

2008

PAMOJA AFRICA REFLECT NETWORK

CEF END OF PROJECT EVALUATION

Draft 2



CONTENTS

Project Background	3
Education in Africa.....	3
Adult Literacy	4
Pamoja’s work on adult education and education in Africa	5
Context of PAMOJA’s Literacy Work.....	5
Program objectives and components.....	6
Background to CEF programmes in Africa	7
OBJECTIVES AND ACTIVITIES OF THE Evaluation	8
Evaluation findings	10
EFFECTIVE NATIONAL COALITIONS TO INFLUENCE POLICIES	10
Engagements by Strong Coalitions/Alliances to Influence National Policies.....	10
Engagements at Regional Level to Influence EFA and MDG Frameworks	12
Coalitions/Alliances created working relationships with Government’s Arms to	12
Strong Alliances/coalitions facilitated literacy day celebrations to become proactive	13
Challenges	13
Comprehensive EFA plans.....	14
Capacity Building Programmes for CSOs and Practitioners.....	14
Created mechanisms for exchange and sharing.....	14
Renewed Commitments by Key Stakeholders in line with EFA/MDGs	16
Better tracking of Government expenditure on EFA.....	17
Capacity Building in Budget Tracking and Analysis and Participatory School Governance.....	17
Training of trainers in Participatory school governance.....	17
Translations to enhance understanding of Key Education Policies	18
Developing a Manual to enhance School Governance.....	18
Incorporating grassroots’ views to inform policy processes.....	19
Challenge	19

Innovative CSO approaches to educating marginalized children.....	20
Lessons	22
Conclusion	22
BUDGET	24

PROJECT BACKGROUND

Whereas Africa may have registered remarkable progress in the development of its educational system in the last couple of years, the challenge still lives on. The nature of this progress is particularly reflected in the quantitative expansion recorded in the late 1990's and the early 2000's. With radical reforms in some countries that embraced universal primary education the number of pupil enrollment at primary level almost tripled. However the critical challenges remain with refining the quality of education, ensuring retention and completion as well as addressing the gender parity in schools.

The one consequence of poor quality education, gender disparity, and poor school completion rates, has been an increase in illiteracy and low literacy rates among out-of-school youth and young adults in Africa. In sub-Saharan countries, especially those with significant population growth, the literacy situation may have become worse or stagnant rather than better over the past decade. Coupled with this is the fact that literacy work has remained at the bottom of the priority ladder for both governments and donor agencies. Statistics and the results of literacy programmes in Africa are subject to question. They are often determined by measuring the numbers of those who have participated in the programmes. Whereas there are some promising trends by both governments and civil society agencies, the challenge still remains: that the emphasis on learning achievement has not been a major part of literacy interventions, figures of enrolment are the main indicators used to assess literacy works. This is undermining adult literacy and as such not making it a priority in governments' development agenda.

Comment [P1]: This is unprofessional and colloquial. Look for a better word

EDUCATION IN AFRICA

¹Africa in general but more particularly the Sub-Saharan Africa faces a serious challenge in achieving the 2015 Education For All goals. There are prominent educational differences between and within countries. There are marked disparities in access to primary education within countries by income, urban/rural location, and gender. On average, disparities are highest by income group, followed by urban/rural location, and then by gender. The regional report produced by the UNESCO-BREDA education sector analyst team in 2005, show that less than 10% of African children are now excluded from the education system. However 4 out of 10 children still did not complete primary school in 2002/2003. So, five years after the World Education Forum and the adoption of the Millennium Goals, progress at primary level is far from decisive. The analysis highlights that now principal efforts should be direct to reducing the number of dropouts per level. It appears also that geographical disparities (rural areas/urban areas) or economic disparities (low income households/wealthy households) are more significant and take longer to even out than gender disparities.

¹ Pamoja Africa Reflect Network Strategic Plan 2008 – 2012

ADULT LITERACY

The crusades in Africa for literacy and the relative importance of learning literacy to poor and marginalized people are now recognized as critical in the development sector (cite authority). The trend in the recent past has seen several governments and Non governmental organizations establishing literacy programmes and beginning to appreciate learning skills and developing strategies aimed at promoting lifelong learning. Governments are only beginning to appreciate adult literacy as a key component in development. These programmes a beginning to offer variety of theoretical and practical solutions for the empowerment of marginalized groups in society and are built around social-economic, political and environmental dimensions. A small proportion of literacy programmes today are re-focusing adult learning towards local contextual issues to give learning some meaning. Such learning dimensions in focus include among others: gender, HIV/AIDS, Natural resources management, primary health, and family planning & management. Linkage between adult learning and the education of youth and children also came out as a promising approach to societal empowerment. The successes of several literacy programmes in Africa testify that more gradual improvement or growth or development is likely and should be enhanced. These emerging trends show that real progress can be achieved in the coming decades. Literacy has not moved closer to the top of national and donor agenda for many African countries, it should be given a more important place in the development plans of governments, national partners, NGOs, the private sector, and bilateral agencies, along with greater investment and co-operation.

PAMOJA'S WORK ON ADULT EDUCATION AND EDUCATION IN AFRICA

PAMOJA Africa Reflect network has five years' experience developing and promoting Reflect and other participatory approaches in Africa. PAMOJA has been working with poor and excluded people in order to create spaces for adult learning for empowerment feeding into the wider campaign to eradicate poverty. This experience has compounded PAMOJA's understanding of the causes and consequences of Illiteracy and led us to conclude that it is inequities and injustices within society. Unequal power relationships are consistently inflicted on societies on the basis of gender, age, social-economic class, ethnicity, Health status, and disability.

Through our engagement and partnership with, communities in many African countries, we have learnt that lack of power is tightly tied to the denial of basic human rights. PAMOJA's work involves supporting poor and marginalized young and old adults to claim their right to leaning so that they can improve their lives and become active citizens.

PAMOJA has active membership in 25 countries of Africa: West Africa, east & horn of Africa and Southern Africa. Plans are underway to involve more members from northern and central Africa. This will ensure wider coverage of the continent and more complete interventions.

CONTEXT OF PAMOJA'S LITERACY WORK

"...young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies" Dakar Framework for Action 2000

PAMOJA's core business has always been promoting participatory adult learning; particularly the Reflect approach to learning and social change. This is in the global framework of the millennium development goals {MDGs} and the Education For All {EFA} goals. PAMOJA being a regional network for adult literacy practitioners has positioned itself in a distinctive niche, both within national and international contexts:

PAMOJA promotes adult literacy for lifelong learning that is participatory by doctrine and in practice. Whereas Reflect forms the backbone of PAMOJA's literacy philosophy, it has evolved into other participatory learning approaches that combine to provide comprehensive empowerment for human development and active citizenship.

PAMOJA offers a powerful mix of Literacy and learning reforms that redefine literacy to be more than mere acquisition of knowledge and skills; we believe literacy also entails the wider processes of lifelong learning and critical consciousness. The orientation here is that life-long learning opportunities move along a continuum that includes reading, writing, and the critical understanding and decision-making abilities that adults need for them to become empowered and active citizens.

In the past PAMOJA's conception of literacy was limited to the ability to read, write and count in any one local language. However with the experience gained from engaging with communities, and other practitioners, our conception has grown into the understanding of literacy as a protracted process of acquiring and using reading, writing and counting skills in a level that is adequate for communication and generally a level that enables one to successfully function in a society.

The concept of active participation for literacy and lifelong learning is part of the niche that PAMOJA engages with to achieve solid empowerment and equitable societies. Participation is employed to bring in the voices of literacy participants {community members} who are often overlooked to engage actively in analysis and planning for delivery of social and civil services. Though participation is thought to be a pre-requisite for sustainability, creation of spaces for improved gender equity, together with accommodative policy frameworks, are what PAMOJA thinks to be necessary conditions for lifelong learning which in turn feed into sustainable development.

From the trends in the contemporary world, PAMOJA has learnt that literacy involves, at all levels, the ability to use and communicate in a diverse range of contexts. PAMOJA now, with reason or fairness, speaks of *literacies*. These literacies concern skillful and appropriate use and coping with the complex blend of print, visual and interactive media information that involves a range of technologies.

At the brims of PAMOJAs literacy context is the right to learning for young people and adults. Education is a basic human right, vital to personal and societal development and well being, thus all people have the right to access quality learning opportunities. PAMOJAs literacy work is founded on a rights-based approach to learning that would address inequalities in the African societies that are deep-rooted and often gender-based. Learning is also seen as a process that enhances lives, through ending generational cycles of poverty and disease and provides the means for achieving other rights.

PROGRAM OBJECTIVES AND COMPONENTS

In the year 2003, the Common wealth Education Fund agreed to fund PAMOJA to undertake interventions Education activities in seven countries of Africa so as to make a contribution to the attainment of the EFA/ MDG goals as the United Nation's effort to achieve at least 50% literacy levels by 2015. The main objectives that PAMOJA committed to achieve were:

1. To maintain the EFA vision by strengthening civil society networking on participatory approaches to adult literacy, researching links between adult and child literacy, and feeding learning from diverse practice into policy influencing work at all levels.
2. To compile learning and exchange practices across Africa which focus on using Reflect and similar approaches in the capacity-building of people to hold their local schools accountable (especially the strengthening and federating of PTAs, SMCs, budget tracking etc.

Though agreement to implement was entered in 2003, it was not until late in the last quarter of 2003 that implementation of set activities started.

BACKGROUND TO CEF PROGRAMMES IN AFRICA

The British Government, through its finance ministry, launched Commonwealth Education Fund (CEF) in March 2002 to support basic education in 17 poor Commonwealth countries. Ten million British Pounds was allocated as start-up money for this purpose from the UK treasury for a period of three years. Over 100 million children worldwide have never attended school, and over 200 million fail to complete primary education. These poor children include those facing difficult circumstances (e.g., girl children, orphans, street children, former child soldiers, internally displaced children, working children and nomads). If the current trend in education continues, we would not make gains in line with the mixed attainment of gender equity set target of 2005 and full access and completion of quality primary education by 2015 set as Millennium Development Goals (MDG) and Education For All (EFA) goals and targets. It is estimated that the world would miss the targets by over 75 million children out of school.

Since Commonwealth Education Fund will globally close in December 2008, an End of Project Evaluation (EPE) has been planned between March and July 2008. The EPE would enable stock-taking, the impact of the programme globally as well as nationally.

From the Global Mid-Term Evaluation (GMTE)² of 2004/5, it realised that the implementation space was slower than envisioned. This was based on the technicalities involved in building the capacity of Civil Society Coalitions and Networks. A new global project implementation schedule was therefore negotiated with DFID. On that basis, a final plan for CEF was drawn between September 2006 and February 2007.

CEF Goal, aim and Overall objectives: CEF goal is to have all Commonwealth children have access to, and complete good quality primary education by 2015; enabling achievement of gender equity in school completion in all commonwealth countries by 2005. CEF is therefore, meant to further the aspirations of the EFA and MDGs. **CEF Aims** to specifically strengthen the capacity of civil society in developing commonwealth countries to help Governments ensure that the poorest and most marginalized children are able to enrol in and complete good quality primary education.

CEF Overall objectives were to:

- i. 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;
- ii. To enable local communities to monitor spending on education both at national and local levels;
- iii. 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; and
- iv. Strengthening inter-agency collaboration & internal functioning of the CEF.

² Global Mid-Term Evaluation Report, CEF, 2005

OBJECTIVES AND ACTIVITIES OF THE EVALUATION

The objective of the consultancy was to undertake a final project evaluation in order a) to evaluate the implementation process and achievements of the project and b) to document lessons learnt in term of intervention selection and project implementation.

The evaluation's main goals were:

- (i) Determine whether the objectives, outcomes and impact as stated in the logical framework were achieved;
- (ii) Identify lessons learned and provide recommendations for future operations under a new project and
- (iii) Assess the PAMOJA's role and performance as implementing agency.

This evaluation also took into account the project's relevance, effectiveness, efficiency, sustainability, and lessons learned. Specifically the evaluation examined the following aspects:

a. Changes in context and review of assumptions (relevance): Is the program's design adequate to address the problem(s) at hand? What internal and external factors have influenced the ability of beneficiary groups and PAMOJA to meet projected targets? Were the project objectives and design relevant given the political, economic and financial context? The consultants should present a brief overview of the policy environment and the economic and business conditions that have had an impact on the education sector during the program implementation period.

b. Results in terms of outputs achieved (effectiveness): Did the program reach the expected number of beneficiaries (individuals, communities, countries, members etc)? Are the beneficiaries satisfied with the quality and delivery of services? If not, in what way did the services not meet with beneficiary expectations and why? What concrete improvements and changes have taken place at the sector level, among the target beneficiary group, etc. as a direct result of the program?

c. Assessment of outcome/impact (effectiveness): How has the program contributed towards project's goal? To what extent has the project contributed the capacity of national PAMOJA and members? How could the program's impact have been improved?

d. Achievement of projected performance indicators and targets (efficiency): What has been the PAMOJA's performance with respect to their projected performance indicators and agreed responsibilities with respect to program implementation? Did the program achieve the targeted number of proposed interventions? Provide a cost/benefit analysis of the delivery of such services and the efficiency with which PAMOJA provided them? Provide information on the difficulties faced by PAMOJA and action taken to overcome them (administrative, operational, financial, political or macroeconomic, etc.).

e. Sustainability: The report should assess the level of the project's sustainability. Will the project's effects remain over time? Will the project's activities/services continue to be provided after the CEF funds have completely been expended? What cost-recovery mechanisms has the PAMOJA established to ensure the sustainability of the project? Did PAMOJA devise a sustainability strategy/plan?

f. Lessons learned: The consultant/team should provide information on the economic/political/financial conditions that should exist, qualifications of the executing agency (ies), required stakeholder participation, and other factors that should be in place for the purpose of informing the design of future operations.

Where are the activities of the evaluation? Methods employed to undertake the evaluation? The team composition and tasks allocations etc

The end of project evaluation was conducted on the basis of (i) key informant interviews and (ii) review of documents.

1. Review of project documentation relied on archived material related to the overall program. Background material used in project preparation, approved project documents, project monitoring documents (PPMRs), disbursement reports, progress reports, action plans, and other information available in Pamoja and Actionaid CEF secretariats were reviewed too.

2. Interviews:

- (i) In depth interviews, inspection, and analysis of the project activities were done with PAMOJA secretariat staff in Uganda
- (ii) Interviews with Actionaid and CEF staff who participated in the program design and execution were done too;
- (iii) Interviews with local stakeholders (especially in the education sector both government and civil society) and
- (iv) Interviews with a sample of consultants and/or technical assistance providers who were hired by Pamoja to provide technical assistance under the program.

EVALUATING FINDINGS EFFECTIVE NATIONAL COALITIONS TO INFLUENCE POLICIES

Under this component, PAMOJA aimed at using Reflect Circles as a means of promoting sustained public debate on the role of education in society. This would give a strong voice to all citizens through processes that were to be channeled up to national level so that the work of national level alliances and coalitions could gain a strong grassroots base. PAMOJA therefore aimed at undertaking the following activities.

- To conduct National Reflect Forum (National PAMOJA meetings intended to facilitate Reflect Forum meetings annually in each of the respective CEF countries. This aimed at fostering learning through sharing experiences, planning together the next steps and identifying the support needs. At regional level, annual PAMOJA council meetings were to facilitate the furthering of building and strengthening regional movements for promoting Adult Education in Africa with the idea of inter-agency collaborations, as it would build on the strength of each organization in the respective PAMOJA countries. In addition, through the national forums, PAMOJA sought at lobbying Governments and donor agencies to putting Adult literacy high on the policy agenda as a strategy to sustain the gains of UPE and gender roles.
- PAMOJA aimed at developing and supporting a cadre of facilitators or activists who would identify and bring together for training a group of key Reflect trainers, net workers, literacy and development managers from across Africa. On-going support and opportunities for exchange were to include secondments and exposure visits to different projects and countries with focus being placed on developing own critical analysis of adult education in Africa placed on a global context.

ENGAGEMENTS BY STRONG COALITIONS/ALLIANCES TO INFLUENCE NATIONAL POLICIES

Policy advocacies at various levels were engaged in by National PAMOJAs which ensured Governments' prioritizing and planning for adult education where most countries in Africa had for long left adult literacy at the periphery of development priorities thus the engagement of coalitions/alliances in policy advocacies at various levels was a key entry point for PAMOJA to ensure the achievement of EFA. At national level, PAMOJA convened Government officials of adult literacy to both lobby and influence their planning for adult literacy policies. In Uganda, Kenya, Malawi, Zambia, South Africa, Ghana, Mali and Nigeria, the national PAMOJA chapters convened CSO's working on Adult literacy to review government policy provisions for adult literacy and also advocated for development of policies where they never existed.

CEF developed civil societies' capacities to support specific PAMOJA member country programmes which translated into the development of own adult literacy policies making adult literacy and education a priority area for Governments' support and investment. In Burundi and Tanzania, civil societies were facilitated by CEF to attend the national councils where they shared experiences which built their capacity to develop adult literacy policies. The PAMOJA Tanzania country programme engaged in the formulation of adult literacy policies which influenced Government to make adult literacy a priority area for intervention while PAMOJA Uganda was supported to develop a strategic

plan which was used to guide the Uganda Adult Literacy and Education intervention. Furthermore, the development of the strategic plan by PAMOJA Uganda as well triggered Government's action on supporting adult education since it was in the process of reviewing the adult literacy programme policy. Fundamental was that Government used the strategic plan developed by PAMOJA in its planning processes which triggered donor commitment for financial support for adult literacy and education.

Establishment of influential national coalitions encouraged participation of PAMOJA members in policy formulation processes leading to consolidation of adult and continuing education and to solicit for financial support. PAMOJA members participated in the formulation of literacy policies which led to adoption of Reflect methodology by Governments in addition to attracting external funding. Malawi REFLECT Forum (MAREFO) participated in the formulation of the literacy policy which the Malawian Government adopted and piloted it in 12 southern, central and Northern districts. The adoption of the Reflect methodology by Government accelerated the campaign for use of Reflect methodology in livelihood projects spearheaded by the UNDP in Malawi. PAMOJA Kenya influenced the review of the draft Adult Literacy policy and held debate on the findings from the review of the draft policy for adult literacy and education which lured the board to consider the recommendations for integration into the final draft policy.

Civil Society partnerships created a platform for Civil Society Organisations to engage in advocacy training for citizens' watch on adult literacy programmes: The advocacy training documented best practices which created linkages between formal and non-formal education on issues such as gender disparities, school governance, HIV/AIDS which in the long run informed policy processes. They also facilitated the spread of International Benchmarks on Adult Literacy between networks where PAMOJA members participated in advocacy forums and global campaigns to engage policy makers at different levels. Evidence-based policy influence attracted Governments' attention to support adult literacy. In addition, PAMOJA advocacy campaigns created a strong voice for PAMOJA members to address and emphasise the importance of adult literacy and education to the development partners and education practitioners across the region. PAMOJA in collaboration with other stakeholders i.e. Pan-African Association for Literacy and Adult Education (PALAAE), African Network Campaign on Education for All (ANCEFA), UNESCO, Christian Children's Fund (CCF) and International Council for Adult Education (ICAE) formed a platform for advocacy to discuss the importance of education which strengthened adult literacy and education programs. Additionally, PAMOJA members were beneficiaries of capacity building programmes that were geared towards extensive documentation of advocacy work to engage education stakeholders in policy processes during the ADEA Biennale.

National and sub-regional REFLECT Networks were formed and strengthened through capacity building programmes to take on thematic and strategic areas. PAMOJA held regional meetings where sub regional Networks like the South African Reflect Network (SARN), Pamoja West Africa and other National Pamojas were established specifically to conduct training of Trainers in the REFLECT methodology to ably realise the effect of HIV/AIDS to the participation in and access to basic literacy and education. Strong civil society influenced Governments' positions on the importance of adult literacy in attaining the MDGs. PAMOJA Uganda attracted the government's attention to realise that REFLECT is an important tool for Uganda to attain the MDGs as it reduces illiteracy levels among adult and in the long run reduce poverty. However, government has not effectively implemented adult literacy programmes due to limited resources particularly to cater for instructors' allowances.

ENGAGEMENTS AT REGIONAL LEVEL TO INFLUENCE EFA AND MDG FRAMEWORKS

Periodic strategic plan steering committee meetings were held to gather ideas on how to strengthen civil society partnerships which acted as a strong force in influencing the development of education policies across Africa. Additionally, the steering committee meetings were utilised as a platform to gather information from members across Africa which was later consolidated into working documents for the development of a new strategic plan which acted as a master plan to engage adult literacy policy processes.

Strategic partnerships with regional initiatives on adult literacy and life long learning were sought which led to designing of strategies that influenced Governments' implementation of their commitments on the right to basic literacy and education for all adult learners. PAMOJA partnered with Pan-African Association for Literacy and Adult Education through holding periodic meetings facilitated by UNESCO and African Union to strengthen its membership at regional and international level since PAALAE enjoys a vast experience in adult literacy and education in addition to participatory methodologies.

Strategic partnerships at regional level were broadened to achieve wider and sustained policy influence for the adult education sector. PAMOJA held meetings where working relationships and partnerships were reviewed and dynamic and wider approaches in dealing with adult education were designed. Broadened strategic partnerships at regional level guided PAMOJA's placement at the helm of interventions at regional level than a single member country adult literacy and education programmes. At regional level, PAMOJA made strategic partnerships with SADC, ANCEFA, AU, ECOWAS etc.

COALITIONS/ALLIANCES CREATED WORKING RELATIONSHIPS WITH GOVERNMENT'S ARMS TO

Strengthening of REFLECT practitioners' capacities attracted attention from education ministries across the region to form education coalitions in a bid to promote adult literacy and education programmes in National Pamojas. PAMOJA Zambia in collaboration with other Action Forum Centre Circles used the national literacy celebrations to demonstrate the Reflect methodology which attracted the attention of the Education Ministry. This was through Radio Talk Shows in local languages to ensure that citizens comprehend education as a human right which is supposed to be enjoyed by every citizen with support from government.

Strong working relationships were created with Government bodies to undertake studies and national surveys to generate information that informed Governments' strategies aimed at supporting and improving literacy programmes. Kenya department for Adult education and the Kenya Bureau of Statistics in close collaboration with PAMOJA Kenya undertook the Kenya National Adult Literacy Survey in 2006 whose findings were used to engage various government organs to address the challenges facing adult literacy programmes in Kenya. In addition, PAMOJA Africa undertook extensive research and documentation which narrowed the information gap on the status of Adult Literacy in Africa 2006; leading to concerted efforts on regional adult literacy campaigns. Extensive research and documentation further facilitated of Civil Society engagement with national Governments enhancing the development of policy frameworks for adult literacy and education.

Pamoja's continued shared learning enabled National Pamojas to extensively learn from each others' experiences on how to develop strategies to address the need for adult literacy. PAMOJA Kenya

established strong relationships with the existing National Education Coalitions by instituting a thematic arm of the Elimu Yetu coalition that enabled PAMOJA Kenya to take an active position on national adult education policy frame work. This has led to initiatives geared towards other National PAMOJAs operating to get affiliated to the education coalition strategic policy engagement within the EFA framework.

STRONG ALLIANCES/COALITIONS FACILITATED LITERACY DAY CELEBRATIONS TO BECAME PROACTIVE

The literacy week/day celebrations were turned from just being ceremonial into a more significant event. National Pamoja become more contributory to changing the state and running of adult literacy programmes in their respective countries. PAMOJA used the literacy day celebrations to support innovative programmes, facilitated public dialogue on adult literacy and launched inter-regional media campaigns where messages on the relevancy of adult literacy through media were communicated. For instance, in Kenya, Zambia and Malawi Celebrations of literacy weeks/days were utilised to make Reflect experiences more visible and show case the necessity of adult literacy for sustainability. PAMOJA Angola worked hand in hand with the Government to make literacy day more visible through highlighting what comprises of the relevant learning. International literacy weeks were further utilised to bring on board policy issues for the promotion of adult literacy through highlighting its position in governments' education programmes. In Kenya, PAMOJA Kenya undertook policy advocacy activities to promote adult and non-formal education during the international literacy week while PAMOJA Malawi carried out media campaigns on radio talk shows and newspapers pull outs, press releases and supplementaries in local languages to highlight the importance of literacy aimed at achieving EFA and MGDs during the literacy celebrations.

CHALLENGES

- Due to diversity of PAMOJA membership, there is a challenge of diversity of language both the national and official languages which complicates communication among NPs. However, there are plans to hire French and Portuguese translators to ease communication though no funds have been committed.
- Documentation of what national pamojas were doing was not forth coming thus making an analysis of how Pamoja is contributing to MDGs difficult in some instances

COMPREHENSIVE EFA PLANS

PAMOJA aimed at developing more comprehensive EFA plans to integrate gender equality through enhanced participation of CSOs in national EFA forums and national EFA monitoring and planning processes. PAMOJA as well intended to strengthen the capacity of civil society to articulate and address issues of EFA at national, sub-regional and regional level. In addition, PAMOJA sought to create an Africa wide space for exchange and analysis of new experiences of participatory Adult Education within the framework of EFA and MGD.

CAPACITY BUILDING PROGRAMMES FOR REFLECT PRACTITIONERS

To improve on the quality of Adult Literacy programmes, Pamoja focused on strengthening capacities and training Reflect practitioners and facilitators to meet the diversified learning needs of adult learners using the Reflect methodology. Capacity building programmes for Reflect trainers and facilitators was as well a strategy for sustainability of REFLECT programmes across Africa. PAMOJA thus participated in workshops that acted as foundations to emphasize the contribution of Reflect methodology and reaffirm Governments' commitments to supporting Adult literacy programmes for their sustainability across the region. For instance, Malawi Reflect Forum managed to establish 840 Reflect Circles by 2006 to promote Adult education through Reflect in the 12 districts piloted during the REFLECT project formation in the country.

CREATED MECHANISMS FOR EXCHANGE AND SHARING

REFLECT partnerships and alliances were created to significantly contribute to the reduction of illiteracy among adults and the youths in member states through exchange visits and sharing. In Ghana, a coalition of partner organisations contributed to an increase in the target of adult learners from one to fifteen million learners. Partner organisations in Ghana included ActionAid International Ghana, PAMOJA Ghana, World Vision and GILBT. In addition, the Ghana National REFLECT Programme commended PAMOJA Ghana for its contribution towards increase in enrolment of adult learners. In addition, PAMOJA's efforts led to increase in school enrolment of adults in higher secondary education especially for rural areas at affordable rates. PAMOJA Nigeria was at the forefront of establishing community secondary schools where many facilitators and learners who had completed adult literacy programmes enrolled in secondary schools for higher education contributing to reduction of illiteracy rates in Nigeria and across the region.

A survey on adult literacy programmes was undertaken which facilitated exchange and analysis of information on the new trends and experiences on adult literacy and education within the EFA and MGDs framework. PAMOJA shared the survey findings at the International Council For Adult Education to inform the Network's interventions for the sustainability of literacy programmes across the region. In addition, the survey facilitated development of benchmarks for good practices and costs for adult literacy programmes; it generated country specific data which was utilized to address the gaps in the implementation of country specific adult literacy programmes intended to achieve the 2010 EFA goals. It also facilitated contextual analysis for respective country adult literacy programmes aimed to informing policy suggestions which were used to engage Governments, donors and CSOs leading to the revitalization of adult literacy and education in Africa. PAMOJA Uganda, Mali, Malawi, Ghana, Nigeria, South Africa and Ethiopia participated directly in the survey while other 11 PAMOJA member countries participated in literature review focusing on the status of

adult literacy. This instigated Pamoja member countries to embark on a massive campaign geared at providing a rich analysis of the different education practices and pilot projects that PAMOJA had undertaken.

Another international literacy survey was undertaken which covered aspects of adult and children education in 12 countries bringing together contexts that varied across the African continent and also similarities of the education sectors that acted as lessons to enhance the regional education watch initiative that PAMOJA was hatching. The survey findings formed a basis for PAMOJA's interventions ranging from country support to policy advocacy. The countries whose education sectors had progressed and had made commendable progress towards framing good policies for Adult literacy, became learning points for the other PAMOJA countries including Tanzania and Madagascar. To attain EFA progress in the formal education sector, PAMOJA drew on the survey findings to devise means where informal community structures such as Reflect circles contributed to the achievement of EFA at the country level. Communities were empowered to mobilise for increased enrolment, retention and completion of primary education cycle through community contribution to promoting girls' education and basic quality education delivery.

PAMOJA developed the school governance manual to act as training guide for middle level CSO actors, community Based organisation and school management committees, parents and Teachers' Associations and a broad range of players on participatory and or consultative management techniques on school governance. It was meant to encourage accountability and participation in management of schools and educational programmes. It also serves a purpose of expounding the role of Reflect in school governance and brings forth good or bad practices hence encouraging acquisition of managerial, monitoring and analytical skills; as well as enhancing capacity for local mobilisation and encourage communities demand for quality education at all levels. The school governance Manual has been adopted as a training guide by the Hewlett Gates Learner Out comes Project being implemented in Uganda, Burundi, Malawi and Senegal to promote quality education the all the project countries.

Background: Who? When? Why? To guarantee universal access to basic education, PAMOJA (2006) through advocacy campaigns and critical information analyses developed and upgraded an interactive website for members to share information which facilitated information analysis in line with EFA and MDGs. The interactive website was also used as a sharing mechanism for PAMOJA members across the region by posting relevant information to facilitate adult education campaigns with the EFA framework. PAMOJA as well operated a vibrant hub for information for National PAMOJAs which facilitated communication and information sharing among PAMOJA members to engage in on-going discussions on issues relating to education for all including the youths.

To attain the EFA and MDGs, PAMOJA strengthened documentation to capture issues generated at circle and grassroots level to widen its debate on universal access and quality education so as to be able to engage Governments not only at education planning level but also engage in policy processes geared towards universal access. Documentation was in form of Activity Reports, Annual Reports and Quarterly Newsletters aimed at encouraging information sharing at a wider approach.

To substantially attain the EFA and MDG goals, PAMOJA positioned itself strategically through engaging in policy work that was geared towards education for all. In 2005, PAMOJA undertook an assessment of the 2005 education for All for the girl children and shared the findings, knowledge and evidence of the extent to which child related abuses affect the girl child's active participation in education. For instance PAMOJA Ghana, sought to promote girls' education through community awareness campaigns which boosted awareness on the need for parents to send their girl children to school despite cultural setup that hinders girl children from accessing education. This was also

encouraged by inviting one of the traditional leaders for the girl child education campaign drawing community's loyalty to the king's decision of encouraging them to send all children to school.

RENEWED COMMITMENTS BY KEY STAKEHOLDERS IN LINE WITH EFA/MDGS

Different development partners and the respective Governments were brought on board to commit themselves to the attainment of EFA and MDGs within the adult literacy framework. PAMOJA council members from Mali, Kenya and Senegal participated in a World Social Forum 2006, 2007 which facilitated creation of synergies and collaborations among regional education actors to attain EFA and MDGs. PAMOJA members as well participated in the EFA conference held in Libreville Gabon which brought together Regional Ministries of Education and facilitated the training of high level representatives of multi and bilateral organisations in the field of development research and education.

PAMOJA used the launch of new resources on Adult Literacy and Education to reaffirm commitment by stakeholders particularly Governments to support Adult Literacy and Education which underscored the relevancy of adult literacy programmes across the region. During the launch of Writing the Wrongs 2006, a number of Adult Literacy benchmarks were outlined in running adult literacy programmes globally. They called for government dedication of at least **3%** of their National Education sector Budgets to Adult Literacy. Yet international donors should fill any remaining resource gaps. The findings of the global survey guided a global campaign for attainment universal access to adult education by 2015 through showing the need to invest in adult education by the different players particularly the Governments.

Participation in an international and continental literacy day celebrations led to reaffirmation of Governments, donors and the private sector's commitments as outlined in the EFA and MDGs frameworks. During the international and continental celebrations, PAMOJA focussed its attention on Africa-wide literacy issues to promote literacy and participatory approaches for All adults and youths across the region. PAMOJA Malawi Reflect Forum celebrated the literacy day and hosted Government officials which created an opportunity window to engage Government Education officials and the education top management to address the challenges of adult literacy and education for its sustainable delivery.

BETTER TRACKING OF GOVERNMENT EXPENDITURE ON EFA

PAMOJA aimed at supporting the process of sharing best practices around use of participatory approaches to school governance and enhance accountability of school management to public as experienced in respective communities so that the best practices would be replicated in CEF member countries. Under this component PAMOJA sought at a number of activities including;

- Training in budget analysis and budget tracking for PAMOJA country representatives who would in turn train the facilitators to deal with respective School Management Committees (SMCs) and Parents Teachers Associations (PTAs). Using the REFLECT approach, PAMOJA would support National REFLECT Forums and National PAMOJA in programming training to target SMCs and PTAs by establishing exclusive REFLECT circles in selected countries.
- PAMOJA aimed at conducting exposure visits of selected community leaders, Schools Management Committees and Reflect Practitioners to engage in budget tracking and strengthen school management and sharing the experiences across Africa through periodic national forum meetings.

CAPACITY BUILDING IN BUDGET TRACKING AND ANALYSIS AND PARTICIPATORY SCHOOL GOVERNANCE

Capacity building in participatory school governance were undertaken to develop SMCs' capacities to make school managers accountable both for public expenditure and improve code of conduct. PAMOJA conducted organised numerous capacity building workshops on school governance which strengthened capacity of its members to attract education stakeholders to come on board on participatory school governance. In Uganda, UGAADEN in collaboration with PAMOJA secretariat facilitated a process of developing a training manual for District Budget Tracking Facilitators in Mukono and Bushenyi districts. Ten DBTF were trained who in turn trained the community on school governance and tracking public expenditure.

TRAINING OF TRAINERS IN PARTICIPATORY SCHOOL GOVERNANCE

PAMOJA organized and conducted an international training of trainers on Participatory school Governance. This training was held in Tanzania and was attended by participants from 19 countries. This training was the initiation of the innovative intervention hatched between two Africa networks: PAMOJA and ANCEFA. The training built skills and enriched knowledge of participants on participatory principles, methods, and tools that enhance community participation in school leadership and management. This initiative strengthened community / parents interest in school affairs and also gave them anew dimension towards their potential to enhance education delivery services through contributing their time, and other resources. This initiative also introduced the creative link between adult literacy centers and schools. The contribution of literacy participants to education delivery services was seen from the perspective of the rich skills of participatory learning and analysis of local problems using the wide range of tools and techniques. Participatory school governance has since been adopted by many other Civil Society Agencies in Africa: e.g. Christian Children's' Fund in Uganda and Zambia, SNV in Uganda and Sudan etc.

Lessons from the Reflect methodology on school governance were shared and documented to purposely enhance accountability of the school managers to local communities as a strategy to support interventions geared towards promotion of education for All. The SMS Circles in Tanzania, Uganda and Ghana used the Reflect approach to consolidate community perspectives and testimonies for learning on the state of education in respective countries. The consolidated community perspectives and testimonies were used for influencing policy.

Awareness campaigns by PAMOJA worked with parents to raise awareness on the importance of girl children education which enhanced their access to education. awareness campaigns took the form of periodic SMC meetings. PAMOJA Ghana promoted girls' education by integrating girls' education into the SMCs' agenda during SMC members, parents and local leaders' dialogue meetings.

Whereas the EFA goals clearly differentiates general education from adult education, most countries especially in Africa had not equally put effort in adult education i.e. very little learning opportunities have been available for adults.. PAMOJA having grass-roots structures in more 26 countries of Africa, engaged in community based initiatives with the support from CEF to create mass awareness on adult education as a fundamental right and used the Reflect approach to work towards ensuring that communities are fully aware of their education rights and are in position to participate in public expenditure and school governance. This also was one avenue where PAMOJA made more than awareness on adult education but also ensured awareness of communities on children's rights to equitable quality education through enhanced community participation.

TRANSLATIONS TO ENHANCE UNDERSTANDING OF KEY EDUCATION POLICIES

Translation of key education policy documents enhanced grassroots understanding of education policies and documents which translated into education managers becoming more accountable to the public. PAMOJA Tanzania translated and circulated key policy documents which made local leaders and school managers more accountable to the public for public expenditure. Maarifa ni Ufu ETP and NSGPR translated four policy documents including the popular version of Education Sector Development Programme from English to Swahili and circulated them in the four districts and in 40 villages and schools where targeted groups included representatives from SMCs, village leaders and officers from districts' education departments while PAMOJA Sudan implemented Reflect in Arabic language and some Southern Sudan languages which enhanced community involvement in the Reflect methodology as a tool to strengthen community participation in budget tracking and school governance. Furthermore, translation of policies documents into local languages empowered SMCs to be able to articulate properly key education development plans which enabled SMCs to identify gaps which they are taking up with the district education departments which was not the case before. Translations as well strengthened the role of PTAs in school governance across Africa and broadened their working relationships with SMCs to make school management more accountable. For instance, PAMOJA and ANCEFA widened the working relationship of SMCs and PTAs to enhance school accountability through translation of Quarterly Newsletters.

DEVELOPING A MANUAL TO ENHANCE SCHOOL GOVERNANCE

Development of participatory school governance manual by PAMOJA and ANCEFA went a step further and developed a manual on Participatory school governance. This manual was a result of work and contributions from membership of the two networks with rich expertise on formal and

adult education. This manual presents the approach as well as the innovative tools and techniques that boost community participation and action in school governance.

The participatory school governance guide using the Reflect methodology which was adopted by rural schools to analyse school problems and for communities to plan better. PAMOJA Uganda developed a documentary for a participatory school governance guide with the idea developed from the school governance workshop in Mwanza – Tanzania and was later adopted by the school management committees in Mityana rural schools to analyse school problems by pupils, teachers and PAMOJA. The documentary was as well used to influence civil society in other parts of Uganda to promote the Reflect approach. Local governments in Uganda have been influenced to adopt the school governance guide in all school management committees to enhance access to girl child education.

INCORPORATING GRASSROOTS' VIEWS TO INFORM POLICY PROCESSES

Community and grassroots' views were sought by PAMOJA to engage policy processes and formulation. PAMOJA organised community meetings and forums where to sought people's views for policy intervention. PAMOJA Kenya organised media dialogue meetings and follow-up activities which focussed on education for all adults and children, poverty, and governance issues to establish the challenges and progress made in adult literacy and non-formal education sub-sectors. PAMOJA Kenya's publications were used to analyse issues affecting adult literacy, governance and poverty.

CHALLENGE

School Management Committees have not been very effective in school governance and tracking public expenditure since they do not see themselves as a unified body but rather head teachers and mere chairpersons which has resulted in insubstantial work i.e. SMCs have not been effectively strengthened to make school management accountable. They are functionally weak in their operational areas. SMCs do not have a strong platform to clarify and understand their roles and responsibilities better.

INNOVATIVE CSO APPROACHES TO EDUCATING MARGINALIZED CHILDREN

PAMOJA through the tested experiences tried sought to use the link between adult literacy especially women literacy with education of the disadvantaged children such as girl child, youths and the disabled. PAMOJA aimed at achieving the above through translation of key policy documents by working hand in hand with key resource persons in the respective countries. Furthermore, PAMOJA intended to involve in media campaigns to address issues of HIV/AIDS, land, food security and gender cross cutting issues. Other innovations were to include establishment of resources to contribute to documentation of respective experiences and to build capacity of different communities in using the participatory approaches to take charge in the implementation of their development activities.

Best experiences on the linkages between the women and girls' education were shared among PAMOJA countries which established strong linkages between women and girls' education thus drawing international attention. PAMOJA undertook a study in 2 countries i.e. South Africa and Uganda on the linkages between women and girls' education where results showed strong link which attracted international attention resulting into enhanced supported for adult literacy mainly for women to improve access to girls' education. Furthermore, National PAMOJAs were facilitated in terms capacity building programmes to engage in policy debates on factors affecting access to basic literacy for women and girls' education.

Furthermore, to address issues of gender equality and access to quality basic education, PAMOJA developed position papers to examine issues of girl child's education across Africa. The position papers were intended to improve enrolment among girl children. Consequently, PAMOJA country members held discussions with respective Governments which led to designing of strategic interventions that addressed contextual factors affecting girl child's education. For instance, PAMOJA Sudan worked with education CSOs to enhance women and girl's education by engaging in policy debates with key stakeholders and Government education departments.

As an innovative way of ensuring universal access to education by all vulnerable and disadvantaged groups and communities, PAMOJA integrated issues and factors affecting access of education among marginalised and vulnerable groups into the participatory school governance guide development process. CEF availed funds to document and widely share factors affecting access of education to vulnerable groups into the participatory school governance guide through using the media to send messages on the importance of education for the vulnerable groups using the participatory school governance guide which emphasized enhanced participation of parents in girl children's education.

Communities were empowered through PAMOJA innovations to deal with real and practical needs and in turn devise local solutions to address identified local problems. For instance, STAR approach empowered communities in the face of HIV/AIDS to work with schools and teachers to prevent and mitigate the impact of HIV/AIDS as not only HIV/AIDS as a health issue but also as a development issue. Furthermore, the STAR approach addressed contextual and gender factors in relation to HIV/AIDS and how they affect girl children's access to education. For instance the STAR approach addressed the issue of sexual abuse in schools and how it affects the girl child's active participation in education.

PAMOJA partnered with development partners to mainstream Adult Basic Education in education policy frameworks using the Reflect methodology for the war ravaged areas and marginalised populations. PAMOJA Somali partnered with ActionAid Somalia to integrate and developed a funding proposal which led to the integration of Adult Basic Education in education policy frameworks. However, the efforts were frustrated by the unsuccessful funding proposal to the EU due to some unforeseen shortcomings.

Inventively, a survey on on OVCs was undertaken in 6 countries to generate evidence based information to inform policy formulation processes on OVCs' access to education. PAMOJA conducted a survey on orphaned and vulnerable children in Uganda, Zambia, Zimbabwe, Malawi, Rwanda and DR Congo and established the factors that hindered access to education by orphans and vulnerable children which were integrated into policy formulation in the respective PAMOJA countries where the survey was conducted.

LESSONS

Late involvement of PAMOJA in the CEF: During the conceptualization of CEF, Adult literacy like always before was forgotten or considered as an inferior component of education. This affected the timing of all the adult literacy work CEF contributed to. The lessons for PAMOJA is that without proactive engagement of education work at the national, regional and international levels, literacy will always be left out and as such proactive national and regional networks are critical to ensure comprehensive planning for education and the achievement of EFA in Africa.

PAMOJA's low resource base: this affected work pace often times in that the CEF monies would some times delay and being a young institution with no reserve fund to draw from while waiting for CEF funds, work schedules were distorted. The lesson learnt for PAMOJA is that committing to undertake such a venture there is always need to have reserve funds and/or negotiated terms for flexible and extended implementation schedules.

Weak Partnership with ANCEFA: The partnership with ACEFA was never strengthened beyond the school governance initiative. The partnership was only a now-off yet there would have been other aspects that the two networks working on education would have supported each other especially in the fields of: education policy research, and capacity building. The lessons for PAMOJA is that engaging such regional initiatives / networks requires memoranda of understanding or other partnership terms and conditions that would allow for implementation of longer term programmes.

CONCLUSION

Over and above, the project made commendable achievements in relation to the project activities. These were supported by the engagement with the ANCEFA and the national partnerships that were well grounded in Education and adult community work. However these did not come without challenges. The late involvement of PAMOJA remained a big hurdle to deal with in terms of catching up with project schedules. Staff turnover too at the secretariat was also another issue that challenged the networks' engagement. Nonetheless, these challenges were handled with utmost care and professionalism to minimize project effects.

Although CEF and PAMOJA can talk of achievements there are aspects that could have been done better or differently to achieve more results;

- PAMOJA membership should have engaged more proactively in wider EFA processes and engagements with other education players like GCE, PAALAE, ICAE to consolidate reach and impact.
- PAMOJA should have built more local capacities to conduct policy research and education tracking at the national level
- CEF funding should have had a provision for building PAMOJA capacities to fundraise for Adult education watch in Africa
- PAMOJA could have developed a platform (virtual) for interactive discussions with its national chapters and other adult education networks in Africa to ensure that the subject of EFA maintains prominence and momentum in policy processes.

A Logical Framework on Impending PAMOJA Work

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions/Risks
Goal: Lifelong learning opportunities		<ul style="list-style-type: none"> • UN Reporting on • PRSPs MDGs 	Improved education planning through civil society involvement will lead to faster attainment of the MDGs.
Purpose: To facilitate and promote participatory lifelong learning for adults to enable them actively contribute to their societies	<ul style="list-style-type: none"> i) Expanded opportunities for adult education supported by the state ii) Equal participation of men and women in literacy and other learning activities 	<ul style="list-style-type: none"> • Research reports • MDG tracking reports • Progress, quarterly, evaluation reports • National education plans. • National education statistics 	<ul style="list-style-type: none"> 1. Governments committed to poverty reduction. 2. Consensus between governments and international partners on importance of civil society involvement.
Outputs: 1. Mass awareness and ensuring the right to learning	<ul style="list-style-type: none"> i) Increased learning opportunities for young people and adults ii) Increased public sector financing for adult learning in PAMOJA countries iii) Strategic partnerships built across Africa to promote participatory lifelong learning iv) Responsive institutions planning and promoting lifelong learning 	<ul style="list-style-type: none"> • Research reports • MDG tracking reports • Progress, quarterly, evaluation reports 	Availability of public resources addressing adult learning
2. Innovative participatory approaches	<ul style="list-style-type: none"> i) methodologically savvy PAMOJA members utilising a mix of participatory tools with innovativeness ii) wide utilisation of a compendium of participatory tools tailored for education and learning needs of marginalised groups iii) adoption of participatory approaches by public service providers and other support agencies in the delivery of education for young people and adults v) 	<ul style="list-style-type: none"> • Research reports • MDG tracking reports • Progress, quarterly, evaluation reports 	Preparedness of PAMOJA members to embrace innovative participatory approaches
3. ICT's for participatory learning	<ul style="list-style-type: none"> i) PAMOJA-generated ICT tools addressing education and development needs of National PAMOJA beneficiaries ii) Wide access, utilisation and generation of content addressing HIV/AIDS, Gender equity, Environmental conservation, Conflict resolution and good governance iii) Public and private sector embracing and adoption of education-focused ICT's 	<ul style="list-style-type: none"> • Research reports • MDG tracking reports • Progress, quarterly, evaluation reports 	Reduced costs of ICT tools for wide access and utilization

<p>Activities:</p> <p>I) Design regional action Campaigns</p> <p>II) Develop platforms for collaboration and sharing between national PAMOJAs & other networks</p> <p>II) Undertake research and documentation</p> <p>V) Undertake capacity development of national PAMOJAs participatory approaches, advocacy, documentation,</p> <p>V) Personnel exchanges for institutional learning</p> <p>V) Originate local ICT tools and content to address educational needs</p>	<p>BUDGET</p>	<ul style="list-style-type: none"> • Research reports • MDG tracking reports • Progress, quarterly, evaluation reports 	<p>Donor-buy-in of project proposals</p> <p>Successful fundraisers</p>
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List of interviewees

1. Grace William Maiso – Pamoja Africa Reflect Network Facilitator
2. Nickson Ogwal – CEF Coordinator – Uganda
3. Tom Muzoora – Former Pamoja Africa Reflect Network Facilitator
4. Nakabugo Milly – Administrative Assistant - UGAADEN