from Regional Funding Committees based on their proposal review:* While reviewing proposals, Regional Funding Committees will also make recommendations on areas to focus on in terms of capacity building provided by the global and regional CSEF partners.
- *International Partners Group discussions:* The International Partners Group met with global and regional CSEF staff in London to discuss opportunities for partnerships and linkages with coalitions at national level, building on capacity and expertise that sits with INGOs that have a presence in relevant countries. Input from this group – including offers of technical assistance – is being incorporated into the global plan.

3.e. Achievements: Ongoing coalition activities

Provision of ‘continuity and planning grants’ and ongoing activities

In line with the GPE Board of Directors’ decision (BOD/2012/11-08) that “there should be continuity of the Civil Society Education Fund (CSEF) with no break in the funding”, a ‘continuity and planning grant’ was made available to coalitions during the planning phase, to cover overheads and maintenance of activities, while focusing on developing good quality proposals – and awaiting approval of these. Coalitions that had already been receiving direct CSEF funding, and were in good standing (i.e. prior CSEF grant recipients without any unresolved financial issues, and with all finance and program reports from previous CSEF programming submitted) were eligible for these small grants as follows:

- Africa: An average of \$20,000 per coalition
- Middle East and Eastern Europe: \$15,000 per coalition
- Asia and the Pacific: An average of \$25,000 per coalition
- Latin America: \$15,000 per coalition

With the funding delays, coalitions activities during the planning phase were limited and mainly focused on developing realistic and SMART CSEF proposals and budgets, through the facilitation of consultations and discussions with members. However, most coalitions still managed to maintain some level of policy engagement and carry out activities to keep momentum and maintain their positions as civil society representatives in their countries. The key trends and activity examples are outlined below:

Policy engagement: Many coalitions part-took in some form of engagement in policy dialogue or sector reviews, either with the aim of maintaining their position as a political actor, or with the purpose of influencing planning or policy development processes. For example:

- In Burkina Faso the coalition continued to engage with actors such as the National Assembly, the Ministry of National Education and Literacy and other Ministries, thematic working groups on for example quality and financing, and with the LEG, which was helpful in maintaining momentum and position as a strategic partner in education sector dialogue.
- Several coalitions, including Benin, Niger and Togo also continued engaging with the LEG, and Burundi with the thematic group on quality, on which the coalition holds a seat. CEFAN Cameroon participated in 4 meetings with the Local Education Group and met with the GPE country support lead to discuss the effective role of civil society on the Local Education Group, and opportunities for future collaboration in GPE processes
- In Nepal, NCE took part in a government hosted meeting for ‘School Sector Reform Plan TWGs’.
- CEF Lesotho participated in a Strategic meeting with Development Partners Coordination Unit, (DPCU) and the Education Sector Working Group to negotiate space in the Local Education Group. The meeting had significant results, as it led to the coalition being allocated an official seat on the LEG. COMEDUC Mauritania also began a dialogue with

UNICEF, coordinating agency of the Local Education Group, about potential for gaining a seat on the LEG. SOLNEFA Somalia drafted an MOU with the Ministry of Education institutionalising a collaborative partnership.

- CSEC Malawi lobbied members of the Parliament the Budget and Finance Committee regarding underfunding of the Early Childhood Development Program. Even though the government approved the Bill, the Minister of Finance acknowledged that the Program was seriously underfunded and committed to revising its funding level later this year.
- ZANEC Zambia engaged in policy dialogue around teacher recruitment and deployment, and CBDE Bolivia presented a draft proposal for a more gender sensitive curriculum for primary level to the Ministry of Education and the Ministry of Special and Alternative Education. NCE Nepal analysed political manifestos for future advocacy engagement.
- Through meetings with the membership Forum Dakar Honduras worked on identifying the challenges and threats facing civil society in the national political context, and some initial measures were taken to overcome these including opening a channel of communication with the Parliament.
- RNCEPT Cape Verde launched the campaign 'Inclusive Education Begins with Every Child' and held strategic lobbying meetings with Ministry of Education. In Yemen, CEA introduced their teachers campaign by including messages around the importance of quality teachers in the Friday morning speech in mosques across the country. The coalition later met with government officials to discuss the implementation of a health care program for teachers.
- Several coalitions such as MEPT Mozambique and GNECC Ghana participated in the Ministry of Education's annual review meetings. In Benin the coalition were able to participate in the first Annual Joint Sector Review in April, which provided the opportunity to reflect on challenges facing the education sector. The coalition responded with organising a round table on the unequal deployment of teachers across the regions with civil society calling for the implementation of the ministerial decree on the appointment of principals and the transfer of teachers.
- GNECC Ghana successfully pushed critical issues around teacher deployment and accountability through participation in both pre- education sector review processes and National Education Sector Review meeting 2013 onto government agenda as priorities.
- In Cambodia, the government agreed to NEP's recommendations to reduce by 2018 the student-teacher ratio to 40:1 in the rural areas and 35:1 in urban areas.

Membership engagement and capacity building: Most coalitions continued to engage with their members, sharing information, revising structures and providing opportunities for training and capacity strengthening:

- Several coalitions held General Assemblies and Board meetings, such as Burkina Faso, SNEFA Sudan (reviewed constitution)
- CSCACEFA Nigeria conducted a review and revision of the coalition Strategic Plan 2014 - 2018
- GNECC Ghana organised media engagement training for member organisations
- In collaboration with the Institute of Social Accountability (TISA), Elimu Yetu Kenya held a capacity building workshop on devolution (principles, objectives and structure). A guide was prepared for use by the coalition county representatives to sensitize the communities on devolution and social accountability. SOLNEFA Somalia implemented two forums on gender discrimination in education, and training workshops on school governance.
- COSYDEP Senegal shared results of previous CSEF achievements through radio talk show
- NCE India, PCE Pakistan and TLC Timor Leste extended their activities out into provinces
- CEFAN Cameroon kept in touch with the membership by producing a newsletter

4. Coalitions plans and activities 2013 – 2014

Coalitions' draft proposals for CSEF 2013-2104 show that all have a clear focus on engaging with authorities to influence policy dialogue relevant to their identified target areas. These targets are defined in line with national contextual analyses, coalition strategies, and CSEF overall objectives.

- **Advocacy themes**

Some of the areas most frequently coming up on which coalitions are planning to influence policy development are:

- *Africa*: Inclusive education including girls and other marginalised groups; quality education; teachers and learning; pre-primary education; non-formal education; education financing.
- *Middle East and Eastern Europe*: Access to basic education with an emphasis on girls; quality education for all; equity, inclusion and disability; children dropping out of school; education financing
- *Latin America*: The right to education and democracy; free provision and removal of user-fees; inclusive and non-discriminatory education, including gender equity; financing of education;
- *Asia and the Pacific*: The right to education; quality and teacher issues; access to inclusive education, particularly related to gender, disability, ethnicity and marginalisation; financing of education and PPP; education governance and management; literacy; early childhood education;
- *EFA reviews and post-2015*: Engagement with processes around achievement of EFA by 2015 and post-2015 frameworks was generally seen as a prominent focus area for coalitions across countries and regions. With the range and variety of actors involved – at national, regional and country level – and with timelines leading up to 2015, CSEF is strategically placed to ensure civil society contributions to EFA review and post-2015 discussions. Planned activities at national level include surveys, consultations, EFA reviews and position paper development, and regional and global secretariats will work to ensure these activities are linked and feed in to regional and global consultations – with the aim to promote achievement of EFA and defend the right to education, with a particular emphasis on marginalised groups, in the global development frameworks beyond 2015.
- **Monitoring education policy**: All coalitions will be engaged in monitoring policy implementation at national and community level, and follow up with inputs and recommendations in policy dialogue.
- **Participation in policy spaces**: Several coalitions are mentioning the need to access and enhance participation on LEGs, but also other relevant spaces are mentioned, such as the Regional Educational Bureau and Curriculum Development and Research Directorate of the MoE in Ethiopia, the Parliament Social Services Committee in Tanzania, and various technical Working Groups. Many plan to institutionalise the engagement of civil society in these spaces through agreements and MoUs, as in Cameroon, and in Honduras the coalition is planning to re-establish a formal relationship with the state after a period of political instability.
- **Research and policy proposals**: Many research and policy proposals are planned, displaying a clear understanding of the importance of evidence to engage in education sector debates. For example, Coalition Béninoise des Organisations pour l'Éducation Pour Tous (CBOEPT) aims to share results of a study on the gaps in inclusive education and present recommendations to the government and Parliament with a proposal on a new law. ECOZI Zimbabwe is planning to propose a revised Education Act reflecting the right to education to the Ministry of Education and Parliament. In Bangladesh, CAMPE will be documenting 10 cases of exclusion covering different perspectives i.e. disability, girl child, child labour, migration, early marriage, border enclave residents, and use this to influence government policy and budget development.
- **Budget advocacy**: Budget advocacy remains an important focus for coalitions to continue influencing government spending and ensuring accountability for this spending. Several coalitions are setting up “Budget Watch” mechanisms to carry out budget monitoring, such as a communal citizen forum in Burkina Faso, which aims to conduct citizen oversight of the education budget in all municipalities, and use findings in engagement in public hearings to advocate for increased spending. In the Dominican Republic Foro Socio-Educativo will continue engaging with the education budget watch they set up in the previous year and release regular bulletins with information on the education budget spending.
- **Engaging with national and local authorities**: A particular emphasis on engaging with authorities and decision-making bodies both at national and sub-national/local level is evident. Some coalitions, such as NCE India, plan to use legal mechanisms such as courts to influence education practice. Others, like NEW Indonesia, aim to target election processes to promote their advocacy objectives.
- **Building CSO capacity in policy participation**: There is a clear recognition among the coalitions that training members on engagement in policy dialogue and on key advocacy issues is a necessary component to be able to effectively engage in discussions and improve credibility and recognition of civil society in policy spaces.
- **Establishment of expert thematic civil society groups**: Another interesting tendency observed, for example in Benin, Burkina Faso, Mozambique and Indonesia, is the intended establishment of thematic and expert advocacy groups, composed by member organisations, to make use of the expertise already existing within the membership to strengthen policy dialogue.

- **Broadening representation:** Coalitions will continue strengthening and reaching out to a broader membership. Several intend to expand into local and grassroots branches, like in Burundi and Nepal, or strengthen these where such groups already exist, like in Nicaragua. This demonstrates the urge to enhance unity and voice of a wide civil society constituency to improve recognition and impact in policy development.

The below table provides a snapshot of some of the focus areas and approaches seen in the coalition proposals so far, demonstrating the variety and diversity in terms of policy engagement and activities across the CSEF program.

Country	Coalition	Snapshot from CSEF 2013 – 2014 proposal plans
Albania	Albanian Coalition for Child Education (ACE)	<ul style="list-style-type: none"> • Hold consultations with teachers and parents and submit draft proposals on the education law, focusing on quality, to the Parliament.
Angola	Rede Angolana da Sociedade Civil de Educação Para Todos – 2015 (REDEPT)	<ul style="list-style-type: none"> • Advocacy for increased access to education for children from pastoral communities • Promotion of transparency and accountability in the allocation and management of the National Education Budget
Bangladesh	Campaign for Popular Education (CAMPE)	<ul style="list-style-type: none"> • Develop civil society position paper on the Right to Education and lobby political parties, Parliament and other policy actors • Development and Dissemination of Popular/User friendly version of Education Watch (on TVET and Pre Primary Education)
Benin	Coalition Béninoise des Organisations pour l'Éducation Pour Tous (CBOEPT)	<ul style="list-style-type: none"> • Establish CSO observatory to monitor status of education, particularly re inclusion, and the management of the education system • Creating awareness on exclusion in education through documentary, share results with government and local authorities and share recommendations • Meet with parliamentarians to propose law on inclusion in education, follow up with radio programs
Bolivia	Bolivian Campaign for Right to Education (CBDE)	<ul style="list-style-type: none"> • Conduct a study on the status of implementation of the national Education Act linked to the right to education, and share recommendations with the Plurinational Assembly and Ministry of Education • Develop policy proposal for a new curriculum that is non-colonised, non-patriarchal gender sensitive
Burkina Faso	Coalition Nationale pour l'Éducation Pour Tous du Burkina Faso (CN/EPT/BF)	<ul style="list-style-type: none"> • Set up advocacy groups of members to identify barriers to access, retention and achievements, particularly for girls, make proposals and recommendations to improve education rates • Set up and train advocacy group in budget monitoring, carry out annual citizen control, share results with national and local authorities, present in public hearings, advocate for increased spending • Awareness raising through press conferences, TV and radio programs
Burundi	Coalition Burundaise pour l'Éducation Pour Tous (BAFASHEBIGE)	<ul style="list-style-type: none"> • Set up and training provincial branches on gender issues, education for children with special needs, early childhood, and education reform
Cambodia	NGO Education Partnership (NEP)	<ul style="list-style-type: none"> • Using research to influence policy on teacher's recruitment, welfare, development, and mobilise more resources from community councils to improve quality of primary education
Cameroon	Cameroon Education For All Network (CEFAN)	<ul style="list-style-type: none"> • Conduct citizen Watch exercise and report on implementation of school construction aspects of the ESP • Develop and present policy paper on non-formal basic education during the education sector review in 2014, and lobby for incorporation into official policy

Cape Verde	Rede Nacional da Campanha de Educacao Para Todos (RNCEPT)	<ul style="list-style-type: none"> • Promote legal framework for inclusive education through proposal of new law
Cote D'Ivoire	Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIP-EPT)	<ul style="list-style-type: none"> • Carry out assessment of implementation of the education sectoral plan 2010 – 2013 • Create awareness of situation of damaged schools and lobby for rehabilitation
Djibouti	Forum pour Action et le Développement de l'Education (FADE)	<ul style="list-style-type: none"> • Lobby for legislation on CSO engagement in development, implementation and monitoring of education policy • Develop CSO position paper on government funding application to GPE • Conduct research report on pre-primary education
Dominican Republic	Foro Socioeducativo (Social and Education Forum)	<ul style="list-style-type: none"> • Lobby for the implementation of 4% of GDP allocated to education • Advocate for policy on better conditions, training and dignity of teachers
DRC	Coordination Nationale De L'Education Pour Tous (CONEPT)	<ul style="list-style-type: none"> • Conduct budget tracking analysis and report, and lobby for increased spending on education • Advocate for gender equality reform
Ethiopia	Basic Education Network - Ethiopia (BEN-E)	<ul style="list-style-type: none"> • Assessment of access to education for children with special needs and follow up with policy consultation and lobbying re education budget • Assessment of gender equity gaps in budget and lobby government to increase spending on girls education • Influence participatory teaching in curriculum through curriculum review and engagement with Curriculum Development and Research Directorate of the MOE
Gambia	Education For All Campaign Network, The Gambia (EFANET)	<ul style="list-style-type: none"> • Coalition Task Team to review the Special Needs Education policy implementation process to identify gaps and advocate for effective implementation of the SNE Policy • Advocate for improved access to quality Technical and Vocational Education and Training
Ghana	Ghana National Education Campaign Coalition (GNECC)	<ul style="list-style-type: none"> • Research and documentation on gaps between policy and practice of teacher recruitment and deployment in public basic schools • Influence district and regional review processes in favour of effective teacher deployment through district specific policy proposals, and engage in LEGs • Organise radio and TV discussions, news and internet publications on teacher issues
Guinea Bissau	Réseau de la campagne de l'éducation pour tous Guinée-Bissau (RECEPT-GB)	<ul style="list-style-type: none"> • Research on ECD, for advocacy use • Lobby meetings with political parties, government, and parliament for increased spending on education • Door to door sensitisation campaign for parents to send children to school, and keep keep them there
Honduras	Dakar Forum Honduras	<ul style="list-style-type: none"> • Advocacy about new General Education Law approved in 2011, which now needs regulation • Conduct study on privatisation in education
India	National Coalition for Education (NCE) India	<ul style="list-style-type: none"> • Target electoral constituencies in upcoming general election to increase financing for education • File a Public Interest Litigation to bring the issue of non-compliance of the Right to Education Act to the court through presentation of evidence-based research
Indonesia	Network Education Watch Indonesia (NEW Indonesia)	<ul style="list-style-type: none"> • Carry out review of National Education Law • Through coalition thematic expert group, develop position paper on quality 12 year Basic Education for the government's annual sector review, and advocate for Basic Education principles for be included in

		the National Education Sector Plan
Kenya	Elimu Yetu Coalition	<ul style="list-style-type: none"> • Review national alternative basic education policy, and develop policy position • Lobby policy makers to legislate for the Enforcement of the Right to Education • Work with teacher unions to participate in LEG and to input to development of National ESP and government funding application to GPE re increasing allocations for teachers
Lesotho	Campaign for Education Forum (CEF Lesotho)	<ul style="list-style-type: none"> • Research conditions and salary levels of teachers, and advocate in collaboration with 4 teachers unions for new policy on salary/benefit issues • Research and Publication on Re-Entry Policy and the Non-formal Education Policy to move towards adoption and implementation. • Carry out budget tracking and advocate for increased transparency and accountability in government budgetary allocation to education (specific focus on disability, and on non-formal education)
Liberia	The Liberia Education for All Technical Committee (LETCOM)	<ul style="list-style-type: none"> • Engage in dialogue with the House of Parliament and Education authorities to increase budgetary support for Education in the 2014 - 2015 National budget to 15%
Malawi	Civil Society Education Coalition (CSEC)	<ul style="list-style-type: none"> • Gender responsive budget analysis (focusing on infrastructure and school environment) and policy brief • Budget analysis, focusing on girls and teachers welfare, leading to policy briefs, use results to engage and lobby government and parliament • Membership engagement in TWG on girls and teachers and development of position papers, strengthening CSO engagement on LEGs • Advocate with stakeholders on increased access to education for girls and re-entry of teen mothers
Mauritania	Coalition des Organisations Mauritaniennes pour l'Éducation (COMEDUC)	<ul style="list-style-type: none"> • Participatory research on marginalised groups in education • Strengthening membership role in LEGs and other spaces to formulate national education policy
Mongolia	All for Education (AFE) Mongolia	<ul style="list-style-type: none"> • Conduct participatory assessment of school governance and environment through a "Good School" tool
Mozambique	Movimento de Educação Para Todos (MEPT)	<ul style="list-style-type: none"> • Set up thematic group for organisations representing people with disabilities, and participate with official PWD working group in policy dialogue using monitoring exercises carried out • Data collection on best practice in ECD
Nepal	National Campaign for Education (NCE Nepal)	<ul style="list-style-type: none"> • Disseminate 'Watch Book' based on budget analysis and lobby the Ministry of Education, Ministry of Finance and Law makers to increase education budget • Hold thematic consultations of the status of EFA in Nepal and share recommendations on the Post 2015 framework with policy makers
Nicaragua	Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua (El FEDH IPN)	<ul style="list-style-type: none"> • Strengthen regional coalition chapters to undertake research and report on violations against the right to education at municipal level through an alert system, and use information to lobby the Parliament
Niger	Coordination Nationale des Associations, Syndicats et ONGs de Campagne en Faveur de l'E.P.T au Niger (A.S.O E.P.T Niger)	<ul style="list-style-type: none"> • Study on the impact of crises such as food shortages and safety issues in the education system • Policy dialogue and lobbying to promote new policies on appropriate teacher training and provision of teaching materials • Campaign on inclusive education, sensitisation in schools on issue and of training of specialised teachers

Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)	<ul style="list-style-type: none"> • Strengthen capacity of School Based Management Committee (SBMCs) and the Mothers' Association (MA's) to promote girls education • Lobby for increased support to girls education to increase learning achievement of girls • Gender analysis of the education budget, community participation in budget monitoring
Pakistan	Pakistan Coalition of Education (PCE)	<ul style="list-style-type: none"> • Conduct social audit survey for monitoring and tracking of education budget and share analysis of findings in district level round tables with policy makers
PNG	PNG Education Advocacy Network (PEAN)	<ul style="list-style-type: none"> • Lobby for inclusion of adult literacy in the provincial level budget allocation as core priority for poverty alleviation
Rwanda	Rwanda Education For All Coalition (REFAC)	<ul style="list-style-type: none"> • Research on obstacles to achieving quality of education • Lobby government, Parliamentarians, district officials to increase budget to cover quality education
Senegal	Comité des ONG et Syndicats pour la Défense de l'Éducation Publique (COSYDEP)	<ul style="list-style-type: none"> • Review of governance methods in the education system • Conference on benefits of mainstreaming children with special needs in education policies • Participatory and sensitive to special needs citizen budget watch, and participation in public hearings • Broad-based campaign and mobilisation of communities on special needs education, engaging with media, newspapers, radio, TV, and online
Sierra Leone	Education For All Coalition Sierra Leone (EFA-SL)	<ul style="list-style-type: none"> • Review of 1991 Constitution, engage with policy makers on findings in review of 1991 Constitution, including on LEGs • Policy brief on education financing • Participatory budget monitoring • Awareness-raising of EFA study at national and local level
Solomon Islands	Coalition for Education Solomon Islands (COESI)	<ul style="list-style-type: none"> • Engage and lobby policy makers for the Inclusive Education Policy, National Literacy Policy and Gender Equity Policy to be fast tracked for endorsement and implementation
Somalia	Education For All Somalia (EFASOM)	<ul style="list-style-type: none"> • Engage in policy debate and discussions around curriculum development linked to equity and inclusiveness, especially concerning disability
Sri Lanka	Coalition for Education Development (CED)	<ul style="list-style-type: none"> • Carry out situation analysis on the recurrent closing down of small schools and initiate dialogue with policy makers to prevent further closures
Sudan	Sudanese Network for Education for All (SNEFA)	<ul style="list-style-type: none"> • Using policy and budget analysis to conduct policy debate with parliamentarians to advocate for increased funding to education
Tanzania	Tanzania Education Network (TEN/MET)	<ul style="list-style-type: none"> • Participate in Annual Education Sector Review (October 2013) and present coalition statement • Lobby Policy makers and Parliamentarians on policies and budgets related to the provision of inclusive teaching and learning environments, and on provision of pre-primary education • Public awareness campaign in communities on inclusive and pre-primary education
Timor Leste	Timor Leste Coalition for Education (TLCE)	<ul style="list-style-type: none"> • Work with disability groups to lobby the National Parliament and other government agencies to increase access to education for people with disability with 25% by 2015
Togo	Coalition Nationale Togolaise Pour L'Éducation Pour Tous (CNT/EPT - Togo)	<ul style="list-style-type: none"> • Set up thematic groups on EFA • Analysis of Education Sector Plan, assessment of education sector management • Enhance participation in strategic review processes and dialogue with decision-makers and

		parliamentarians
Vanuatu	Vanuatu Education Policy Advocacy Coalition (VEPAC)	<ul style="list-style-type: none"> • Carry out a baseline report on out of school children aged 6 - 20 and use findings to lobby with the government, donors and stakeholders to improve access to quality education • Carry out assessment on the pilot project on local school board management to determine its effectiveness, and disseminate results
Vietnam	Vietnam Coalition for Education for All (VCEFA)	<ul style="list-style-type: none"> • Based on research study, present policy recommendations for the improvement of education quality in kindergartens
Yemen	Yemeni Education for All Coalition (CEA)	<ul style="list-style-type: none"> • Advocacy for increased spending • Lobbying for increased transparency and access to information
Zambia	Zambia National Education Coalition (ZANEC)	<ul style="list-style-type: none"> • CSO policy review and assessment of implementation of National Education Sector Plan, review of National Education Legal Framework and Policies Reform • Using findings of EFA review to participating in LEGs, JSR, and Coordinating Committee meeting
Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	<ul style="list-style-type: none"> • Review of Education Act 2006, and proposal on revised Education Act which reflects the Right to Education, lobbying MoE & parliament, LEG on revised Act • Monitoring of GPE funds • Awareness-raising on quality and free education

5. Challenges and lessons

- **Delays in receiving funding:** Even though funding for the CSEF 2013 – 2014 was approved by the GPE Board in December 2012, and funds were meant to flow as of April 2013, there were delays in finalising the grant agreement with UNESCO. Signing of the agreement was the trigger for funds to be transferred from UNESCO to the GCE Secretariat, hence delays in signing meant delays in funds transfers to GCE and subsequently to regional and national level. These delays had severe consequences for the CSEF program, particularly for the national coalitions, who depend on CSEF to cover salaries and rent. In some countries, staff were forced to leave, and others worked for several months without pay. These challenges also caused delays in program implementation at global, regional and national level. At regional level learning events were cancelled, and Funding Committee meetings were postponed due to funding constraints, which had the add on effect that coalition proposals could not be approved, grants were unable to be transferred and coalitions had to cancel or postpone activities. These delays caused a risk in terms of destroying capacity created and institutional memory gained within coalition secretariats, lost advocacy opportunities and momentum, and diminished credibility due to absence from policy debates. The CSEF 2013 – 2014 design incorporates a period for planning, in response to delays experienced in previous phases. The delays experienced in this current phase demonstrate the need to allow even more time for strategic planning and preparation, and in particular to move much earlier on securing funding and agreement with the Supervising Entity, in order to avoid serious impact on CSEF implementation.
- **Restriction of space for civil society as political actors:** Through preliminary analysis of coalitions proposals, it is evident that many are facing a grave challenge in terms of the lack of openness and democracy in political processes in their countries. Some coalitions are experiencing criminalisation of civil society, others are being excluded from political decision-making spaces. Some governments do not allow NGOs to work, control money entering or leaving the country, and demands permits – hence creating difficulties for civil society operations. Through the CSEF 2013 – 2014 there will be an emphasis on combating this obstacle by creating awareness of democratic and peaceful political governance, and by engaging with international partner organisations to help voicing the importance of civil society participation.

- **Recognising diversity when engaging with and supporting national education coalitions:** An important lesson from the experience of engaging with coalitions in CSEF is to recognise and respecting the individual context of coalitions and the environments in which they operate. In line with this learning, the global capacity building and learning plan will be based on country ownership and flexibility, and on the thinking that the same capacity support strategies do not necessarily work in different countries, or even within the same coalition, and the level of support provided can be increased or decreased over time, depending on needs and strengths.
- **Recruitment:** the GCE Secretariat has had difficulty recruiting qualified staff to manage the programme, creating additional burdens on existing staff and requiring use of consultants, who necessarily have less institutional knowledge of the programme. This has also been the case in the Africa regional secretariat, particularly when trying to recruit French-speaking and Portuguese-speaking programme officers. Job descriptions have been adjusted and recruitments re-launched.

Conclusion

While delays in receipt of funds mean that some processes have not been delivered on the timescale intended, progress overall has been positive. There have been considerable reforms made to programme design and structures, and the support given to national coalitions in developing plans has been more extensive than in any previous phase – not least because of the additional support provided by members of the CSEF International Partners Group. This has demonstrated how CSEF can successfully serve as a means not only to support national civil society activity, but also to coordinate international support for that activity.

The plans developed by coalitions so far demonstrate a clear focus and targeted advocacy agendas, crafted according to national contextual analysis, coalition strategies, and CSEF overall objectives. They display detailed thinking about how best to engage with and make a positive contribution to education sector policy, planning and monitoring, with a particular focus on engagement in LEGs, Technical Working Groups, etc; on budget advocacy; and on engaging with sub-national as well as national decision-makers. GCE feels confident that the rigorous planning during this phase leaves the CSEF with a solid foundation to deliver in the next phase of implementation.

We look forward to working with UNESCO and GPE on the next phases of this innovative programme, and in particular to coordinating our activity to support national coalitions to make the greatest possible impact on achievement of EFA and national education goals in their countries.

GCE is a civil society coalition that calls on governments to deliver the right of everyone to a free, quality, public education.

Operating in 97 countries with members including grassroots organisations, teachers' unions, child rights groups and international NGOs, its mission is to make sure that States act now to deliver the right of everyone to a free, quality public education.

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