

Report on the Civil Society Education Fund Global Learning Event

Kathmandu, Nepal

November 13-15, 2018

Report by: Sagar Atre

Edited by: the GCE Secretariat

Organised by: **The Global Campaign for Education (GCE)**

With support from: The National Education Coalition, Nepal

Global Partnership for Education (GPE)

Asia South Pacific Association for Basic and Adult Education (ASPBAE)

GIZ

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Executive Summary

The Civil Society Education Fund (CSEF) Global Learning Event (GLE) took place from 13th to 15th November 2019 in Kathmandu, ahead of the Global Campaign for Education (GCE) World Assembly and running parallel to the Youth Caucus. Representatives from more than 60 CSEF funded coalitions in Asia, Africa, Eastern Europe, Latin America and the Middle-East attended the meeting.

The main purpose of the event was to consolidate learning in the key programme areas, to reflect on its successes and limitations, strengthen capacity and to prepare for the years to come in the new context of the Advocacy and Social Accountability (ASA) framework. The three days were designed to address coalition structural and organisational needs (resource mobilisation, monitoring and evaluation, financial management), strategic programmatic areas (gender inclusion, education financing and national budget monitoring) and future opportunities (youth engagement, Global Partnership for Education (GPE) ASA framework).

The first day started with a focus on the last three years, and invited the audience, regional stakeholders and GCE Board members to reflect on the achievements of the CSEF programme. There was a common agreement that CSEF was instrumental in strengthening civil society advocacy, and that it allowed many bold actions and successes from organisations at the regional and national level. The participants also recognised that there was now the need to capitalise on the lessons learned, to be more dynamic and to step up to overcome the challenges ahead. One of the very immediate challenges was resource mobilisation, and although some hurdles were identified there was the sentiment overall that many coalitions were ready for the change and had strong assets and innovative ideas to share with potential donors.

Monitoring and evaluation was the first topic of the second day, reviewing the successes and limitations of the current system, and looking at recommendations for improvement. The discussion then shifted to the immediate future, with the presentation of the new GPE ASA programme, which will replace CSEF in 2020. The new mechanism was welcomed, and although its implementation will cause some difficulties linked to reduced funding, the room was made aware that our collective strength would help going through the transition. Gender was also on the agenda of day two, with a powerful intervention from Nora Fyles, United Nations Girls Education Initiative (UNGEI) Director, and inspiring examples from national coalitions.

Finally, the third day addressed the key issue of education financing, with a reminder of the 4S framework and presentation of successful budget monitoring activities at the regional and national levels. The session highlighted the need for strong data collecting and monitoring mechanism in order to deliver efficient evidence-based advocacy. The GCE Secretariat Finance Team then focused on building financial capacity within coalitions, with a three-hour long session on financial management and good financial governance. The Youth Caucus representatives then joined the CSEF GLE participants to present the outcome of their reflection on the place of youth-led organisation within the movement, and suggest recommendations to national coalitions and the GCE Secretariat.

The closing session looked back at the three meeting days, taking stock of what the participants appreciated and areas where there was space for improvements. As a conclusion, National Education Coalitions (NECs) were encouraged to persevere in their pursuit of the realisation of the full Sustainable Development Goal 4 (SDG 4) targets, play an even greater role to define policy at the local level, persist in learning and building capacity to deliver better outcomes, and partner with key stakeholders and relevant education actors in their countries.

Introductory Session and GCE chairwoman's address

The Global Campaign for Education (GCE) convened a three-day session in Kathmandu, Nepal to reflect on the Civil Society Education Fund (CSEF), a major programme which allowed participating national education coalitions (NECs) to engage in a variety of advocacy activities at the national, regional and international levels. The CSEF has had three rounds of funding, which prioritised civil society organisations (CSOs) and their activities to ensure free, quality, public education as mandated by the 2000 Education For All goals and since 2015 Sustainable Development Goal 4.

Monique Fouilhoux, Chairwoman of the GCE Board, was invited on the stage to reflect on the CSEF programme and the learnings from it. She focused on the central role of GCE as a movement plays to reach the SDG4 targets, and underlined the need to be more aware of our achievements and celebrating our successes through rigorous monitoring and evaluation. She also noted that the CSEF had largely been successful in achieving its objectives; and had empowered coalitions to leverage the solid base provided by the CSEF to mobilise additional resources.

Ms Fouilhoux added that in order for the movement to build on its knowledge and successes, it also needed to be supported by a solid communication strategy at the national, regional, and international level and to fully exploit the opportunities presented by the new forms of communication which now dominated the landscape.

“We need to rethink our communication strategy, bring new ways of connecting with our stakeholders and create new forms of engagement.”

- Monique Fouilhoux

She concluded that, although there was still a lot to do, the CSEF had increased its beneficiaries' ability to monitor financial conformity and implement proper procedures. Moreover, many National Coalitions had been truly strengthened, and their commitment to SDG-4 reinvigorated by the programme.

Session highlights:

- Monique Fouilhoux, Chairperson, GCE, highlighted that the time was ripe to consolidate activities done during CSEF and recalibrate them according to the ASA Framework.
- The Global Learning Event was mainly geared towards this transition and equipping GCE members to prepare for it.
- More dynamism was required to capitalise on some lessons learnt during the CSEF.
- The approach to holding governments and the world accountable to SDG 4 now demanded building strategic alliances with other stakeholders in the development sector.
- Diversification of resources and strategizing accordingly was necessary for all national and regional organisations, and GCE would need to guide that transition.

1. Setting the context and framing the learning event

Presentation of the Learning event

The next session was moderated by Wolfgang Leumer, Head of the CSEF programme for the GCE. Wolfgang presented the tentative agenda for the event. The event would devote some time to reflect on:

- The purpose of CSEF, the learning and how it has fit into the general orientation of the GCE movement;
- GCEs' theory of change and its achievements across the years;
- Deliberating education as a universal human right;
- Human Rights and the response of states to respect, protect and fulfil this right to education;
- The reassertion of a well-functioning, comprehensive public education system and its centrality to GCEs vision and government action for it.

For the past few years inspired by GCEs strategy 2015-2019, the GCE and CSEF focused on building organisations so that citizens can ensure that their voices are heard. The coalitions have ensured that they include diverse voices, prioritising affected populations, adolescents and Young people, adults, parents and teachers. The GCE has also brought diverse CSOs together, prioritising those at grassroots level, reinforced by regional and international voices. Driven by

GCE's strategy the CSEF programme supports associations of citizens claiming their rights vis-a-vis the government and its duty bearers.

Wolfgang Leumer took the audience through the agenda; the three-day activities being divided into the following sections:

Day 1:

1. Looking back and reflecting on the history, stories and the successes in influencing policy.
2. What challenges were met in reaching these goals?
3. How do funded-coalitions see CSEF, in the frame of GCE and new opportunities such as ASA?
4. What is the importance of CSEF core funding to attract other funding and resourcing?
5. Learning from successful examples and how to get closer to sustainability.

Day 2:

1. Developing systems for measuring our failures and success: have they made us effective, how have others evaluated us?
2. What new learning do we need for ASA?
3. A short overview of ASA and KIX, and how they synchronise our needs with opportunities and inspiration.
4. Session about the ASA grant agent: Oxfam IBIS providing details, timelines and reflections on roles and responsibilities between grantees and grant agent.
5. Gender justice will be addressed through case stories from three regions, to provide some pointers towards future gender work, embedding the theme into ASA support for NECs.
6. Conduct a check on how CSEF follow up relates to the new GCE strategy to be finalised during the World Assembly.

Day 3:

1. To reflect on holding governments to account, start process to capacity building activities for coalitions on domestic education budget and pledge tracking.
2. To build capacity on good governance and financial administration, proper governance structures and better financial management to ensure quality of the work we deliver.
3. Inviting the youth to discuss on the outcomes of the Youth Caucus.
4. Final reflection session.

Panel discussion

Mr. Leumer then invited a panel of regional and national representatives from the GCE board to share their evaluation of the CSEF programme and then take questions from the floor. Panel members were: Samuel Dembélé (Chair, ANCEFA), Refaat Sabbah (President of the Arab Network

for Education), Camilla Croso (President of the GCE), Mubarak Abbas (Executive director of United Nations Association, Sudan) and Rasheda Choudhury (Vice-president of the GCE Board). The discussion was moderated by Vernor Muñoz, Head of Policy and Advocacy at GCE.

Mr. Mubarak Abbas spoke first on his experiences and challenges with CSEF. Mr. Abbas appreciated that CSEF allowed the Sudanese coalition to implement a number of programmes in education to which government responded positively. He added that the CSEF allowed them to do a lot in support of capacity building mechanisms through multi-faceted activities, and those have been useful for bringing experts. Mr. Abbas concluded by noting that the support of CSEF was vital in building their organisations and coalitions, and it helped them to diversify their expertise and facilitated the shift to the ASA framework.

Samuel Dembélé of ANCEFA then noted that they had been CSEF partners since 2009. Nearly thirty-two coalitions in Africa benefit from the programme, which allowed the coalitions to bring more dynamism into their activities, and strengthen people's rights at the national level. Moreover, CSEF helped support their global partnerships and build a strong movement based on civil society's ability to champion education rights. Dembélé also added that CSEF had enabled research to be conducted, adding a strong evidence base to their actions, which governments need to mobilise on programmes and activities. He expressed his hope that ASA would help in the same manner to widen civil society organisations' activities, ensure better coordination and follow-up and allow more countries in Africa to benefit from this network.

"CSEF has helped us conduct out-of-the-box programmes, but most importantly it has helped bring dynamism in our activities at the national coalition level"

- Samuel Dembélé

Camilla Croso, President of GCE and representing the Latin American and Caribbean region noted that a total of 63 countries across the world are working within the programme. Echoing Mr. Abbas, she agreed that the CSEF had allowed the coalitions to build institutional capacity to strengthen campaigning in each of the regions. Ms. Croso also highlighted that CSEF had retained the unique texture of national movements and local issues. She spoke of the remarkable synergy between specific local contexts synchronising with the global movement in achieving free, quality, public education for all in the world. Ms. Croso remarked that the programme had worked for several years, strengthened coalitions, and empowered them to overcome challenging contexts.

“The CSEF has allowed the synchronisation of global and local. We became stronger as a movement due to the convergent values of the CSEF, but also retained our own uniqueness in battling the challenges of our own nations.”

- Camilla Croso

Rasheda Choudhury of the Campaign for Popular education (CAMPE) in Bangladesh and the Vice-chair of GCE stressed that CSEF had helped in realising the principle of education as a fundamental Human Right and a state responsibility. She noted CSEF was a remarkable programme because it helped them achieve some major objectives as follows:

- **Allowing work on advocacy** and fundamental issues such as the right to education, bringing tax justice and equitable financing;
- **Acknowledging that teachers are the driving force** inside the classroom. A major alliance between civil society organisations and teachers happened due to CSEF. Now, nearly 15 Teacher unions work with CAMPE in campaigning, preparing action plans for achieving educational goals and working coherently as a unit with CSOs.
- **The need for hard evidence** for governments and donors, and research and policy briefs and advocacy based on it became a major component in their activities;
- **Work on unconventional programmes**, including a lawsuit to the Supreme Court to get schools to follow government directives on fee caps and limits. No other funding mechanism could allow this as a part of their strategy.

“No programme would have allowed us to take an unconventional route of waging legal battles for the public’s right to education. But that is at the heart of the CSEF programme, it has allowed us to go beyond routine measures and fight battles that matter, without giving inordinate importance to the means or projects we undertake.”

- Rasheda Choudhury

Refaat Sabbah, from the Arab Coalition for education noted that the most important contribution CSEF had made was in making the GCE more coherent, and converting it into a movement. He noted that the CSEF had provided a phenomenal sense of optimism to the region’s activities, bringing advocacy to a new level, lending greater acceptance to the campaign in the Arab world, and allowed them to gain much more legitimacy with governments. Mr. Sabbah expressed optimism that the national movements would now reach even more people in conflict-

ridden regions such as Yemen and Gaza, and take the people along in ensuring educational access to every person deserving and requiring education.

“I boldly say that the CSEF programme may be one of the most critical elements in bringing us closer to our goal of becoming a more coherent movement. I think that the CSEF’s activities brought a phenomenal sense of optimism to the Arab region, which has battled, and still does battle some of the most fundamental issues. We are optimistic on building on the CSEF movement and making our movement more strong and vital.”

- Refaat Sabbah

The question and answer session included questions about regional sharing mechanisms, especially intra-regional sharing, privatisation, legal action and terrorism.

In reply to the question about legal action, Rasheda noted that the coalition was deeply networked with multiple stakeholders, and had actually sought the government’s tacit support to achieve this legal outcome. She stressed the need to have strategic alliances and build networks which could help in such unconventional outcomes.

Regarding the question of sharing among the African coalition, Samuel Dembélé added that the regional network had a good sharing mechanism, wherein they held meetings to bring about special change.

“Regional sharing is a critical element among our movement. We should have it as a constant mechanism among our movement.”

- Samuel Dembélé

Refaat Sabbah, while speaking on the issue of terrorism, acknowledged there was a disturbing trend in accepting violence as a part of life. He noted that improving and creating an atmosphere where the lives and education of children are more valued would make the world less prone to conflict. Many Yemeni teachers had successfully negotiated to demilitarise schools, a huge victory considering the situation there. Similar efforts were now ongoing in Palestine and Syria.

Speaking about privatisation, Camilla Croso noted that privatisation engulfed spaces for the public and citizens, and it often led to criminalisation of those seeking public spaces. The recent student unrest in Nicaragua was an example. Most countries now need international collaboration to bring about international intervention and a change in the status quo on the

ground. She and Rasheda also agreed that it was necessary to strengthen and respect the diversity in GCE, strengthening such movements alone would help each country's movement.

Session highlights

- Presentation of the agenda oriented towards reflection, achievements and sharing.
- The CSEF has allowed to develop bold programmes in all regions and in realising the principle of education as a fundamental Human Right and State responsibility.
- The CSEF was key to strengthen civil society at national levels, supporting them in delivering strong research and evidence-based advocacy.
- The CSEF helped building capacity and implement local fundraising activities.
- The CSEF is recognised as a major boost which accelerated and consolidated the constitution of GCE as a global civil society movement.

2. Deliberating key themes in the post-2015 era

This session provided an opportunity for participants to reflect and share key achievements, successes, challenges and obstacles faced by National Education Coalitions (NECs), Regional Secretariats (RSs) and Regional Financial Management Agencies (RFMAs) during CSEF III. Participants were invited to reflect on the key themes below:

Key successes/achievements	Key challenges	Recommendations
Domestic Resource Mobilisation		
Advocacy is bearing fruit and government are more responsive. CSOs have enabled taxation to fund education, improved budget scrutiny and channel money to education.	Governments prefer action in areas that yield quick results.	Tax rebates need to be reduced. Coalitions should continue to monitor budgets and invite partners to fund education.

SDG4		
		Better National level cooperation with UNESCO and better follow-up with governments on defining and tracking SDG4 indicators.
Gender		
Gender is now formally part of the agenda with regards to education, and many policies and standards are in place that includes a gender framework.	Policies are not always implemented. The cultural ethos is still stacked against girls, with some laws forcing girls to shift to night school. The conceptualisation of gender is usually very limited, often not recognising diverse sexual orientations, e.g. LGBTQ groups, and others.	There is a need for countries to do more work on gender parity and equality at the national level, and to focus on an interlinked framework on human rights and education. There is a further need for shared learning on gender, linking SDG4 to SDG5, and to fight patriarchy at all levels. Legislative laws for marriage need to be harmonised, and a need to intensify the struggle against forced marriages.
LEG Engagement		
There is better presence for CSOs, and local partners were sharing initiatives which made it more effective.	Political instability. At country level, decisions can only be taken within nations and therefore parallel actions are needed amongst coalitions. Setting up/developing of information and reporting tools, sharing and learning at the country and global levels. Amplification of campaigns / advocacy actions from the global level to the national level.	Strengthen the capacities of CSOs and guaranteeing sustainability amongst them. Continuity of actions in the group and strengthening alliances within the country to make advocacy more effective.
Voluntary National Review (VNR)		
Multiple shadow reports by organisations and	Governments are reluctant to include CSO participation.	There is a need for equity and inclusion to be a recurring

engagement of CSOs had led to the process being more robust		theme every year at the High-Level Political Forum. Better stakeholder mapping.
Global Action Week for Education (GAWE)		
Great tool to provide a uniform voice to the Movement. It increases public awareness by campaigning to put pressure on governments.	Actions done during GAWE appear fractured as there is no follow-up on the issues for the following year.	Wider coverage, e.g. media as well as increasing coordination between networks during GAWE, which will ensure creating a global platform for GAWE.
Pledge Tracking		
There is a good amount of tracking of national pledges based on national priorities	Better tracking of education financing for both regional and global pledges. Many nations have made diverse laws to curb financing and activities by CSOs, while some had frozen pledges to education.	Better stakeholder analysis and working more on localising pledges. There is a need to monitor the policies of countries as well as ensuring that countries follow the pledges made.
Conflict and fragility		
In Jordan and Palestine, the unions acted to ensure that education budgets are not cut since it would endanger public education.	Volatile political situations and the instability plaguing many conflicted countries esp. in the Middle Eastern region.	
Linking national with global within CSEF		
		There is a need to strengthen regional structures to facilitate the relationship between the Global and National levels to improve communication between and within regions

The plenary welcomed these discussions, as it enabled coalitions to reflect on these key themes and provide some recommendations for the future.

“The main problem is the shifting of donors to programmes focused on implementation rather than advocacy. We are seeing a decline in the space for organisations working on advocacy. This needs to be contested as a united front by the GCE movement.”

Session highlights:

- Pushing governments for securing funds and following commitments is critical.
- Political instability in large areas of the world threatened space for CSOs.
- Focusing and including gender equality in the education agenda was necessary.
- The advocacy efforts for financial pledges by CSOs were finally being responded to by governments, which meant that coalitions now needed to persist in their efforts.

3. Resource mobilisation in the post-CSEF era

This session focused on National Coalitions Resource Mobilisation strategies, providing a better understanding of the factors impacting resource mobilisation for education coalitions and of the past and future sustainability challenges, approaches and strategies for CSEF coalitions. A presentation by Mr Bernie Lovegrove from the Asia South Pacific Association for Basic and Adult Education (ASPBAE) touched on the ideological battles:

1. Donor push to shift responsibility back to poor countries, diminishing their sense of Official Development Assistance (ODA) obligation;
2. Long term neoliberal push for reduced state-run programmes and services, reduced taxes and more national assets and services privatised;
3. Undermining of, and reluctance to contribute to multilateral institutions, e.g. UN;
4. Shrinking of the civil society space, decline in tolerance for civil society advocacy and activism (Brazil); expulsions (Nicaragua & Pakistan).

There is greater competition amongst CSOs who are chasing scarcer funds. Many foundations have a restricted range of issues to fund and won't take on unsolicited applications. Some grants provided by donors are based on short-term rather than longer term grants. Funds are allocated on a project basis and little funding available for CSO overheads.

Lovegrove also drew attention to certain shifts in GPE with regards to sustainability, as most CSOs do not have a strong financial backup. GCE attempted to focus on inclusive national CSOs and coalitions, mainly to ensure they represented civilians. The main motive of the CSEF programme was to ensure that there remains a core base of funding for such organisations and to keep civil society organisations alive. The CSEF funding is a major foundational source for many coalitions and it has served to create and sustain nearly sixty coalitions. Concerns have been raised that the GPE Advocacy and Social Accountability (ASA) framework is unduly optimistic that core funds are out there, but no evidence is provided to support. Analysis undertaken by GCE indicated that if CSEF funds were pulled, most of the coalitions would no longer exist or just be mere shadows of themselves. Core funding from the CSEF programme has been key on which the CSO education coalition sustainability strategy was built. Based on the above, Coalitions are making resource mobilisation efforts, such as seeking supplementary project proposals, collecting membership fees, seeking funding to pay for activities and publications, using volunteers within coalitions to reduce staffing costs. The presentation made the following recommendations:

1. Peer learning from each other and knowledge-exchange meetings, face to face and online meetings were necessary to maximize interaction.
2. Structured training for proposal development is required to strengthen CSO capacity to locate funds.
3. GCE needs to locate alternative resources outside traditional donor bases.

The presentation also discussed a strategic plan for resource mobilisation, to reduce dependence and maintain a stable constituency who support the vision and mission of the programme.

In groups, participants discussed and shared ideas on resource mobilisation successes, challenges, lessons and recommendations from coalitions and regional organisations. The below table reflects on the feedback received from groups:

<i>Group 1:</i>
Coalitions have succeeded in building strong structures and legitimacy; activities have built trust amongst peers leading to increased credibility. Good governance and support attract funding. It was further noted that fundraising mechanisms had worked fairly well and that some private corporations remained a source to tap into, while member contributions in kind or funds and being proactive for seeking funding remained major targets.

Group 2:

In terms of the successes, activity-based fundraising, international donors, building strong membership bases, training workshops etc. remained good funding options. It was also advised to experiment crowdfunding and seek funding from philanthropies and influential people.

Group 3:

Most donors are not willing to finance advocacy-based work. Coalitions mentioned that CSEF had allowed them to mobilise resources and suggested the development of proposals at a GCE Secretariat level. Some strategies that the group presented were to strategically position coalitions around emerging topics in education, diversification into areas linked to education including health and development.

Group 4:

The funding from CSEF ranged from nearly 35% to 90% for many organisations, and it was necessary to value the contribution of coalition memberships. There is a need to mobilise the state or government to provide funding without the fear of being co-opted. Long term planning which can showcase long-term impact through a scientific and disciplined approach is necessary. There is a need to develop creative strategies to attract funds, to have a place in international associations and have a strategic vision of long-term sustainable programmes.

Group 5:

The main challenge is the dependency of membership fees as coalitions, when many members are grassroots organisations working with vulnerable. Corporate sources of funding often came with conditions and depend on some specific projects. Among successes, the organisations need to strengthen their credibility, mobilise their own funding, have strong member organisations and be partners with major universities. Some coalitions noted that they needed to think of how to keep linkages even if funding was independent. One critical point mentioned was that organisations needed to maintain learning networks to join each other in advocacy work at a broader level. Some recommendations for regional and global organisations was to coordinate better with INGOs, as they sometimes have different priorities and the local to global connection is lost. A critical requirement that was identified was minimising competition between INGOs, local NGOs and coalitions for resource mobilisation.

The session ended by noting that there were significant resources which would be available to many organisations and work was required to understand how it could be beneficially utilised. From the plenary there was a sense of determination among the organisations working under the ASA framework, and even if it was not renewed after 2022, there would be alternatives to funding and resource mobilisation.

Session highlights

- Civil society faces many challenges to mobilise resources for advocacy, both at local and international levels.
- While GPE funds have been substantial in supporting many coalitions, there is now a need to become more sustainable and diversify sources, especially with the implied changed of the new ASA framework.
- Capacity building in terms of peer learning, training for proposal development and a common strategic plan for resource mobilisation will greatly enhance NECs' successful resource mobilisation.
- Good governance, visibility and credibility, well-planned and executed projects are key to attract and sustain donors.
- Creative strategies could be explored, like looking into subventions from the private sector, individual giving and crowdfunding, and developing better links with INGO members.

4. Presentation and reflection on Monitoring, Evaluation and Learning (MEL)

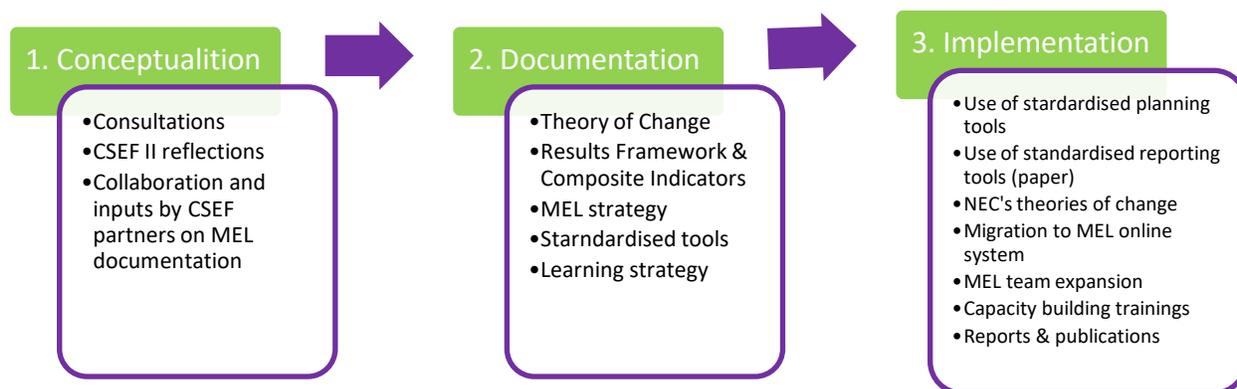
The second day of the Civil Society Education Fund Global Learning Event began with a reflection on the Monitoring, Evaluation and Learning (MEL) system. The session was facilitated by the MEL Manager, Lintle Rakgokong and MEL Officer, Khuselwa Mxatule, both working for the GCE Secretariat. The session aimed at reflecting on the development and implementation of the CSEF MEL system by presenting how the system was built & rolled out, successes, limitations and mitigations planned to address limitations. This presentation was followed by three presentations on successes, challenges and recommendations from two national coalitions (NCE-Nepal and SSNEC-South Sudan) and by Arab Campaign for Education for All (ACEA) presenting consolidated views of all Regional Secretariats.

Global Secretariat presentation

Khuselwa Mxatule began the session by defining key MEL concepts from the CSEF MEL system, presented a visual roadmap and overview of different stages and components developed in each stage with successes, limitations experienced during the implementation and mitigation planned to address challenges.

- **MEL System:** GCE Secretariat created a MEL unit to develop a MEL system to drive effective implementation of monitoring, evaluation and learning processes for CSEF III and to enforce a culture of accountability and learning throughout all CSEF implementing partners.
- **Components of the MEL system:** The development of interactive MEL components involved defining a comprehensive theory of change, developing a coherent results framework to outline global indicators, targets and data sources, development of reporting tools, outlining of roles, responsibilities, timelines and frequency of MEL publications, reports and targeted audiences.
- **MEL Strategy:** the MEL strategy was developed and used as a guiding policy document to outline the conceptualisation process, principles, the goals of the CSEF MEL system, and how MEL structures were expected to operate.

CSEF Phase III MEL system: Roadmap and building stages



Conceptualisation: The initial process that contributed to the conceptualisation of the CSEF III MEL system was a consultation of CSEF stakeholders and implementing partners and started towards the end of CSEF II in 2015. This aimed at gaining stakeholder consensus and joint ownership of the system. While this process ensured that different perspectives of all partners were taken into consideration in developing and documenting the CSEF MEL system, the ownership of MEL end results remained beneficial at the global level for accountability purposes to the main donor.

Documentation: The documentation of various components to guide MEL processes has been one of the key successes in developing the CSEF MEL system. As a result of stakeholder consultation, the CSEF theory of change, results framework, strategy, planning, reporting tools and guidelines were developed.

Implementation: The implementation stage focused on key MEL components that were introduced for the CSEF MEL system by pointing out success, limitations and mitigation to address limitations of the following CSEF MEL components:

- **Theory of Change (ToC):** The comprehensive CSEF Theory of Change provided a visual illustration of how CSEF inputs are to contribute to the expected results. One of the major successes of having a comprehensive theory of change for CSEF III has been the clear demonstration of how various stakeholders and CSEF implementing partners are expected to contribute at various levels to the achievement of the CSEF high level goal. Furthermore, it served as a base for the development of diverse and context driven theories of change by national coalitions. Some of the limitations noted were related to the development of context-based theories of change from the national level which saw

an exclusion of non-CSEF funded interventions. While a majority of coalitions were able to demonstrate a strong alignment of their work with CSEF objectives, some contextual differences limited alignment; and budget constraints have been a major challenge for the global secretariat to provide deeper MEL capacity at national level. The plenary noted that there was a need to align these with the wider goals rather than just the projects instituted within the CSEF.

- **Results framework & composite indicators:** The results framework was developed and aligned with the ToC to describe how the indicators measure CSEF implementation and achievement of expected outcomes. The framework outlined the methodology to assess indicators, targets, and the data to be gathered, data sources and quality assessments. The biggest successes of this framework were the clarification of data requirements for each objective, a consistent and centralised approach to track global performances and quantified metrics to track global indicators against annual targets. The members also obtained clarity regarding each area of implementation, in terms of tracking their performance towards CSEF goals and how indicators were quantified. It also led to the alignment of coalition level goals to the regional and global secretariat goals. Some of the limitations noted were that while a centralised system remained highly useful at the international level, the annual reporting framework for advocacy could not show results since advocacy rarely bears fruit in such a short-term window. Finally, quantifying results underrated the impact of advocacy strategies.
- **MEL Strategy:** While aimed at providing a guide on the implementation of CSEF Phase III MEL processes and defined workflows, the level of understanding of the MEL strategy varied across targeted audiences which posed a major limitation on implementation.
- **Standardised monitoring & reporting tools:** the planning and reporting tools provided a standardised common planning and reporting approach towards the achievement of national/country-based policy targets and linked them to the higher level CSEF objectives. The linear approach was not always successful due to the ever-changing advocacy context and therefore reporting remained output oriented as advocacy results could not be seen within the 6 months reporting cycle.
- **MEL online System:** The migration to the MEL online system automated previously existed reporting processes and provided a robust platform for a one-stop data management of all coalitions. However, the transition to this system led to more demands

for capacity support despite a shortfall of budgets. Similarly, some functionalities remained largely unused, while some functionalities such as the data visualisation tool remained useful for regional and global levels. One overarching lacuna of the system, of not accounting for non-CSEF initiatives, remained in his reporting framework.

- **Capacity Building:** The CSEF MEL system needed a solid back-up of capacity building and resources for migrating to the new online platform. The MEL unit at the GCE Secretariat was staffed with professionals, and the general quality of data collection and reporting was strengthened. However, due to budgetary constraints, the global secretariat MEL unit could not support strengthening context-driven planning, theories of change and reporting beyond CSEF that many coalitions required.

“There needs to be more capacity building and convergence between the three levels of the movement for the MEL system to be more capable. The MEL system cannot exist in isolation for only recording CSEF and allied programmes. The impact of coalitions comes from a sum total of their actions. That consolidated impact needs to be considered.”

- **Reports and Publications:** The one major expected output of any MEL system is the production of reports and publications. As a result of the MEL online system, the automation of reporting processes, approval and analysis reduced the challenges that were previously faced. The GCE could produce case studies, examples of good practice, lessons learned and consolidated biannual progress reports.

Mitigations to address limitations of the CSEF MEL strategies:

- **Balanced learning and accountability:** The current MEL system has been adopted as a system for accountability to transmit data to GCE with limited opportunities to drive learning and sharing across the three levels of CSEF implementation.
- **Long term planning:** A longer-term proposal submission and reporting timeframe should be considered to allow the expected improvement on the quality of data reported.
- **Qualitative reporting approach on global indicators:** The results framework and quantified annual targets which were adopted for CSEF Phase III have been the key guide on how results are reported and therefore required tracking against quantitative targets.
- **Institutionalise MEL and strengthen M&E capacity:** It is necessary to ensure that MEL processes are adopted as one of institutional requirements and each institution is supported to develop its own MEL system that contributes the high level CSEF goal.

Questions and answers

In the question and answer session, the first of these questions probed into how qualitative indicators were being captured through the system.

“Although the system captures a vast amount of data, it lacks granularity in capturing all the successes of the coalitions across projects.”

The answer provided noted that the tool quantifies the progress towards indicators and has a component to look at how partners are doing at context-based plans. However, some tool components also included qualitative information.

Input from a Regional Network

The regional secretariat presentation was done by Fotouh Younes from ACEA and mainly focused on the use of the MEL online system by highlighting benefits and challenges faced from the regional level perspective. Prior the implementation of the CSEF III MEL system, the regional secretariats supported the conceptualisation of the CSEF III theory of change, the MEL strategy and the development of context-based theories of change for national coalitions.

The CSEF MEL online system had many great features including the strong focus on result-oriented reporting, data analysis tool and report generation functionalities; all very useful for analysing coalitions’ progress against CSEF global indicators. They provided regional secretariats with an overview of the coalitions’ financial and programmatic execution. The challenges cited included the inability of coalitions to view other coalitions data which limited the learning aspect. The online based system was a challenge for coalitions with poor internet connection. Limited capacity at national and regional level to use the system independently and a separate finance reporting system were seen to limit the possibility to match narrative against financial report.

Input from National Coalitions

(Note: these presentations happened in the afternoon after the Gender session).

Two national coalition representatives were invited to share their experiences of the MEL online system: Ram Gaire from NEC Nepal and Ador Riak from the NEC of South Sudan. With regard to their experiences of using the MEL online system, they noted that the provision of MEL tools helped adapt and strengthen the coalition and its implementing partners' capacity, and appreciated the ability of the system to capture and provide an overview of the coalition’s qualitative and quantitative information and documentation.

They reported that the major challenges that plagued the system were internet connectivity, reporting on budgets and expenditures and lack of staff capacity. The recommendations included a need for cross learning and exchange amongst national coalitions, ongoing user support and training from GCE and RSs, inclusion of non-CSEF based advocacy to provide a better snapshot of coalition activities and the integration of an offline system which would upload information as soon as internet connectivity becomes available.

Session highlights

- The MEL processes were put in place in consultation with members to meet the needs of CSEF phases I, II and III, and evolved in an online platform in 2017.
- A stronger ToC was developed for phase III, and allowed alignment of national programmes.
- The online system presents advantages, with improved reporting, better organised information and tracking of NECs progress against CSEF objectives and an increased awareness of the different national programmes and their execution.
- Some limitations were also pointed out, like the impossibility to share reports between NECs, the language issue, the focus on CSEF only targets preventing NECs to report on the full range of their activities, and the need for more capacity building and training.
- Recommendations were made to improve MEL, looking at making more space for qualitative data, organising trainings and webinars, and encouraging shared learning through the platform.

5. ASA Blueprint and operational components

Sarah Beardmore and Tanvir Mohammed of the Global Partnership for Education facilitated the discussion for the ASA blueprint and how it would affect the CSEF framework. The new ASA Framework seeks to create a new, broader framework for supporting CSOs and widening the GPE and GCE agenda in furthering free, quality, public education.

The ASA is an evolution of the CSEF, providing a financing and funding framework of \$60 million over the coming three years.

After the introduction to the ASA framework, Sarah Beardmore spoke about the ASA design process and timelines.

There are three main windows under which the ASA will provide funding are:

1. Strengthen Civil society engagement in education planning policy dialogue and monitoring;
2. Strengthen Civil Society roles in promoting transparent and accountable national education policy and implementation;
3. Create stronger global and transnational enabling environment for Civil society advocacy and transparency efforts.

The operational component 1 will be open for National civil society coalitions, providing core funding for advocacy and social mobilisation activities and to their coordinating bodies. The second window (OC2) of Social accountability grants to civil society organisations outside the coalition definition, provides funding for increased inclusive citizen engagement in monitoring and assessing government performance and budget utilisation. The third window (OC3) of transnational advocacy grants would provide funding for transnational advocacy alliances, to execute campaigns, drive policy advocacy, build Civil society capacity and link national efforts to global and regional influencing strategies.

Moreover, the ASA framework aimed to ensure a learning exchange among grantees, continued support for national civil society coalitions to coordinate national advocacy and civic participation in education policy and for building on the strengths of CSEF. Transnational civil society alliances funding is for undertaking joint advocacy to influence the education policy agenda, and to encourage the drive to support community organising, multi-level advocacy and multi-country advocacy as a joint strategy. To further develop learning and sharing among partners, a new programme titled KIX would be launched for funding evidence-based research in education, developing country partners and governments, distilling knowledge of grantees and feed into dialogues with ministries and governments to inform government practice.

After GPE's presentation, Niels Hjortdal, international programme director for Oxfam IBIS provided Oxfam IBIS' perspective on the ASA framework.

6. Operational framework of ASA presented by Oxfam IBIS

Education has been a priority for Oxfam IBIS for over 20 years. Oxfam IBIS is the selected Grant Agent for ASA approved by GPE for all operational components including:

1. Managing proposal process, support for proposal development and assess proposals and applicants;
2. Coordinate selection panels;
3. Manage learning partners' network and activities in coordination with GCE and regional structures;
4. Receive, review and feedback on reports from grantees;
5. Compile and submit portfolio report to GPE;
6. Ensure alignment with ASA blueprint- balance portfolio.

The ASA framework will start in April 2019, the calls for proposals are to be sent out in July to September 2019, while the final grant decisions would be provided by the end of December 2019.

Niels gave very detailed explanations regarding the timelines, the management structures and the eligibility criteria.

“The ASA Framework has had to strike a fine balance between ensuring being in line with GPE and GCE goals and also diversifying the funding mechanism.”

The plenary engaged very intensely with both GPEs and OI's presentations and while concerns were raised concerns, the plenary also expressed support for this new funding framework.

Sessions highlights:

- The new ASA framework would try to strive a dynamic balance between oncoming challenges and the need to integrate the GCE and GPE visions with a wider set of actors across domains related to sustainability.
- The ASA framework had sought to capitalise on the strengths of CSEF and build on them to create a more meaningful framework.
- While some earlier grantees would be ineligible for ASA funding, the GPE and GCE would help in providing an off-ramp to more diversified sources of funding.
- The ASA framework sought to develop capabilities among grantees to take on inter-sectoral challenges and align the movement with like-minded actors working in other fields of sustainability.

7. Final reflections on ASA

(Note: This session happened at the end of the day, after the Gender discussion).

In the final roundup of the day, David Archer from ActionAid noted that there were two critical issues on which it was necessary to move forward for strengthening the movement, mainly:

1. Ensuring that ASA strengthens movement and does not damage or lead it to a project-based approach?
2. Ensuring that coalitions not part of ASA are not limited in their capacity of contributing to the movement?

Archer stressed that as the current framework had created strong ties due to a common funding mechanism, it would be necessary now to retain it even when the CSOs were not part of one funding umbrella. The GCE movement now needed to include non-ASA members as partners and keep the movement strong.

In the report back, the groups highlighted the following:

- The movement needs an appropriate strategic plan that asks member organisations to apply and integrate different actions plans into the new framework.
- The necessity to ensure ASA strategic alignment and to have flexibility to align groups at a national level even if they are not part of ASA.
- A longer-term programme approach is recommended to ensure sustainability and longer vision as a whole movement.
- The capacity building of NECs will benefit ASA.
- The selection of panels should be democratic and representation of regional organisation in global independent panel should be ensured.
- The GCE movement should use ASA to attain the ideal and link it to its global ToC and mainstream ASA to our collective efforts of advocacy at the global level.
- Activities such as GAWE should continue so that NECs can be constantly engaged.
- Opportunities for non-ASA organisations should be ensured and shared learning should happen at the GCE level.
- Countries not part of the GPE focus areas should be part of a scheme where they are mentored by ASA beneficiaries and consider it a shared responsibility of the movement.

Maria Khan, GCE board member and Secretary General of ASPBAE noted that CSEF had been a major boost to the movement. Although there is always scope for improvement, the movement benefited from it, as it had from previous mechanisms such as the Commonwealth Education Fund. She noted that ASA was moving from strength to strength, and as GCE celebrated its 20th anniversary, it was necessary to remember that the HLPF review of SDG4 in 2019 was a critical point for everyone.

Maria stressed that this was a time to stand firm in unity and hold nations and the international community accountable, even when some coalitions and members faced serious threats to their democratic rights and safety. The ASA framework would be critical in ensuring that the GCE built on its strengths, capitalised on the right issues and continued working tirelessly in achieving the goal of securing education for all. The day ended with Maria's words of inspiration.

Session highlights

- Maria Khan of ASPBAE noted that the movement was indeed at a critical juncture
- The transition from CSEF to ASA was not only a transition of mechanisms. It meant that the GCE movement needed to shift gears to face newer challenges, and to forge ahead to achieve the 2030 Agenda
- The movement had succeeded in putting education on the UN SDG agenda, and now was the time to carry that quest forward in earnest.

8. Integrating Gender work into education

The next session dealt with the inclusion of gender-related work, through sharing experiences and a presentation by Nora Fyles, the Director for the United Nations Girls Education Initiative (UNGEI) on the current scenario of gender responsiveness in the education sector and its policy advocacy. The session was moderated by Vernor Muñoz.

In her opening remarks, Fyles presented a quick poll that UNGEI did on including gender into the planning and execution of coalition activities. It showed a reasonable awareness on gender but also some lacunae when gender responsiveness was considered.

“While gender was an issue discussed at multiple forums across coalitions, integration had still remained incomplete, although it should be noted that some nations have done some exemplary work demonstrating how gender and gender-based advocacy of education can be incorporated in work related to education.”

- Nora Fyles

Mozambique

The presentation from Mozambique shed a spotlight on the issue of pregnant girls. Nearly 37% of girls in Mozambique left school before end of primary school, the major reason being pregnancy and premature marriages. Nearly 48% of girls married before they were eighteen, and the percentage was higher in rural areas. Night schools were hardly a solution to this problem since they were not regularly held, were inaccessible, and posed security threats to an already marginalised community. The coalition teamed up with technical experts from the education ministry, and worked on creating awareness about the issue through media meetings and campaigns. They organised an international conference in Mozambique with multiple countries in Africa and reached out to other allies to ensure the government will act to ensure parity.

Pakistan

The Pakistan Coalition for Education noted that the nation stood second to last in the gender parity index, with nearly 60-70% of girls married early, and a female literacy rate at 34%. Various systemic factors such as poverty, early marriage and attacks on girls' schools were prevalent in the nation. The PCE worked with the women caucus in parliament, and carried out actions ranging from the grassroots to the national level, and worked with various stakeholders including child rights advocates, the Pakistan Girls Guides Association to create a pressure group. The coalition identified strategic committees and departments and had consultations with them at various levels. The coalition succeeded to make education an agenda on political manifestos in regional and provincial elections of the top three political parties. The coalition now targeted government officials and opposition parties in all provinces.

Bolivia

In Bolivia, the coalition was involved in an intense political process to ensure education for girls. The coalition worked to include the gender perspective, continuation in education and reflect much more broadly on social and cultural norms changing in the world. The Bolivian coalition integrated broader concepts of gender rights in their advocacy. They created a gender observatory and collaborated with universities, feminist organisations, and others as allies. The

group also linked to SDG4 and SDG5 to gather a larger constituency. The issue of boys' school dropouts was also addressed, as boys were disengaging from schools, violence was on the rise, and this needed to be considered while campaigning. This broad-based agenda was helpful in seeking government attention for action on gender.

How to deepen CSEF/ ASA engagement on gender issues?

Fyles presented some key findings from a review of the 63 annual CSEF plans. They showed that there was some inclusion of gender-related data in 84% of reports, but sex disaggregated data was only seen in 53% of reports. Gender was discussed as a separate topic in 37% of reports, while only 19% had included activities related to gender. Fyles advocated for more evidence-based actions, including available data, member expertise and global best practices. The plenary noted that the conception of inclusion needed to be broadened to include a wider constituency of people, which would include indigenous populations and the physically challenged.

“Overall, there is a need to widen the concept of gender to include groups beyond men and women. This is a major challenge across the world where other genders and orientations are not even being acknowledged. The battle for inclusion has just begun across many countries in the world.”

The session concluded with a consensus to create a broader agenda linking gender issues and education with the larger, interlinked problems of sustainability in the world. Only then, could a strong alliance be forged which could force governments to act.

Session highlights

- Gender-based advocacy in education, although now a part of every movement's consciousness, still lacked a good direction across many coalitions
- While coalitions are aware of the issue, their work sometimes does not reflect their commitment to gender-responsiveness in education
- Some coalitions such as Pakistan, Bolivia, etc had done focused work on the issue to solve fundamental issues related to women's inclusion in education
- Nora Fyles noted that the time was crucial, since as the education movement was forging ahead to ensure it succeeded in achieving education for all, it always needed to keep one eye on the issue of gender responsiveness

9. Domestic education financing pledge tracking: Lessons from Harare and Dakar

The last day of the CSEF Global Learning event was dedicated to understand financial planning and provide coalitions with the basics of good financial management practices.

The first session was moderated by Maryline Mangenot from the GCE Secretariat with keynote interventions from David Archer and Jo Walker. The aim was to reflect on what has been accomplished in the financing of education at national level, and understanding the pledges and their fulfilment with relation to the budgeting of education.

David Archer focused on increasing CSOs' understanding of the challenges linked to domestic education financing, due to reduced focus on external aid in the SDGs. The 4S tool gives a useful framework to measure: the **Share** (international norms recommends that 20% of national budget or 4-6% of GDP is allocated to education), the **Size** (for countries with a small tax base, it is imperative to ensure tax justice), the **Sensitivity** of government spending (ensuring an equitable budget, sensitive to children, girls and other marginalised groups) and the **Scrutiny** (making sure the funds are actually disbursed and distributed where they should be). Archer added that during the last replenishment conference, developing countries pledged \$30 billion and that these promises needed to be followed up and backed by actions.

Latin America

Laura Giannecchini from CLADE presented a platform they had developed to monitor pledges and their fulfilment (monitoreo.redclade.org). It is based on the 4S principles and provides a general overview of 20 countries in the region, monitors official World Bank members, UNESCO members and provides statistics from UN and the LAC. The analysis showed a worrying trend, as nearly half of the pledged resources did not reach their intended area.

Nepal

Ram Gaire of NCE Nepal noted that in his country nearly 34% of funding comes from the federal level while 63% came from the local level. They focused on data collection and research to provide a pre-analysis of provincial government's budget: the study found that the programmatic budget was unused, and no significant interventions in new programmes had been done recently. Following a campaign, the provincial government pledged to enhance capability. The main lesson is to develop evidence-based lobbying as it gives governments a solid basis to act.

“The new Constitution in Nepal and the inclusion of free and compulsory education was a phenomenal success for us. But now, we [...] intend to use a multi-pronged strategy including research, monitoring and advocacy to ensure the pledge is fulfilled.”

- Ram Gaire

Senegal

In Senegal, nearly 23% of the budget and 6.7% of GDP is allocated to education. However, a million and a half children are not in school. The country needs 40,000 teachers to meet its requirements. The coalition had sought community participation and conduct local-level monitoring, organising meetings, radio shows and public talk shows where education financing was discussed. Public discussions revealed that there was duplication of sums, and the total budget was a deceptive figure. The coalition sought to act and improve the financial allocations.

Zimbabwe

The coalition noted that nearly 98% of the budget went to teachers, while only 1% remained for capital expenditure. Zimbabwe has a complex macroeconomic situation riddled by corruption and poor governance, and even with 1.2 million children out of schools, each household spends about \$56 on primary and \$236 on secondary education. When the coalition scrutinised the budget, they discovered the government was paying nearly \$40 million to private teachers. Following an advocacy campaign, the government implemented a national education fund supported by 2.5% on VAT, and an additional tax on extractives and telecom products. The government also introduced a 2% levy for electronic transaction. The lessons learnt were to collaborate with critical players like members of parliamentary committees, media, citizens and to do thorough power mapping.

“While budgets were allotted, the mismanagement, corruption and fundamental issues in governance rendered them of little meaning. We need to be careful in monitoring these pledges while simultaneously combating vital issues in governance.”

Palestine

The coalition had worked on a tax which has to be collected by local council in order to be used by the Ministry of Education to improve school environments. The coalition lobbied to make sure the law was ratified in 2017, but there was no regulator to monitor it. The coalition then released a position paper, held workshops with teachers, parents’ councils and civil society about this tax.

They held hearing sessions with local council heads, committees for the distribution of this tax, and spoke in the media. The Ministry of Education has promised since then to tackle the issue.

“Ensuring just taxation has been the focus of our efforts in Palestine. We directed our efforts to ensure the implementation of one particular tax whose implementation had been long pending.”

Pledge tracking workshops

Jo Walker spoke about the need to monitor spending and make sure it reaches schools. There were 56 pledges from GPE developing country partners, and it is especially necessary to monitor the \$30 billion pledge through a consolidated tool. Walker presented the database used in the Senegal and Zimbabwe workshops, and urged coalitions to analyse data, monitor when data can be used for global advocacy work, report on suspicious data, advocate for better process and to use the analysis for the next three years and see what actions the governments have taken.

The session ended with a table exercise where the audience was asked on their targets for 2022.

Session highlights:

- While pledges existed in many countries, the coalitions had needed even more dynamism to ensure they were being followed.
- Multi-pronged strategies such as research and evidence-based advocacy, curbing widespread mis governance and keeping a keen eye on tax justice were some strategies adopted by coalitions.
- Data monitoring was extremely necessary. Financial data could be manipulated, critical elements such as debt and capital spending needed to be carefully followed to ensure governments actually spend enough in the educational sector.

10. Becoming leaders in financial management

Introduction and expectations

The session was moderated by Anjum Lalla, CSEF Internal Audit Coordinator for the GCE Secretariat with co-presentations by Lawrence Akubori of the Africa RFMA; Edward Chikonyora and Ever Chokunonga of the Asia and South Pacific RFMA. At the beginning of the session, each participant was given the opportunity to express his/her expectations.

Group discussion and feedback

Each group then reflected on a set of questions about the following financial management themes and considerations, to encourage thinking and sharing on practices. Each group was given the opportunity to present answers to at least one of the questions.

1. Planning and budgeting: What information is used and/or required when preparing a budget plan? While preparing budgets, do you allocate activities to funds or funds to activities?
2. Minimum standards: What are the minimum standards for good Financial Management? Identify and comment on current minimum financial system requirements, and governance structures for CSEF.
3. Financial sustainability: If you were a funder, what would be the basis of your decision for which project or organisation to fund?
4. Risk governance and compliance: what critical risks are being faced by coalitions and what mitigation is available for them to reduce their impact?

Basic elements of financial management

Lawrence explained that the bedrock of financial management is the effective, efficient and ethical use of funds. Financial management can be compared to a vehicle which needs regular maintenance and care. Similarly, poor financial management could lead to organisational failure, non-achievement of objectives and compromising sustainability. The basic elements of financial management are:

- Policies and procedures: First define standards that bring an organisation's financial practices into existence.
- Accounting systems are needed for judicious recording of funds.
- Define a chart of accounts that helps to organise your accounts quickly.
- Budgets should be developed in line with the organisation's goals and project budgets, in line with donor requirements. Spending should be measured against the approved budget.
- Ensure diligent preparation of financial statements that are reviewed and approved.
- Financial analysis can assist with strategic prediction, planning and preparation.
- Having annual financial reports at the end of the year helps with reviewing the prior year and planning for future periods.

- Audit reviews by external auditors are needed to verify your utilisation of funding. Select quality audit firms and ensure compliance with regulatory standards. Internal audit committees can help identify risks within areas such as procurement, travel and payroll. Risks can be mitigated if recommendations are implemented in a timely manner.

The online financial reporting tool has mechanisms that enables coalitions to record activity spending, view logs and produce reports. Key financial management responsibilities lie with the board, management and all staff to ensure compliance and daily implementation.

In summary, good financial management practices:

1. Helps managers make effective and efficient use of the resources available to achieve the organisation's objectives and fulfil its commitments to its stakeholders;
2. Helps organisations become more accountable to their stakeholders (this includes donors and/or funding partners);
3. Helps organisations gain the respect and confidence of donors, its members, its employees and other stakeholders;
4. Gives organisations a better chance in securing funding resources;
5. Helps organisations prepare themselves for long-term financial sustainability.

Financial management within GCE

Anjum then shed some light on the GCE's financial management structures, systems and processes.

a. Governance structure: GCE's board provides oversight and strategic decision making for GCE. The board ensures that the Secretariat has strong financial management processes in place and that their decisions contribute towards the strengthening of the financial management processes. A sub-committee of the board is the Financial and Personnel Committee (FPC) who discuss and decide on matters relating to finance and staffing within the Secretariat before presenting their decisions to the full board for endorsement.

Within CSEF, GCE's Global Oversight Committee (GOC) ensures that there is strategic oversight, accountability and avoidance of potential conflict of interests within the CSEF programme. The GCE global secretariat is involved in the financial and grant management, programme coordination and support for the CSEF programme. The regional structures are comprised of Regional Funding Committees (RFCs) who make decisions on funding for the region and approve

amendments to proposals and final levels of funding for national coalitions; Regional Secretariats (RS) who provide regional programme coordination, management and capacity support; and Regional Financial Management Agencies (RFMA) who are the interim custodians of CSEF funds and are responsible for grant management and disbursement of funds to national coalitions.

b. Robust financial management processes: The GCE Secretariat has implemented in the CSEF programme robust financial management tools and processes. These tools and processes are:

- CSEF Grant Approval Process: Each national coalition proposal goes through a rigorous quality assurance review before approval is obtained from the RFCs.
- Disbursement of CSEF Grants: CSEF funds are released in tranches, based on the proposed activities for the following quarter, thereby reducing the risk of funds being mismanaged. All grant recipients of the fund are required to have a separate CSEF bank account.
- Regional structure support: To ensure independence between the management of CSEF programme activities and funds, RFMAs are separated from Regional Secretariats (who focus on programme related aspects of CSEF).
- Internal and External Audit Processes: GCE has an internal auditor to ensure risk mitigation within the Secretariat and CSEF programme. External audits are conducted at the end of the programme phase, but coalitions often opt to also have annual audits conducted.
- Online Financial Reporting Tool: The Online Financial Reporting Tool was created and rolled out to ensure that national coalitions could report and track their financial spending in real-time with GCE and RFMAs being able to monitor the reporting in real time.
- Grant management and Coordination: This role is undertaken by the Global Secretariat over all levels of the CSEF programme.

The session concluded with a video demonstrating practical examples of strong internal controls that the audience could use as a take-away to improve their own organisations' practices.

Session highlights

- Strong financial management is the backbone of a strong movement and organisation
- Strong financial management practices are an organisation-wide responsibility.
- One of the reasons for the success of the GCE and CSEF programme is a strong financial management systems and processes that are in place

11. Youth Caucus presentations

The next session was moderated by Vernor Muñoz and was an interaction between the members of the Youth Caucus (YC) and the CSEF partner coalitions. The youth presenters for this session included Beathe Øgård, Victoria Meyer, Mary Jacob Okwuosa, and Tapiwanashe Simango. The Youth Caucus was held simultaneously with delegates from 22 countries, focusing on a common goal of transforming educational contexts, decision-making process and shaping the GCE process through incorporation of youth goals in GCE work. The caucus members expressed hope to build together a much more equal and inclusive world.

Mary Jacob of Nigeria presented the challenges youth are facing in education. She highlighted some major issues including constrained and unequal budgets, and that including youth in budget planning could help. She highlighted the need for participation of youth as equal stakeholders while ensuring access to leaders and politicians. Finally, she addressed the need to contextualise regional challenges and develop a more streamlined mechanism for regional youth to work together and bring their own experiences and challenges to the fore.

Beathe Øgård then presented a few recommendations to national coalitions, GCE Secretariat and the GCE Board.

For National Coalitions:

- To actively invite youth and student-led organisations to be part of their organisations.
- To include student-led organisations as equal partners.
- To include broad and inclusive policy processes considering youth requirements.
- To make room for students to participate directly in policy documents and take part of meetings with policy-makers.
- To share their experience and guidance with youth. Ensure that national coalitions provide support in places where students don't have good conditions to operate.
- To make more funding accessible and make avenues for it known.

For the GCE Secretariat and Board:

- To facilitate more meetings where YC members can meet face-to-face.
- To create a virtual meeting space for sharing outcomes of advocacy.
- To integrate youth into all of aspects of GCE and not just as a silo to GCE's work.

- To follow-up with outcomes after the World Assembly is concluded.
- To approve proposed changes in the GCE Constitution as part of the World Assembly.
- To assist the designated youth representative in the Board with necessary support.
- To lower membership fees for youth-led organisations

In the Latin American Countries, coalitions shared they were implementing spaces for participation of youth from Student Organisations, acknowledging their importance in transforming education. A delegate from Malawi further noted that youth needed to vocally speak about the issue of youth unemployment. Another coalition representative mentioned that many nations have youth ministries which can play a constructive role in youth engagement, and that these structures needed to be used more effectively for education to be handled holistically.

“Youth form the future of the GCE movement. Including them as equal partners should be a priority for the GCE. Giving them equal space at the table would ensure that the voices of nearly 25% of the world population could be heard with the necessary sincerity and gravity.”

Beathe then shared examples of achievements realised by the Youth Caucus members, such as the key roles they played in combating privatisation of education, ensuring diversity in university campuses, organising movements for gaining basic facilities in some schools in Africa, and also in creating a stronger youth constituency across the world.

The session ended with the coalitions thanking the youth for their presentations and assuring their commitment to engage more closely with them in work moving forward.

Session highlights

- Youth-led organisations face many challenges and they hope that more collaborative work within the national coalitions and the GCE movement could help strengthen their voices and ultimately build a more equal and inclusive world.
- Representatives from the Youth Caucus made some recommendations and suggestions for NECs and GCE Secretariat to work better with youth.
- The NECs were very receptive to these comments and added that many of them already started involving youth-led organisations, and were looking forward expanding their work in this direction.

12. Reflection session - Conclusion of the GLE

The final session reflected on the Global Learning Event as a whole, and was led by Lerato Balendran, Communications officer at GCE and Helen Dabu from ASPBAE. The aim was to reflect on the GLE and question the way forward. The session was divided into two sections: a presentation and an interactive discussion.

Helen opened with a presentation that highlighted the main themes and topics discussed during the GLE. In the first few GLE sessions, participants looked at the education moments' trajectory. Starting from the World Education Forum in Dakar in 2000, to the 2015 Incheon Declaration and Framework for Action for the implementation of SDG4 and questioned how to reach our collective 2030 Goal and continue to hold governments accountable to deliver the right to education. The session counted gains and strides made by the CSEF programme as well as acknowledging the past, and looking to the future and the introduction of ASA.

Going forward the 4Ps were identified as a foundation to keep the movement inspired and invigorated to tackle the challenges ahead:

1. **Persevere** to the SDG4 and Education 2030 agenda, ensure it is concretized adequately, resourced and well implemented at country level and contextualised well.
2. **Play** important roles in the education policy processes.
3. **Persist**: Coordinate national, regional and global advocacy for capacity building, mobilisation, advocacy and mobilise funding required for them and fulfil the SDG4 agenda. Ensure the national community fulfils these promises.
4. **Partner** with other social movements and broaden constituency.

The second part of the session gave participants time to discuss and reflect amongst themselves on what worked well, what didn't, what could have worked better in terms of the content and the organisation of the GLE. Participants shared their feedback to the rest of the group.

Overall, the participants noted the sessions as very good, the logistics as needing improvements, and recommended more participative sessions for the next events.

Annexes

Detailed agenda

Overall Objective: To enhance the knowledge and capacity of CSEF implementing partners by fostering a strong and sustained culture of peer learning, experience sharing and exchange of insights towards effective advocacy and engagement in education policy dialogue, planning, monitoring and reform.

DAY 1: 13th November			
Time	Session	Outcomes	Facilitators
08:30 – 10:00	Opening Session <ul style="list-style-type: none"> Welcoming - National Campaign for Education - Nepal Opening remarks (Board Chair - Monique Fouilhoux) 	<ul style="list-style-type: none"> Participants have a good understanding of the objectives and purpose of the learning event, the scope of the discussions over the 3 days and the overall outcomes to be achieved 	Lead Facilitator: Wolfgang Leumer
10:00 - 10:30	Setting the context and framing whole learning event (Head of CSEF - Mr Wolfgang Leumer): Plenary 1		Lead Facilitator: Wolfgang Leumer
10:30 - 11:00	GCE Board panel discussion: Plenary 2 panel Session Panelists: Maria Khan, Samuel Dembele, Refaat Sabbah, Camilla Croso, Mubarak Abbas, Rasheda Choudhury Q&A	<ul style="list-style-type: none"> The role of CSEF programme within the GCE Movement GCE role within the new advocacy and Social Accountability programme 	Lead Facilitator: Vernor Muñoz

11:00 - 11:30 TEA BREAK			
11:30 - 13h30	<p>Reflecting on CSEF III: Plenary 3 and group discussions</p> <ul style="list-style-type: none"> To reflect and share key achievements, successes, challenges and obstacles faced by National Coalitions, Regional Secretariats and Regional Financial Management Agencies during the CSEF III 	<ul style="list-style-type: none"> Common understanding of Regional and National Coalitions CSEF III Programme successes, challenges, obstacles, etc 	<p>Lead Facilitators: Yoemna Saint & Wolfgang Leumer</p>
13:30 – 14:30 LUNCH BREAK			
14:30 - 16:30	<p>National Education Coalitions Resource Mobilisation: Plenary 4 and group discussions</p> <ul style="list-style-type: none"> To share and reflect on the current status of resource mobilisation in the education context To reflect and share resource mobilisation approaches employed by Regional Secretariats and National Coalitions 	<ul style="list-style-type: none"> Better understanding of the global status of resource mobilisation in the education context Increased understanding of sustainability approaches that worked well for CSEF coalitions. Sharing of best practice on resource mobilisation 	<p>Lead Facilitator: Yoemna Saint</p> <p>Co-facilitator: Bernie Lovegrove (ASPBAE)</p>
DAY 2: 14th November			
Time	Session	Outcomes	Facilitators
08:30 – 10:00	<p>Reflection on CSEF MEL System: Plenary 5 and group discussions</p> <ul style="list-style-type: none"> Reflect on the successes and limitations of the CSEF MEL system as a whole (Roadmap of how the system was built & rolled out) To reflect on and share MEL systems developed and 	<ul style="list-style-type: none"> Common understanding of successes and limitations of 2016-2018 CSEF MEL system across the 3 structures of implementation Improved understanding of basic MEL structures that should be in place to ensure successful implementation of MEL systems Enhanced understanding of the CSEF MEL online system 	<p>Lead Facilitator: Lindle Rakgokong & Khuselwa Mxatule</p>

	<p>employed by CSEF partners (coalitions & RS)</p> <ul style="list-style-type: none"> • Reflect on the successes and limitations of using the CSEF MEL online system (identify components/functionalities that worked well, did not work well and those that could have worked well) 	<p>functionalities, capabilities and agreement on possible continued use of the platform as the MEL online reporting tool going forward</p>	<p>Co-facilitators: Coalitions & Regional Secretariats</p>
10:00 – 10:30 TEA BREAK			
10:30 - 11:30	<p>The ASA Blueprint - Operational Components, Timelines and Decision Process on OC1, Call for Proposals, Costed extension & Role of GPE: Plenary 6 discussion</p> <ul style="list-style-type: none"> • To understand the ASA blueprint and its implications for continued support under operational component 1 of the ASA design. • To engage with GPE and GA about the opportunities and changes that the new ASA blueprint will provide which regional secretariats and national coalitions will have to align to. • To establish a workable calendar leading to the end of March 2019 enabling coalitions to develop eligible proposals and roadmaps towards quality submissions. 	<ul style="list-style-type: none"> • Structure, timelines and objectives of ASA are understood • ASA Blueprint and OC1 is explained with particular features (Learning Partner Network, Year Zero, Eligibility of Coalitions) • Coalitions and Regions have clarity on Process and Expectations with regards to approval process, roles of GA, regional structures and GCE. • Regions have a better understanding of the roles and functions in supporting national coalitions in ASA 	<p>Lead Facilitator: Wolfgang Leumer</p> <p>Presenters: Sarah Beardmore/ Tanvir Muntasim (GPE)</p>
11:30-13:00	<p>Introduction of Grant Agent OXFAM Ibis</p>	<ul style="list-style-type: none"> • NECs understand the opportunities and challenges of the 	<p>Lead Facilitator:</p>

	<p>Essentials of OC1 proposals for all three levels (national, regional, global) of GCE, Theory of Change and Results Framework & Role of GA: Plenary 7 discussion</p> <ul style="list-style-type: none"> To engage and understand the role of the Grant Agent, the opportunities and changes that the new ASA blueprint will provide which regional secretariats and national coalitions will have to align to. <p>Q&A</p>	<p>new ASA design and are prepared to start working on NEC proposals</p> <ul style="list-style-type: none"> They understand the role of the GA 	<p>Wolfgang Leumer</p> <p>Presentation by Niels Hjortdal (OXFAM)</p>
13:00 – 14:00 LUNCH BREAK			
14:00-15:30	<p>Sharing gender work examples from Pakistan and Bolivia & Integrating gender work into country level ASA OC1 proposal: Plenary 8 discussion</p> <ul style="list-style-type: none"> To understand the importance of gender work through coalitions and how to integrate gender work into the proposals 	<ul style="list-style-type: none"> Participants will understand the importance of gender work through coalitions and how-to bring gender justice components into their ASA national proposals, also enhancing the visibility of gender work at country level 	<p>Lead facilitator: Vernor Munoz</p> <p>Case study presenters: Asia: Pakistan Latin America: Bolivia Africa: Mozambique</p> <p>Presenter: Nora Fyles (UNGEI)</p>
15:30 – 16:00 TEA BREAK			
16:00-17:30	<p>GCE BECASA in the framework of GCEs mid-term strategy: Plenary 9 discussion</p>	<ul style="list-style-type: none"> Role of ASA in the overall GCE Strategy 	<p>Lead Facilitator: David Archer</p>

	<ul style="list-style-type: none"> To understand the role of ASA in the overall GCE Strategy <p>Q&A</p>		
DAY 3: 15th November			
Time	Session	Outcomes	Facilitators
08:30 – 10:00	<p>Domestic Education Financing Pledge Tracking</p> <p>Lessons Learnt from Workshops in Harare and Dakar: Plenary 10 discussion</p> <ul style="list-style-type: none"> To share best practices and examples of analytical work around national pledges, budget tracking and advocacy plans developed on the basis of this pledge tracking work. To motivate coalitions and other organisations who are not yet doing pledge tracking work, to join their efforts in budget and expenditure tracking. 	<ul style="list-style-type: none"> Methodologies of pledge tracking are understood and can be applied. Examples of good practice are shared Regional and global collaboration for continuous data exchange and sharing are reinforced. 	<p>Lead Facilitator: Maryline Mangenot</p> <p>Co-facilitators: Jo Walker & David Archer</p>
10:00 – 10:30 TEA BREAK			
10:30 - 13:30	<p>Becoming leaders in Financial Management Session: Plenary 11 and group discussions</p> <ul style="list-style-type: none"> Improvement and strengthening of financial management systems within coalitions from a top-down and bottom-up approach. Boards and management to be aware of and understand the key responsibilities they hold in 	<ul style="list-style-type: none"> Participants to walk-away with a strong knowledge of minimum financial management practices and standards. Participants to have an understanding of how they can better support their own coalitions in achieving strong financial management systems and thereby assist in strengthening their coalitions holistically. 	<p>Lead Facilitator: Anjum Lalla-Yu</p> <p>Co-Facilitators: Lawrence Akubori, Ever Chokunonga and Edward</p>

	<p>supporting coalitions to become sustainable standalone organisations through strong systems embedded within their organisational culture.</p> <ul style="list-style-type: none"> ● To ensure that there are standard processes and procedures for financial transactions and formats for financial transaction processing, reporting and submitting supporting documents. ● To ensure that coalitions are aware of the requirement to comply with donor requirements, partnership agreements, national statutory and legal requirements for accounts, audit, annual reports, and annual returns. ● To ensure that coalitions understand the importance of having efficient and effective audit committees who consistently help the coalitions meet their responsibilities for risk management, having effective internal controls and the efficient and effective use of funds. ● Through shared learning, for coalition leaders to identify and develop areas of strength ● To develop and enhance the risk management systems of coalitions. 	<ul style="list-style-type: none"> ● Through shared learning, participants to identify and develop areas of strength and areas for improvement within their own organisations ● Through shared learning, participants to identify and develop areas of strength and areas for improvement within their own organisations 	<p>Chikonyora, Grant Kasowanjete</p>
13:30 – 14:30 LUNCH BREAK			
<p>14:30-15:30</p>	<p>Open discussion between CSEF coalitions and GCE Youth Caucus representatives</p>	<p>To provide a platform for knowledge-sharing between the national coalition representatives and the</p>	<p>Lead Facilitator: Vernor Munoz</p>

	Plenary 12 discussion	youth advocates, where the Youth Caucus representatives can share with CSEF national coalitions a summary of their deliberations held during the caucus and, discuss together how best CSEF can contribute to their youth work.	Co-facilitators: Natalie Akstein & Astrid Schmidt
15:30 – 16:00 TEA BREAK			
16:00 – 17:00	<ul style="list-style-type: none"> ● Open reflections on the whole GLE ● What’s next? (Way forward) ● 3-day event evaluation (quick checklist) Plenary 13 discussion	<ul style="list-style-type: none"> ● Participants share their perspective of the whole event - what worked well, what didn’t, what could have worked better, experiences, take-outs, etc ● Participants also discuss next steps in continuing with the conversations and issues that came out of the GLE 	Lead Facilitator: Lerato Balendran Co-facilitator: Helen Dabu (ASPBAE)
17:00 - 17:15	Closing Remarks President of GCE - Camilla Croso	<ul style="list-style-type: none"> ● Linking the Global Learning Event with the World Assembly 	Facilitator: Grant Kasowanjete

Links to support materials

All materials are available for consultation [here](#).

List of participants

Organisation	Name	Surname
Albanian coalition for education (ACCE)	Altin	Hazizaj
ActionAid International	Laurette	Abuya
ActionAid International	Asmara	Figue
ActionAid International	Julie	Juma
ActionAid Nepal	Devendra	Singh
Afghanistan National Education Coalition (ANEC)	Jan Mohammad	Ahmadian
Afghanistan National Education Coalition (ANEC)	Abdul Bashir	Khaliqi
Africa Network Campaign on Education for All (ANCEFA)	Teopista	Birungi Mayanja
Africa Network Campaign on Education for All (ANCEFA)	Matildah	Mwamba
Africa Network Campaign on Education for All (ANCEFA)	Robert	Badji
Africa Network Campaign on Education for All (ANCEFA)	Simon	David
Africa Network Campaign on Education for All (ANCEFA)	Solange Koumbon	Napoe epe Akpo-Gnandi
Africa Network Campaign on Education for All (ANCEFA)	Rosa Maria	Sampaio da Silva
Africa Network Campaign on Education for All (ANCEFA)	Doriane Orlyse	Tchamanbe Tchuisseu
Africa Network Campaign on Education for All (ANCEFA)	Boaz	Waruku
Agenda Ciudadana por la Educación	Evita	Henríquez Cáceres
Agenda Ciudadana por la Educación	Nora	González Chacón
Agenda Ciudadana por la Educación, Costa Rica	Maikol	Picado Cortes
All for Education coalition, Mongolia	Batjargal	Batkhuuyag
All for Education coalition, Mongolia	Buyankhishig	Bumnaran
Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	Liliana	Rotaru
Alliance of CSOs in Tajikistan for Education (ACTE)	Zebiniso	Khojaeva
Arab Campaign for Education (ACEA)	Hebah	Khouli
Arab Network for Civic Education - ANHRE	Fotouh	Younes
Arab Network Popular Education (ANPE) - Lebanon	ELSY	WAKIL
Armenian Constitutional Right - Protective Centre (ACRPC) NGO	Gevork	Manoukian
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Zulminarni	Arsyad
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Maria Lourdes	Khan

Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Jose Roberto	Guevara
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Bernard	Lovegrove
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Maria Helen	Dabu
Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT) Niger	Braham	Braham
Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT) Niger	Bizo	Samna
Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT) Niger	Illiass	Samna
Asociación Foro de Educación y Desarrollo Humano	Jorge	Mendoza Vásquez
Cameroon Education For All Network (CEFAN)	Josué	Baloma
Campaign for Popular Education (CAMPE)	K M Enamul	Hoque
Campaign for Popular Education (CAMPE)	Md Mostafizur	Rahaman
Campaign for Popular Education (CAMPE)	Rasheda Khatoon	Choudhury
Campaign for Popular Education (CAMPE)	Mohammad Khalilur	Rahman
Campaign for Popular Education (CAMPE)	Mohammad Manirul	Islam
Campanha Nacional pelo Direito à Educação	Daniel	Cara
Campanha Nacional pelo Direito à Educação	Andressa	Pellanda
CBM	Kumar	Ratan
Civil Society Action Coalition on Education for All (CSACEFA)	Nathaniel	Adamu
Civil Society Action Coalition on Education for All (CSACEFA)	Aliyu	Kabiru
Civil Society Education Coalition (CSEC)	Kisa	Kumwenda
Civil Society Education Partnership Timor-Leste (CEPTIL)	Jose	DE JESUS
Civil Society Education Partnership Timor-Leste (CEPTIL)	Angelo	Ximenes
CNG/EPT – Guinea Conakry	Jeanne	Soumah
Coalition Béninoise des Organisations pour l'Education Pour Tous (CBO-EPT)	Arsène	Adiffon
Coalition Béninoise des Organisations pour l'Education pour Tous (CBO-EPT)	Hervé	Kinha
Coalition Béninoise des Organisations pour l'Education Pour Tous (CBO-EPT)	Yarou	Mouhamadou
Coalition des Organisations de la Société Civile pour l'Education Pour Tous au Mali (COSCEPT)	Mohamed Abdoulaye Modibo	Diakite

Coalition des Organisations de la Société Civile pour l'Education Pour Tous au Mali (COSCEPT)	Ongoiba	Mahamadou
Coalition des Organisations Mauritaniennes pour l'Education (COMEDUC)	Mohamed	Brahim
Coalition des Organisations Mauritaniennes pour l'Education (COMEDUC)	N'Gam	Hamidou
Coalition Education Pour Tous "BAFASHEBIGE" – Burundi	Jean	Samandari
Coalition Education Pour Tous "BAFASHEBIGE" - Burundi	Denise	Kandondo
Coalition for Education Solomon Islands (COESI)	Cypriano	Nuake
Coalition for Educational Development (CED) Sri Lanka	Imihamy Mudiyanselage	Bandara
Coalition Nationale de l'Education Pour Tous en RDC (CONEPT-RDC)	Bolampekw	Béatrice
Coalition Nationale de l'Education Pour Tous en RDC (CONEPT-RDC)	Jacques	Tshimbalanga
Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CNEPT/BF)	Samuel	Dembele
Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CNEPT/BF)	Traore , Ilboudo	Sidbewende Rosine
Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	Adjoua	Amaï epse Looky
Coalition Nationale Togolaise Pour l'Education Pour Tous (CNT/EPT)	Toï	Yao
Colectivo de Educación para todas y todos de Guatemala	Víctor	Cristales Ramirez
Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT)	Sahondralalao	Raharivololona
Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT)	Rakotoarivony	Huguette
Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	Cheikh	Mbow
DCI-Mauritius	Mahendranath	Busgopaul
Civil Society Network for Education Reforms (E-Net) Philippines	Addie	Unsi
Education Coalition of Zimbabwe (ECOZI)	Lydia	Madyirapanze
Education Coalition of Zimbabwe (ECOZI)	Maxwell	Rafomoyo
Education Coalition in Kyrgyzstan (ECK)	Nazira	Kaseeva
Education Coalition in Kyrgyzstan (ECK)	Galina	Vasileva
Education for all Campaign – The Gambia (EFANet)	Kebba Omar	Jarjusey
Education for all Campaign – The Gambia (EFANet)	Siyat	Gaye
Education for All Sierra Leone (EFA SL)	Joseph	Cobinah
Elimu Yetu Coalition (EYC) - Kenya	Joseph	Wasikhongo

FORO DAKAR-HONDURAS (FDH)	Aminta	Navarro Herrera
Foro Socioeducativo (FSRD) - Dominican Republic	Magda	Peguero
Forum for Education NGOs in Uganda (FENU)	Frederick	Mwesigye
Fundacion SES	Marcela	Browne
Georgian Coalition for Education for All (GCEFA)	George	Chanturia
Ghana National Education Campaign Coalition (GNECC)	Kofi	Asare
Ghana National Education Campaign Coalition (GNECC)	Veronica	Dzeagu
International Council for Education of People with Visual Impairment (ICEVI)	Nandini	Rawal
Japan NGO Network for Education (JNNE)	Takafumi	Miyake
Kolisen Blong Leftemap Edukesen (KOBLE) – Vanuatu	Shirley	Abraham
Latin American Campaign for the Right to Education (CLADE)	Camilla	Croso Cunha da Silva
Latin American Campaign for the Right to Education (CLADE)	Laura	Giannecchini
Lesotho Council of NGOs- (LCN)	Sekonyela	Mapetja
Movimento de Educação Para Todos (MEPT)	Isabel	Da Silva
Movimento de Educação Para Todos (MEPT)	Gapar	Sitefane
National Campaign for Education Nepal (NCE)	Kumar	Bhattarai
National Campaign for Education Nepal (NCE)	Santona	Devkota K.C
National Campaign for Education Nepal (NCE)	Ram	Gaire
National Campaign for Education Nepal (NCE)	Sharada	Kumal
National Campaign for Education Nepal (NCE)	Rajendra	Pahadi
National Campaign for Education Nepal (NCE)	Keshav	Pathak
National Campaign for Education Nepal (NCE)	Shubhendra	Shrestha
National Campaign for Education Nepal (NCE)	Dilli	Subedi
National Campaign for Education Nepal (NCE)	Shradha	Koirala
National Campaign for Education Nepal (NCE)	Safala	Rajbhandari
National Coalition for Education (NCE India)	Rama	Rai
National Coalition for Education (NCE India)	Noopur	
National education Coalition of Liberia (NECOL)	Moses	Jackson
National Education Coalition of Liberia (NECOL)	Jonah	Nyenpan, JR
National Network for Education Reform (NNER) - Myanmar	Phone Piay	Kywe
National Network for Education Reform (NNER) - Myanmar	Thu	Mar
National Network for Education Reform (NNER) - Myanmar	Than	Aung

National Network for Education Reform (NNER) - Myanmar	Thein	Lwin
National Network for Education Reform (NNER) - Myanmar	Hawng	Tsai
National Network for Education Reform (NNER) - Myanmar	Thi Ha	Win
National Network for Education Reform (NNER) - Myanmar	Htua	Swe
National Network for Education Reform (NNER) - Myanmar	NAW	ZET
Network for Education Watch Indonesia (NEW Indonesia)	Abdullah	Anwar Matraji
Oxfam in Ghana	Lawrence	Akrubori
Oxfam in Ghana	Zakaria	Sulemana
Pakistan Coalition for Education - An initiative of Society for Access to Quality Education (PEC)	Umer	Bin Tahir
Pakistan Coalition for Education - An Initiative of Society for Access to Quality Education (PEC)	Nida	Mushtaq
Pakistan Coalition for Education - An initiative of Society for Access to Quality Education (PEC)	Israr	Ahmad
Pakistan Coalition for Education an initiative of Society for Access to Quality Education (PEC)	Kaneez	Zehra
Palestinian Education Coalition for Education for All (PNCEFA) /ACEA	Refat	Sabbah
PAMOJA WEST AFRICA	Carole	Avande Houndjo
Papua New Guinea Education Advocacy Network (PEAN)	David	Kumie
Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT GB)	Vençã	Mendes
Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT GB)	David	Peda
Rede Angolana da Sociedade Civil de Educação para Todos Rede EPT Angola	Victor	Barbosa
Regroupement Education Pour Toutes et pour tous (REPT) - Haiti	William	Thelusmond
Regroupement Education Pour Toutes et pour Tous (REPT) - Haiti	Svetlana	Joel Alexandre
Réseau Ivoirien pour la Promotion de l'Éducation Pour Tous (RIPEPT)	Paul	Gnelou
Réseau Ivoirien pour la Promotion de l'Éducation Pour Tous (RIPEPT)	Junior	Kouame
Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	Abraão António	Tavares Borges
Rwanda Education for All Coalition (REFAC)	Leon	Mugabe

Rwanda Education for All Coalition (REFAC)	Benson	Rukabu
Samoa Education Network (SEN)	John	Ryan
Save the Children	Laxmi	Paudyal
Education for All Somalia (EFASOM)	Adam	Adam
South Sudan National Education Coalition (SSNEC)	Angelo	Jada
South Sudan National Education Coalition (SSNEC)	Peter	Nyiel
Sudanese Coalition for Education for All (SCEFA)	Nagi	Elshafe
Swaziland Network Campaign on Education for All (SWANCEFA)	Nelisiwe	Nhlabatsi
Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET)	Alistidia	Kamugisha
Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET)	Alistidia	Kamugisha
Vietnam Association for Education for All (VAEFA)	Kim Anh	Nguyen
Vietnam Association for Education for All (VAEFA)	Phuong	Nguyen
Yemeni Coalition for Education for All (YCEA)	Esam	Alolofi
Yemeni Coalition for Education for All (YCEA)	Mohammed	Alshaikh
Zambia National Education Coalition (ZANEC)	Kabika	Kakunta