

2 MID-TERM REVIEW APPENDICES

This document represents one part of a set of three produced by the CEF in June 2005 as part of their global review and strategy proposal. The documents are:

1. Global Mid-Term Review
2. Global Mid-Term Review Appendices
3. CEF Strategy 2010 - A Proposal for DfID and HM Treasury

Contents

	Page
A1 COUNTRY BY COUNTRY OVERVIEW	1
Bangladesh	1
Cameroon	4
The Gambia	6
Ghana	8
India	11
Kenya	14
Lesotho	17
Malawi	19
Mozambique	21
Nigeria	23
Pakistan	26
Sierra Leone	29
Sri Lanka	31
Tanzania	33
Uganda	36
Zambia	39
A2. ALLOCATION & EXPENDITURE ANALYSIS	41
A3 MONITORING & EVALUATION FRAMEWORK	42
A3.1 Objectives and Indicators	42
A3.2 Methods of Data Collection	45
A4 COORDINATORS SURVEY	46

List of Acronyms

ABES	Adult Basic Education Society (Pakistan)
ACRE	Advancement of Child Rights in Education (Malawi)
ASPBAE	Asian South Pacific Bureau of Adult Education
BAF	Bangladesh Adibasi Forum
CADEC	Cancel Debts for the Child Campaign
CAMPE	Campaign for Popular Education (Bangladesh)
CAPP	Community Action for Popular Participation (Nigeria)
CBO	Community based Organisation
CEF	Commonwealth Education Fund
CIDA	Canadian International Development Agency
COSCEC	Coalition of Education Civil Society Organisations in Cameroon
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
DEFATs	District EFA Teams
DFID	Department for International Development
EFA	Education for All
EYC	Elimu Yetu Coalition (Kenya)
FAWEMO	Forum of African Women in Education - Mozambique
FGM	Female Genital Mutilation
GCE	Global Campaign for Education
GES	Ghana Education Service
GMC-SL	Global Movement for Children-Sierra Leone
GNECC	Ghana National Education Campaign Coalition
GSIAE	General Secretariat for Islamic/Arabic Education in The Gambia
GTU	Gambia Teachers Union
GWA	Global Week of Action
HDA	Health Development Agency (Nigeria)
INGO	International Non-Governmental Organisation
KISDEG	Kilum Strategic Development Group (Cameroon)
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoU	Memorandum of Understanding
NCCK	National Coalition of Churches of Kenya
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NGOC	Non-Governmental Organisations Coalition on the Rights of the Child (Lesotho)
PAR	Participatory Action Research (Tanzania)
PEAP	Poverty Eradication Action Plan
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Associations
QBE	Quality Basic Education
SMC	School Management Committee
TAAC	The Apac Anti-corruption Coalition
TENMET	Tanzania Education Network
TOF	Training of Facilitators
UPE	Universal Primary Education

A1. COUNTRY BY COUNTRY OVERVIEWS

Throughout this section the individual country Mid-Term report may be referred to as the MTR. These are available in full from the UK Secretariat should you require more detail.



Bangladesh

Country Context

Despite the constitutional directive for a unified, people-centred secular education system, there are eight types of primary level education institutions that can be found in Bangladesh- ranging from private, English Medium schools through to religious Madrassas. It takes on an average 6.6 years to complete the five-year primary education cycle. The supposedly free primary education cost parents an average of Taka 1000 per year, which amounts to about two percent of average household income. Whilst the vast majority of children are enrolled in government primary schools (61.3% of the overall number of those in schools), there are still roughly 4.17 million children who are registered in non-governmental primary schools in Bangladesh. The Education Watch survey conducted in 1998 revealed that although there is a high overall gross enrolment rate in primary education in Bangladesh (107% average), the net enrolment rate stands far behind at 77%, of which 78.6% for boys and 75.5% for girls. Furthermore, despite a high enrolment rate many children do not attend school regularly as noted in a study undertaken in 2001, " on days of visits, attendance rates were 58% of enrolment rates in government schools and 48% in rural NGO schools".

Distance to schools is claimed as the most significant barrier to their children's education; despite a national policy, which aims to provide a primary school within 2 kilometres of each/every child. While remarkable strides have been made in relation to gender equity in educational systems, all the efforts have not fared well in attracting and retaining poorer children into schools. Three such groups of particularly excluded children are working children, those with disabilities and children from ethnic and linguistic minority communities- all facing limited access to relevant educational opportunities. While efforts have been made by a significant number of local and international organisations as well as the Government to extend Non-Formal Primary Education to those who are unable to attend/complete the primary education, coverage remains extremely limited. The drop out rate for girls over the primary period, grades 1-5, is 26.6%, and that for boys 28%. One of the most significant challenges in overcoming this situation is the need to attract and retain teachers who can work effectively with marginalized children, who are often less healthy and less motivated to study.

In 2001/2002, education expenditures represented 2.2% of GDP in Bangladesh. As such, Bangladesh dedicates the least amount of its budget proportionally to education amongst SAARC nations. While loaning agencies and donors have long advocated for greater disbursement of the education budget to/for the school level, the highly centralised financing system in Bangladesh is such that schools have extremely limited independence in budget setting and financial management. This situation is not set to change in the near future, and will require ongoing advocacy efforts as well as practical interventions with schools and a decentralised education system in order to move forward.

Key Achievements

- ❑ Formation and Functioning of School Management Committees
- ❑ More diverse representation on local education-related committees
- ❑ Decreasing teacher absenteeism and increasing pupil school attendance
- ❑ Increased awareness among civil society on the many opportunities for parents to participate in the education of their children, particularly at the school/community level.
- ❑ An underlying enthusiasm among local organisations working with the CEF in the potential of improvements in the educational situation- both for individual schools and in influencing policy.
- ❑ Supported the formation of a Parliamentary Caucus on Primary Education.
- ❑ Support to CSOs and media to conduct and launch two investigative reports on the process of the National Plan of Action on Education (NPA) and the Primary Education Development Programme (PEDP II).

Breakdown by Criteria

CRITERION 1

With CEF support, an existing education network (CAMPE) has been able to achieve a great deal especially in research. However some concerns remain; in particular the potential for CAMPE to be viewed as less of a network and more of a “traditional” NGO by focusing on too few projects. Two other significant and influential groups have been formed with support from CEF - Sushikkha Andolon and the Parliamentary Caucus on Primary Education. CEF has made good progress with the press and media in Bangladesh but like many other programmes, had less success in engaging donors and the representatives from the private sector. Capacity building has been very successful both in terms of training to local partners and the interest it has raised among the most marginalised members of communities where they work. Key recommendations of the MTR include a mechanism to gather CEF partners by areas of work not geographical scope, and greater participation of children in CEF work. Importantly, the MTR in Bangladesh recognised the need to clarify expectations and expected outcomes as a result of advocacy and participation in meetings. In a similar vein, the report highlights the importance of pursuing research projects to a useful conclusion.

CRITERION 2

CEF Bangladesh supported the formation of a Primary Education Budget Watch Group, which provided training to partners on budget analysis and developing a research initiative. Several good pieces of research have been supported in Bangladesh but only a few are of these are directly related to budget allocation. One example is where the Poverty Reduction Strategy Paper (PRSP) drew directly on CEF sponsored research to make a specific reference to the need for Government to support rural electrification to assist school and home study. Several education committees have been formed at the Upozila and Union level as a result of CEF work. However, the MTR further stresses the need to conclude on advocacy, recognising a lost opportunity of a ministerial visit due to a lack of follow-up after the event.

CRITERION 3

Despite self-recognition that this has been the weakest area of work in Bangladesh, some successes have been recorded: Translation of curriculum into indigenous languages, more flexible school calendar, more regular opening and closing of schools, employment of community teachers to provide after-hours tutorials and coaching, greater punctuality of teachers and better attendance by pupils. The majority of local

partners in Bangladesh have been working with School Management Committees and the MTR comments on the benefit of arranging a meeting for the partners to share and exchange experiences, particularly tools for their formation, management and budget processes. However it questions the overall value of drawing together this information in a database to influence practice in schools. A further recommendation is that CEF partners help to facilitate school self-assessments prior to the commencement of work in schools.

Case Study: Sharing knowledge to broaden success

In collaboration with Bangladesh Adibasi Forum (BAF), CEF has supported the translation of the first two classes of the national primary curriculum into five indigenous languages. The materials are currently being piloted and will be published under the next phase of the CEF programme. In addition to research on the portrayal of indigenous peoples within the primary curriculum, BAF has also been advocating strongly, with support from the indigenous community, for a more flexible school calendar in line with their seasonal requirements.

Another activity supported by CEF and one met with great enthusiasm by local school level partners, was a study visit to a rural primary school. Shibram Primary School is well known for its quality and in particular, its effective School Management Committee (SMC). The school was visited by 7 CEF partners who learnt about the approaches used by the headmaster to involve the community in the management of the school. Shibram Primary School has been able to improve student performance and recognition that in order to increase community participation it is important to improve learning outcomes and test results. As a result of this visit, SMC members from other schools have been motivated to begin similar processes in their own school.

“Long after the formation of the SMC, we are now observing the national days at our school. We did not have these before. We now have annual sports activities as well. We have discipline in the classrooms. We publish annual results for the public. We have had an insight after our visit to Shibram School.”

SMC Chairman, Kurulgachi School



Country Context

The Cameroon education system is composed of two sub-systems: the Anglophone and the Francophone sub-systems. This education system reflects colonial heritage from Britain and France. Efforts have been underway since 1985 to harmonise these two systems. Formal education is under three ministries: the Ministry of National Education (from nursery to secondary education); the Ministry of Technical Education and Vocational Training; and the Ministry of Higher Education. The administrative structure in Cameroon is centralised requiring endorsement of the central government, represented by line ministries. The Ministry of National Education at the national level makes education policies and at the Provincial and Divisional levels there are the Delegations of Education with inspectorate support at the sub-Division or District levels. There is however no known education policy document, the process of putting one in place commenced in 1995 when the National Education Forum was held.

There are four main actors involved in education in Cameroon. These include government at the National, Provincial, Divisional, Sub-Divisional, District and Village levels; civil society, international development agencies and the Private sector. Civil society organisations both local and international play very limited or no role in the education policy process. The Cameroon government has demonstrated its will to promote Education for All goals. The National EFA plan has however not entered the implementation stage despite the setting up within the Ministry of Education of an EFA Permanent Autonomous Technical Unit for the implementation of this plan. Cameroonians even at the Ministry of Education (especially at the external services) do not yet have access to this National EFA Plan of Action.

In 2000, the school age population at the primary level (6-12 years) was about 2.8 million. In 2000/2001, 2.69 million pupils enrolled, an enrolment comprising children aged less than six years, and especially those aged more than 12 years. A good number of school age children are therefore not attending school. This state of affairs is due to several factors like inadequate funding of education leading to parents paying user fees; paucity of classrooms (20% of which are temporary and improvised structures) and partly to insufficient number of teachers, with a 1 to 63 teacher - pupil ratio, a ratio that the Ministry of Education plans to reduce to 1 to 47 by 2011. The gross enrolment rate for formal education dropped from close to 100% in the 80s to 71% in 1995/96 and rose slightly to 78% in 1997/98. The gross enrolment rate for pre-school children is low (about 10.6%) and lower in the provinces of Adamawa (5.3%), North (4.5%) and the Far North (0.7%). Between 1996 and 2000, enrolments in private schools doubled. School enrolment is not matched by teacher supply.

Key Achievements

- ❑ Establishment of COSCEC as national education coalition with 60 members
- ❑ Stronger relations between civil society and government developed
- ❑ Production and Distribution of the draft national EFA plan by COSCEC in French and English
- ❑ Celebration of the GWA in Cameroon for the first time.

Breakdown by Criteria

CRITERION 1

Resources in Cameroon have been refocused to concentrate solely on criterion one. CEF helped to put in place a coalition called COSCEC (Coalition of Education Civil Society Organisations in Cameroon), which comprises over 60 members and has received recognition from UNESCO and the Ministry of Education in Cameroon. The EFA week was celebrated in remote areas of the country as well as in the capital city. A leaflet has been produced and exposure visits taken place to share information and best practice, and it is recognised that capacity must be transferred from the CEF secretariat to the coalition secretariat. The MTR comments on better communication between CSOs, NGOs and Government but mentions that Government expectations are not always being met. The MTR reports some significant challenges that still remain. Decision making within the coalition has remained at a very high level and there hasn't been enough information dissemination to members - namely documentation of COSCEC plans and activities. The identification of CSOs is limited and to date partnerships with Government and NGOs have not been formalised. The MTR presents a very frank assessment of progress including a list of the internal and external problems. Importantly, some contextual difficulties are also listed. The report explains that CEF could benefit from greater institutional support from the administering agencies and that to an extent the CEF and the coalition have become indistinguishable, resulting in coalition failures tarnishing CEF. Key lessons include the following:

- It takes a lot of time and is a complex challenge to build partnerships and confidence when introducing a new programme.
- Poverty and the search for funds have made many CSOs uncomfortable with partnership and coalition.

Case Study: Implementing the Global Week of Action (GWA)

The Kilum Strategic Development Group (KISDEG) is a local education/human rights 'NGO' with headquarters in the remote Oku in Bui Division in the North West province of Cameroon. KISDEG is working in North West, Centre and West Cameroon. It was created in 2000 and its education actions have concentrated on access for nomadic children.

During the coalition building meeting and CEF Cameroon workshop organised in February 2003 KISDEG learnt about EFA, MDGs, and of course CEF. Since then, on a purely voluntary basis, they have carried forward the discussions based on this meeting. They have facilitated Global Week of Action activities in all three provinces where they have activities since 2003. They have maintained relations with other NGOs, conversing regularly with the coalition secretariat, to support networking and liaising with other networks, especially during the organisation of main events like the GWA.

During the GWA 2004, they gathered the posters and working tools for the week through networking with Global March Against Child Labour. They then went ahead to organise activities in very remote and rural areas in the provinces in which they are represented. They succeeded in bringing MPs, Mayors and other authorities to schools in these areas.

In their search to get street children participate in the GWA 2004, they encountered Adjike Godwill. He left school in class 4 primary, and then left Nigeria at the age of 13 to sell in Bata in Equatorial Guinea. Chased out along side other Cameroonians from Equatorial Guinea he was found living in the streets. Discussions were engaged with the Nigerian embassy in Cameroon, and this child has been sent back to Nigeria, to his home in Abia state. It is not clear whether he'll go back to school or continue in business but at least he has reached his home and is no longer a stranded street child.



Country Context

In The Gambia, missionaries introduced western education during the nineteenth century, but it was seen by the rural population (which was, and is still, predominantly Muslim) as a tool for converting their children to Christianity, it was, to a very large extent, resisted (CSD-MFEA, 1995: p7). Education was seen primarily for fostering communication between the colonial administration and the subjects, consequently; only one school was established in the rural area to prepare the sons of chiefs mainly for leadership. Hence, for a very long time, educational facilities were concentrated in the urban area and as a result, the majority of children in the rural area did not have access to education. On attainment of independence, the colony (the urban area), which comprised approximately 13% of the total population of the country, had 44% of the primary schools and 86% of the secondary schools. This was a trend that continued until the inception of the Education Policy 1988 - 2003 which ushered in an era of expansion of educational opportunities. The Revised 1988 - 2003 policy and its successor policy 2004 - 2015 both aim at increasing access to, and improving the quality and relevance of, education.

Basic Education in The Gambia comprises the first nine years of education. At the inception of the 1998-2003 period, a 6-3-3-2 system was introduced, however, in 1996, following the revision of the policy, government committed itself to providing nine years of uninterrupted basic education to all. The first six years is considered as lower basic while the following three years as upper basic. The broad objectives of basic education for the remainder of the policy period up to the year 2003 include; increasing the gross enrolment ratio in Basic education to 85% of 7-15 year olds, taking into account enrolment in Madrassas, improving the quality of education by providing trained teachers, teaching learning materials and, improving learning outcomes. Gross Enrolment Ratio (GER) has been on the increase from the 1990s especially if the Madrassa enrolments were included. This has created the need to put some emphasis on Madrassas in order to capture the missing children in the conventional schools as well as mainstreaming of the Madrassa as part of the basic education delivery system. A good number of parents in the rural areas prefer to send their children to local 'Daras', where children are engaged on the farms of the 'Marabout' (the religious teacher) and their parents have little control over them.

Enrolment of girls has witnessed a gradual rise in quantitative terms following the policy drive to increase access, especially in rural areas. Since the introduction of the Scholarship Trust Fund for girls in 1999, the reduction of fees at the upper basic and senior secondary levels and the introduction of the Girl Friendly School Initiative in 2001, growth in girls enrolment at the lower basic level has averaged 4.6% per annum while at the upper basic, the average growth was 10.3%. Despite the increase registered, challenges confronting the education of girls still remain. These include barriers emanating from socio-cultural factors, school environments that are perceived to be insensitive to the needs of girls, and early marriage/ teenage pregnancy.

Key Achievements

- Booklet on "Education expenditure Analysis" developed by Pro Poor Advocacy Group. This has been used for training and as a basis for budget advocacy.

- ❑ Dissemination of the New Education Policy (2004-15) by Gambia Teachers Union to members using summary leaflet, focusing attention on policy areas for advocacy.
- ❑ Syllabus development for Madrassa schools to include the relevant national curriculum through the General Secretariat for Islamic/Arabic Education (GSIAE)

Breakdown by Criteria

CRITERION 1

Much of the progress reported by the MTR against criterion one is related to funding and facilitation of individuals and groups participating at key events where they can share information and ideas. One reported result is closer collaboration between the Government education sector and the national CEF. Publicity has also been achieved through several activities during the Global Week of Action. An additional success is work on the New Education Policy 2004 -2015, highlighting provision of staff quarters in remote areas and a need to revise education legislation. This was possible through CEF support to the Gambia Teachers Union. Almost twenty CSOs have been invited to the validation of the national CEF plan and eleven have expressed an interest in working with CEF. Links have also been formed with UNICEF, DFID and Standard Chartered Bank. In addition, close ties with CEF Ghana and CEF Kenya have proved useful.

Like many other programmes, the Gambia MTR identifies the small number of capable CSOs, a lack of specialist skills among partners, a lack of “good proposals” and the busy schedules of the management committee as challenges.

CRITERION 2

The production of a booklet on education expenditure and resource allocation highlighted high spending on personnel emoluments leaving little for the provision of teaching and learning materials, compensation for teachers in difficult areas and basic amenities to attract female teachers into rural schools.

CRITERION 3

With support from CEF the General Secretariat for Islamic/Arabic Education has been able to align syllabi and unify timetables ensuring that children receive science, mathematics, English and social and environmental studies classes. This process of unified learning is set in place to be adopted in almost 200 Madrassas. CEF is planning to support an Islamic Boarding School for girls in a sustainable way; purchasing a milling machine to cut down labour hours and provide opportunity for income generation.

Case Study: Reviewing education policy

CEF supported Gambia Teachers Union (GTU) in bringing together representatives from a cross-section of their membership to review the New Education Policy 2004 - 2015. This activity was undertaken with a view to making it easily understandable, and to develop information/ communication materials to be used for sensitisation activities for GTU members. A summary leaflet and advocacy posters have been developed. The exercise was successful in sensitising the GTU executive members on the Policy and related essential documents (such as the Education Act). It is hoped that this will encourage them to develop a greater sense of responsibility and ownership of the New Education Policy document. The exercise has enabled the GTU executive to realise the areas in the Policy that need urgent attention if the teachers’ welfare and performance are to be enhanced. These include the issue of the provision of staff quarters for teachers in schools in remote areas of the country. Furthermore, it highlights the documents that need updating for the effective implementation of the Education Policy. Revision of the Education Act 1992, among others, is being advocated for at the highest level.



Country Context

Governments of Ghana have placed faith in education as a major instrument for rapid social and economic development. In line with this, the sector has over the years been allocated a large proportion of government recurrent expenditure. At various times, the education sector has been allocated as much as 40% of government recurrent expenditure. Beginning with the *Accelerated Development Plan for Education of 1951*, access and participation increased at all levels of education until the economic decline of the 1970s. Consequently, the educational reforms of 1987 were initiated to revamp the educational sector following the economic recovery programme started in 1983. In addition, the *Free Compulsory Universal Basic Education (FCUBE)* was launched in 1996 to address access, participation, quality and equity at the basic education level, which covers 6 years of Primary and 3 years of Junior Secondary School education. As a result of these reforms the number of primary schools increased from 9,569 in 1997/98 to 13,965 in 2000/2001. Despite all the reforms, the attainment of Education for All (EFA) continues to be a major challenge in Ghana. The indicators of quality, access, and accountability within the education sector have had modest and slow gains despite the large injection of donor funding over the last 15 years (MOEYS, 2004).

From 1997 to 2002, the primary Gross Enrolment Rates (GER) increased to 79.5%, which accounted for a 3.5% increase over the period; female GER grew at a faster rate of 5.3% over the same period. Unfortunately, the Millennium Development Goal of achieving gender parity by 2005 will not be achieved in Ghana (MOEYS, 2004). Ghana's primary education completion rate as of 2002 was 65.9% suggesting that a large proportion of children never complete primary education. Reaching the target of universal primary completion (UPC) by 2015 will therefore require a substantial effort to ensure that 34.1% of children who drop out of school are retained and complete the full six years of primary schooling. Achieving Universal Primary Completion (UPC) in Ghana will also require a much greater focus on Net Enrolment Rates (NER) in educational planning and targeting. The NER data for 2002/2003 suggests that between 40-55% of children across the three northern regions of Ghana remain out of school. The largest proportions of these children are girls living in the north whom due to poverty, parental neglect and socio-cultural practices fail to enter and stay in the formal education system (Casely-Hayford, 2004). Other factors that continue to exclude children from school are inadequate and poor infrastructure, inadequate number of teachers and logistics supply, low community involvement in education management, and inefficiency in education management.

The Education Strategic Plan (ESP) 2003 - 2015 was specifically developed to provide strategic framework for sector wide education development in Ghana. Accordingly, the ESP incorporates policies, targets and indicators for Universal Primary Education (UPE), Gender Parity and the rest of the EFA goals. It provides clear linkages between its focal areas and the policy goals of the other sectoral and national development plans and instruments, i.e. the Medium Term Expenditure Framework (MTEF), and the Ghana Poverty Reduction strategy. The ESP is also designed to target some of the most vulnerable groups including children with special needs, children living in extreme poverty, out of school children and girls. In 2004 the government issued a white paper on the report of the President's Committee on Review of Education Reforms in Ghana, which reaffirmed government's resolve to address problems plaguing the education

sector as whole. As part of measures to address problems facing basic education in poor communities, government instituted capitation grants for basic schools in 40 deprived districts in Ghana, but was extended to all schools in the country by the 2005 budget statement as a constitutional requirement. The challenge now is for civil society and other actors to hold government accountable for its promises and ensure that quality education reaches all Ghanaian children.

Key Achievements

- ❑ Traditional chiefs pledged to eliminate customary practices that inhibit educational enrolment as well supporting teachers posted to rural areas to promote quality and retention.
- ❑ Reactivation of community structures that supports community mobilisation and participation in education delivery such as SMCs, PTAs through the establishment of District EFA Teams (DEFATs).
- ❑ Budget tracking at community level is becoming popular through DEFATs.
- ❑ Diffusion of competition between GNECC and NNED through CEF support to both.

Breakdown by Criteria

CRITERION 1

CEF has successfully formed or reactivated education teams and structures. Working in collaboration with Oxfam, 50 District Education for All (DEFATs) were formed across 8 regions to lobby for the education of vulnerable groups, participate in implementation and monitoring of education plans and track the use of resources. DEFATs have engaged in advocacy on; fee-free education, inadequate infrastructure, teacher availability and performance and socio-cultural barriers to girls' education. They have heightened awareness of enrolment issues, sensitised girls to the negative impact of migrating to the south and lobbied successfully for more teachers to fill vacant positions. Chiefs, elders, communities and PTAs have been engaged in discussion on their roles and responsibilities for education. In some places, enrolment has increased along with exam pass rates. CEF partners have also addressed several significant policies and programmes and the MTR reports increased representation and engagement of civil society with government policy forums. However significant challenges still remain. There remains a great need to continue building momentum of civil society in order to ensure their participation and input into key government processes. To a large extent DEFATs success is limited to the north. In southern Ghana they need to be strengthened to be really effective. Strategies for sustainability of the DEFATs are not yet well developed and they continue to focus on increasing membership and identifying various sectors of civil society, which they represent, engaging with the regional and district level structures.

CRITERION 2

Different methods of budget preparation, tracking, lobbying, and educational governance were promoted and supported in different areas through different educational groups and coalitions. Overall 37 communities were involved. There is greater participation in the planning of resources to address teaching and learning needs. Communities are now demanding accountability and there is increased information flow and transparency. Community stakeholders are much more aware of the resources available to schools and are demanding improved school infrastructure, better teachers and teaching materials. Service providers such as teachers now realise their responsibility to the community. Improved financial management, accountability and transparency and many schools now operate bank accounts and head teachers prepare quarterly revenue and expenditure reports. In some cases additional revenue has become available from donors as a result of these changes.

Key challenges that still remain are focused around the transfer of funds from national to district level. CEF partners have very little information on the bigger picture of national disbursements. In addition, an unwillingness to disclose information remains at almost every level from district Director of Education to head teachers to teachers.

CRITERION 3

The CEF programme in Ghana has recorded considerable success in working with traditional chiefs and leaders to engage the most marginalised groups in education. A significant outcome was the identification of the key factors inhibiting parents from sending their children to school. In addition some chiefs pledged to reduce and aim to eliminate many of these practices. The participatory production of a video encouraged six communities to undertake enrolment and retention drives. The communities demanded that education authorities take up their concerns, including the transfer of truant teachers from the urban areas to rural communities as punishment for absenteeism or lateness. The overriding challenge that the Ghana MTR recognises under this criterion is to identify sporadic but effective local innovations and then transfer them up to a national scale.

Case Study: Learning to lobby for more resources

In most of the participating communities involved in “budget tracking”, SMCs and PTAs now understand the need to accompany the teachers to the District Assembly and the District Directorate of Education in order to make demands for teachers, textbooks and other education resources. Many communities have learned key techniques of lobbying.

“We had inadequate teachers. The Assemblyman, SMC/PTA chairperson and the chief joined the head teacher to the District Directorate of Education to inform them about the teachers and textbooks situation in the community and one additional teacher has been provided at the primary level.”

“There is transparency. Resources mobilized are made known to the community through community meetings. There is accountability.”

Aponoapono community stakeholder meeting, Suhum-Kraboia-Coaltar District, Ghana

District Assemblies, NGOs and donors are providing support to address education challenges in the communities. The Aponoapono community in the Suhum District has received approval from the Canadian International Development Agency (CIDA) for the construction of a four-classroom block and a piggery project. The Kyekyewere community in the Upper Denkyira District has received ₵200 million (cedis) towards the construction of classrooms from the District Assembly. Now people have much better access to information on available resources and services provided.

“Before the Score Card exercise, information flow from the Ghana Education Service (GES) was very minimal. No information got to the communities. As a result of this exercise both the service providers and the communities have become aware that they needed information from each other that were not being provided. Some communities were under enrolled and others over enrolled in the Bongo Central community. At the community interface dialogue between the GES and the community it was revealed that World Vision was providing incentive packages in the over enrolled communities and that was why all parents were enrolling their children in those schools.”

Staff and Board Members of Northern Ghana Network for Development



Country Context

Four main issues have dominated educational policies in India over the last 50 years. Firstly, education being a fundamental human right must be a channel through which personal development can be achieved. Secondly education has a cultural and social role to play in developing unity and forging national identity. Thirdly education is a driving force that can propel the economy to higher and more competitive levels. Fourthly education should be used as a tool to achieve a more equitable and just social order and to redress some of the traditional wrongs that society has inflicted on its subgroups. The commitment of establishing compulsory, universal, primary education for all children up to the age of fourteen dates to the turn of the 19th century.

In the 1930s provincial governments under the control of the INC passed legislation authorizing local bodies to introduce compulsory education. In 1950 the Indian constitution declared " the State shall endeavour to provide, within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years." Fifty years later the Parliament has passed a legislation (86th Amendment Act) making education a fundamental right of every citizen in India. India's achievements during the last 50 years are not insignificant. There has been a substantial increase in the number of primary schools in India. An estimated 95 percent of the rural population living in 8,26,000 habitations have a primary school within one km and about 85 percent population have an upper primary school within three km. After 1993 more than 27,000 new primary schools were established. The number of primary schools has increased three times between 1951 and 1991.

The literacy rates among the population aged seven years and above for the country stands at 65.38 per cent (75.85 males and 54.16 females). The literacy rate recorded an impressive jump of 13.17 percent from 52.21 in 1991 to 65.38 in 2001. It is heartening to observe that the gap in male and female literacy rates has decreased to 21.70 in 2001. More than 150 million children are currently enrolled covering around 90 percent of the children in the age group of 6-14 years. Though the enrolment of girls has grown only six girls for every eight boys are in school. However the size of enrolment in the schools is very impressive, the population growth during the last few decades has also been high. Despite the increase in the enrolment of girl children during the last few years' gender disparity has not reduced. There are as many girls outside school as there are inside in the 6-14 age group.

The reality is that education in India has failed to address any of these serious concerns to a sufficient extent; the system is in a morass from which it will be extremely difficult to extricate it. Perhaps the foremost reason for the failure of the dream of an educated India has been the wide divergence between rhetoric and practice. Therefore a new direction is required in every sphere of education in India hence the Sarva Shiksha Abhiyan: - The flagship programme of the national government that aims at a) all children in school by 2003, b) all children complete 5 years of primary schooling by 2007, c) all children complete 8 years of elementary schooling by 2010. This initiative wears different tag in different states across India, making public education work for the Indian child remains the key challenge.

Key Achievements

- ❑ CSOs supported to conduct debates on the India Education Bill review process.
- ❑ Supported CSOs drafting a policy on children in Chattisgarh and the translation of the Juvenile justice rules in Hindi.
- ❑ In Andhra Pradesh and Orissa CEF facilitated the collaboration of stakeholders on Child's rights issues leading to official banning of corporal punishment in the two areas.
- ❑ Strengthening the active community participation in the management of schools in Nagaland.

Breakdown by Criteria

CRITERION 1

CEF India made the decision not to support a nodal network on education at the national level but instead to strengthen state level networks and then to occasionally bring them together on one platform to address several issues on education. CEF funding has supported the production of several research documents, which facilitated and fuelled further discussion. One of these concerned the government's Common Minimum Programme. Another was related to violence as a structural barrier to girls' education. The latter led to public hearings, a 16-day campaign in 10 states and will now form the basis of a broader ActionAid campaign. Many other meetings were facilitated to open and share ideas between education groups. Interagency working has resulted in an alternative education bill reaching final review by the government. Considerable achievements have been made in empowering community groups including; building the capacity of children's clubs members, "communitisation of education" with 25 master trainers identified, and community participation in 21 villages across 5 districts. Successful activities are listed according to where they have taken place. It is not possible to list them all here but in Andhra Pradesh the following was achieved:

- Community has been able to demand more teachers and better infrastructure.
- A government order banning corporal punishment has been achieved.
- More than 10,000 working children were mainstreamed into schools with 85% retention.
- 150 children with disabilities have been admitted into regular schools and 25 with severe disabilities into special schools.

CRITERION 2

By self-admission, this has been a weak area for CEF India. The very complicated national allocation of funds to education in India makes budget monitoring very difficult. Equally difficult to achieve is access to secondary data from the state government. Grassroots training and community training in budget analysis is planned but is yet to take place primarily due to the very complicated nature of the education budgets.

CRITERION 3

As the MTR explains many of the achievements under criterion three have been mentioned as part of activities within criterion one. A number of projects have been successfully replicated from one area to another:

- New Juvenile Justice rules have been drafted
- A Study of facilities available at Observation Homes
- Engagement with corporate and self-help for the work with children with adult care and protection. Some well known corporate houses have provided monetary and HR assistance.
- Tamil Nadu - the inclusive education programme has scaled up to all states and learning is being transferred.

Case Study: Building capacity for tangible results

Through a coalition of organisations the campaign on Community Demand for Joyful Education was launched in late 2002 in Andhra Pradesh and a few districts of Orissa. Focusing on access to education for tribal and other marginalised children, the demand for quality education has been created in these districts.

- Regular capacity workshops are held for members of Village Education committees.
- Two Public Open Forums have been organised which has enabled the members to interact with high officials at the state level, something that they may have never achieved on their own.
- A training programme on Inclusive Education have been organised for all residential schoolteachers and senior coordinators to help them build their understanding on inclusion and identify working strategy on inclusion in their respective project location.
- Training of children in 50 schools has taken place focused on developing child led indicators. Children's forums, child led indicators have been formulated by the children and progress in school is also monitored on the basis of these indicators.
- Training was organised with the teachers unions on positive discipline in Andhra Pradesh. Positive response on this has been received from the teachers and the school management

Through these interactions the community has been able to demand more teachers and infrastructural facilities in the existing schools. They have also been able to get a government order for the banning of corporal punishment in both the states. In addition, regular impact assessment of the rise in awareness on issues of education is undertaken.

Monitoring systems have been set up with all the partner organisations for collection of data on children previously excluded from school:

- More than 10,000 working children were mainstreamed into schools with 85 % retention, 150 children with disabilities have been admitted into regular schools,
- 25 children with severe disabilities have been admitted to special schools.



Country Context

Education is an important sector in Kenya's socio-economic and cultural development. The provision of quality education and training at all levels has always been prioritised as is evidenced by one of the first policy documents, the Sessional Paper no. 10 of 1965 in which the Kenya Government committed itself to eradicating ignorance, poverty and disease. One of the major priorities of the postcolonial government has been to ensure Universal Primary Education (UPE). To realize this, Education was declared free from Standards 1 to 4 in 1974 as the statutory fees for lower primary were abolished. Free primary education became a reality when fees for the entire primary cycle were abolished in 1978. As a result of the free primary education, gross enrolment rose dramatically to over 100% for both boys and girls.

However with the introduction of Structural Adjustment Programmes in the 1980s/90s, which recommended cost recovery measures and consequently led to a shift of the burden of cost of education to parents, these gains were gradually eroded. (*Task force report on implementation of free education, 2003*). As a result public schools were mainly managed by Parents Teachers Associations, which set standards of the school based on the status quo. The emergence of an unregulated private schools sector in 1980, which fully developed in 1990 eventually gaining government recognition in 1996, further, contributed to the increasing costs of education, creating a clear divide between the poor and the rich elite.

This reversed trend adversely affected access, equity and the quality of basic education in the entire country especially in areas worst hit by poverty such as the urban slums, rural and arid and semi-arid lands regions. As such, primary education has since been characterized by declining enrolments, high internal and external inefficiency (high drop-outs, low completion rates and repetition), and poor transition rates particularly among girls. (*Draft National EFA work-plan, 2002*). An outmoded legal and policy framework has guided Kenya's education sector with various acts guiding different levels of education. Lack of an all inclusive, flexible, gender sensitive and comprehensive education legal and policy framework that ensures inclusion of all categories of children hinders any meaningful progress towards the achievement of EFA. In an effort to address the foregoing problems and attain EFA, the Kenya Government with CSOs, has developed several policies including the PRSP, The MPET (1997 - 2010).

The culmination of these efforts was the announcement by the newly elected government in Kenya on 30th December 2002 of free primary education, with effect from January 2003. Although enrolment figures have increased by an extra one million children, as a result of free education, major challenges have emerged. There is evident commitment and political will to ensure that all children go to school. There is also greater space for participation of all stakeholders in ensuring that the promise and declaration of UPE becomes a reality before 2005. Civil Society engagement with government, within the current political climate is emerging and needs to be nurtured and strengthened.

Key Achievements

- Supported CSOs increased credibility, recognition and involvement of the education policy process

- ❑ Provided support for over five (5) studies/research and documentation of critical issues in education.
- ❑ Promoted capacity building and strengthening of institutional capacities of CSOs - Partners.
- ❑ Encouraged sharing and learning between CSO partners in Kenya and from other countries.
- ❑ Supported campaigns initiated by partners leading to better delivery of the free primary education policy.

Breakdown by Criteria

CRITERION 1

CEF partnered national NGOs and networks and in most cases extended previously minimal experience in lobbying and advocacy for EFA. The results of this partnership were broad and substantial. Possible reasons behind the success in terms of similarities and differences with other programmes are as follows. As with most other CEF programmes a strict recruitment process preceded partnership agreements, and often proposals were resubmitted up to 4 or 5 times before acceptance. Perhaps the most significant learning in this respect from the MTR is that all partners interviewed said that whilst the process was tedious and time-consuming, it was satisfying and they benefited from commitment and technical input offered by the CEF team. CEF has been regarded as *"very different"* from other donors, with a feeling that *"we are dealing with a colleague and a partner... interested on the processes on the ground and not just results"*. The level of interaction that has continued from the production of proposals right through the projects led one partner to say *"We feel safe when implementing CEF programme... we have somehow been spoiled by the constant support and follow-up."* The MTR identifies that this capacity building is an effective strategy for strengthening advocacy and lobbying in education, but makes no claim that it is easy. In contrast it highlights the management difficulties encountered when very different partners are brought together. It is perhaps successful management of this mix (notwithstanding contextual issues) that has encouraged effective collaboration between the partners and promoted joint ownership of projects - a key to overall success.

Despite this progress, Kenya is not without problems. Like many other CEF programmes, Kenya faces acute challenges including:

- The need for more resources to step up monitoring and evaluation.
- The need for more qualified staff.
- The need to further intensify capacity building of partners with regard to financial management, participatory research and gender mainstreaming and empowerment.
- The need to engage with the private sector to make the programme more financially sustainable.
- The need to engage better with government so CEF activities are recognised as national issues not just one off projects.

CRITERION 2

One of the key factors for success highlighted by the Kenyan MTR is the research, and careful documentation of critical issues. The important factors here appear to be the ownership of research by partner organisations and subsequent sharing between the groups. Most importantly, the documents are concise and well written which means they can be (and are being) utilised for advocacy and lobbying activities. These don't just apply to criterion two but across all CEF work. Budget tracking tools are a good example and considerable training has taken place as a result - around 600 facilitators and school

committees in six provinces. Each of the ten partners has focused on partnership building by different methods and at different levels to encourage stakeholders to identify their responsibilities:

- Education forums with parents and community leaders
- Lobbying and advocacy
- Capacity building workshops
- Social clubs for boys and girls

Two of the key learning points from the MTR related to this are:

- Community involvement and participation in management of education is a critical area that has to be nurtured and sustained if EFA objectives are to be achieved.
- Forming and nurturing the necessary partnerships require dedication and patience.

An additional cross cutting issue related to developing financial skills is the strengthening of partner organisations and the CEF's own financial system. This leads to greater credibility and funding from donors. Transparency and accountability are seen as key to building credibility.

CRITERION 3

Several innovative programmes are operational in Kenya to encourage education access to the most vulnerable groups. The projects have effectively publicised and disseminated research findings locally and nationally, they have been able to use research findings for effective policy advocacy and lobbying. This transfer from research to advocacy to beneficial change is something that many of the MTRs identify as a significant challenge.

Case Study: Cancelling debt through public petition

Cancel Debts for the Child Campaign (CADEC) coordinated by Chambers of Justice has been very active in conducting advocacy and lobbying for cancellation of debts - often turning the same into investment resources in education and health. As a result of targeting an established parliamentary support group, as a vehicle for institutionalising the campaign, the debt relief debate has become truly a national agenda. In addition to evaluating government expenditures and key performance in various sectors, it has produced information briefs and public petitioning chits. There is now a petitioning centre in every province in Kenya. So far, about 500,000 people have signed the petition. The campaign was taken further to Europe and the international community - "international petitioning for the Kenyan child."

The results have been positive and encouraging. For example, by December 2003 Kenya received, for the first time in years, its debt re-scheduling by the Paris Club; by July 2004, Finland and Italy managed to cancel public debt for Kenya worth Kshs. 460 millions. Due to its innovativeness and commitment to the Kenyan child, CADEC won the 2003 Jubilee Award.



Country Context

The current Constitution of Lesotho came into operation only in April 1993. At that time, Lesotho had already ratified the United Nations Convention on the Rights of the Child (UNCRC) and signed the Jomtien Declaration, both of which recognise education as a fundamental right. Nevertheless, while the Lesotho Constitution “endeavours to make education available to all” and aims at providing compulsory primary education for all, this provision is a “Principle of State Policy” rather than a “Fundamental Right.” As a result, education is not a government obligation in Lesotho that is enforceable as a right. Lesotho is signatory to many international conventions and declarations including the Millennium Declaration, which was adopted by all 189 UN member states in September 2000.

Lesotho has identified “Combat HIV/AIDS” as the priority area for the nationalisation of MDG. It is estimated that in 2001, 31% of 15-49 year olds are HIV positive, 27,000 children are living with HIV/AIDS and 73,000 children have been orphaned by HIV/AIDS. The Ministry of Education has developed a three-year HIV/AIDS impact assessment for the Education sector in light of the massive effect of the pandemic on educators and learners. The many international and regional commitments made by Lesotho have historically made little if any notable impact on national plans and programmes. Indeed there has been no real mechanism to operationalise such commitments. As a result of this gap, there have also been no clear ways to monitor national implementation. Recognising this lack of follow up to goals to which it has committed itself, Lesotho has identified a new policy planning and monitoring process in order to establish a long-term vision with realistic shorter-term goals. The envisioned course of action for national planning and monitoring will be guided by a long-term national vision for development, Vision 2020. Civil society raised concerns that the consultation process of Vision 2020 did not include wide representation of all stakeholders. The Public Sector Improvement and Reform Programme Policy Framework (PSIRP) is being put in place, linked to this public sector framework is the Education Sector Reform Programme, “which focuses at improving and increasing access, quality and efficiency of the educational system.

The Lesotho Education Sector Strategic Plan (2005 -2015) is based on both Vision 2020 and the PRSP. It has also taken into consideration MDGs and other international and regional conventions, treaties, protocols, declarations and agreements including EFA goals. The Government of Lesotho has developed and initiated a Free Basic Education Programme (FBEP) and a complementary Targeted Equity-Based Programme (TEBP). The FBEP is incrementally removing school fees for the first ten years of primary and secondary schooling. The TEBP is intended to waive school fees for vulnerable children not included in the FBEP. As a result the Ministry of Education’s budget has been substantially increased in recent years. While applauding the Government’s efforts to implement EFA through FBEP and TEBP, there are still challenges and implementation of these policies needs to be properly monitored.

Key Achievements

- Supported the establishment and strengthening of NGO Coalition on Rights of the Child (NGO) secretariat.

- Facilitated the building of links amongst Education NGOs both at the national, regional and international levels.
- Support to NGOs to input into the Education Sector Strategic plan 2005-2007.

Breakdown by Criteria

CRITERION 1

The formation of the Non-Governmental Organisations Coalition on the Rights of the Child (NGOC), its registration, consolidation of its membership (35 active and 80 non-active members), and the development of an operational plan, represent a significant part of the programme in Lesotho. NGOC members have participated in several policy forums and debates. The NGOC has established several links with other local coalitions, regional and international organisations and funding agencies. As in many other programmes, the coalition suffers from inadequate resources, particularly staffing. The open door membership policy of the NGOC has led to a number of partners who are either not entirely devoted or do not have the necessary skills in financial management, lobbying, advocacy and project design and management. As noted, capacity building of individual CSOs has taken a back seat to the formation of the coalition. Perhaps because of these reasons, but also due to relationship difficulties with the Ministry of Education and Training, NGOC has found difficulty in participating in national policy debate.

CRITERION 2

This objective will be addressed once a strong basis for collaborative civil society work is established.

CRITERION 3

The organisation and operation of the Global Education Campaign Week represents a major achievement under this criterion. This campaign reached audiences as diverse as the Prime Minister, politicians, and members of the public, teachers and children. However capacity limitations did not allow the activities to be undertaken in all 10 districts in Lesotho.

Case Study: Sharing research findings with key stakeholders

A survey on “children missing out on education” was conducted in the districts of Maseru, Mokhotlong, and Mhales Hoek in March/April 2004 in preparation for celebrating the GCE week. The week was later celebrated in the three districts reaching out to the following groups of people:

- The Prime Minister through messages written by children
- Politicians through inviting them to go back to school to see the education being offered to children
- Members of the public through disseminating the findings of the survey - radio; newspapers etc.
- Other children through essays, poems, and drawings reflecting on peers “missing out on education”
- Maseru resource teachers through debating how free Primary Education has improved the delivery of education to children

The report of the survey has been widely circulated to various organisations including the Ministry of Education and Training, the Speaker of Parliament, UNICEF, and several development partners that have offices in Lesotho such as Development Cooperation Ireland. Plans to implement the recommendations are currently being considered by Non-Governmental Organizations Coalition on the Rights of the Child (NGOC).



Country Context

Education in Malawi has experienced major changes since the advent of multiparty democracy and the introduction of free primary education in 1994. As a result of free primary education, school enrolment almost doubled from 1.8 million to 3.2 million between 1994 and 1997. Increased enrolment however, resulted in the need to expand the secondary school sub-sector. Many pupils (about 38,000) learn under trees, due to shortage of classrooms, and during the rains such makeshift learning under such outdoor conditions is disrupted. The consequences have been lack of resources that include inadequate funding, and shortage of teachers. For example, in most urban schools the pupil teacher ratio is 1:120, while in the rural areas the teacher-pupil ratio is 1:150 forcing the government to employ 25,000 unqualified teachers who now constitute more than half of the teaching work force. This number is still inadequate and there is uneven distribution of teachers with a concentration in urban areas. The impact of HIV/AIDS in the education sector is also a great problem needing urgent attention. For example in 2000/2001, about 6000 teachers died of HIV/AIDS related illnesses. The rate of death is greater than that of recruitment leaving huge gaps in the teaching force.

Often, teachers do not even possess a syllabus; the curriculum is overloaded and need to be revised to address gender issues, and life skills. Enrolment and attendance especially in the rural areas needs improvement. Dropout rates, particularly for girls are very high. According to the Government of Malawi Demographic and Health Survey (2000), drop out rates are higher for girls and in the rural areas. For instance, the male drop out rate was estimated at 9.5% for boys and 14.1% for girls. Many pupils actually leave school without even acquiring basic literacy skills. The issue of quality education remains crucial in the Malawi education system.

The number of NGOs with an explicitly stated advocacy mandate is still very small. This gap in policy work makes greater mobilization necessary. It is important to note that the significant change in the political and governance environment in Malawi has created much opportunity and space for CSOs to engage in policy work. Parliamentary committees have over the past couple of years, been keener to work with and listen to CSOs. However there is still much room for improvement particularly in the enhancement of capacity of CSOs and communities to engage in policy processes in education.

Key Achievements

- ❑ Through CEF support the National education coalition (CSCQBE), which is the first initiative to bring many CSOs in support of one cause, is recognised by both government and donors as an essential partner in basic education delivery.
- ❑ CSCQBE recognised as civil society voice on education issues in parliament and making presentation to relevant parliamentary committees.
- ❑ CSCQBE participated in the development of the Malawi Poverty Reduction Strategy Paper (MPRSP) and Pro-Poor Expenditure (PPE).

Breakdown by Criteria

The Malawi MTR does not report on achievements by criteria. The reason cited for this is difficulty in distinguishing between which criteria the CEF sponsored projects are closest related to as many cover more than one criterion. This, in turn, is attributed to a lack of clarity in guidelines relating to specific objectives when proposals were sought. CEF supports more than 30 projects. Despite these things, it is clear that the programme has made some steps within criteria one and three and faces many of the same challenges experienced globally.

CRITERIA 1 and 3

One conclusion from the MTR is that much tighter organisation of coalition membership could have prevented many challenges faced by the programme now. It is recommended that the breadth of membership of the supported coalition is reduced. However a number of CSOs have been mobilised and are undertaking valuable educational projects. The MTR reports that an important achievement of the CEF is contribution to the capacity and achievements of the coalition. The coalition is well recognised by both government and donors and works closely with the media. However, the MTR highlights a lack of strategic direction and coordination retarding the coalition as well as an acute lack of capacity of CSOs. One area of planned CEF work is training for partners to increase their capacity for financial management. It is hoped that this will encourage more financially viable proposals.

Case Study: Achievement of Child Rights in Education (ACRE)

In Malawi CEF has placed considerable emphasis on building capacity of the CSO coalition and its members with an aim to draw up issues for advocacy from grassroots. One significant challenge is the high dropout rate of pupils in the Karonga district. This effect is especially high among girls due to forced marriages, child labour and sexual abuse.

CEF is supporting a two-year project aimed at strengthening understanding and capability of School Management Committees, Parent Teacher Associations, local leaders, district networks and education officials on child rights. The project aims to promote the rights of girls to gain access to and remain in school, addressing core issues such as cultural attitudes, sexual abuse and child labour.

Information on the project is shared at district level through government and CSO network, nationally through the education coalition and amongst other CEF partners. The project has affected the implementation of the teachers' code of conduct and several outcomes have already provided input in the review of the education act.

As a result, ACRE projects are going to provide an advisor to assist with the drafting of the government manual for the training of SMCs & PTAs. In addition education has been included in the development agenda for the district assembly. Through regular monitoring by SMC, PTAs and local leaders, the project has reported increased enrolment and attendance especially among girls. There are reduced levels of misappropriation of teaching and learning material and the district ACRE education office is more proactive when dealing with the issues of abuse in school.



Country Context

Mozambique has a population of about 17.5 million inhabitants. More than 70% of the total population live in rural area and is mainly dedicated to agriculture and fisheries. Half of the total population is aged between 6-24 years and the majority is female. This fact, together with the population growth rate of 2.8%, poses enormous pressure on the education system, particularly from primary and secondary levels. According to the PARPA (Action Plan for the Reduction of Absolute Poverty in Mozambique 2001), there are four main problems in the education sector in Mozambique: limited access to educational opportunities; poor quality of teaching and human resource creation; high rate of inefficiency which translates into high repetition and drop-out rates and high costs of expanding access and improving the quality of education on offer (Lind & Kristensen, 2004). The challenges facing the education sector can be attributed to both external and internal contextual factors like poverty, socio-linguistic and cultural background of parents and students, funding, capacity and corruption.

In spite of the factors mentioned above that are playing against the development of education in Mozambique, there is significant progress toward education for all. A crucial element of the education system has been the provision of free education for primary level. How this policy is working in reality is a challenge that faces government, and the citizen and strengthening civil society engagement in the delivery of Education for All.

Key Achievements

- ❑ Strengthening the institutional capacity of the national education coalition (MEFA).
- ❑ CEF has increased donors interested in a coordinated fund for supporting CSOs to monitor PRSP (PARPA) process.

Breakdown by Criteria

CRITERION 1

Three national organisations have received support from CEF in Mozambique: Movement of Education for All (MEFA), Forum of African Women in Education (FAWE) and Magariro (an NGO that works in Manica). As a result of this work educational plans have been influenced in favour of the most vulnerable including those affected by HIV/AIDS and significant changes have been made with regard to education access for girls. The achievements are currently restricted to the provinces of Maputo and Zambézia. It is recommended in the MTR that advocacy capacity of the remaining provinces is enhanced through knowledge sharing via documents, seminars and possibly website construction. As a result of work by Magariro and MEFA, communities are now much more able to participate in decision making within schools and as a result there have been improvements in curriculum development and teacher training. The work of CEF and its partners has led to greater civil society participation in the control and monitoring of government education budgets. Yet an absence of information on how to monitor and involve the community restricts progress in most provinces. MEFA and FAWE have been able to organise communities to execute and monitor campaigns but it remains a challenge to ensure that communities are clear about the objectives of the campaign and how local, regional and national agendas each play a role.

CRITERION 2

MEFA has been able to access relevant information on national budgeting for education and shares this with its members. This has encouraged the Ministry of Education to decentralise funds to schools. However, members of civil society remain unfamiliar with interpretation and understanding of the information available. The MTR recommends that nationwide programmes should take place, involving members of the School Councils to encourage partners in financial analysis of education budgets.

CRITERION 3

The MTR reports a developing feeling of national solidarity with vulnerable children and orphans as well as awareness within educative communities on the importance of safe and healthy environment without the risk of sexual abuse. As a result of the work undertaken, national education plans incorporate strategies for better access and retention of girls in schools, non-formal education and the cancellation of school fees. This has been achieved by; the mobilisation of community leaders and communities, the creation of girls clubs to discuss the issues surrounding female education, the distribution of leaflets and delivery of lectures on sexual security in schools, and support for the inclusion of children excluded as a result of HIV/AIDS.

Case Study: Girls Clubs in Schools

There is a considerable challenge in Mozambique related to the retention of girls in education. Girls face many problems and many drop out of school due to marriage, pregnancy or expulsion from school.

With CEF support, the Forum of African Women in Education (FAWE-MO) Coalition works to establish girls' clubs in schools in order to build their capacity to be able to collectively stand against the bias affecting girls' continuation in education. The girls' clubs facilitate information sharing and collective problem solving. In turn FAWE-MO uses the information generated to build the capacities of the pupils, teachers and communities on gender issues affecting female education.

The project has been in place since 2002 and will run until 2006. So far achievements have occurred in information transfer, policy implications and changes in practice. Information notice boards in schools are used for sharing information on specific cases, although some have been published in local newspapers. In addition a number of brochures have been developed and distributed. Policy changes are in place to allow pregnant girls to continue schooling, which has broader implications for female access to school. In some areas free education for girls has been achieved and increased enrolment has been recorded.

Plans exist to expand the programme across the country but this raises resource challenges and added difficulty in monitoring the programme and compliance to the policy pronouncements especially in remote areas. The next step is to ensure government ownership for this project and for mainstreaming gender in education more generally.

Country Context

Nigeria is the tenth largest country in the world and the most populous country in Africa with a population estimated at 128 million. The annual population growth rate is estimated at 2.8%. The country has recently emerged from 20 years of military dictatorship with multi-party elections in 1999 and 2003. The years of military adventurism in politics literally led to the collapse of all national social services including education. Nigeria operates a federal system of government modelled on the American model. The federal government is generally responsible for giving overall policy direction in key sectors. They are expected to do this with the active participation of the states. Nigeria has 36 semi-autonomous states and a federal capital territory in Abuja. The political arena is further complicated in that the Nigeria constitution recognizes 778 local government units. All these structures (the federal, state and local government areas) are expected to work seamlessly in the development and delivery of coherent public services (education inclusive). The severe decline of the oil market in the early 1980s combined with other factors such as the implementation of the Structural Adjustment Programme (SAP) and mismanagement brought about the gradual disintegration of the economy and is responsible for the steady decline in most sectors and decreased government spending on education. The result of this has been a steady decrease in literacy levels and school enrolment. By 1991, the overall literacy rate had declined to 64.1%, today there are 7.3 million school age children out of primary school and 9 million school age children out of basic education - (6 years in primary education and the other 3 years in junior secondary education).

The education system in Nigeria is guided by the broad National objectives, which are articulated in the National Policy on Education, first written in 1977 and revised in 1981, 1995, 1998 and recently in 2004. The structure of the formal education consists of six years primary education, three years of junior secondary, three years of senior secondary education and four years at the tertiary school (the 6-3-3-4 system). The National Policy on Education was also guided by the Universal Primary Education (UPE) scheme launched in 1976, which assured nine years of free and compulsory basic education for all Nigerian children. The scheme failed for inadequate planning and lack of resources, but nevertheless resulted in doubling primary education enrolment in a decade. The new democratic Government responded to the crisis in the education sector with the launch of Universal Basic Education (UBE) in 1999, but it was not passed into law until 2003. Not unlike the defunct UPE, emerging statistics show evidence of an increase in enrolment. Some tiers of government capitalize on the aspect of the UBE law that gives a grace period of five years before the full implementation of the bill, to charge fees. Also interestingly, since Nigeria operates a federal system of government, the state government owned schools are not bound by the UBE and Child Rights Act, passed in the federal legislative house. As a signatory to the 2000 World Education Conference, and the 6 Dakar Goals towards achieving Education for All (EFA), Government has also established a National EFA Coordination unit under the Federal Ministry of Education mandated to prepare a National Action Plan for the delivery of EFA in Nigeria. Perhaps the greatest challenge facing government is the inadequate spending on education. While there has been an increase in overall government expenditure from N1.06 Trillion in 2002 to N1.6 Trillion (52% increase), this has not translated to a corresponding percentage increase allocation to the educational sector, which was 7% in 2002 and still 7% in 2005, while the UBE budget is about 2%. Debt

servicing obligation further compounds matters. Bringing about good coordination within the governance structure of education delivery in Nigeria as well as addressing the funding challenge is some of the issues both government and other stakeholders need to address.

Key Achievements

- ❑ CEF support has strengthened capacity of partners by offering some workshops, feedback on projects and a pre-MOU assessment. This has strengthened some organisations to source funds from other donors (CASSAD, ECS).
- ❑ The National coalition - CSACEFA has increased information & learning around EFA among its members & wider CS. Stronger linkages have been made at local, national and international levels.
- ❑ Support to partner's budget work advocacy has resulted in increased funds allocations (Osun state), increased provision of material & infrastructure and better accessibility of budgets
- ❑ Supported research contributing to ensuring ECCD (Early Childcare & Development) was in the UBE (Universal Basic Education) policy.

Breakdown by Criteria

CRITERION 1

Support has been given to several organisations for capacity building around EFA and media and advocacy work. In addition, training on Technology of Participation and leadership was delivered at grass roots level. Global Action Week was supported and sensitisation work has been undertaken among private sector organisations. Several research projects have been supported as well as participation in work undertaken by ANCEFA. As a result of these things the MTR reports: an increase in the volume of information available and disseminated on EFA goals; evidence of improved organisational skills and capacity of communities through coalition members; evidence of improved community involvement in decision making in schools; increased representation and engagement with the government; and growing acceptance of civil society perspectives by the government. The MTR also reports the need to improve communication with coalition members, to address under-budgeting leading to inadequate resources, to reduce administrative bottlenecks and to work on gender mainstreaming.

CRITERION 2

The MTR reports that; training in budget analysis is yet to take place, some policy makers have been uncooperative and some community members and media representatives have the wrong perception of CEF. However, information is more available including education budgets, budget allocation has increased, teaching materials have been provided and primary schools have been rehabilitated, albeit in certain areas only. A budget monitoring group has been formed by the Nigerian Union of Journalists and a partner in Nassarawa State makes regular radio appearances. The MTR reports that some community partners are now sourcing their own funds to execute education projects, although existing conflict is reported between community's needs and rights.

CRITERION 3

The criterion three work in Nigeria is focused around research including; distribution of educational institutions, reading ability of primary aged children, attitudes towards education of girls and disabled children, issues that prevent enrolment, retention and completion of children. Outcomes have been recommendations and contributions to

policymaking, formation of advocacy committees, and the adoption of schools for rehabilitation by PTAs and community organisations. Challenges that the programme has faced include bureaucracy and a frequent change of personnel in government, difficulty in accessing some communities due to poor transport links, the socio-economic status of the target communities, and lack of access to women due to socio-cultural practice.

Case Study: Small steps towards significant change in rural communities

Patigi Warri is a community in Lavun Local Government Area of Niger State. The closest primary school to the village is located in another village called Ggaragbazhu, which is about 5 km away. As a result of this, girls do not attend school because parents do not allow them to travel the distance. In addition a traditional and religious practice of child marriage is quite common and girls are married off as early as 8 - 9 years of age.

Health Development Agency (HDA), a CEF partner established an early childcare centre in the community in September 2003, which also serves as a 'primary school'. Parents requested that girls stay in the centre and receive education only up to 8 years of age, after which parents would be at liberty to withdraw them for marriage. HDA reluctantly agreed this in order to encourage enrolment and then hopefully influence such practices.

The centre services three other neighbouring villages, and three members from each of the benefiting communities have been constituted into a management committee meeting monthly to oversee the affairs of the centre. The child-to-child approach is used to instruct children to read in English, but also to relate in the local language.

According to Malam Yaba, spokesperson of the school management committee, "before the centre was established here, our girl children have never been to any school and we did not, and still do not have any school apart from the centre".

So far, none of the girls have been withdrawn for child marriage. Three of the girls at the centre are over 8 years of age, and the parents have allowed them to stay. In addition, the population of pupils in the centre increased from about 40 in 2003 to over 93 (48 girls, 43 boys) in 2004. The HDA facilitator thinks that the perceived benefits of the centre would persuade parents not to withdraw the children.

The local women's group who also benefit from literacy activities at the centre noted that the children have benefited immensely from the programme. Children demonstrated improved hygiene by washing their hands before every meal, taking baths regularly and cutting their nails. More importantly, the children are able to sing in English with a full understanding of the meaning of the song in addition to the general improvement in their skills. "At least our girls can now do some of the things that others in the town can do", said one of the local women.

The work continued beyond the development of the centre. Through several meetings, HDA managed to get local government buy in to the centre ensuring that government will step in should CEF funding stop or HDA pull out of the project. The number of students at the centre has been used to advocate for the establishment of a regular primary school in the area.



Country Context

In Pakistan there are about 40 million children of conventional school going age (5-15). Gross primary enrolment is 89% and primary level drop out rate is 50% (Education Sector Reforms 2001-04). Thus of 36 million children enrolled in schools, 18 million dropped out before completing primary. The 18 million dropouts plus the 4 million with no access to school add up to 22 million out of school (of the 40 million who should be attending). Since the formal education system does not efficiently cater to the most disadvantaged groups of children: working children; children with disabilities; children from the poorest families; and particularly girls, large numbers are either out of school or semi-literate leading to very low enrolment and completion of primary level and consequently an increase in child labour (formal and informal sector) and street children. Most of the girls are engaged in domestic work and informal economic activities.

A wide range of problems plague education in Pakistan which can broadly be attributed to inequitable trends leading to dualism i.e. English vs. Urdu, public vs. private, textbook board vs. other curricula options and urban vs. rural etc. This results in a minority of children having access to quality education and the vast majority being deprived. At the local level, poor physical conditions of schools, shortage of teachers, poor teaching and assessment methods, teacher absenteeism, unproductive teacher training, teachers attitude and harsh behaviour toward children, and low levels of community participation all contribute in driving children away from schools. At the District level, performance of education departments is dismal because of a weak information base, lack of basic facilities, weak understanding of basic issues, a virtually non-existent monitoring and support system, and top down bureaucratic administrative and management practices. Politically appointed teachers, many with questionable academic credentials, effectively prevent any attempt at school improvement. Distribution of resources is often arbitrary and therefore uneven. At the national level, resource allocation and disbursement before the promulgation of District Devolution Plans has traditionally been top down and intermittent. Education is neither related to human resource development nor to market needs and economic development.

The President approved the 2001 Education Sector Reforms (ESR), which is an action plan seeking to implement the National Education Policy in order to achieve the targets set in Dakar and in the draft National Plan of Action. The ESRs follow a sector wide approach and its Action Plan has been integrated within the I-PRSP with over 50% of the budget being allocated to education. In addition to integrating ESR components of literacy, UPE and technical education, the I-PRSP's social safety net programmes, such as "Zakat" (financial contributions) for student stipends, school nutrition programmes for girls, and rehabilitation of schools under the Khushal Pakistan Programme all contribute towards the key ESR areas. The National Plan of Action for EFA (2000-2015), recently finalized, has poverty reduction as a core objective. In achieving the above, Civil Society Organisations are seen as a strategic partner to improve access, quality, monitor budget spending and school performance and in some cases build capacity of School Councils, and to support low cost community based construction and repairs.

Key Achievements

- Supporting social mobilisation through forming community groups for quality EFA, and advocacy.

- ❑ Supporting the formation of Pakistan Coalition for Education.
- ❑ Providing funding for research studies on Primary Education and Funding in Pakistan and the Status of Primary Education after Devolution.
- ❑ Initiating education budget tracking through support to School Management Committees.

Breakdown by Criteria

CRITERION 1

Using Global Week of Action (GWA) on Education 2004 as a platform, CEF brought together 25 organisations across Pakistan at local and national level. This was followed by a marathon round of provincial meetings culminating in a National level Consultative meeting in February 2005. As a result, Pakistan Coalition for Education was formed and a vision and mission identified. A good mix of NGOs has joined the coalition bringing their experience and reputation for working at community level. Research based advocacy has been selected as a main vehicle for lobbying and influencing policy makers, and the geographic coverage of the coalition will facilitate timely access to relevant data. Currently in Punjab, a basic mapping out of coalition members' focus and area of operations is being done. GWA is again being used as a launching pad for the coalition, which has been approached by other donors offering their support.

Rich data drawn from a similar coalition building exercise in 2002-03 would have served as a useful reference point but was not used. As before, most of the members of the coalition are NGOs and have experience predominantly in service delivery. While this is needed for social mobilisation, it also implies that their expertise in advocacy, research and lobbying is limited. The challenge remains to act on learning that has taken place. Last year, during the GWA, almost 8,000 children were brought together and politicians also made commitments to improve schools, however there were no mechanisms to examine post GWA situation of schools in terms of students' participation rates or improvement in physical conditions.

Key recommendations from the Pakistan MTR include:

Secretariat:

- Provide continuous and focussed input to coalition members with regard to implementation and M&E framework development.
- Ensure capacity building of PCE members especially with regard to advocacy, research and budget tracking.

Management Committee:

- Ensure that PCE's overall direction and framework matches CEF's philosophy.
- Ensure that PCE has space required for making contextualised and independent decisions.

CRITERION 2

Two reports have been produced on Primary Education and Funding in Pakistan in addition to a manual for budget tracking for School Management Committees. However accessing information has proved difficult at district level. One of CEF's partners has used its valuable experience and contacts to work towards reducing financial bottlenecks by focusing on high-level officials. One of the big challenges facing the programme in Pakistan is the variance of SMC capacities, ordinances and powers within and across districts and provinces. In addition it is important for CEF to use the empirical evidence from several existing areas of research.

CRITERION 3

CEF undertook 12 months partnership with 4 local NGOs who first created innovative and inclusive models for marginalised children and community groups. As a second step, these NGOs widely disseminated their learning for bringing about policy changes especially at grass-roots level. The approach, though synchronised with Pakistani culture and context, did collide with CEF's mandate of not supporting service delivery initiatives. Currently, there seems to be a catch 22 situation, as supporting the development of innovative approaches invariably leads to supporting service delivery of those innovations. This is a distinct challenge for the future.

Case Study: Raising awareness

One of CEF's implementing partners, the Adult Basic Education Society (ABES), has successfully involved children in advocacy in two districts. Through forming student clubs in the villages, students are first familiarised with different themes and educational issues. Later on, students engage parents and other community members through role playing, street theatres, for raising awareness. Similar initiatives were undertaken in 40 schools across 20 villages bringing parents, students, and government officials onto the same platform with children taking a central role. In ABES experience, such activities not only restore school attendance and participation rates but also create trust amongst the key stakeholders, lack of which results in drop outs, under spending of school budgets, poor information about school needs, and unplanned allocations at district and taluka level.

Another success story of CEF's support is the development of indigenous material for raising awareness and capacity building on a range of issues including innovative and joyful teaching practices, female access to education and women's rights and place in Pakistani Law. Prime indicators of the relevance and effectiveness of these materials are the numerous requests made by Education Departments, other NGOs and district governments for sharing and training their staff on the use of this material. ABES is continuing to use the material in its own training along with its dissemination across public, private and NGO sectors in the country.



Country Context

Sierra Leone continues to maintain one of the lowest literacy rates in the world. Successive governments have not given education the priority that it deserves. Funding for the education sector continues to be inadequate for the demands and the available funding is not well utilised due to lack of effective monitoring mechanisms. The wanton destruction of life and property occasioned by the war has further contributed to the deterioration of the country's already low educational levels. Schools were either destroyed or comprehensively looted, thereby rendering them useless to their communities. The notorious abduction and recruitment of children into the ranks of the fighting forces have also deprived many children of access to basic education and exposed them to trauma and related psychosocial disorders. Of a pre-war population of 4.3 million people, less than 15% have completed six years of primary school education. To worsen an already deplorable situation, there has been a mass exodus of trained and qualified teachers due to the unattractive conditions of service.

The situation for girls is worsened by some cultural beliefs, which do not favour the education of the girl child. The situation is worse in the north and east regions with government having to intervene by waiving school fees for all girls entering Junior Secondary Schools in the two provinces and offering further incentives. Getting girls into schools is just one way of realizing their rights to education; creating a conducive and non-violent learning environment is another way of getting them to stay in school. In Sierra Leone more emphasis is being placed on getting the girl child into schools than putting an end to the violence, which to a very large extent contributes to the dropout rate of girls. With the prevalence of HIV/AIDS in the sub-region, it is obvious that it does affect the education of children, especially the girl child. Recently there have been heightened awareness-raising activities supported by NGOs and the Sierra Leone Government, but these have not adequately addressed school situations.

Resources available to government are inadequate and allocations made to the education sector are limited. Rural communities' access to these allocations is minimal because of the over centralization of facilities, lack of transparency and mismanagement of funds of some service providers in education. Limited capacity to monitor the effectiveness of spending characterizes the educational system. The poor and marginalized do not participate in decision-making and policy formulation. A number of education policies formulated have not been sustainable at the strategic and operational levels, as lack of ownership has contributed to the limited commitments in implementation at different levels of public policy directives and projects. Recently, emerging CSO concerns and pressure on government over accountability and transparency on national budgets led, for the first time, to open forum discussions on national sectoral budgets where participants from all over the country were drawn. This provided an opportunity for participation and space for the public to challenge issues.

Key Achievements

- Supporting training of coalition members on advocacy planning & implementation.
- CEF Partners successfully influencing change in policy on provision of two Principals for double shift schools (Kenema district)

- Supporting campaign leading to ban of Pamphlets used by teachers to exhort fees (Bo District).
- Facilitating the emergence of District EFA Networks in 5 Districts.

Breakdown by Criteria

CRITERION 1

A nationwide sensitisation campaign was carried out via the media, distribution of brochures, meetings and focus group discussions. Meetings were also held with stakeholders for collective definition of responsibilities. Support was provided to EFA forums and fifty-two members of the coalition were trained on advocacy planning, implementation and budget literacy. Countrywide networks were set up, the Global Week of Action was supported in 2003 and 2004, and the CEF engaged with the private sector as well as ANCEFA and the EFA coalition. The MTR also details some examples of successful advocacy leading to government policy change and the abolition of unofficial payments to teachers.

However, familiar problems of working with coalitions also exist in Sierra Leone. Capacity shortages, lack of punctuality of reports and proposals, unfamiliarity of working in partnerships and a lack of experience around non-material service delivery are all significant issues. Key lessons that are recorded include:

- Little collaboration between national level coalition leadership and district level networks.
- Coalitions and networks lack a base for informed decision making.
- Networks require ongoing monitoring and support from the CEF.

CRITERION 2

The MTR does not provide great detail in relation to criterion 2 but does mention that accountability in terms of budget tracking needs greater sensitisation at the community level than the present effort seems to indicate. Also, that there is a need for the coalitions to exploit the opportunity of decentralised governance to focus on budget controllers at local level.

CRITERION 3

This objective has not yet been fully addressed.

Case Study: Abolition of topic pamphlets in junior secondary schools

The Bo District contains the second largest town in the country with the largest number of schools. However, because teachers, especially new recruits, are often not paid in time they seek to develop survival mechanisms. One such method involves extorting money from parents through their children by a scheme called pamphlet. The teachers make pamphlets on each topic in the syllabus and each week when such new topic is being taught, they will demand money from pupils and those without the money will be driven from the class.

Supported by CEF, the Bo CSO Education Network met and raised the issue. They communicated with the Ministry of Education and held panel discussions on the private radio stations in the District. The outcome was the proscription of the practice of pamphlet production on topics in all schools in Bo District. Pupils from poor families are no longer deprived of education just because they lack money to pay for pamphlets.



Country Context

The right of all children to education was recognised in Sri Lanka in the 1940s. Free primary, secondary and university education was introduced in 1945. The stated objectives of this policy were to ensure the democratic right to education and to provide opportunities for upward socio-economic mobility through education to all strata of the population. Free mid-day meals were provided in different phases of education policy as well as subsidised transport. These incentives were recently increased with the provision of free textbooks from Grade 1 to 11 in 1980 and provision of school uniform material for each child in 1993. The mother tongue was enforced as a medium of instruction in the primary schools in 1945 and progressively in the secondary school from 1953 to 1959, in an effort to eliminate privilege through language.

Sri Lanka has some of the highest official rates of attainment in primary education in Asia. The rate of literacy is 91%. The rate of participation in primary education, which refers to rates of enrolment, was 97% in 2003, and the teacher-pupil ratio was 22:1 (Central Bank report 2003). Primary education in Sri Lanka is provided mostly by the state. The system includes number of private schools and *privena* schools. There are also international schools that are set up under the Company's Act. According to the Central Bank report of 2002, there were 9829 government schools, of which 9,509 were Provincial schools, while 320 were National Schools (NCE 2003; MOE 2004).

However, the profile of high educational attainments in this sector has been changing. The process of expansion has created a highly competitive exam-oriented system, which has undermined quality and relevance and thereby the educational experience and foundation for the future. Reality belies the impressive statistics indicated above. To begin with, the measurement of literacy is itself questioned. Moreover, there are vast disparities in participation in education, particularly in pockets of marginalized communities, and teacher deployment is inequitable and susceptible to political patronage. As a result, there is an excess of teachers in urban centres, and a dearth in rural areas and small urban schools in particularly difficult areas. Education reforms were introduced in 1997 to provide children with knowledge and skills to meet future challenges and to contribute to the country's development needs. Despite free education and the range of incentives, parents in low-income communities are unable to bear the costs of other necessities such as exercise books, stationary and shoes.

The ceasefire agreement between Government of Sri Lanka (GOSL) and Liberation Tigers of Tamil Eelam (LTTE) created a favourable environment in the 20-year ethnic conflict. This situation increased the number of families returning from displaced locations to their original places for resettlement. Student population in the North Eastern area and bordering villages has increased due to increasing population of returnees.

NGOs are generally perceived as service providers, often linked to the grassroots through interaction with CBO partners, and have gained credibility through these activities. Increasingly, however, NGOs are entering the policy area in more systematic ways. Particularly on issues on good governance, peace and conflict resolution, gender issues, environment and sustainable development, NGOs have played a major role in attempting to influence policy decisions and have supported public awareness creation measures around these issues.

Key Achievements

- ❑ Supporting work on building community support for education planning
- ❑ Supporting increasing capacity for community advocacy through the revival of EFA committees in the various Provinces
- ❑ Strengthening community ownership of schools, through encouraging setting up of School Development Societies.
- ❑ Supporting EFA committee structures, complementing School Development Societies.
- ❑ Encouraging CSO networks for the first time to engage in the Global Week of Action campaigns.

Breakdown by Criteria

CRITERION 1

Work by network members has been focused on building community support for education planning and increasing capacity for community advocacy through the revival of EFA committees in the various Provinces. Substantial engagement with education authorities has already proven to be an effective channel for raising community concerns. Community ownership of schools has been strengthened, through concepts such as School Development Societies. EFA committee structures are now complementing School Development Societies in some 50 schools around the country. Provincial educational networks have been engaged in planning and implementing a number of field level advocacy-based initiatives, in relation to community involvement, eradicating child labour, support of slow learners, and support of urban slum and street children. A national coalition was launched in March 2005. CEF-supported partners participated in the Education Ministry national workshop on drafting an Action Plan for Inclusive Education, making strong interventions in bringing forward issues of marginalized groups. The media campaign of the CEF, launched in conjunction with the Global Action Week, contributed to district level and provincial level lobbying on the issue by civil society organizations.

The infancy of the coalition means there is little work in Criteria two or three to date.

Case Study: Community involvement to improve school attendance

The Polonnaruwa District in the North Central Province is affected by ethnic conflict and highly vulnerable to frequent natural disasters such as drought and flooding. In the Central Province the Ministry of Education directly manages 'National schools' and the remaining 774 schools are under the guidance of the provincial authorities. In Polonnaruwa there are just 4 'National Schools' and the provincial authorities manage 230. Thirty-seven schools have been closed down in the North Central Province due to a 'rationalization program' and the war; eleven of these are in Polonnaruwa. There is considerable inequality in terms of resources and budget allocation.

With financial and technical support from CEF, communities have been involved in identifying non-school going children and encouraging school attendance. There has been increased children's involvement in EFA issues through children's clubs and community involvement in identifying and assisting in upgrading schools under threat of closure. The programme only started in January 2004 but already steps are being taken to replicate the model practiced in the North Central Province. Government authorities have pledged to replicate the 'good practice' in 21 schools in the selected education division through government funding.



Country Context

Tanzania's National Strategy for Growth and Reduction of Poverty (NSGRP) recognises the importance of human resource development as a pre-requisite to economic development and thus to reduce income poverty in the country. NSGRP sets achievement of UPE as a priority development target. PEDP sets out a strategy to translate into practice the international EFA 2000 goals, and the NSGRP targets. PEDP is a comprehensive strategy to ensure that all children enrol and complete seven years of quality primary education. PEDP has established a target to have all children, including boys and girls from disadvantaged groups such as AIDS orphans, to enrol in primary schools by the year 2006. In order to achieve this, the government abolished school fees and all other mandatory parental contributions to ensure that no child was denied schooling. CSOs participated actively in the preparation of the PEDP and have also been given representation in the Basic Education Development Committee (BEDC), which is responsible for overseeing the development of pre-primary, primary, secondary, teacher and adult education. The role of civil society in the delivery of the PEDP is clearly spelt out.

While PEDP has resulted in a massive increase of primary education enrolment, its first three years have shown a worrying trend in terms of its difficulty to address issues of quality and outcomes of the education received by children. Capacity development of all relevant institutions remains a major hurdle. While some progress has been made on development of training manuals for teachers, head-teachers and school committees, these still require major improvements in terms of quality of content and brevity. Critical sectors of basic education such as Early Childhood Development (ECD) have neither been prioritised nor resourced, while education for marginalised children, particularly the disabled, has not been adequately addressed in the current government plans and policies. The HIV/AIDS pandemic continues to impact negatively on education as many children are orphaned and many teachers die of the scourge, with little evidence of concerted action to contain the situation. In practice, the effective involvement of NGOs remains a matter of constant ups and downs, however CSOs have identified the monitoring of PEDP as one of the key advocacy priorities.

Key Achievements

- ❑ Establishing new Regional Education Network (one of the 4 regional networks supported).
- ❑ Establishing of the national Early Childhood Education network.
- ❑ 330 people (230 women) participated in budget and budget processes training.
- ❑ Supporting experience sharing of NFE provision with ward, district, regional & Ministry officials.
- ❑ Providing support leading to institutional strengthening of the national coalition - TENMET.

Breakdown by Criteria

CRITERION 1

The MTR reports that the capacity and resource weaknesses of many of the CSOs in Tanzania led the CEF to focus on coalition forming to strengthen these organisations. Also, that many of the coalition member organisations work in fields not directly related to education. The report suggests that it is good that the CEF funding has brought these organisations together and that they are focusing on education, but there is a concern

that without a common cause that binds the NGOs the network is somewhat artificial. Many of the organisations involved have poor access to information and little experience of advocacy. In addition, many of the regional networks lack financial resources to engage fully in meaningful work. As well as regional networks, CEF Tanzania has also supported the formation of thematic networks. These are able to focus more clearly on the issues that require advocacy and have developed an advocacy agenda. However, they still need to involve government ministries to make significant inroads.

CRITERION 2

The CEF has supported several initiatives on budget tracking. With support from Oxfam a 3-day workshop was held to develop a strategy for monitoring education finance 2003-2006. Instruments to collect data on education finances have been developed and tested and a Simple Guide to Working with Finances and Education was produced. CSOs decided to focus on tracking funds for school committee training and in-service training of teachers. Tracking has been carried out in 5 of 7 regions of the country revealing problems with transparency and information access. In addition, 230 women and 100 men participated in a budget tracking exercise in the Kibondo District.

Overall, the capacity of many CSOs has been developed in carrying out budget tracking and several communities have been made aware of education financing issues. The report concludes that work remains to develop an advocacy strategy and more CSOs need to be drawn into the exercise.

CRITERION 3

CEF provided funds to the Mkombozi Centre for Street Children to develop and test models for integration of out-of-school children, prevention of children dropping out of school, and provision of appropriate non-formal education for marginalised children. These models have been shared with various stakeholders. However, there remains a need for more CSOs to get involved in developing more innovative approaches in areas such as education of girls expelled as a result of getting pregnant and education for children in pastoralist areas.

The Tanzania report also contains a section on supporting early childhood development initiatives. In this field, two networks have been supported and are clear on the issues that require advocacy. These networks have built good partnerships with the government that can develop further.

Case Study: Providing appropriate education to marginalised children

Tanzania's state education system is under-performing and effectively excludes a range of children who are poor, come from difficult family backgrounds or have special education needs. These children are particularly at risk of non-enrolment, exclusion, truancy and dropping out from primary education because of economic, educational and familial factors.

CEF provided funds to Mkombozi Centre for Street Children to support develop and test models for:

- The integration of out-of-school children into the state system
- The prevention of school dropouts
- The provision of appropriate non-formal education for marginalized children who cannot be integrated into state schools because of age or educational constraints

Mkombozi has identified a direct link between being out of school and coming to the streets and is continuing research in this respect. During the first three years, this project will use experimentation to develop and pilot a variety of models to:

Integrate out-of-school children into the state system

- a. Developing transparent, user-friendly and cheap systems for enrolling and transferring children into state schools.
- b. Addressing the economic, logistical and attitudinal challenges that prevent children from being enrolled into primary school.

Prevent children dropping out of school

- a. Participatory Action Research (PAR) is being conducted into why, within the local context, children are dropping out of school. Although there are a number of national level reasons that have been well documented, Maarifa and Mkombozi's research that there are a number of specific local peculiarities that affect school attendance and the number of children coming to the streets from particular villages.
- b. Raising awareness and changing parental, teacher and communal attitudes towards the importance of enrolment and completion of primary education, so that children do not drop out of school once they have been re-integrated. This is complemented by developing a range of sponsorship/exemption pilot schemes within target communities, to assist poor families in covering indirect school costs and school contributions.
- c. Strengthening family/school/community relationships, building the capacity of school committees and teachers and students to reinvigorate the current school and community systems for identifying and assisting potential dropouts.

Strengthen and document Non-Formal Education (NFE) provision

- a. To ensure that street children who cannot be enrolled in state schools receive educational services that are high quality
- b. To pilot a NFE model, aspects of which can be used by the state system to improve quality.
- c. Sharing lessons learnt and experiences with teachers in the target schools as a starting point for bringing non-formal and mainstream education closer together in terms of teaching approach.



Country Context

After two decades of political turmoil (1970s and 80s), which saw Uganda plummet to one of Africa's poorest countries with a non-functioning economy and barely existent social infrastructure, a new Government embarked on a process of political, social and economic reforms. Government identified the achievement of Universal Primary Education (UPE), as a key requirement for sustainable development, peace and stability. In 1992 Government commissioned a review of its education system and adopted the Commission's findings and recommendations into a policy document known as the *Government White Paper on Education*. This document defined basic education as the minimum package of learning which should be made available to every individual to enable him/her live as a good and useful citizen in society.

As a core objective of Government policy, the UPE programme was launched in 1997. UPE aimed to put all children in school by 2003. To help this happen Government spending in percent of GDP devoted to education went up from 2.6 % in 1995/96 to 4.3% in 1999/00, 70% of which is now allocated to primary education. Due to UPE programme, enrolment went up from 2.5 million in 1996 to more than 6.8 million children in 2001. Currently 7.2 million children are accessing UPE of these 51.1 % are boys and 48.9 % are girls. To deal with the massive increase, and address issues of quality, Government programmes have recruited and trained new teachers, built classrooms, revised the curriculum and bought textbooks. Uganda is widely considered to be one of the few low-income countries that have achieved notable progress towards achieving Education For All. It has acknowledged the right of its citizens to education and has a National Education Plan in the form of ESIP, which links UPE to the country's wider macro-economic planning processes as articulated in the Poverty Eradication Action Plan PEAP. Despite these efforts, current studies show many children (especially poor children and those in difficult circumstances, marginal communities and differently abled children - worst affected in all these categories being girls) are excluded from school. Most of those in school lack adequate learning resources and environments conducive to learning. In addition to this, Government emphasis on the UPE programme in primary schools has narrowed the White Paper's definition of Basic Education, ignoring early childhood education and adult literacy, which have been left to the voluntary sector.

Yet the above brief illustration indicates that Uganda is far from achieving its goals on EFA. There are serious challenges in terms of resources. Even though government has put in substantial financial resources as stated earlier, these are just not enough. The existing resources as well, get inefficiently used or siphoned off. HIV/AIDS is a major developmental challenge and its effect on education status is yet not understood fully. It is manifested in terms of a general shortage of teachers; children (especially girls) dropping out of school for care and other household responsibilities and child headed households where children get pushed into adult responsibilities. Added to this is the conflict context. CSOs have been working within the field of education in a range of activities. Engagement in activities such as provision of infrastructure is fairly old amongst CSOs and Faith Based Organisations. However, engagement in policy processes is a fairly recent phenomenon with only a few CSOs and networks actively engaging in education and other national policy processes.

Key Achievements

- ❑ Facilitating civil society input into a range of policies within the existing policy framework and the drafting of new legislation on NFE curriculum, OVCs and conflict/post-conflict affected children.
- ❑ In Apac district 10 sub-county groups were set up to monitor local school budgets. This has increased the influence of local people on their schools and led to recommendations on government funds disbursement procedures.
- ❑ CEF-supported projects were instrumental in influencing government recognition of NFE programmes provided in areas affected by conflict. The programmes were recognised as innovative and effective.

Breakdown by Criteria

CRITERION 1

CEF worked with three networks at a national level: Forum for Education NGOs (FENU), Uganda Children's Rights NGO Network (UCRNN), and Uganda Adult Education Network (UGAADEN). This work provided a platform to bring experiences from the poor into a policy dialogue. In the process, civil society networks increased their capacity and confidence in holding government to account against the EFA and MDG attainment. Each of the networks CEF has worked with has good links to government or school management committees and a number of policy and practice changes resulted from the CSOs engagement to date. For example there is evidence of consideration of educationally disadvantaged children in a number of government strategy and policy documents. These are listed in the Uganda MTR on pages 4 and 5.

CRITERION 2

Uganda has shown significant success in this respect. Budget tracking in Apac and Bundibugyo districts has resulted in reduced time lag between disbursement and use of funds, public display of school budget, utilisation and disbursement schedules, and involvement of parents and children in the planning and budgeting for the school. It has also unearthed ghost pupils, teachers and schools through CSOs field verification. Funds diverted have been recovered and errant officers charged in courts of law. Monitoring by children themselves in the children programme has improved school attendance by both teachers and pupils due to increased ownership of the learning process and school by the children. Children have held their parents, school management committees, teachers, and head teachers accountable especially on the use of funds, lesson planning, punctuality, and school feeding amongst others. In some schools pupils have been empowered to express concerns on early marriage of girls and marital relationship of parents that impact on them to their teachers and asked for help.

CRITERION 3

The complexities of internal displacement in Uganda have enhanced the requirement for innovative ways of providing basic education. Most of the success of the programme has been based in the north with the Northern Region Education Forum (NREF) and a loose network of NFE providers. CSOs have been providing temporary classrooms, mobile toilets and psychosocial support to children, teachers and parents. However the learning environment has remained very hostile and coverage of these services has been inadequate and much of the support was too rigid to reach children currently outside of the education system. The loose network of NFE providers has undertaken several programmes to reach these groups and sustained advocacy led to the formation of the

NFE National Working. These programmes have been recognised as innovative, effective and requiring government support. The forum also provided policy alternatives based on data from human stories to several government groups and officials. This resulted in a number of government policy developments in favour of inclusive education. In conjunction with Kyambogo University a NFE curriculum is in formation with a view to government enrolling, training and paying instructors. However, a number of innovative schemes have not been documented and there is still work to be done in identifying schemes and sharing them at a national level.

Case Study: The Apac Anti-corruption Coalition (TAAC)

In the Apac district of Uganda, 'Community Monitoring Groups' have been set up in 10 sub-counties. These groups are made up of 12 individuals (at least one boy, one girl and four women) and they monitor the local school budget and strengthen local people's involvement in decisions around how to use the budget.

Many of these groups have exposed serious faults in the present disbursement system, poor quality of classroom construction, misappropriation of building materials by contractors and civil leaders and the unscrupulous award of contracts. These issues have been raised for discussion with and follow-up by the District Local Government authorities. Some findings have been used to discuss changes with the District Education offices and others have fed into the Northern Region Education Forum and presentations at national level. On the basis of their experiences at this level, the groups have formulated recommendations for changes to how education funds should be disbursed at the national level in order to ensure greater transparency.

These Community Monitoring Groups have an impact that goes beyond the education budget - they are a mechanism to give local people confidence and the understanding that they have a say over what happens in the local school. The groups are also a means for children to have a greater say in the running of their own schools. In the same district, with the technical support of Save the Children Norway, children have been empowered by the formation of child-led monitoring committees in schools. The children are tracking education expenditures, assessing their learning environment and recommending what they would want the education system to help them become. They develop action plans for improving the school environment and then make presentations based on these to the School Management Committee and the school administration, sometimes even taking their presentations to district or national-level policy workshops.



Country Context

While it has always been conceived as a *factor* of personal and national development, education in Zambia has continued to exhibit fairly low growth. This is manifested in low progression rate, high drop out rate, low gross and net enrolment ratios, and the general plummeting quality. Of clear concern to all stakeholders in the provision of education, is the need to meet the challenge of education for all (EFA), with the perfect intention of maximising quality over quantity. The recently developed National Education Strategic Plan is a most recent government framework to guide the education provision process in the country. The plan spans between 2003 and 2007. The plan is supported by a number of donors through a sector pool funding mechanism and a small number of donors are into project support funding.

What is contained in the Strategic Plan is a mere expression of interest by the government to collaborate with other stakeholders on ECCED, set up regulatory frameworks for CSEN and OVC, coordinate life skills training for youth across relevant ministries, develop a programme to set up adult literacy programmes and strengthen the gender component at primary and secondary levels. There is, however, a striking absence of a direct mention of the EFA goals in the strategic plan, and how the MoE and other ministries with an education agenda, wish to address them in terms of strategies and financing.

The government, through the Ministry of Education (MoE), has started a national process focusing on addressing the EFA goals in an effort to meet the 2015 MDG targets. In the offing is the EFA Secretariat to coordinate the development of the EFA plan. The process is participatory, involving a wider cross-section of NGOs and civil society. An immediate task of this secretariat has been to coordinate the development of the National EFA Plan. Pursuant to the provision of universal primary education (UPE), in 2002 the government introduced the free education policy for primary education - Grade 1 to 7, which entails removing all user and PTA fees that pupils in primary schools were asked to pay. Late in 2004 the Ministry of Education commissioned a study on the impact of free Basic education policy on access to education. The study revealed that the FBE policy produced mixed results. Even though the basic school enrolment increased, the policy was constrained by other non-costs barriers to access such as inadequate infrastructure and financial resources to meet the many needs of the schools. The government's intentions are often met with complexities, with the principal ones being lack of financial resources, weak collaborative efforts among the stakeholders, inconsistency in the policy, and sheer lack of commitment on the part of the government.

Key Achievements

- ❑ Supporting and strengthening of the institutional capacity of the CSO education coalition - ZANEC
- ❑ Acting as catalyst for donor pooled funding for civil society in the education sector.
- ❑ Supporting the national coalition, which contributed to their intensive campaign on the ban on teacher recruitment due to IMF conditionalities.

Breakdown by Criteria

CRITERION 1

CEF's major achievement in Zambia has been the institutionalisation of a coalition of CSOs in the Zambia National Education Coalition (ZANEC). Management, administrative, constitutional and financial structures have been put in place along with a harmonised approach to donor support. In addition a capacity needs assessment of partners has been undertaken. To a considerable extent, the coalition has been informed of the need to reduce direct service delivery in favour of advocacy and lobbying of national polices. However there remains a challenge regarding clear consensus among its membership on whether ZANEC is a coordinator, facilitator or implementing agency. The MTR reports that it is evident that some stakeholders remain confused about CEF intervention and grant support procedures.

CRITERION 2

A workshop has taken place where a budget tracking strategy was agreed. That strategy is scheduled to come into action in 2005.

CRITERION 3

The programme in the Zambia is yet to properly address Criterion three although CEF Zambia did support the Global Week of Action in 2003, 2004 and 2005.

Case Study: Identifying limitations and taking action

In Zambia, it was perceived that most CSOs are engaged in education delivery and not advocacy work and thus their participation and capacity in education advocacy, lobbying and campaigning are very weak. In a context where the coalitions and networking are relatively new phenomena, CEF set out to establish the existing capacities amongst education CSOs for future engagement.

CEF commissioned and funded a study aimed at engaging CSOs to identify their own capacity gaps for the purpose of linking to CEF interventions. Between October 2004 and February 2005 a detailed analysis of the capacity within CSOs was undertaken and a report was produced detailing baseline CSO capacities for CEF intervention. This report was distributed amongst the target group of CSOs, the CEF Management Committee and general public and supported by a workshop. In turn this lead to a realigned strategic focus with CEF. More resources have been allocated to capacity building.

The next steps of this process are to:

- Develop a clear/specific intervention strategy
- Identify possible sources of support - trainer
- Engage more with CSOs to encourage ownership in the process

A2. ALLOCATION & EXPENDITURE ANALYSIS

This table captures:

- (1) **spending priority** for the three CEF criteria. Each criterion is highlighted if a country has spent more than 25% of total expenditure on that criterion (or more than 50% for criterion 1).
- (2) **spending**. Countries that have spent less than one third of the original fund allocated to them are highlighted along with countries that spent less than one half of their 2004 budget.

	Expenditure to 31.12.04		(1) spending priority			(2) spending	
			Allocation	crit criterion 1 >50%	crit criterion 2 >25%	crit criterion 3 >25%	%alloc < 1/3
Bangladesh	255,201	750,000	*				!
Cameroon	81,641	150,000	*				
Gambia	55,509	150,000	*				
Ghana	225,574	600,000	*				
India	372,677	1,700,000	*		*	!	!
Kenya	354,498	600,000					
Lesotho	83,653	150,000			*		
Malawi	284,553	450,000			*		
Mozambique	113,169	450,000	*			!	!
Nigeria	412,599	750,000					
Pakistan	135,377	750,000		*	*	!	
Sierra Leone	46,983	150,000		*	*	!	!
Sri Lanka	156,819	450,000	*		*		
Tanzania	157,461	600,000		*	*	!	
Uganda	216,852	600,000	*	*			
Zambia	113,692	450,000			*	!	
Zimbabwe (discont.)	64,755					!	!
ANCEFA	238,905	800,000	*				
ASPBAE (2005-07)		250,000	-	-	-	-	-
GCE (£500k 2005-07)	56,200	506,200	*			-	-
¹UK Secretariat	488,494	1,349,717					
Unallocated		223,884					
TOTAL	3,914,612	11,879,801					

¹planned UK expenditure 2005-2007 includes:

Corp Partnerships & Comms	67,863
Corporate Communication	30,500
Corporate Reps in 3 countries	56,700
Regional support for Asia	29,295
Regional support for Africa	56,560
	240,918

A3. MONITORING & EVALUATION FRAMEWORK

A3.1 Objectives and Indicators

	Impact Indicators	Outcome Indicators	Quantitative Information	Sources
<p>Objective 1</p> <p>To strengthen civil society participation in the design and implementation of national and local education plans, especially through the support for broad based national alliances and coalitions</p>	<ul style="list-style-type: none"> Evidence of a stronger civil society perspectives influencing education plans in favour of poor and marginalised children, especially girls and the most vulnerable (facilitated by CEF partners/coalitions & alliances) Evidence of changes in educational policies, plans and budgets in favour of poor and marginalised children (facilitated by CEF partners/coalitions and alliances) The development of national consensus around a clear Education for All Plan which addresses gender inequality and its capacity to attract coordinated donor response Significance of national policy changes on poor children's access to education and quality of education received (where possible, from the <u>perspectives</u> of those children, especially girls and most vulnerable). 	<ul style="list-style-type: none"> Examples of CEFs involvement in & activities for building, broadening and development of strategies for strengthening civil society alliances in favour of Education for All Evidence of building alliances with organisations of poor and excluded groups themselves Examples of increased & stronger South-South/South-North links including inter-regional S-S/N links on Education for All issues. Examples of CEF's support to partners resulting in more effective advocacy and influencing on education policies and budget spending Significance of CEF's involvement/support (from key stakeholders' <u>perspective</u>) of networks, coalitions, and alliance building Examples of increased representation and engagement with government of civil society representatives in education policy forums, debates, and PRS processes and level and relevance of that engagement Examples of increased responsiveness of Government policies and practices to the needs of excluded groups Examples of increased capacity of Government to address constraints to achieving Education for All that lie outside the education system (eg. Macro-economic) 	<p>Number and type of coalitions, networks, alliances supported and the nature of CEF's involvement.</p> <p>Number and type of coalitions, networks, alliances supported and working specifically on addressing gender equity in education</p> <p>Amount spent on supporting anti-poverty coalitions, networks and movements.</p> <p>Learner rates, especially amongst vulnerable groups:</p> <ol style="list-style-type: none"> Enrolled Attending/drop out Repeating Completing 	<p>CEF performance measures</p> <p>CEF finance/ monitoring data</p> <p>Annual review and reflection process with key stakeholders (see Self Assessment framework above)</p> <p>Quarterly reports</p> <p>Case study collections – stories of significant change</p> <p>UN reporting on MDGs, National Education statistics, Global EFA monitoring reports</p> <p>Stakeholder surveys</p> <p>Media analysis/press cuttings</p>

	Impact Indicators	Outcome Indicators	Quantitative Information	Sources
<p>Objective 2</p> <p>To enable local communities to monitor spending on education both at national and local levels</p>	<ul style="list-style-type: none"> Increased investment in education and the accountability of government with regard to spending on education 	<p>Examples of CEF's support leading to increased community participation in school management committees and education monitoring</p> <p>Examples of increased levels of understanding of the government education budget and of mechanisms used for financing education</p> <p>Examples of CEF's support for local level monitoring on education budgets and type of support eg training, resource materials etc</p> <p>Examples of this work influencing government decisions on education plans at local and national level</p> <p>Examples of how communities' evolved understanding of education budgets have impacted the delivery of education at the local level</p>	<p>Level of active participation in school decision making by:</p> <ol style="list-style-type: none"> Children Parents Teachers Communities <p>Numbers of people /communities trained in budget tracking</p>	<ul style="list-style-type: none"> CEF performance measures Ongoing monitoring data Annual review and reflection process with key stakeholders (see Appendix 1 Self Assessment framework) Case studies/oral testimonies
<p>Objective 3</p> <p>To support the development of innovative approaches to educating the most marginalised children (especially girls and the most vulnerable) in a way that influences a wider policy and practice</p>	<ul style="list-style-type: none"> Evidence of innovations influencing education policies and practices in addressing factors that have caused exclusion to different communities 	<ul style="list-style-type: none"> Evidence of CEF's support to collating, documenting and learning from innovative approaches to educating marginalised & excluded children Examples of types of innovation/approaches being identified and supported by CEF 	<ul style="list-style-type: none"> Specific budget expenditure on research & documentation Numbers of reports produced and published Numbers of recommendations implemented by policy makers from reports on innovation in education for marginalized groups 	<ul style="list-style-type: none"> Publications Quarterly updates

	Impact Indicators	Outcome Indicators	Quantitative Information	Sources
<p>Objective 4</p> <p>Strengthening inter-agency collaboration & internal functioning of the CEF</p>	<ul style="list-style-type: none"> • Increased quality and effectiveness of CEF's work as a result of innovation, sharing & learning • Increased effectiveness of CEF's work as a result of a more responsive and empowering working culture • Poor people and partner organisations benefit as a result of devolved and flexible decision making at local level 	<p>Evidence of M&E Systems developed to encourage and facilitate learning and innovation</p> <p>Evidence of better inter-agency collaborations leading to CSOs management coordination of funds for other sectors. Examples of learning linked to these changes in practice</p> <p>Evidence of implementation of processes to ensure cost-effectiveness analysis and reporting</p> <p>Evidence of more effective working relationships between CEF implementing countries, region and Global CEF secretariat & management committee</p> <p>Evidence of increased transparency and accountability to communities, partners and donors (including financial)</p> <p>Evidence of previously marginalised children receiving high quality education as a result of the policy recommendations from the documentations that were implemented</p>	<p>Nos of national and Intl NGOs and donors engaged in education that CEF is actively involved with</p> <p>Nos of national, Intl NGOs and donors in other sectors that are adopting this mode of funds coordination.</p> <p>Nos of representatives on the CEF management committee (by gender/constituency)</p> <p>Amounts of funds leveraged by the CEF from other international or national donors?</p>	<p>CEF performance measures</p> <p>CEF finance/ monitoring data</p> <p>Annual review and reflection process with key stakeholders (see Self Assessment framework above)</p> <p>Quarterly reports</p> <p>Case study collections – stories of significant change</p> <p>UN reporting on MDGs, National Education statistics, Global EFA monitoring reports</p> <p>Stakeholder surveys</p> <p>Media analysis/press cuttings</p>

A3.2 Methods of Data Collection

These should be the most appropriate to your country context, the information you have available and local CEF capacity. They could include the following mechanisms:

- o Workshop(s) with key informants, partners, especially those working closely with vulnerable communities and learners including children.
- o Commissioning an educational and evaluation specialist to conduct the impact evaluation.
- o Peer review, where you invite in colleagues from another country programme to evaluate your impact.
- o Internal examination of relevant documentation and statistics.

You may well find that a combination of a number or all of these methods best suits your country situation.

Timetable

What	When	Who
Countries receive framework	5 th November	CEF UK Secretariat
Data Collection	Nov/Dec	Country Coordinators
Country Reports to UK MC	End Jan 05	Country Coordinators
Collate country data	Feb 05	UK CEF Secretariat
Coordinators' workshop to review country reports & draw up global conclusions	Mar 05	UK CEF Secretariat to organise
Document and disseminate learning	2005	UK CEF Secretariat in coordination with managing agencies Country coordinators

A4. COORDINATORS SURVEY

Country:	
Name of Person Completing Survey:	

Part 1- Around Coalition Building

A. SUPPORTING COALITIONS	Existing National Coalition	New National Coalition	Other Significant Coalition	
As a result of CEF which of these have been supported? Name of Coalition?				Yes/No Name
What was the year of registration of the coalition?				Year
Is support offered for capacity building? Is support offered to help the coalition undertake activities? Is the support institutional e.g. running costs, salaries etc?				Yes/No
Roughly, what % of the coalition's funding is provided by CEF?	%	%	%	%
How many other donors also support the coalition's Core Costs Specific Project Costs				Number
Has CEF helped the coalition link up with regional/global campaigning on education (e.g. GCE)?				Yes/No

B. COALITION MEMBERS	Before CEF	Currently	
How many member organisations in the national coalition?			Number

C. DISTRICT & PROVINCIAL COALITIONS		
Does the national coalition link to district/provincial coalitions?		Yes/No
Roughly, in what % of the country's districts/provinces are these links active?	%	%
Does the national coalition influence the way the district coalitions work? Do the district coalitions influence the way the national coalition works?		Yes/No

D. REPRESENTATION IN COALITIONS	Before CEF	Currently	Future Plans	
Which of these groups are represented in coalitions?				Place an X in the relevant cells and leave the others blank.
INGOs				
National NGOs				
Academia				
Media				
Corporate				
Prominent Individuals				
Parents Associations				
Faith based organisations				
Teachers Union				
Social Movements				
DFID				
Any UN Agencies				
Bi-Lateral Donors				

E. GLOBAL CAMPAIGN FOR EDUCATION		Yes/No	No. of people actively involved
Did the GCE Global Week of Action take place in your country before CEF?			
Has the CEF supported activities of GCE Global Week of Action in:			
The World's Biggest Lesson	2003		
The World's Biggest Children's Lobby	2004		
Send My Friend to School	2005		

Look at column titles for instructions

F. PROFILE OF MDGs			
How high is the profile of the MDG's (especially the education and gender goals) among these groups?	Before CEF	Currently	How high was CEF influence in this?
Prime Minister or President			
Parliamentarians			
Ministry of Education Officials			
General Public			
Parents			
NGO Community			
Media			
Private Sector			
Faith based organisations			

Put a value in every box using this scale:
 5 = Very High
 4 = High
 3 = Medium
 2 = Low
 1 = Very Low

G. CIVIL SOCIETY INPUT ON GLOBAL PLANS				
What best describe the level of civil society input into these plans?	National EFA Action Plan	Education Sector Review	Education sector wider poverty strategies e.g. PSRP	Other (Type name here)
CIVIL SOCIETY INPUT				
CSOs had one opportunity to feed in during the drafting period				
CSOs were consulted after the policy had already been drafted				
CSOs had regular opportunities for input during drafting				
CSOs were represented on the drafting committee/technical committee/ planning forum				
CSOs were requested to prepare submissions on specific areas of policy				
CIVIL SOCIETY REPRESENTATION				
Ministry decided which NGOs would attend meetings				
NGOs themselves chose their own representatives				
Number of seats for civil society on planning committee/forum				
CIVIL SOCIETY INFLUENCE				
Number of civil society recommendations reflected in final document				

Place an X in the relevant cells and leave the others blank

Input either None, Few, or Many

Part 2 - Around Budget Tracking

A. TRAINING	Given Information		Been Trained		Number
	No. of Groups	No. of People	No. of Groups	No. of People	
As a result of CEF how many of the following have been given information or trained in budget tracking?					
CSOs/NGOs Nationally					
CSOs/NGOs Locally					
School Management Committees/Parent Groups					
Children/Children's Groups					

B. INDIVIDUAL TOPICS	Analysis undertaken	Simplified version published	Published in different languages	Yes/No
	As a result of CEF which of the following has been achieved in relation to the National Education Budget?			
As a result of CEF which of the following groups has the education budget been discussed with?	Ministry of Education	Ministry of Finance	Other Ministries	Donors
As a result of CEF where have recommendations been made on the education budget?	Nationally	Provincially	Locally	
As a result of CEF which data on donors has been collected?	Levels of donor funding	Trends in donor funding	Donor policies/co-conditions	
As a result of CEF which data on donors has been used for advocacy or making recommendation?				

C. BRINGING ABOUT CHANGE	Been Achieved	In Progress	Attempted without Success	Place an X in the relevant cells and leave the others blank
As a result of CEF which of the following have been achieved or is in progress?				
Influenced the overall amount in the education budget:				
Nationally				
At district level				
Locally				
Exposed misuse of budget in the media				
Taken public officials to court for misuse of funds				
Calculated the costs of certain key policy reforms				
Worked with a parliamentary caucus/MP				
Linked to wider public finance network				
Linked to campaigns on debt				
Challenged donors about their levels of aid to education				
Raised questions about macro-economic policies as they affect education				

Part 3 - Around Innovation

A. INNOVATIVE ACHIEVEMENTS - GROUPS											
As a result of CEF which of the following have been achieved with these different groups?	No. of partners supported who work on:	Specific Thematic Coalition Supported:	Issue on agenda of National Coalition	Situation Researched /Evaluated	Information Shared						Change in Practice
					Report Published	Posters/Photos/Exhibitions	Workshops for Practitioners	Seminars for Policy makers	Newspaper Articles	TV/Radio	
Street Children	0										
Disabled Children	0										
Migrant Workers	0										
Girls	0										
Pastoralists	0										
Linguistic Minorities	0										
HIV orphans and vulnerable children	0										
Conflict affected/Displaced	0										
Very remote rural communities	0										
Indigenous groups	0										
Low Caste and dalit	0										
Others	0										

In the first column you will need to input a number.
In all the other columns place an X in the relevant cells and leave the others blank

B. INNOVATIVE ACHIEVEMENTS - ISSUES				
As a result of CEF which of the following issues have been addressed and how?	Worked on	Change in policy	Change in practice	Future work plan
COSTS FOR PARENTS				
Tuition Fees				
Books				
Stationary				
Uniform				
Pupil's Food				
Parents' Associations/School Management Committees Fee				
School Construction/Maintenance Costs				
School Staff Salaries				
QUALITY OF EDUCATION				
Teacher Attendance				
Teacher Training				
Teacher Pay				
Steps to Encourage Female Teachers				
Curriculum Content				
Developing new teaching resources				
Exam Performance				
Teaching in mother tongue				
Corporal Punishment				
ACCESS				
Pupil Attendance/Retention				
Distance to School				
Non-Formal Education				
Over-age children				
Adult literacy				
Early Childhood education				
Vocational education				

Place an X in the relevant cells and leave the others blank

Lower Secondary Education				
SCHOOL GOVERNANCE				
Financial Accountability				
Corruption				
Capacity of School Management Committees/ Parents' Associations				

Part 4 - Sustainability

A. IF CEF FUNDING EXPIRED			
If CEF funds ended in December 2006 would the major coalitions you support be able to secure funding from:	For Core Costs	For Project Costs	*Might this affect their independence
DFID			
Other Bi-Laterals			
UN Agencies			
National Government			
INGO's			
National NGOs			
Trusts/Foundations			
Private Sector.			

Put a value in every box using this scale
5 = Very Likely
4 = Likely
3 = Neutral
2 = Unlikely
1 = Very Unlikely

* e.g Would they have to change their agenda or focus?

B. LINKS WITH INDUSTRY					
As a result of CEF which of the following have occurred:	Letter sent	Meeting took place	Identified Key person/people	Active involvement in projects	Plans for ongoing relations
Chamber of Commerce/ Business Association					
Individual companies (How many?)					
List your 3 main corporate links here:					
1					
2					
3					

Yes/No
Number
List organisation names only

C. CORPORATE PARTNERSHIPS		
Which of the 3 ideas recently presented on corporate partnerships do you plan to take forward?	Do you plan to attempt this?	What are the chances of success?
	Yes/No	(1 to 5)
Forming corporate coalitions to support public education		
Popularising a national charter of companies supporting public investment in education		
Establishing a professional volunteer scheme to support the work of national coalitions and CEF partners		

5 = Very High
4 = High
3 = Medium
2 = Low
1 = Very Low

D. WHAT STRATEGY TO PROPOSE TO DFID		
What changes do you think should be made to the CEF strategy for 2007-10 ?	Agree/ Disagree	
Focus on citizen's movements (parents/teachers etc) and parliamentary accountability Focus more on district and thematic coalitions than building national coalitions. Focus on influencing education budgets rather than just tracking them.		
Sharpen our overall goal and place less emphasis on the 3 criteria e.g. focus on big picture of "how to make government schools work". Mainstream gender Develop the vital link to the regional/international advocacy scene for partners Develop active link to industry to build sustainability and advocacy		Put a value in every box using this scale 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree
End automatic country allocations and distribute CEF funds based on quality of work/capacity to absorb. Invest more resources in coordinated cross-country programmes of work Invest more in cross-country sharing and learning		
Involve more agencies in the management of CEF		
Deepen the cross-agency collaboration between AA, SCUUK and Oxfam?		
No changes: we should just continue as we are		