

# **GRANT AGREEMENT DEED**

**BETWEEN**

**COMMONWEALTH OF AUSTRALIA**

represented by the Australian Agency for International Development  
(AusAID)

**ABN 62 921 558 838**

**and**

**ASPB AE AUSTRALIA LTD**

**ABN 61 131 519 723**

**FOR**

**Civil Society Engagement in Education**

**AUSAID AGREEMENT 59102**

DEED made 20<sup>th</sup> day of May, 2011

BETWEEN:

COMMONWEALTH OF AUSTRALIA represented by the Australian Agency for International Development ("AusAID") ABN 62 921 558 838

AND

ASPB AE AUSTRALIA LTD, ABN 61 131 519 723 of Suite 55, 2 Bradfield St Downer ACT 2602 (the "Organisation").

RECITALS:

- A. AusAID wishes to provide the Organisation with a Grant to undertake an Activity.
- B. The Organisation wishes to accept the Grant subject to the terms and conditions in this Deed.

OPERATIVE:

AusAID and the Organisation promise to carry out and complete their respective obligations in accordance with this Deed including the Deed conditions, schedules and any annexes contained herein.

## AGREEMENT CONDITIONS

### 1. INTERPRETATION

#### Definitions

1.1 In this Agreement, including the recitals, unless the context otherwise requires:

“**Acquittal Statement**” means a statement acquitting the Grant against the budget in the Activity Proposal.

“**Activity**” means the activity **Civil Society Engagement in Education** described in the Activity Proposal for which the Grant is provided.

“**Activity Proposal**” means the specific tasks and budget associated with the Activity included as **Schedule 1** to this Agreement.

“**Agreement**” means this Deed and includes the Agreement Conditions and any schedules and annexes.

“**Agreement Material**” means all material created or required to be developed or created as part of, or for the purpose of undertaking the Activity, including documents, equipment, information data, sounds and images stored by any means.

“**Business Day**” means a day on which AusAID is open for business.

“**Commonwealth**” means Commonwealth of Australia or AusAID, as appropriate.

“**Fraudulent Activity**”, “**Fraud**” or “**Fraudulent**” means dishonestly obtaining a benefit by deception or other means.

“**Grant**” means the amount of money as specified in the clause titled “Grants and Payment” of this Agreement that has been approved by AusAID and paid to the Organisation subject to the conditions outlined in this Agreement for the Activity.

“**Independently Audited**” means financial records audited by a certified financial professional that is in no way linked or associated with the Activity or the Parties.

“**Intellectual Property**” means all copyright and all rights in relation to inventions (including patent rights), trade marks, designs and confidential information, and any other rights resulting from intellectual activity in the industrial, scientific, literary, and artistic fields recognised in domestic law anywhere in the world.

“**Partner Government**” means the Government of the Partner Country.

“**Partner Country**” means the country or countries in which the Activity is to be undertaken in whole or in part.

“**Party**” means AusAID or the Organisation.

“**Personnel**” means the personnel of the Organisation who are engaged in the performance of the Activity, including the Organisation’s employees, subcontractors, agents and volunteers.

“**Prior Material**” means all material developed by the Organisation or a third party independently from the Activity whether before or after commencement of the Activity.

“**Relevant List**” means the lists of terrorist organisations made under Division 102 of the *Criminal Code Act 1995* (Cth) and the *Charter of the United Nations Act 1945* (Cth) posted at: <http://www.nationalsecurity.gov.au/agd/www/nationalsecurity.nsf/AllDocs/95FB057CA3DECF30CA256FAB001F7FBD?OpenDocument> and [http://www.dfat.gov.au/icat/UNSC\\_financial\\_sanctions.html#3](http://www.dfat.gov.au/icat/UNSC_financial_sanctions.html#3)

“**Similar List**” means any similar list to the World Bank List maintained by any other donor of development funding.

“**World Bank List**” means a list of organisations maintained by the World Bank in its “Listing of Ineligible Firms” or “Listings of Firms, Letters of Reprimand” posted at: <http://web.worldbank.org/external/default/main?theSitePK=84266&contentMDK=64069844&menuPK=116730&pagePK=64148989&piPK=64148984>

### **Agreement prevails**

- 1.2 If there is any inconsistency (whether expressly referred to or to be implied from this Agreement or otherwise) between the provisions of this Agreement (“Agreement Conditions”) and those in the schedules and any annexes, the schedules and any annexes are to be read subject to the Agreement Conditions and the Agreement Conditions prevail to the extent of the inconsistency.

## **2. TERM OF THE AGREEMENT**

- 2.1 The term of this Agreement commences upon execution by both parties being the date indicated at the front of this Agreement and continues until all obligations have been fulfilled under this Agreement, unless terminated earlier in accordance with this Agreement.
- 2.2 The Organisation must commence the Activity no later than **23 May 2011** and must complete the Activity by **15 October 2013**.

## **3. NOTICES**

- 3.1 For the purpose of serving notices to either Party, a notice must be in writing and will be treated as having been duly given and received:
  - (a) when delivered (if left at that Party’s address);
  - (b) on the third Business Day after posting (if sent by pre-paid mail); or
  - (c) on the Business Day of transmission (if given by facsimile and sent to the facsimile receiver number of that Party and no intimation having been received that the notice had not been received, whether that intimation comes from that Party or from the operation of facsimile machinery or otherwise).

- 3.2 For the purposes of this Agreement, the address of a Party is the address set out below or another address of which that Party may give notice in writing to the other Party:

**AusAID:**

To: Mr Warren Hoye  
Manager, Education Thematic Group

Postal Address: Australian Agency for International Development  
GPO Box 887  
CANBERRA ACT 2601  
AUSTRALIA

Street Address: 255 London Circuit  
CANBERRA ACT 2601  
AUSTRALIA

Facsimile: 02 6206 4878

**Organisation**

To: Mr Bernie Lovegrove  
Executive Director

Postal Address: PO Box 1067  
Dickson, ACT 2602

Street Address: Suite 55  
2 Bradfield St  
Downer ACT 2602

Facsimile: 02 6241 5284

**4. GENERAL CONDITIONS**

- 4.1 The Organisation must carry out the Activity in accordance with the Activity Proposal and the terms and conditions of this Agreement.
- 4.2 The Organisation must advise AusAID immediately of any difficulties or delays in implementation of the Activity.
- 4.3 The Organisation must acknowledge in writing to AusAID receipt of the Grant immediately on its receipt.
- 4.4 The Grant and any interest earned or exchange rate gains must be used diligently and for the sole purpose of the Activity outlined in **Schedule 1** of this Agreement. Any interest earned or exchange rate gains made on the Grant must only be expended on the Activity.
- 4.5 The Organisation acknowledges that the Grant provided by AusAID to the Organisation for this Activity does not entitle the Organisation to any other or further grants.

- 4.6 The Organisation must acknowledge AusAID Grant funding assistance provided under this Agreement where appropriate and advise AusAID of matters relating to any publicity and media relations, prior to any publication or media release.
- 4.7 The Organisation must not represent itself and must ensure that its Personnel participating in the Activity do not represent themselves as being employees, partners or agents of the Commonwealth of Australia.
- 4.8 The Organisation must use its best endeavours to ensure that in its performance of the Activity all Personnel and their dependents, while in the Partner Country, respect the laws and regulations in force in the Partner Country.
- 4.9 The Organisation is responsible for the security of all of its Personnel and for taking out and maintaining all appropriate insurances.
- 4.10 The Organisation must not assign its interest in this Agreement without first obtaining the consent in writing of AusAID.
- 4.11 No delay, neglect or forbearance by either Party in enforcing against the other any term or condition of this Agreement will be deemed to be a waiver or in any way prejudice any right of that Party.
- 4.12 This Agreement is governed by, and is to be construed in accordance with, the law of the Australian Capital Territory and the Parties submit to the exclusive jurisdiction of the courts of the Australian Capital Territory and any court hearing appeals from those courts.

## **5. AGREEMENT AMENDMENTS**

- 5.1 AusAID or the Organisation may propose amendments to this Agreement at any time for the purpose of improving the delivery of the Activity, the efficiency, cost-effectiveness and development impact of the Activity.
- 5.2 Changes to this Agreement (including to **Schedule 1** and any annexes) will only be effected if agreed in writing and signed by both Parties in the form of a Deed of Amendment.

## **6. PROCUREMENT**

- 6.1 The Organisation must not use the Grant to acquire any asset, apart from those detailed in the Activity Proposal without obtaining AusAID's prior written approval. Subject to the requirements of this clause, the Organisation will own the assets acquired with the Grant unless specified otherwise in the Activity Proposal.
- 6.2 If the Grant is being used to procure goods or services, the Organisation must implement procedures so that procurement is undertaken in a manner consistent with the Australian Commonwealth Procurement Guidelines (<http://www.finance.gov.au/publications/fmg-series/procurement-guidelines/index.html>), in particular the core principle of achieving value for money and the supporting principles of:
  - (a) encouraging competition by ensuring non-discrimination in procurement and using competitive procurement methods;
  - (b) promoting use of resources in an efficient, effective and ethical manner; and

(c) making decisions in an accountable and transparent manner.

6.3 If the Grant is being used to procure goods, the Organisation must also ensure in its procurement of goods that:

- (a) the goods to be procured are of a satisfactory quality; and
- (b) the goods are delivered in good order and condition and in accordance with the Activity timetable.

6.4 If the Grant is being used to procure goods, the Organisation must maintain a Register of Activity Assets ("**Register**"). The Register must:

- (a) record non-consumable items purchased with the Grant or supplied by AusAID for the Activity which have a value of AUD1,000 (or equivalent) or more;
- (b) record non-consumable items of a portable and attractive nature with a value of less than AUD1,000 (or equivalent); and
- (c) record the date of receipt of the asset at the Activity site, the cost, the purchase/payment document date and reference number, a description and identification number, and the location of the asset.

6.5 The Organisation must not dispose of or write-off AusAID funded or provided assets except as agreed in writing by AusAID, within 90 days of the expiry of the Agreement and not before 30 days written notice has been given to AusAID of the Organisation's intent to dispose or write off such assets. The Register and other relevant documents such as import papers and manufacturers' warranties relating to the assets must be available for audit as required by AusAID. The Register must be reconciled with Activity assets at least every twelve months and the results of that reconciliation included in the Annual Reports required in clause titled "Reports".

6.6 This clause shall survive the termination or expiration of this Agreement.

## 7. MONITORING AND EVALUATION

7.1 The Organisation must, if required by AusAID, permit AusAID to monitor and/or evaluate the Activity and/or use of the Grant. AusAID will give the Organisation at least two (2) weeks notice of its intentions prior to commencing such a review. In that event, the Organisation must cooperate fully with any request for assistance pursuant to any such study.

## 8. INDEMNITY

8.1 The Organisation must at all times indemnify AusAID, its employees, agents and contractors (except the Organisation) ("**those indemnified**") from and against any loss or liability whatsoever suffered by those indemnified or arising from any claim, suit, demand, action or proceeding by any person against any of those indemnified where such loss or liability was caused or contributed to in any way by any wilfully wrongful, unlawful or grossly negligent act or omission of the Organisation, or any of the Organisation's Personnel in connection with this Agreement.



- 8.2 The Organisation agrees that AusAID may enforce the indemnity in favour of the persons specified in **Clause 8.1** above for the benefit of each of such persons in the name of AusAID or of such persons.
- 8.3 The indemnity in this **Clause 8** is reduced to the extent that the loss or liability is directly caused by AusAID, its employees, agents or contractors (except the Organisation), as substantiated by the Organisation.
- 8.4 This indemnity shall survive for a period of four (4) years after the termination or expiration of this Agreement.

## 9. INTELLECTUAL PROPERTY RIGHTS

- 9.1 The Intellectual Property in or in relation to Agreement Material vests in AusAID upon its creation. AusAID grants to the Organisation a permanent, irrevocable, non-exclusive, world-wide, royalty-free licence to use, reproduce, adapt and otherwise exploit the Agreement Material, including the right to sub-license the use, reproduction, adaptation and/or exploitation of said Agreement Material to any other person or entity.

- 9.2 **Clause 9.1** does not affect the ownership of Intellectual Property in any Prior Material incorporated into the Agreement Material, but the Organisation grants to AusAID a permanent, irrevocable, non-exclusive, world-wide, royalty-free licence to use, reproduce, adapt and otherwise exploit such Prior Material in conjunction with the Agreement Material. The licence granted under this **Clause 9.2** includes the right of AusAID to sub-license any of its employees, agents or contractors to use, communicate, reproduce, adapt and otherwise exploit the Prior Material incorporated into the Agreement Material for the purposes of performing functions, responsibilities, activities or services for, or on behalf of, AusAID.

## 10. COMPLIANCE WITH LAWS, GUIDELINES AND POLICIES

- 10.1 The Organisation and its Personnel must have regard to and comply with, relevant and applicable laws, guidelines, regulations and policies, including those in Australia and in the Partner Country. A list, as amended from time to time, of Australian laws and guidelines that may apply to the delivery of developmental aid to foreign countries can be found on the AusAID website: <http://www.ausaid.gov.au/business/contracting.cfm>. This list is not exhaustive and is provided for information only. The provision of this list does not relieve the Organisation from complying with the obligations contained in this clause titled “Compliance with Laws, Guidelines and Policies”.

- 10.2 The Organisation must have regard to and comply with the Statement of International Development Practice Principles located at **Schedule 2** to this Agreement.

- 10.3 The Organisation and its Personnel must comply with:

- (a) AusAID’s *Child Protection Policy* (<http://www.ausaid.gov.au/publications/pubs.cfm?type=PubPolicyDocuments>) and particularly the child protection compliance standards at Attachment 1 to the policy. AusAID may audit the Organisation’s compliance with AusAID’s *Child Protection Policy* and child protection compliance standards. The Organisation must participate cooperatively in any reviews conducted by AusAID;



- (b) The strategy “Development for All: Towards a Disability-Inclusive Australian Aid Program 2009-2014” ([http://www.ausaid.gov.au/publications/pdf/FINAL%20AusAID\\_Disability%20for%20All.pdf](http://www.ausaid.gov.au/publications/pdf/FINAL%20AusAID_Disability%20for%20All.pdf)), and in particular the strategy’s six (6) guiding principles; and
  - (c) *Family Planning and the Aid Program: Guiding Principles* (August 2009), accessible on AusAID’s website (<http://www.ausaid.gov.au/keyaid/health.cfm>).
- 10.4 The Organisation must use its best endeavours to ensure:
- (a) that individuals or organisations involved in implementing the Activity are in no way linked, directly or indirectly, to organisations and individuals associated with terrorism; and
  - (b) that the Grant is not used in any way to provide direct or indirect support or resources to organisations and individuals associated with terrorism.
- 10.5 The Organisation must have regard to the Australian Government guidance “Safeguarding your organisation against terrorism financing: a guidance for non-profit organisations”, available at <http://www.nationalsecurity.gov.au/npo>.
- 10.6 If, during the course of this Agreement, the Organisation discovers any link whatsoever with any organisation or individual listed on a Relevant List it must inform AusAID immediately.
- 10.7 If, during the course of this Agreement, the Organisation is listed on a World Bank List or Similar List it must inform AusAID immediately.
- 10.8 The Organisation agrees that:
- (a) The Organisation and its employees, agents, representatives or its subcontractors must not engage in any Fraudulent Activity. The Organisation is responsible for preventing and detecting Fraud;
  - (b) The Organisation must report in writing within five (5) working days to AusAID any detected, suspected, or attempted Fraudulent Activity involving the Activity. AusAID may direct the Organisation to investigate the alleged Fraud and the Organisation must undertake an investigation at the Organisation’s cost and in accordance with any directions or standards required by AusAID;
  - (c) Following the conclusion of any investigation which identifies Fraudulent Activity, the Organisation must:
    - (i) make every effort to recover any AusAID Grant funds, the subject of Fraudulent Activity;
    - (ii) refer the matter to the relevant police or other authorities responsible for prosecution of Fraudulent Activity; and
    - (iii) be liable for the repayment of any Grant funds misappropriated by the Organisation, its agents, representatives or subcontractors;
  - (d) The obligations of the Organisation under **Clauses 10.8(b) and (c)** above survive the termination or expiration of this Agreement; and

- (e) The Organisation warrants that the Organisation will not make or cause to be made, nor will the Organisation receive or seek to receive, any offer, gift or payment, consideration or benefit of any kind, which would or could be construed as an illegal or corrupt practice, either directly or indirectly to any party, as an inducement or reward in relation to the execution of this Agreement. In addition, the Organisation will not bribe public officials and will ensure that its delivery organisations comply with this provision. Any breach of this clause shall be grounds for immediate termination of this Agreement by notice from AusAID.

## 11. TERMINATION

### 11.1 If the Organisation:

- (a) becomes, or AusAID considers there is a reasonable prospect of the Organisation becoming bankrupt, insolvent, deregistered or no longer able to undertake the Activity to a standard acceptable to AusAID;
- (b) makes an assignment of its estate for the benefit of creditors or enters into any arrangement or composition with its creditors;
- (c) fails to commence, or in the opinion of AusAID, fails to make satisfactory progress in carrying out the Activity and such failure has not been remedied within the time specified in a written request from AusAID to remedy the failure;
- (d) assigns its interest in this Agreement without the consent in writing of AusAID;
- (e) is, during the term of this Agreement, listed on a World Bank List, Relevant List or Similar List;
- (f) breaches any of its obligations under the clause titled "Compliance with Laws, Policies and Guidelines"; or
- (g) breaches any other term of this Agreement and such breach has not been remedied within the time stipulated in a written request notice from AusAID to remedy the breach;

then in every such case AusAID may immediately terminate this Agreement by giving the Organisation notice in writing, without prejudice to any of AusAID's other rights.

### 11.2 In addition, either Party may terminate this Agreement by giving to the other a notice to terminate in writing stating the reasons for termination.

### 11.3 In the event of any termination, the Organisation must provide an Independently Audited statement of expenditure of the Grant within thirty (30) days of the date of the notice to terminate, signed by the head of the Organisation, and return any uncommitted Grant funds to AusAID.

11.4 In the event that a notice to terminate is given by either Party, the Organisation must:

- (a) immediately do everything possible to prevent and mitigate all losses, costs and expenses arising in consequence of the termination of this Agreement;
- (b) in a prompt and orderly manner cease expenditure of any uncommitted Grant funds; and
- (c) refund any uncommitted part of the Grant already paid by AusAID, together with any uncommitted or unspent interest, within thirty (30) days of the date of the notice to terminate.

11.5 In the event that a notice to terminate is given by either Party, AusAID will not be liable to pay compensation in an amount which, in addition to any amounts paid or due or becoming due to the Organisation under this Agreement, together would exceed the amount of the total financial limitation of this Agreement, as specified in clause titled "Grants and Payment".

## 12. ACCOUNTS AND RECORDS

12.1 The bank account used by the Organisation must be in the name of the Organisation and must not be a personal bank account.

12.2 The Organisation must:

- (a) maintain a sound administrative and financial system capable of verifying all Accittal Statements;
- (b) keep proper and detailed accounts, records and assets registers along with adequate Activity management records providing clear audit trails in relation to expenditure under this Agreement;
- (c) afford adequate facilities for audit and inspection of the financial records referred to in this Agreement by AusAID and its authorised representatives at all reasonable times and allow copies and extracts to be taken;
- (d) ensure that its accounts and records are held by the Organisation for the term of this Agreement and for a period of seven (7) years from the date of expiry or termination of this Agreement;
- (e) if requested by AusAID, provide an Accittal Statement, certified by the senior financial officer or the head of the Organisation; and
- (f) in addition to its obligation under the clause titled "Reports", if reasonably requested by AusAID in order to verify the expenditure of the Grant, provide an Accittal Statement Independently Audited by an auditor nominated by AusAID at no cost to AusAID.

## 13. AusAID USE OF AGREEMENT INFORMATION

13.1 AusAID may disclose matters relating to this Agreement, including this Agreement, and other relevant information, except where such information may breach the *Privacy Act 1988* (Cth), to Commonwealth governmental departments and agencies, Commonwealth Ministers and Parliamentary Secretaries, and to the Commonwealth Parliament, including

responding to requests for information from Parliamentary committees or inquiries. In addition, AusAID may publicly report information regarding this Agreement. This clause survives the termination or expiration of this Agreement.

**14. REPORTS**

14.1 The Organisation must submit six-monthly progress reports during the term of this Agreement, due six (6) months from the Activity Start Date, on the first anniversary of the Activity Start Date, and 18 months from the Activity Start Date. The reports should not exceed seven (7) pages and must have two (2) basic parts:

- (a) A review of implementation progress and financial expenditure to date; and
- (b) An implementation strategy and work program for the coming period that:
  - (i) incorporates any lessons from the assessment of Activity progress;
  - (ii) outlines the expected outputs and development results of the proposed program of work; and
  - (iii) describes the inputs, work and outputs of both the Organisation and any other key stakeholders.

14.2 On the first anniversary of the Activity Start Date, the Organisation must submit a report showing planning for financial sustainability for the civil society organisations mentioned in **Schedule 1**, to be discussed with AusAID.

14.3 Within thirty (30) days of completion of the Activity, the Organisation must submit to AusAID:

- (a) a final report which provides a brief outline of the Activity and in more detail covers key outcomes compared with objectives, development impact, sustainability and lessons learned; and
- (b) a final Acquittal Statement.

14.4 The final Acquittal Statement must:

- (a) include details of any interest earned on the Grant;
- (b) be prepared in accordance with the internal and external auditing procedures laid down in the rules and regulations applicable to the Organisation;
- (c) be Independently Audited and certified (The cost of this audit may be payable from the Grant); and
- (d) be signed by the senior financial officer or the head of the Organisation, indicating that the Grant has been spent in accordance with the terms of this Agreement.

14.5 The Organisation must repay to AusAID any unspent Grant funds or interest with the final report and Acquittal Statement.

- 14.6 All reports and the Acquittal Statement must be sent to:

Warren Hoyer  
 Manager, Education Thematic Group  
 Australian Agency for International Development  
 GPO Box 887  
 CANBERRA ACT 2601  
 AUSTRALIA  
 Warren.Hoyer@ausaid.gov.au

in the following format:

- (a) one (1) bound hard copy; and
- (b) one (1) electronic version in PDF (Portable Document Format).

## 15. GRANTS AND PAYMENT

- 15.1 AusAID will pay the Organisation an acquittable Grant up to a maximum of **AUD650,000** in tranches divided as follows:

Indicative Date	Tranche Number	Amount of Grant Funds
Refer to <b>Clause 15.2</b> below	1	AUD326,500
31 January 2012 (Refer to <b>Clause 15.3</b> below)	2	AUD323,500

- 15.2 AusAID will pay Tranche 1 within thirty (30) days of the date of this Agreement and subject to receipt of a valid invoice.

- 15.3 AusAID will pay subsequent tranches at the date indicated above subject to the Organisation:

- (a) providing an Acquittal Statement of **65%** of the previous tranche, signed by the senior financial officer or the head of the Organisation indicating that the Grant funds being acquitted have been expended in accordance with the terms of this Agreement;
- (b) submitting a valid invoice; and
- (c) making satisfactory progress with the Activity as determined by AusAID.

16. CLAIMS FOR PAYMENT

16.1 Invoices must be submitted when due in accordance with this Agreement, in a form identifying this Agreement title and Agreement number **59102**. Invoices must also contain the Payment Event number(s) notified by AusAID.

16.2 All invoices must be **made** to:

Chief Finance Officer  
Australian Agency for International Development  
GPO Box 887  
CANBERRA ACT 2601  
AUSTRALIA

16.3 Invoices should be sent to the above address. Alternatively AusAID will accept electronic invoices. These can be sent to [accountsprocessing@ausaid.gov.au](mailto:accountsprocessing@ausaid.gov.au) and copy in the AusAID Activity Manager.

16.4 Where Australian GST applies to this Agreement all invoices must be in the form of a valid tax invoice. Invalid tax invoices will be returned to organisations. Information on what constitutes a valid tax invoice can be found at: <http://www.ato.gov.au/businesses/content.asp?doc=/content/50913.htm>.



**SCHEDULE 1 – ACTIVITY PROPOSAL  
TO GRANT AGREEMENT DEED NUMBER 59102**

**Enhancing Civil Society Capacity  
to Effectively Engage Governments on Education Policy,  
Budgets and Programs in the Asia Pacific Region**

**1. Proposal Summary**

ASPBAE Australia is seeking funding from AusAID to enhance its work in providing mentoring support and developing the capacities of civil society organisations and coalitions in the Asia Pacific region to enable them to more effectively engage their governments on education policy, budgets and programs. The medium and longer term outcomes aimed for are:

1. credible, well-informed, respected and sustainable CSO engagement in education sector policy development and implementation.
2. better national education policy in line with the 6 international Education for All (EFA) goals
3. better education sector policy implementation and tracking

ASPBAE has had significant experience and a strong track record for quality capacity development of education CSOs and coalitions with the aim of achieving education policy, budget and program change. ASPBAE's capacity to undertake this work is recognised internationally, as indicated by the fact that it was chosen by the Global Campaign for Education (GCE) to be the Asia Pacific Civil Society Education Fund (CSEF) Regional Secretariat and capacity support organisation. However with the onset of the significant new CSEF funding for in-country CSOs and coalitions in relation to education advocacy, ASPBAE itself needs to enlarge its own capacity to meet the growing demand and provide expanded mentoring and capacity development support to in-country CSOs.

We are proposing the continuation of a project that AusAID has funded in the past year. The project is effective as a stand-alone project while at the same time designed to complement initiatives funded from other sources. ASPBAE Australia's proposal to AusAID is to continue the existing project for another two years to May 2013, and additionally to expand the mentoring support to one further country, namely Timor Leste. The proposal is based on a multi-year perspective which recognises the fact that demand is high for education CSO capacity development in Fast Track Initiative (FTI) eligible countries and other countries in the Asia Pacific region. It also recognises that CSO capacity development is a gradual process requiring varying targeted support as CSOs and coalitions evolve and as the in-country context and external and internal conditions change. Subject to annual reviews of progress and achievement, multi-year support would ensure that the return on investments in the first set-up year will be significantly higher.

The items outlined below for continued AusAID support have been identified by ASPBAE Australia as elements of strategic importance which are not being funded by any other donor and where further and additional resources would add considerable value to ASPBAE Australia's capacity and effectiveness and greatly enhance the chances of achieving significant outcomes on education policy change in PNG, Solomon Islands, Vanuatu and Timor Leste.

It is proposed that AusAID funding from May 2011 to May 2013 be used to:

1. Bolster ASPBAE Australia's ability to provide effective in-country mentoring and capacity development support to CSO coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste at this crucial time for shaping education policy in each country.

2. Continue the engagement of a Research and Documentation Officer to record, analyse and report the impact of the work of CSOs, national coalitions and ASPBAE as the regional support organisation in their efforts to more effectively engage governments on education policy, budgets and programs.

With ASPBAE Australia's support, national coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste have been able to secure CSEF funding to end June 2011, with a 'no-cost extension' agreement to end December 2011, and will be better placed to secure for themselves additional resources in the years beyond with the establishment of in-country funding mechanisms.

## **2. Proposal in Greater Detail**

### **2.1 Project Objective:**

To develop the capacities of civil society organisations and coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste to enable them to more effectively engage their governments on education policy, budgets and program implementation, so that they are more geared towards achieving the EFA Goals.

### **2.2 Project Rationale:**

This project comes at a crucial time for shaping education policy in each of the four FTI eligible countries, with only 5 years to go to 2015 which was the date set by the international community for the achievement of the EFA Goals. Not only is the need great in each of PNG, Solomon Islands, Vanuatu and Timor Leste, with significant numbers of children missing out on a basic education and adults missing out achieving functional literacy, but also the low government capacity in each of the countries to develop effective education sector policy and to implement those policies is cause for serious concern. These governments need all the support they can get from other credible stakeholders, including well-informed and capable CSOs, working in partnership. The proposal is also timely as provides the opportunity to add value to the broader international CSEF initiative funded by the FTI by enhancing the chances of success of that project, especially in the four targeted countries.

### **2.3 The Project's Links with Australia's Aid Program Objectives and Strategy**

This project focuses on priority Australian aid recipient countries in our region where government education policy development and delivery capacity is very low. By building the capacities of key education CSOs, the project aims to bolster in-country capacity to develop and implement sounder education policy, leading to better national education outcomes.

The project's objective is built on a set of development propositions that are shared with AusAID's objectives and priorities:

- The objective is consistent with the broader AusAID aim of reducing poverty and achieving sustainable development by contributing to better education outcomes.
- The project fosters the effective functioning of government institutions and policies and investment in people, both of which AusAID recognizes as essential for growth and development. The project does this by building civil society capacities to increase citizens' participation in decision making by being represented on government advisory committees, contributing analysis and recommendations on education policy and implementation and on government institutional strengthening.
- The project builds on the view expressed by AusAID that education '*enables the poor to participate in growth, makes the workforce more productive, and leads to a better informed citizenry able to demand better government performance*'. (Strategic Framework for Australia's Aid Program, [www.aisaid.gov.au/makediff/strategy.cfm](http://www.aisaid.gov.au/makediff/strategy.cfm))
- An important part of the advocacy agenda of the education coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste (and coalitions ASPBAE works with in other parts of the region) is for improvements in the functioning of national education systems so that there is

more transparent and accountable service delivery. This is essential in order to increase the number of children in school and increase the quality of education so that students can acquire the knowledge and skills necessary for life and productive employment and thus contribute to reducing poverty.

- The project aims to assist coalitions in linking actions by groups on the ground at the community and school level with national policy advocacy initiatives, thereby ensuring a connection between local people and the policy formulation and implementation process.

## 2.4 Consistency with the Paris Declaration and the Accra Agenda for Action

The project's objectives are consistent with the Paris Declaration on Aid Effectiveness, 2005 and supported by the Accra Agenda for Action, 2008, both of which encourage the participation of a range of national actors including civil society organizations (CSOs) and donors and the building of partnerships as essential for development. (Paris Declaration on Aid Effectiveness and Accra Agenda for Action, pp.4, 6, 16, 18-19 [www.oecd.org/document](http://www.oecd.org/document)).<sup>1</sup>

The Accra Agenda (p.4) also encourages South-South collaboration to complement North-South collaboration of key development actors including CSOs. Areas recognized as important for CSO participation include:

- designing and implementing development strategies
- reviewing country-level systems and procedures and advocating for reforms
- integrating capacity building into development strategies
- advocating for the mobilisation of domestic resources to meet development objectives; reviewing and monitoring expenditure for development aims and advocating for finance reforms
- assisting donors in reaching other aims of aid effectiveness

## 2.5 Links to the EFA, CSEF and the FTI Support for Education CSO Capacity Building

The project aims to contribute to the achievement of the 6 EFA Goals agreed to by the international community at the World Education Forum in 2000 in Dakar, Senegal. This is evident in the focus areas of work of the coalitions outlined later in the proposal. The EFA goals are supported by the EFA Fast Track Initiative (FTI), which is an international mechanism created to build donor harmonisation and address four education gaps in low income countries, namely finance, policy, capacity and data. This project contributes to closing the latter three gaps.

Internationally, governments and donors are increasingly recognizing the important role of CSOs in development and thus the importance of capacity building for CSOs. On its website ([www.educationfasttrack.org](http://www.educationfasttrack.org)) the FTI states that:

*'CSOs are important stakeholders in the education sector not only as implementers but also in policy discussions and independent monitoring. Recognizing CSOs as full-fledged partners will be one important step towards achieving aid effectiveness in the sector, particularly regarding country ownership and mutual accountability. Therefore, EFA FTI supports CSOs to:*

- *increase their participation in local education groups,*
- *promote their recognition as important partners by the governments and donor partners,*
- *enable them to assume their role as effective and knowledgeable advocates for EFA.'*

For nation states that have low government capacity due to limited resources, fragile state institutions and a shortage of expertise, it is especially important to develop strong civil society

<sup>1</sup> In the Accra Agenda for Action, donors expressed their desire to deepen their engagement with civil society and to support capacity building of CSOs to play their role effectively as development partners, active in dialogue on development policy and on the role of aid in contributing to countries' development objectives. *'We share an interest in ensuring that CSO contributions to development reach their full potential. We will work with CSOs to provide an enabling environment that maximises their contributions to development.'* p.19



institutions to work with and complement government, the private sector and donors to ensure policies are developed and implemented effectively.

Building strong civil society institutions helps to stabilize the governance and functioning of a country and strengthens the basic fabric of society. CSOs with the requisite competence and experience can provide valuable inputs into policy, planning and implementation processes as well as fostering government transparency and accountability, all leading to better education outcomes.

In December 2008 the FTI Board recognized the important role of CSO engagement in the education sector by agreeing to fund a proposal submitted by the Global Campaign for Education (GCE) to set up a Civil Society Education Fund (CSEF). The funds came from the Education Program Development Fund (EPDF). AusAID contributes to this fund.

Funds were secured for two years to June 2011 with the prospect of additional funding for future years. The EPDF will close in 2012 and plans are underway to establish a new funding mechanism which may be managed and facilitated by staff within the FTI Secretariat. (Cf: [www.educationfasttrack.org/meeting](http://www.educationfasttrack.org/meeting)).

AusAID has been involved in this process. While the guidelines for this mechanism are being finalized, the FTI Board at its Madrid November 2010 meeting agreed to allow the CSEF to continue on a no-cost basis for an additional 12 months if required.

Feedback on the achievements of the CSEF to date, considering delays in receiving funds, has been positive. The first years of the CSEF project have been focusing on national education coalition institutional strengthening and capacity building for education policy advocacy with support from regional CSOs and the broader GCE network. Thus the objectives of the ASPBAE Australia project are fully consistent with and complementary to the objectives of the CSEF.

## **2.6 Project Strategies**

### **Strategy 1**

#### **Bolster ASPBAE Australia's ability to provide effective in-country mentoring and capacity development support to PNG, Solomon Islands, Vanuatu and Timor Leste.**

For the past 9 years ASPBAE has been involved in developing CSO capacities to engage governments more effectively in decisions about education policy, budgeting and programming. With the assistance of funding from the German, British and Dutch governments, ASPBAE has provided capacity development support to CSOs and national CSO coalitions in Bangladesh, Pakistan, Nepal, India, Sri Lanka, Philippines, Indonesia, Cambodia, Papua New Guinea, Solomon Islands and Vanuatu.

While valuable progress has been made and some impacts achieved, it became clear that more substantial in-country funding was required to ensure national CSO coalitions could survive and develop their capacities to play their important role in national education policy, budget and program discussions in their respective countries.

As mentioned, ASPBAE was part of developing a proposal submitted by the GCE to the EPDF, for funding support for the CSEF initiative. ASPBAE was chosen as the organisation in the Asia Pacific region with the appropriate experience and track record to be the CSEF Regional Secretariat and mentoring and support organisation for national education coalitions. A large part of ASPBAE's role is to assist national coalitions to develop the capacities they need to function effectively in their respective national environments, to set up an appropriate in-country fund-receiving mechanism and to utilise the available resources in an effective way.

However the CSEF funds mainly focus on finding resources for in-country CSO efforts. While laudable, it is important that a program of such scale is supported by a regional infrastructure with sufficient mentoring capacity and checks and balances to ensure a high likelihood of achieving successful outcomes at the in-country level. While some resources have been allocated in CSEF funding for regional capacity development and advocacy support, these resources do not extend to

countries in the Pacific. Existing funds only cover Capacity Development and Advocacy Support Officers in South and East Asia.

ASPBAE's assessment is that it needs to expand its own capacities to deliver the level of in-country mentoring and support required, especially in Melanesia and in Timor Leste which has a recently formed coalition.

Linked to in-country support is the need to build CSO capacities to engage in quality dialogue with other stakeholders at sub-regional and regional forums. An important part of this is advocacy to donors that provide education aid in the Asia Pacific region.

**Strategy 1a: Continue the employment of in-country Mentoring and Advocacy Support Officers in PNG, Solomon Islands and Vanuatu and in addition employ an Officer in Timor Leste.**

ASPBAE Australia is focusing on these four countries in our immediate region where it considers additional support is required for CSO capacity development beyond what is provided by CSEF or other donors or programs. While it is important that funds are channelled directly to in-country coalitions to enable them to develop themselves, our experience tells us there is an key role for a supportive mentor, sufficiently independent yet sufficiently close to the action to know what is going on and to help facilitate the capacity development process.

We propose to augment the sub-regional level support by continuing with in-country Mentoring and Advocacy Support Officers in each of PNG, Solomon Islands, Vanuatu and to employ such an officer in Timor Leste.

Each of these countries has very limited national infrastructure and state capacity and is reliant on significant education aid. Also with the move to decentralise education, increasing education decision making takes place at the provincial level and so capacity development needs to be directed at both national and provincial levels. However in each country there is a very small number of effectively functioning CSOs and even these usually have insufficient resources and low capacity. Furthermore the pool of suitably qualified and experienced civil society advocates and leaders is also very small.

In these circumstances ASPBAE's assessment is that there is a need to ensure in-country capacity to respond more rapidly and effectively to CSO capacity development issues. The in-country Mentoring and Advocacy Support (MAS) Officers currently set in place with the support of AusAID funds over the past year have been able to liaise closely with CSO coalitions and key organisations and provide more dedicated hands-on mentoring and support that is tailored to the local situation and responsive to the changing local conditions. We propose to continue this process in the coming two years and to emulate it in Timor Leste.

Below is a summary of achievements of ASPBAE's work with the coalitions in PNG, Solomon Islands and Vanuatu in the past year of AusAID funding. Despite these achievements, much work is still to be done in terms of mentoring and capacity support to gain more significant impact. This is because capacity development of fragile organisations takes time, at least three years, as ASPBAE indicated out in its original proposal. This time frame is needed to train up key staff and board members, build their confidence in negotiating with government officials, build credibility with other stakeholders and ensure they have the skill set and knowledge required to function effectively and sustainably.

At least three years is required to ensure the capacity runs deeper than one or two key individuals in each coalition. Already in the first year there was a change of Coordinator in both PEAN, PNG and in COESI, Solomon Islands. Additionally there were delays in employing a suitable Coordinator for VEPAC, Vanuatu who only began in July 2010. All coalitions need to develop

second-line leaders and sufficient multi-skilling to be able to survive the possibility of a change of key staff.

With the experience gained in the first year of AusAID funding and with many of the initial organisational establishment challenges dealt with, it is anticipated that the respective national coalitions have a stronger prospect of being able to stand on their own feet by the end of 2012.

### **Timor Leste**

Timor Leste is on boundary between Asia and the Pacific, and not surprisingly is a mix of South East Asian and Pacific Islander cultures. Timor-Leste is also one of the poorest countries in the world. It is listed as 162<sup>nd</sup> in the UNDP's Human Development Index among the world's states, the second lowest in Asia. Half of the country's population lives below the poverty line.

The education system in Timor-Leste faces many problems including poor quality public education, inadequate school infrastructure and facilities, weak administrative leadership and mismanagement by education authorities, lack of proper consultation in education program formulation, poorly trained, poorly paid and unmotivated teachers, problems with the choice of language of instruction and a lack of programs for adult and non-formal education. Timor Leste has high adult illiteracy and high drop-out rates in both primary and secondary school.

In response to the poor state of education in the country and the low capacity of the government to respond, the Timor Leste Coalition for Education (TLCE) was formed - in October 2009. It is an initiative of local NGOs and the East Timor Teachers' Union. The key organisations to date are:

1. Forum Tau Matan (Ftm) Or Eye On Human Rights
2. Sindikatu Profesores Timor-Leste (Teachers' Union)
3. Espada Foundation
4. Community Development Interest (CDI)
5. Halbur Timorcan Ass'wain (HATO)
6. Balos Foundation
7. Green Vision Foundation
8. Timor-Leste NGO Forum (FONGTIL)
9. Centru Desemvolvimentu Popular/CDP.

With assistance from ASPBAE in developing its proposal, TLCE has recently received funding support from the CSEF scheme to June 2011, with a likely no-cost extension to December 2011. The leaders of the coalition have requested additional concerted support from ASPBAE to help them get on their feet and build their capacities. The rationale to support this capacity development in one of the world's poorest countries, Timor Leste, is compelling. In many respects there are similarities between Timor Leste and Melanesian countries in terms of very low government capacity and resources, especially in the education sector, a high reliance on international aid, very limited transport and communications infrastructure, rugged terrain, population size, a small pool of sufficiently educated and competent civil society actors, a small number of CSOs and a high percentage of children and adults missing out on an education. Costs of employing suitable personnel in Timor Leste are very high. An in-country MAS Officer in Timor Leste and indeed the leaders of the newly formed local coalition would also benefit greatly from the lessons learnt from coalitions and MAS Officers in countries in Melanesia and ASPBAE would organise learning exchanges between them.

### **Strategy 1b: Strengthen the capacity of the South Pacific office of ASPBAE to play its mentoring role by contracting a Sub-Regional Mentoring and Advocacy Support Manager and increasing the office's financial management support capacity.**

ASPBAE's Asia Pacific regional secretariat is based in Mumbai. Apart from the regional coordination by the ASPBAE Secretary General, the Mumbai office works in conjunction with CSEF funded MAS Officers based in Dhaka, Bangladesh and Islamabad, Pakistan to cover the South Asia sub-region.



A second ASPBAE nodal office is for East Asia and is based in Manila, Philippines. Here CSEF funds provide for a MAS Officer to cover the work in Indonesia, Cambodia, Vietnam and Mongolia.

The third nodal office is based in Canberra. This office covers PNG, Solomon Islands, Vanuatu and Timor Leste. However, there is insufficient CSEF funding provision to enable a MAS Manager to manage support to these four countries.

ASPBAE's view is that funding for a MAS Manager based in Canberra will bolster its capacity in a sub-region where the mentoring work is very labour intensive given the low in-country capacity.

### **2.6.3 Sub-Regional Collaboration on Education Policy and Education Aid Advocacy**

Apart from providing direct guidance and support to the in-country MAS Officers in PNG, Solomon Islands, Vanuatu and Timor Leste, the Canberra based MAS Manager will assist in providing opportunities for collaboration and advocacy on sub-regional education policy and education aid. Sub-regional trainings will enable a sharing of experiences, best practices and lessons learnt and joint strategizing on sub-regional advocacy. The most recent such training was held in late October 2010 near Port Moresby and involved coalitions in PNG, Solomon Islands and Vanuatu and other stakeholder representatives from the PNG Department of Community Development, the Department of Planning, the National Research Institute and AusAID.

Part of the capacity development would include enhancing the ability of representatives of national coalitions especially from PNG, Solomon Islands and Vanuatu to engage in Pacific inter-governmental forums such as the Forum Education Ministers Meetings (FEEdMM) and the Education Development Partners Group and the Pacific Heads of Education Systems Meetings, and to offer inputs regarding the application of the Pacific Education Development Framework (PEDF). In the case of Timor Leste, it would include linking the coalition to ASEAN related joint CSO platforms and initiatives.

### **2.6.4 North-South CSO Collaboration on Education Policy and Education Aid**

Since education aid is an important component of education financing in each of the four countries of focus for this project, it is also important that coalition representatives gain the skills to interact with key donor countries, including AusAID, NZAID and EU. Part of the proposed ongoing role of the Education Mentoring and Advocacy Support Manager, will be to develop such capacities in the coalitions and to bring their representatives together with the donors.

It is also beneficial to build linkages with groups in donor countries that also have a commitment to ensuring better delivery of education aid according to the 6 international EFA Goals. The MAS Manager will be well positioned to facilitate such collaboration with a view to effecting education and education aid policy change. In the past two years ASPBAE Australia initiated some meetings with a view to forming an Australian CSO coalition or reference group focusing on education aid. A face to face meeting was held in September 2010 in Melbourne and since then there have been several phone meetings. A number of Australian CSOs such as the Australian Education Union and ActionAid Australia expressed interest in developing a common education aid advocacy agenda. ACFID is also in the process of revitalizing its Education Working Group.

In furthering this process of sub-regional linkages with donors and Northern CSOs, in the coming year, ASPBAE proposes to organize a workshop / conference involving representatives from coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste, to meet with Australian government officials in relation to education aid policy and budgets and also to meet with CSOs interested in education aid advocacy. Funds will be found separately for this event.

ASPBAE Australia has also identified the need to increase its own capacity to ensure effective financial management of the program and this has also been built into the budget.

## **2.7 Strategy 2: Ensure effective documentation, analysis and reporting of the in-country and regional engagement by continuing to employ a Research and Documentation Officer.**

An important contribution to the overall effort of developing capacity and providing mentoring support in-country, sub-regionally and regionally is to research, document, analyse, report on and disseminate the impact of the work of national CSO coalitions and of ASPBAE as the regional support organisation in the collective effort to more effectively engage governments on education policy, budgets and programs. As such ASPBAE proposes to continue the position of a Research and Documentation Officer who will work with in-country education CSOs and coalitions to develop a series of case studies that document not only the processes and evolution of the respective coalition interventions and the mentoring involved but which also focus on the significant achievements of the coalitions toward policy change. Funds for this position will be supplemented by other ASPBAE funds.

The Research and Documentation Officer has conducted valuable baseline capacity assessments of the respective coalitions, building monitoring and evaluation skills and processes and working with them to develop case studies. A report on documenting outcomes and lessons learned in Year 1 is close to finalisation.

The focus for documentation in the coming two years will be on developing case studies for the four countries of PNG, Solomon Islands, Vanuatu and Timor Leste. There will be additional documentation of best practice from other CSO coalitions in the region such as Cambodia, and Bangladesh and newly funded countries such as Vietnam and Mongolia where there is potential to demonstrate significant and early impact and outcomes. The attached Appendix 1 provides a sample list of achievements from five of the coalitions.

The next target output date is end July 2011 which will be a midpoint in the proposed AusAID Year 2 funding and also timely in terms of the end of Year 2 CSEF funding to coalitions in June 2011. The Research and Documentation Officer will work with relevant ASPBAE staff in different parts of the Asia Pacific region to ensure the final report will consist of a high quality set of case studies on CSO impact. The case studies will have photo and video documentation components.

An additional valuable role that the Research and Documentation Officer will play is to be a resource to research staff of coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste to contribute to training workshops that increase in-country research skills.

The project will also document the outcomes of ASPBAE's capacity-building work including some that are beyond the scope of this project in terms of:

- what makes local coalitions effective and sustainable
- identifying the main risks, constraints and enabling factors to achieving CSO capacity building objectives
- highlighting key partnerships which have contributed to achieving objectives

## **2.8 Project Outcomes**

This project aims for the following key outcomes by the end of 2012:

1. Coalitions established and strengthened in each of Papua New Guinea, Solomon Islands, Vanuatu and Timor Leste, with the institutional strength, proper administrative, personnel and financial management systems in place, with capable Boards and Coordinators and with secure sustainable resource streams into the future
2. Credible, informed, respected and sustainable CSO engagement in education sector policy development, implementation and tracking, enabling CSOs to act as effective EFA advocates.
3. Stronger partnerships between CSO representatives and government and donor officials in the effort to improve education sector policy, implementation and tracking

4. Participation by CSO coalition representatives in sub-regional education sector platforms and fora
5. Enhanced south-south and north-south collaboration and partnerships in the joint effort of advocating for EFA
6. Quality research and documentation of best practice, lessons learned, and outcomes achieved by the coalitions and the project
7. Enhanced capacity of ASPBAE to provide mentoring and advocacy support in the region

## **2.9 Project Impacts**

1. Strong civil society coalitions that can set a standard for quality ongoing professional performance and to model how CSOs can effectively contribute to public policy,
2. Effective civil society participation in education sector policy development and program implementation and tracking
3. National education policy more in line with the 6 international Education for All (EFA) goals in each of PNG, Solomon Islands, Vanuatu and Timor Leste
4. Better education sector policy implementation and tracking

## **3. Examples of how ASPBAE and the MAS Officers have added value to the work of local coalitions**

- a) In the first year the three MAS Officers have been a crucial ingredient in enabling the three Melanesian coalitions to navigate early developmental obstacles. Examples include:
  - In PNG the MAS Officer, Mr Joachim Orapa provided support to PEAN to ensure it remained functioning following the non renewal of the Coordinator's contract by the Board due to non performance, the resignation of the PEAN Advocacy Officer and later the resignation of its Finance Officer, both going to higher paying jobs in the private sector. Without the MAS Officer's support on the ground, this level of instability could have spelt the end of the coalition.
  - In Solomon Islands the MAS Officer Ms Mary Haridi played a crucial role in helping to keep the COESI office running following the Coordinator leaving to contest the national elections. Once again COESI may not have survived had it not been for Mary's presence and her efforts.
  - In Vanuatu, the MAS Officer, Ms Anne Pakoa, has been instrumental in helping VEPAC in organizing a weekly VEPAC national radio education talk back program which provides awareness-raising on education issues. This was at a crucial time before the VEPAC Coordinator was appointed and when the VEPAC Policy Research Officer's contract was not renewed.
- b) ASPBAE's MAS Manager was pivotal in ensuring each of the coalitions developed their Year 2 proposals to a level where they were accepted by the Funding Committee at its meeting on 5-6 September 2010 for funding through to June 2011. Considerable mentoring was involved as the proposal requirements for CSEF are quite onerous. ASPBAE also enabled PEAN in gain funding support from the European Union in relation to a female illiteracy project and assisted COESI in gaining funding support from the World Bank from April to June 2010 for an education experience survey and literacy assessment in Isabel Province and Rennell and Bellona Province.
- c) ASPBAE Australia's financial management capacity was also bolstered by the appointment of Finance Officer, partly funded by the AusAID grant. The Finance Officer began work on 12 October 2009 and has provided excellent service. All three coalitions have been very weak on financial management and reporting and it without her inputs it would have been unlikely that the coalitions would have had their financial recording and reporting systems organized and their CSEF financial reports in on time.
- d) ASPBAE Australia was able to organise a coming together of all three Melanesian coalitions for 4 days in PNG. This proved to be an important occasion for sharing experiences, best practices,



lessons learned and beginning the process of analysing possible CSO participation at Pacific regional education platforms. Such an event would not have been possible without ASPBAE Australia's sub-regional support role.

e) ASPBAE has also provided technical training on how to conduct rigorous statistically significant research surveys and literacy assessments. Each of the three coalitions is engaged in collecting primary data to ensure their advocacies are evidence based.

One lesson learnt is the importance of face-to-face interaction in the work of capacity development and building trust and confidence. While emails, skype and phone calls can be useful, only face-to-face meetings with the coalitions enable breakthroughs in learning and understanding on how to deal with a range of coalition institutional strengthening matters and also advocacy strategies.

Capacity to undertake substantial research and policy analysis is in very short supply in Melanesia, so the ASPBAE MAS Manager has been working with each coalition to develop these skills.

Often coalition representatives lack the confidence to meet with senior government or donor officials. So on many occasions, the ASPBAE staff were able to prepare coalition representatives, go with them to the meetings and then debrief with them afterwards, so that confidence is gradually built to the point where a number of donors and government officials have commended coalition representatives for the quality of their analysis and inputs.

#### **4. Promotion of gender equality, disability-inclusive development and anti-corruption**

As can be seen on ASPBAE's website ([www.aspbae.org](http://www.aspbae.org)) and through its program priorities, ASPBAE is a strong supporter of gender equality, disability-inclusive development and anti-corruption action. These priorities are shared with all coalitions and this is reflected in their achievements in the first year of funding.

ASPBAE is working with all three coalitions to undertake primary research on education experience and a literacy assessment of the age group 15-60 years. The data collected is gender disaggregated, and shows a clear gender gap in terms of education access and school retention, so it is proving very valuable in arguing the case for special attention to access to education for women and girls.

COESI in Solomon Islands has been active in contributing to the development of the government's Education Access for People with Disabilities Bill. COESI has been taking the lead in mobilizing for the bill to be tabled in Parliament. A representative of People with Disabilities Solomon Islands has sat on the Board of COESI.

VEPAC has held discussions with the Minister for Education and with the organisation People with Disabilities Vanuatu, on provision of education for children with disabilities. VEPAC has also promoted the issues of gender equity in education and education for people with special needs on their regular national radio talk back programs. Listeners have called in to give examples and experiences of the need to ensure access to education for girls and for people with special needs.

ASPBAE worked with PEAN to help it gain funding from the European Union for a project on advocating for female literacy.

In relation to anti-corruption, all coalitions are hoping to develop the capacity to monitor education program implementation and in this way to contribute to keeping government and the education officials accountable for the funds they manage. Part of the longer term plan is to work with selected local communities to increase their participation in monitoring education expenditure at the district, ward, local and school levels.

## **5. Program for Mentoring and Advocacy Support for PNG, Solomon Islands, Vanuatu and Timor Leste May 2011 to May 2012.**

### **5.1 Indicators of Effective Mentoring and Advocacy Support towards Education Policy Advocacy Impact**

We consider achievements in the following 6 areas to be indicators of effective mentoring of and advocacy support for national education coalitions towards achieving education policy advocacy impact.

1. Increased coalition institutional capacity: legal organisational registration, successful hiring, inducing and training of staff; effective office administrative & financial systems in place; effective staff and project management skills displayed; good attendance and participation of Board members.
2. Coalition membership expansion & capacity development in the form of increased member knowledge, skills, commitment and participation in coalition events.
3. Successful conduct of relevant research & production of quality education policy analysis
4. Advocacy and engagement with government & ministry officials and with other key stakeholders on aspects of education policy, budgets and programs.
5. Gaining and maintaining civil society representation on important education policy/ budgeting committees.
6. Contributing to positive changes in education policy or practice, securing an education budget increase with positive allocations for disadvantaged sectors, or improvements to education governance systems and programs.

The first five of the above indicators are important achievements in their own right but more importantly they serve as progressive building blocks for the ultimate goal as expressed in indicator six which is more likely to be evident in the latter period the project. Achieving policy, budget or program change cannot usually be attributed to just one organization or initiative. Usually such changes are a result of progressive advocacy and campaigning over a period of time and a range of factors and players. However this project aims to ensure CSOs are equipped and able to play their part in being strong EFA advocates and helping to bring about significant policy change.

### **5.2 First Steps for Mentoring and Advocacy Support for Timor Leste**

ASPB AE Australia will immediately employ an in-country Mentoring and Advocacy Support Officer in Timor Leste. The in-country officer will be stationed in the offices of the Timor Leste Coalition for Education (TLCE). The Officer will be inducted and trained by ASPBAE Australia's Mentoring and Advocacy Support Manager. In-country meetings will be held with the coalition by February, as soon as funds are available, to develop existing work plans through to December 2012.

ASPB AE has already been liaising with TLCE to discuss plans for the coming year. Their priorities are to set-up their office administrative and financial systems and to consolidate and build membership awareness and capacity. In the early months this will involve undertaking a training needs analysis of members. There are also plans to organize a week-long training for members on education policy analysis and advocacy strategy and also a week-long training on research methodology. The focus for research in the first period is on the factors preventing children and youth from staying in the school system. TLCE also intends launching a national campaign on education for all during Global Action Week in May 2011, building on the findings of their research on school drop-outs. A further training is also planned for on monitoring, evaluation and report writing skills. TLCE plans to hold meetings with the Ministry of education, members of the parliament, and other relevant stakeholders, including representatives of the media, to further introduce TLCE and its education concerns. Another important component of TLCE's agenda in the coming year is to hold consultations in relation to setting up an ongoing donor funding mechanism for in-country CSO education policy engagement.

### **5.3 Matrix of Activities, Outputs, Outcomes and Impacts to March 2012**

Attached as Appendix 2, is a matrix of activities in a timeframe, outputs, outcomes and impacts for achievement in the coming year. Activities beyond this date will be very much dependent on the outcomes in 2011 and would need to be negotiated more fully with the respective coalitions. The timing of meetings and trainings may need to be adjusted according to changing circumstances and the arrival of funds.

### **6. Monitoring & Evaluation**

ASPBAE Australia has established strong monitoring and evaluation processes to ensure that it can effectively play its mentoring and advocacy support role to the national coalitions. Clear lines of accountability and mechanisms for consultation and monitoring have been built into respective position descriptions and work plans. In-country MAS Officers will continue to work on an almost daily basis with the national coalition staff in PEAN, COESI and VEPAC and this is also expected for Timor Leste. Mentoring support agreements will be signed between ASPBAE and the respective coalitions to ensure clear common expectations and understanding of roles and lines of communication. The in-country MAS Officers will report to the Canberra based MAS Manager, who in turn reports to the Executive Director of ASPBAE Australia.

Funds have been built into the proposed budget to enable regular (at least quarterly) face-to-face meetings between Canberra based staff and in-country officers throughout the 2 year period. The quarterly financial reporting requirement by CSEF of the national coalitions affords a valuable quarterly opportunity to monitor progress and make necessary adjustments to ensure that objectives can be met and that budget expenditure is on track.

In the coming two-year period there will be significant CSO workshops in each country, which will enable additional occasions for monitoring progress and an important occasion to review and evaluate the achievements and plan for subsequent years.

### **7. Project Sustainability**

Sustaining projects of this nature is always a challenge. ASPBAE has succeeded in securing sizeable funding support for the four coalitions through to end December 2011 and is hopeful that positive results will enhance the chances of further funding for subsequent years.

One of the objectives of CSEF project is that national coalitions develop a clear and feasible plan for the establishment of a National Civil Society Education Fund (NCSEF) that will become an ongoing mechanism for donors to contribute funds to enable continued high quality engagement of civil society in national (and over time provincial level) education policy, budget and program development. The ASPBAE MAS Officers will work with each coalition to ensure they hold discussions held with key stakeholders by June 2011 and develop a feasible proposal that preferably has the support of government and is acceptable to donors. ASPBAE will draw on broader international and regional experience in relation to such mechanisms. Concept notes on NCSEFs have been written by GCE and they have employed a specialist to advise coalitions. Already ASPBAE has linked up the coalitions in PNG, Solomon Islands and Timor Leste with this specialist.

Regarding ongoing support for ASPBAE's mentoring role, ASPBAE Australia is conscious that mentoring and capacity development is meant to have an end point and that achievement of independent and effective functioning by the coalitions is one of the key indicators of successful mentoring and capacity development. This project began with a vision for funding support for ASPBAE's capacity building work for at least three years with PEAN, COESI and Vanuatu coalition, and has since added Timor Leste to achieve significant outcomes within the next two years on the basis of our accumulated experience in providing mentoring support.

ASPBAE has been involved in the Pacific since its inception in 1964 and is committed to continue its engagement in education policy and to build in-country capacity. ASPBAE has shown resilience



in being able to attract resources for the past 56 years; however it recognises it needs to regularly review and refine strategies to raise resources to enable it to continue playing its role of being a capacity development and advocacy support organisation and an education advocate into the future.

## **8. Cooperative Engagement with AusAID**

ASPB AE welcome's AusAID Involvement in monitoring the project through the next two years. This can include quarterly face-to-face meetings in Canberra between representatives of ASPBAE and representatives of AusAID to facilitate a cooperative engagement between the two organisations and provide an opportunity for AusAID to develop a greater knowledge base on CSO mentoring and advocacy activities. Representative/s from AusAID are also welcome to undertake a monitoring and evaluation visit to engage with, and learn from, ASPBAE's in-country mentoring and advocacy support for the CSO coalitions in PNG, Solomon Islands, Vanuatu or Timor Leste and to discuss with ASPBAE aspects of the case studies to be developed by the Research and Documentation Officer.

Attached as Appendix 3, is the project budget for the coming 2 year period.

Bernie Lovegrove  
Executive Director,  
ASPB AE Australia Ltd

## ASBBAE Proposal, Appendix 1 - Research and Documentation: Sample List of Achievements

The following is a sample list of achievements from five of the coalitions:

### Cambodia:

- Input into Education Sector Plans accepted by government
- Participation in development of national education annual operational plan
- Involved in national education sub-sector working groups
- Organised education financing workshops
- Dialogues with school support committees (SSCs) through NGO partners, and grass roots advocacy training to local NGO partners and school support committees to encouraging greater community involvement in school development plans
- School enrolment campaign.
- Presented the NCSEF concept during the meeting of the Education Sector Working Group (ESWG) on 28 May 2010 attended by 14 donors supporting education-related initiatives in Cambodia.

### Bangladesh:

- Helped secure an increase in national education budget
- Participation in key govt committees eg budget, primary education; curriculum development
- Influence in the national post PEDP II program and budget process.
- Nation-wide mobilization towards EFA around GAW and FIFA World Cup.
- Initiatives to enhance Teachers' Union understanding (i) National Education Policy, (ii) rights, roles & responsibilities of Teachers' Union, (iii) inclusive education, and (iv) different development goals such as EFA, MDGs, CEDAW.
- Government drew on CAMPE education watch report findings in its policy documents
- Dialogue with corporate sector held with positive response

### Vietnam:

- Official launch of VCEFA on 25 June 2010 was reported in more than ten newspapers & television channels by 15 journalists
- VCEFA and Ministry of Education and Training (MOET) worked together in carrying out the 1 Goal campaign during the Global Action Week.
- MOET issued a Memorandum on 19/03/2010, No. 1347/BGDDT-KHTC, instructing all the departments of Education and Training to organize activities in support of GAW.
- Members' consultation organised on May 28, 2010 with the participation of 30 people from different organizations.
- Consultation workshops on non-formal education conducted with key recommendations submitted to the MOET on 23-24 of June 2010 with 50 participants, including heads of non formal education department of MOET, director of Centre of Non-formal Education Study - Vietnam Institute of Education and Sciences (VNIES), President of Provincial Chapters of Vietnam Association for Promotion of Education (VAPE), Directors of Community Learning Centres, Heads of Bureau of Education and Training (BOETs) from 10 provinces and cities nationwide. Key recommendations were presented to MOET.
- Drafted the coalition's operational regulations and agreed on general principles that will govern the coalition (democratic, independent, transparent and accountable).

### Mongolia:

- Organized a National Education Forum on 'Education: Money, Quality and Accountability', consisting of 150 people consisting of groups that had not worked together before - parents' associations, teachers' unions, human rights and democracy promotion NGOs,

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children and youth, ethnic minorities, people with disabilities (blind women's group, union of people on wheelchairs,). 20 out of 21 'aimags' (provinces) represented.

- Established and strengthened the core group made up of very strong and diverse members
- A draft of coalition by-laws was developed in consultation with the core group members and potential member in preparation for the launching of the coalition in Year 2.
- Examination of the Education Sector Plan submitted by the government to FTI and discussions held with the Ministry of Education.
- Developing relations with media - participated in 5 TV programs.
- Conducted 2 quick assessments to highlight critical issues in education: Money and Accountability and Quality and Accountability.

#### **Solomon Islands:**

- Advocacy on literacy policy, disability policy
- Acknowledgement from govt to consult COESI on education policy
- Increased access to policy committees
- Education experience survey and literacy assessment completed in three provinces
- Involvement in literacy policy discussions
- Interest from donors regarding an in-country funding mechanism

## ASBPAE Proposal Appendix 2: Enhancing Civil Society Capacity

### to Effectively Engage Governments on Education Policy,

#### Budgets and Programs in the Asia Pacific Region

**Objective:** To develop the capacities of civil society organisations and coalitions in PNG, Solomon Islands, Vanuatu and Timor Leste to enable them to more effectively engage their governments on education policy, budgets and program implementation, so that they are more geared towards achieving the Education For All (EFA) Goals.

**Strategy 1:** Bolster ASBPAE Australia's ability to provide effective in-country mentoring and capacity development support to PNG, Solomon Islands, Vanuatu and Timor Leste by:

<b>1 a)</b> Continuing the employment of in-country Mentoring and Advocacy Support Officers in PNG, Solomon Islands and Vanuatu and in addition employ an Officer in Timor Leste.		
Activities / Outputs	Outcomes	Project Impacts
<ul style="list-style-type: none"> <li>Continue employment of MAS Officers in PNG, Sol Islands and Vanuatu</li> <li>Employ MAS Officer in Timor Leste</li> </ul>	<p>MAS Officers in each of the 4 countries:</p> <ul style="list-style-type: none"> <li>trained in mentoring and capacity support</li> <li>working effectively with their coalitions</li> <li>providing day to day mentoring and capacity support</li> </ul>	<ul style="list-style-type: none"> <li>Effective in-country mentoring and capacity support</li> <li>Improved coalition systems, structures and performance</li> <li>Increased and better coalition engagement with government on education policy</li> </ul>
<b>1 b)</b> Strengthening the capacity of the South Pacific office of ASBPAE to play its mentoring role by contracting a Sub-Regional Mentoring and Advocacy Support Manager and increasing the office's financial management support capacity.		
<ul style="list-style-type: none"> <li>Continue the employment of the MAS Manager</li> <li>Continue the employment of the Finance Officer</li> </ul>	<ul style="list-style-type: none"> <li>MAS Manager coordinating and supporting in-country MAS Officers to implement a full program of in-country training activities for the 4 coalitions</li> <li>4 MAS Officers trained in mentoring and capacity support &amp; working effectively with coalitions</li> <li>Sub-regional training and joint strategising on engagement at the sub-regional level on education policy and education aid policy.</li> <li>North-South collaboration on education aid policy</li> <li>Sound financial management in the ASBPAE office</li> <li>Sound financial</li> </ul>	<ul style="list-style-type: none"> <li>Increased ASBPAE capacity to provide customized capacity support to coalitions</li> <li>Improved coalition systems, structures and performance</li> <li>Increased and better coalition engagement with government on education policy</li> <li>Growing engagement of national coalitions in sub-regional forums on education policy and education aid policy</li> <li>Growing North-South CSO collaboration and engagement on education aid policies</li> <li>Improved and effective coalition financial management</li> </ul>

	management skills and practice in each of the coalitions	
Activities / Outputs	Outcomes	Project Impacts
<b>Strategy 2:</b> Ensure effective documentation, analysis and reporting of the in-country and regional CSO engagement by continuing to employ a Research and Documentation Officer		
Continue to employ a Research and Documentation Officer		
May - June		
Completion of baseline capacity assessment analysis for 8 coalitions including PEAN, COESI, VEPAC.	1. Completion of baseline capacity assessment for 8 coalitions including PEAN, COESI, VEPAC.	• Effective documentation, analysis and reporting of CSO engagement in education policy in four countries: PNG, Solomon Islands, Vanuatu and Timor Leste, and other countries in the Asia Pacific.
June - July		
• Completion of the baseline capacity assessment for TLCE	2. Production of 4 detailed case studies for each of PEAN, COESI, VEPAC and TLCE including video and photo documentation on education coalition engagement with governments.	• Increased in-country coalition skills in documentation, analysis and reporting.
• First round of reports on lessons learned by coalitions		
May 2011 – Feb 2012		
• Produce one broad case study of each coalition's work and progress. Solid drafts by July including video and photo documentation components		
End Oct		
• Second round of reports on lessons learned per coalition.	3. Reports on lessons learned, best practice, in PNG, Solomon Islands, Vanuatu and Timor Leste and collated work from other countries in the Asia Pacific.	
End Feb 2012		
• Third round of reports on lessons learned per coalition.	4. Increased in-country coalition skills in documentation, analysis and reporting.	
Mar - April		
• Collection of best practice stories from the four coalitions		
Activities /Outputs in Detail	Outcomes / Indicators of Progress	Impacts
<b>1. Coalition Institutional Capacity Building</b>		
June – July 2011	1. TLCE formal legal registration	Increased coalition institutional capacity:
• Conduct a baseline capacity assessment of the TLCE coalition board, staff and members	2. Successful hiring, inducing and training of staff in the areas of:	• Coalitions established and strengthened in each of Papua New Guinea, Solomon Islands, Vanuatu and Timor Leste, with the institutional strength, proper administrative, personnel and
• Complete baseline reports on other coalitions	• Financial management	
• ASPBAE to provide training in financial management for the staff and Boards of each of	• Office administrative	

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<p>PEAN, COESI, VEPAC, TLCE</p> <ul style="list-style-type: none"> <li>Assist with VEPAC AGM and election of new Board</li> <li>TLCE administrative and financial systems in place</li> <li>TLCE staff and board trainings in the project management cycle: design, implementation, monitoring, evaluation, documentation, training in policy and budget analysis, tracking and advocacy</li> <li>TLCE Training on action research methodologies and processes</li> <li>Brief ASPBAE program monitoring review with all four coalitions</li> </ul>	<ul style="list-style-type: none"> <li>systems management cycle, including monitoring, evaluation and documentation</li> <li>Strategic planning</li> <li>Policy research and analysis</li> <li>Policy engagement and advocacy</li> <li>Resource mobilization</li> </ul>	<ul style="list-style-type: none"> <li>financial management systems in place, with capable Boards, Coordinators and staff, with secure sustainable resource streams into the future</li> <li>Strong civil society coalitions that can set a standard for quality ongoing professional performance and which model how CSOs can effectively contribute to public policy</li> </ul>
<p>July - Aug</p> <ul style="list-style-type: none"> <li>TLCE training in policy analysis and advocacy;</li> <li>In-country strategic planning and meetings with stakeholders regarding ongoing in-country funding mechanisms supporting CSO education engagement</li> <li>3<sup>rd</sup> Quarter CSEF financial reports and internal audit in for each coalition</li> <li>Coalition staff, board evaluations of Yr 2 CSEF progress, outcomes &amp; strategic planning Yr 3</li> <li>AGM of PEAN, PNG</li> </ul>	<p>4. Effective staff and project management skills displayed</p> <p>5. High attendance and participation of Board members in coalition meetings</p> <p>6. Engagement with government and donors</p> <p>7. Enhanced capacity of ASPBAE to provide mentoring and advocacy support in the region</p>	
<p>Oct - Nov</p> <ul style="list-style-type: none"> <li>Assist coalitions in completion of Year 2 CSEF funding cycle and proposal writing for Yr 3</li> <li>Ensure successful completion of CSEF narrative and financial reports and internal audit by 15 July for all four coalitions</li> <li>Staff performance appraisals</li> </ul>		
<p>Oct - Nov</p> <ul style="list-style-type: none"> <li>Participation by all four coalitions in an Asia Pacific regional assembly of coalitions on education advocacy strategies and linkages between in-country advocacy and broader international initiatives</li> <li>AGM held by COESI</li> </ul>		



<ul style="list-style-type: none"> <li>• AGM held by TLCE</li> <li>• Ensure final Yr 2 CSEF financial and narrative reports from each coalition</li> </ul> <p>Nov - Dec</p> <ul style="list-style-type: none"> <li>• Annual CSEF audit completed by 4 coalitions</li> <li>• Formal legal registration for TLCE</li> </ul> <p>Feb – March 2012</p> <ul style="list-style-type: none"> <li>• Training for staff and Board members of each of the four coalitions on the basis of the strategic planning outcomes and staff performance appraisals</li> </ul>		
Activities /Outputs in Detail	Outcomes / Indicators of Progress	Impacts
<p><b>2. Coalition membership expansion &amp; member capacity development</b></p> <p>May - June 2011</p> <ul style="list-style-type: none"> <li>• AGM and member awareness raising workshop held by VEPAC with ASPBAE support</li> <li>• PEAN to hold discussions and raise awareness with provincial CSOs and invite new organizations to become members.</li> <li>• Coalition member training through participation in survey and literacy assessment in each of PEAN and VEPAC</li> <li>• COESI member participation in awareness raising regarding education, emergencies and natural disasters</li> </ul> <p>June - July</p> <ul style="list-style-type: none"> <li>• VEPAC holds discussions and raises awareness with CSOs in Sanna Province and invites new membership</li> </ul> <p>Aug - Sept</p> <ul style="list-style-type: none"> <li>• Member participation in International Literacy Day advocacy with all four coalitions</li> </ul> <p>Aug - Sept</p> <ul style="list-style-type: none"> <li>• All four coalitions hold separate substantive knowledge building</li> </ul>	<ol style="list-style-type: none"> <li>1. Increased coalition organizational and individual membership for each of the four coalitions.</li> <li>2. Broader based coalition membership including organisations and individuals in provincial areas and a more diverse range of organisations.</li> <li>3. Increased coalition membership and constituency knowledge, skills, commitment</li> <li>4. Increased participation by members in coalition events</li> </ol>	<ul style="list-style-type: none"> <li>• Coalitions in four countries that represent a broader based civil society constituency including provincial member organisations.</li> <li>• Coalition constituencies that are better informed on national education policy and budgets.</li> <li>• Increased civil society participation in education policy debate.</li> </ul>

<p>workshops involving national and provincial members and prospective members to:</p> <ul style="list-style-type: none"> <li>o review Year 2 progress</li> <li>o discuss findings on literacy research,</li> <li>o sharpen policy analysis, policy positions and advocacy strategies</li> <li>o build a common education policy platform</li> <li>o plan for education advocacy campaigns</li> <li>o building effective coalitions and partnerships</li> <li>o progress plans for setting up a National Civil Society Education Fund</li> <li>o undertake strategic planning for Yr 3</li> </ul> <ul style="list-style-type: none"> <li>• PEAN member participation reporting back on education survey and literacy assessment to provinces</li> <li>• All four coalitions involve their members in Global Action Week activities</li> <li>• AGM and member education policy awareness raising workshop held by PEAN with ASPBAE support</li> </ul> <p>Oct - Nov</p> <ul style="list-style-type: none"> <li>• Member participation in International Teachers Day advocacy</li> <li>• AGM and member education policy awareness raising workshop held by COESI with ASPBAE support</li> <li>• AGM and member education policy awareness raising workshop held by TLCE with ASPBAE support</li> </ul>		
Activities /Outputs in Detail	Outcomes / Indicators of Progress	Impacts
<p><b>3. Successful conduct of relevant research &amp; production of quality education policy analysis</b></p> <p>This work is ongoing throughout the period, however some milestones include:</p> <p>June - July 2011</p> <ul style="list-style-type: none"> <li>• Education Experience Survey</li> </ul>	<p>1. Increased skills in policy research, analysis and report writing by coalitions.</p>	<ul style="list-style-type: none"> <li>• Increased CSO research capacity.</li> <li>• Increased CSO research, including primary research on</li> </ul>

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<p>and Literacy Assessment undertaken by PEAN and VEPAC</p> <ul style="list-style-type: none"> <li>• TLCE and VEPAC: information and contact details collected regarding key education and finance officials and their respective roles in education policy formulation and implementation. Education data collected and access to further data requested.</li> <li>• Drafting of a locally-contextualised concept note on setting up a National Civil Society Education Fund in each of the four countries.</li> <li>• TLCE to begin research on the learning needs of out-of-school youth.</li> <li>• COESI report drafted on progress on the National Education Action Plan 2009-12 produced and circulated to members</li> <li>• Education Experience Survey and Literacy Assessment undertaken by PEAN</li> <li>• The content for a further round of research for all coalitions beyond June 2011 will depend on outcomes of priority-setting with members.</li> </ul> <p>Likely topics include:</p> <ul style="list-style-type: none"> <li>• tracking the education budget decision making processes;</li> <li>• education budget allocations;</li> <li>• identifying unspent education budget funds and the reasons for it;</li> <li>• analysis of education aid;</li> <li>• literacy cost benefit analysis;</li> <li>• analysis of education provision for people with disabilities</li> </ul>	<p>2. Findings of education experience survey and literacy assessments from each of 3 coalitions, PEAN, COESI and VEPAC published, disseminated and promoted.</p> <p>3. 4 coalition concept notes on establishing NCSEFs in each country.</p> <p>4. One report analyzing the Sol Islands education action plan.</p> <p>5. One report analyzing the VEPAC education budget.</p> <p>6. One report from TLCE on learning needs of out of school youth.</p>	<p>education experience and literacy assessment.</p> <ul style="list-style-type: none"> <li>• Production and dissemination of quality CSO education policy analysis as a contribution to the broader education policy debate.</li> </ul>
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<p>June - July</p> <ul style="list-style-type: none"> <li>• Launch of VEPAC, PEAN and COESI Education Experience Survey and Literacy Assessment findings as part of Global Action Week</li> <li>• VEPAC analysis of Vanuatu education budget expenditures</li> </ul> <p>Aug - Sept</p> <ul style="list-style-type: none"> <li>• TLCE to publish a reader-friendly (popular) version of the result of the research</li> <li>• PEAN report on initial findings of community tracking of budget delivery at school level with support from ASPBAE</li> </ul>		
Activities /Outputs in Detail	Outcomes / Indicators of Progress	Impacts
<p><b>4. Advocacy and engagement with government and ministry officials and with other key stakeholders on aspects of education policy, budgets and programs.</b></p> <p><b>&amp;</b></p> <p><b>5. Gaining and maintaining civil society representation on important education policy/ budgeting committees.</b></p> <p>These activities and outputs will be ongoing throughout period and cannot be pinned to any particular date. It will include:</p> <ul style="list-style-type: none"> <li>• meetings and discussions with government &amp; ministry officials on key aspects of education policy, budgets and programs including at the Pacific sub-regional level;</li> <li>• securing CSO places on key committees</li> <li>• discussions with other key stakeholders such as donors, media.</li> <li>• coalitions organising for key education officials to participate in CSO education forums and trainings.</li> </ul> <p>Some indication of the initial timeline follows:</p> <p>May - June</p>	<ol style="list-style-type: none"> <li>1. Increased advocacy and engagement with government &amp; ministry officials and with other key stakeholders on aspects of education policy, budgets and programs.</li> <li>2. Increased representation on important education policy / budgeting committees</li> <li>3. Increased confidence by coalitions to engage governments and donors</li> <li>4. Increased respect and credibility shown by government officials and donors for CSO representatives regarding education policy and budget discussions</li> <li>5. Coalitions now engaging in sub-regional forums</li> <li>6. Coalitions in dialogue and partnership with</li> </ol>	<ul style="list-style-type: none"> <li>• Coalitions more fully engaged in development of education sector programs with governments and donors, tracking progress of governments and donors in working towards EFA, and acting as effective EFA advocates.</li> <li>• Stronger partnerships between CSO representatives and government and donor officials in the effort to improve education sector policy, implementation and tracking</li> <li>• Credible, informed, respected and sustainable CSO engagement in education sector policy development, implementation and tracking, enabling CSOs to act as effective EFA advocates.</li> <li>• Participation by CSO coalition representatives in sub-regional education sector platforms and forums</li> <li>• Enhanced south-south and north-south collaboration and partnerships in the joint effort of advocating for EFA</li> </ul>

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<ul style="list-style-type: none"> <li>• Information will continue to be collected about the education decision making processes and advisory bodies in each country,</li> <li>• Coalitions will develop plans to be invited onto the more strategically important education advisory committees.</li> <li>• PEAN will continue acting as the CSO representative on the PNG donor initiated Education Sector Improvement Program (ESIP)</li> <li>• Committee and the National Literacy Awareness Secretariat (NLAS) taskforce.</li> <li>• COESI will meet with the newly Education Minister in Solomon Islands and discuss with the MOE formal admission to technical working committees. It will also discuss becoming a full member of the SWAp working group.</li> <li>• National and provincial government endorsement of VEPAC and PEAN education survey and literacy assessments secured</li> <li>• PEAN to host a multi-stakeholder conference on female illiteracy</li> <li>• TLCE to hold initial round of meetings with national education officials to introduce new key coalition representatives and advise of the renewed CSO interest in education policy. Offer to work with government officials in a collaborative way</li> <li>• COESI to undertake consultations with MOE and sample of schools and communities in Honiara and rural Guadalcanal on undertaking a schools and community based budget delivery tracking exercise.</li> <li>• Meetings with National DOE to clarify PEAN's work in provincial education budget analysis.</li> <li>• VEPAC aiming to sign an MOU with the Ministry of Education in Vanuatu so that it can be invited to participate on key education committees.</li> <li>• All coalitions in discussion with governments and donors on possibility of setting up a national civil society education fund</li> <li>• Global Action Week of advocacy and engagement by all four</li> </ul>	<p>Australian CSOs regarding education aid policy</p>	
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<p>coalitions.</p> <p>June - July</p> <ul style="list-style-type: none"> <li>• PEAN to hold discussions, collect provincial education data and raise awareness with government officials in Central Province</li> </ul> <p>Sept - Oct</p> <ul style="list-style-type: none"> <li>• TLCE to hold a National Conference involving government officials and other stakeholders in: <ul style="list-style-type: none"> <li>◦ reviewing the progress of EFA in Timor Leste;</li> <li>◦ learning needs of youth and adult;</li> <li>◦ addressing the high illiteracy rate among adults; addressing the issue of language of instruction;</li> <li>◦ the high drop-out rate in Timor Leste and promoting budget transparency in education.</li> </ul> </li> <li>• PEAN consultations with DOE and a sample of communities and schools in Central Province on a community based budget delivery tracking at school level</li> <li>• PEAN and COESI to meet with education and finance department officials regarding input into the 2011-12 education budget discussions</li> <li>• COESI workshop with stakeholders on the content of the proposed bill on access to education by people with disabilities</li> <li>• National and provincial government endorsement of PEAN education survey and literacy assessments</li> <li>• TLCE Meetings with government officials on financing of education</li> <li>• Meetings with government officials and Ministers for Education on International Literacy Day in all four countries</li> </ul> <p>Oct-Nov</p> <ul style="list-style-type: none"> <li>• Pacific education financing training and workshop involving representatives from each of PEAN, COESI and VEPAC and Australian NGOs</li> <li>• Meetings with government officials regarding teacher</li> </ul>		
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training and conditions on International Teachers Day advocacy with all four coalitions		
<b>Activities /Outputs in Detail</b>	<b>Outcomes / Indicators of Progress</b>	<b>Impacts</b>
<p><b>6. Contributing to positive changes in education policy or practice, securing an education budget increase with positive allocations for disadvantaged sectors, or improvements to education governance systems and programs.</b></p> <p>This is both an indicator of the success of the previous five activity sets or outputs and the hoped for outcome.</p> <p>Possible decision moments to end 2011 include outcomes of meetings with government officials in relation to:</p> <ul style="list-style-type: none"> <li>• Global Action Week on education April 2011;</li> <li>• International Literacy Day, 8 September 2011;</li> <li>• International Teachers Day 5 October 2011</li> <li>• education budget planning meetings;</li> <li>• donor education aid planning meetings;</li> <li>• meetings that review significant education programs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Positive policy changes towards the EFA goals advocated for and secured</li> <li>2. Education budget increases secured</li> <li>3. Increased education budget allocations for disadvantaged sectors secured</li> <li>4. Improvements to education governance systems, programs and monitoring.</li> </ol>	<ul style="list-style-type: none"> <li>• National education policy more in line with the 6 international Education for All (EFA) goals in each of PNG, Solomon Islands, Vanuatu and Timor Leste.</li> <li>• Better education sector policy implementation and tracking</li> <li>• CSOs in four countries playing a vital ongoing role in education policy and budget discussions.</li> <li>• Enhanced capacity of a regional organization, ASPBAE to provide mentoring and advocacy support to key CSOs in the region</li> </ul>

**ASPBAE Education CSO  
Capacity Building for  
Government Engagement  
Project**

**AusAID Funds May 2011 to Oct 2013**

	Year 1 May 2011 to May 2012	Budget Kina	Year 2 April 2012 to Oct 2013	Budget Kina
	AUD		AUD	
<b>1. Targeted In-country Mentoring and Advocacy Support</b>				
<b>1.1 PNG</b>		2.3660		2
Mentoring and Advocacy Support Officer position & training costs	24,500	57,967.00	24,500	57,967
Communication costs	500	1,183.00	500	1,183
Rent & office costs	2,500	5,915.00	2,500	5,915
Travel	1,700	4,022.20	1,500	3,549
<b>s. total</b>	<b>29,200</b>	<b>69,087.20</b>	<b>29,000</b>	<b>68,614</b>
<b>1.2 Solomon Islands</b>		<b>SBD</b>		<b>SBD</b>
		6.7130		7
Mentoring and Advocacy Support Officer position & training costs	24,500	164,468.50	24,500	164,469
Communication costs	500	10,069.50	500	10,070
Rent & office costs	1,500	3,549.00	1,500	3,549
Travel	1,700	11,412.10	1,700	11,412
<b>s. total</b>	<b>28,200</b>	<b>189,499.10</b>	<b>28,200</b>	<b>189,500</b>
<b>1.3 Vanuatu</b>		<b>Vatu</b>		<b>Vatu</b>
		88.700		89
Mentoring and Advocacy Support Officer position & training costs	22,000	1,951,400.00	22,000	1,951,400
Communication costs	500	44,350.00	500	44,350
Rent & Office costs	1,500	133,050.00	1,500	133,050
Travel	1,700	150,790.00	1,700	150,790
<b>s. total</b>	<b>25,700</b>	<b>2,279,590.00</b>	<b>25,700</b>	<b>2,279,590</b>
<b>1.4 Timor Leste</b>		<b>US</b>		<b>US</b>
		0.9261		1
Mentoring and Advocacy Support Officer position & training costs	32,400	30,005.64	32,400	30,006
Communication costs, laptop	2,700	2,500.47	1,500	1,389
Rent & Office & local travel costs	3,780	3,500.66	3,780	3,501

Sub-regional travel	1,700	1,574.37	1,700	1,574
<b>s. total</b>	<b>40,580</b>	<b>37,581.14</b>	<b>39,380</b>	<b>36,470</b>
<b>Total In-country Mentoring and Advocacy Support</b>	<b>123,680</b>		<b>122,280</b>	
<b>2. ASPBAE Australia Additional Mentoring, Documentation and Systems Support Capacity</b>				
<b>2.1 Sub-Regional Mentoring &amp; Support</b>				
Mentoring and Advocacy Support Manager	76,300		76,300	
Rent	1,500		1,500	
Communications	1,200		1,200	
Office equipment & supplies	700		700	
Travel fares, accommodation, meals	16,920		16,920	
<b>S. Total</b>	<b>96,620</b>		<b>96,620</b>	
<b>2.2 Regional Research and Documentation</b>				
Research and Documentation Officer	36,550		36,550	
Rent	1,500		1,500	
Communications	2,200		1,000	
Office equipment & supplies	700		700	
Travel fares, accommodation, meals	8,460		8,460	
<b>S. Total</b>	<b>49,410</b>		<b>48,210</b>	
<b>2.3 Bookkeeping Support</b>				
Bookkeeper	14,000		14,000	
Communication costs	500		500	
Supplies	500		500	
Travel	1,700		1,700	
<b>S. Total</b>	<b>16,700</b>		<b>16,700</b>	
<b>2.4 Report Production, Printing, Mailing</b>				
	5,000		5,000	
<b>S. Total ASPBAE Australia Support</b>	<b>167,730</b>		<b>166,530</b>	
<b>Total</b>	<b>291,410</b>		<b>288,810</b>	
<b>3. ASPBAE Coordination &amp; Mgt Fees (12%)</b>	<b>34,969</b>		<b>34,657</b>	
<b>Total</b>	<b>326,379</b>		<b>323,467</b>	

## SCHEDULE 2 –

### STATEMENT OF INTERNATIONAL DEVELOPMENT PRACTICE PRINCIPLES

#### **A Basic Standard for Engagement with Not-For-Profit Organisations**

The Statement of International Development Practice Principles (Attached) has been developed in consultation with the Australian Council for International Development (ACFID). It is **founded on the good development practice and experience of accredited Australian Non-Government Organisations** (NGOs) and other international development agencies over the last three decades.

The Statement takes account of the Accra Action Agenda on Aid Effectiveness, and in particular, encourages a participatory approach to development. ‘Not for profit’ organisations are strongly encouraged to work in partnership with others thereby reducing the burden on communities and governments with whom they work. The Statement seeks to articulate the minimum standards and commitment that AusAID expects from all ‘not-for-profit’ organisations that it funds. It will form an annex to grant agreements with not-for-profit organisations that are not accredited with AusAID.

The Principles are **not aimed at accredited Australian NGOs** which have already undergone a rigorous accreditation process.



## Statement of International Development Practice Principles

This Statement of International Development Practice Principles (The Principles) promotes the active commitment of **all non-accredited, not-for-profit organisations funded by AusAID** to the fundamentals of good development practice, and to conducting their activities with integrity, transparency and accountability.

The Principles are founded on a premise of 'do no harm' and drawn from good practice principles in the international development not-for-profit sector and international development community more broadly. In line with Aid Effectiveness principles, when planning interventions, not-for-profit organisations are encouraged to consider: what other agencies are doing in the chosen area of focus; where their organisation can add value; and how they can join with others to increase the impact and sustainability of their activities.

Where relevant, AusAID encourages eligible Australian organisations to work towards becoming Australian Council for International Development (ACFID) Code of Conduct signatories.

## International Development Principles

Lessons drawn from best practice NGO and civil society programs recognise the importance of working in partnerships, building creative and trusting relationships with people of developing countries and supporting basic program standards which:

- > give priority to the needs and interests of the people they serve and involve beneficiary groups to the maximum extent possible in the design, implementation and evaluation;
- > promote an approach that includes all people in a community and ensures the most vulnerable, including people with disability, women and children, are able to access, and benefit equally, from, international development assistance;
- > encourage self help and self-reliance among beneficiaries;
- > avoid creating dependency through the facilitation of active participation and contributions (as appropriate) by the most vulnerable;
- > respect and foster all universally agreed international human rights, including social, economic, cultural, civil and political rights;
- > are culturally appropriate and accessible;
- > seek to enhance gender equality;
- > recognise and put in place processes to mitigate against the vulnerability of not for profit organisations to potential exploitation by organised crime and terrorist organisations;
- > have appropriate mechanisms in place to actively prevent, and protect children from harm and abuse;
- > integrate environmental considerations and mitigate against adverse environmental impacts; and
- > promote collaborative approaches to development challenges including through working in partnerships and avoiding duplication of effort.

All non-accredited, not for profit organisations receiving grant funding from AusAID commit to apply these principles of good development practice, and adhere to the organisational integrity and accountability standards set out on the following page.

## **Organisational Integrity and Accountability for Development**

AusAID grant funds and resources are designated for the purposes of international aid and development (including development awareness). They can not be used to promote a particular religious adherence, missionary activity or evangelism, or to support partisan political objectives, or an individual candidate or organisation affiliated to a particular political movement. AusAID reserves the right to undertake an independent audit of an organisation's accounts, records and assets related to a funded activity, at all reasonable times.

In all of its activities and particularly in its communications to the public, AusAID expects not-for-profit organisations it works with to accord due respect to the dignity, values, history, religion, and culture of the people it supports and serves, consistent with principles of basic human rights.

### ***Not-for-profit organisations working with AusAID should:***

- > not be a willing party to wrongdoing, corruption, bribery, or other financial impropriety in any way in any of its activities;
- > take prompt and firm corrective action whenever and wherever wrongdoing is found among its Governing Body, paid staff, contractors, volunteers and partner organisations;
- > have internal control procedures which minimise the risk of misuse of grant funds and processes and systems that ensure grant funds are used effectively to maximise development results;
- > establish reporting mechanisms that facilitate accountability to members, donors and the public;
- > have adequate procedures for the review and monitoring of income and expenditure and for assessing and reporting on the effectiveness of their aid;
- > have a policy to enable staff confidentially to bring to the attention of the Governing Body evidence of misconduct on the part of anyone associated with the Organisation, including misconduct related to the harm and abuse of children;
- > be aware of terrorism-related issues and use their best endeavours to ensure that grant funds do not provide direct or indirect support or resources to organisations and individuals associated with terrorism and/or organised crime; and
- > ensure that individuals or organisations involved in implementing activities on behalf of the Organisation are in no way linked, directly or indirectly, to organisations and individuals associated with terrorism and/or organised crime.

## **AusAID Grant Agreement Requirements**

Each AusAID grant agreement also comes with obligations for both AusAID and the Organisation being funded. These are spelt out in detail in the grant agreement. The Principles will not affect or diminish the obligations or liabilities of the Organisation under the grant agreement as outlined in the grant agreement conditions.

Broadly speaking, any Organisation funded by the Australian Government, through AusAID, is required to comply with relevant and applicable laws, regulations and policies, including those in Australia and in the country/ countries in which they are operating. In particular, the Organisation needs to observe the contractual requirements regarding Child Protection and Counter Terrorism.

## **Additional Information and Related Links**

**Further information on AusAID's Child Protection Policy, Counter Terrorism and other applicable laws and policies can be found on AusAID's website at:**

[http://www.ausaid.gov.au/business/pdf/Lists\\_of\\_Laws\\_and\\_Guidelines\\_for\\_Contractors.pdf](http://www.ausaid.gov.au/business/pdf/Lists_of_Laws_and_Guidelines_for_Contractors.pdf)  
[http://www.ausaid.gov.au/publications/pdf/child\\_protection.pdf](http://www.ausaid.gov.au/publications/pdf/child_protection.pdf)

**Further information on terrorist organisations listed under Division 102 of the Criminal Code Act 1995 (Cth) and the DFAT Consolidated List of persons and entities subject to UN sanctions regimes maintained in accordance with the Charter of the United Nations Act 1945 (Cth) can be found at:**

[http://www.dfat.gov.au/ica/UNSC\\_financial\\_sanctions.html#3](http://www.dfat.gov.au/ica/UNSC_financial_sanctions.html#3)  
<http://www.nationalsecurity.gov.au/agd/www/nationalsecurity.nsf/AllDocs/95FEB057CA3DECF30CA256FAB001E7FBD?OpenDocument>

**Further information on AusAID Accreditation and the ACFID Code of Conduct can also be found at:**

<http://www.ausaid.gov.au/ngos/accreditation.cfm>  
<http://www.acfid.asn.au/code-of-conduct>

**Further information on Aid Effectiveness can be found at:**

[http://www.oecd.org/department/0,3355,en\\_2649\\_3236398\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,3355,en_2649_3236398_1_1_1_1_1,00.html)  
[http://www.oecd.org/document/18/0,3343,en\\_2649\\_3236398\\_35401554\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1,00.html)