

## GRANT AGREEMENT DEED

BETWEEN

**COMMONWEALTH OF AUSTRALIA**

represented by the Australian Agency for International Development  
(AusAID)

**ABN 62 921 558 838**

and

**GLOBAL CAMPAIGN FOR EDUCATION**

**FOR**

**Contribution of bridging funds to global initiative to assist national civil society organisations  
to actively participate in achievement of quality education for all**

**AUSAID AGREEMENT 61889**

DEED made    day of February 2012

**BETWEEN:**

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

**AND**

**GLOBAL CAMPAIGN FOR EDUCATION, South Africa 2006/008358/21, of 25 Sturdee Avenue, 1<sup>st</sup> Floor, Block N, Rosebank, 2132, Johannesburg South Africa** (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

#### Definition

- 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 EDUCATION FUND BRIDGING FUND 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, or causing a loss, by deception or other means, and includes suspected, alleged or attempted fraud.

**“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 10 February 2012 and must complete the Activity by 31 January 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: Allison Taylor  
Program Officer, 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: +61 2 6206 4880

**Organisation**

To: Mr Yunus James  
Financial Director

Postal Address: Global Campaign for Education, PO Box 521733, Saxonwold 2132,  
Johannesburg, South Africa

Street Address: 25 Sturdee Avenue, 1<sup>st</sup> Floor, Block N, Rosebank, 2132,  
Johannesburg, South Africa

Facsimile: +27 11 447 4138

**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 in accordance with the *AusAID Guidelines for NGOs on the use of AusAID logos and other forms of acknowledgement* (available from AusAID's website) and discuss any matters relating to publicity or media relations before 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. 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”.

## **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 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 survives the termination or expiration of this Agreement.



## 9. INTELLECTUAL PROPERTY RIGHTS

- (a) The Intellectual Property in or in relation to Agreement Material vests in AusAID upon its creation. AusAID grants to the Organisation a revocable, non-exclusive, world-wide, royalty-free licence to use the Agreement Material.
- (b) **Clause 9.1(a)** 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) If the Organisation becomes aware of any suspected, alleged or attempted Fraudulent Activity which relates to the Activity, it must report the matter to AusAID in writing within five (5) Business Days. AusAID may direct the Organisation to investigate the 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) take all reasonable action to recover any 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 Organisation’s obligations under paragraphs 10.8(b) and 10.8(c) above survive the termination or expiration of this Agreement;
  - (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 Acquittal 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 Acquittal 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 Acquittal 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 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.
- 14.2 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.

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

14.4 The final report and Acquittal Statement must be sent to:

Allison Taylor  
Program Officer, Education Thematic Group  
Australian Agency for International Development  
GPO Box 887  
CANBERRA ACT 2601 AUSTRALIA  
allison.taylor@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 **AUD5,000,000**, in tranches divided as follows:

Indicative Date	Tranche Number	Amount of Grant Funds
29 February 2012 Refer to <b>Clause 15.2</b> below	1	AUD2,000,000
31 July 2012 Refer to <b>Clause 15.3</b> below	2	AUD500,000
31 July 2012 (Refer to <b>Clause 15.4</b> below)	3	AUD2,500,000

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 Tranche 2 on or before 31 July 2012 subject to receipt of a valid invoice.

15.4 AusAID will pay Tranche 3 at the date indicated above subject to the Organisation:

- (a) providing an Acquittal Statement of **50%** of the previous Tranches, 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 **[61889]**. 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 a copy sent to 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 [ 61889 ]**

**Civil Society Education Fund**

*Proposal for Bridging Fund*

**Table of Contents**

<b>1. EXECUTIVE SUMMARY .....</b>	<b>13</b>
<b>2. SUMMARY OF RESULTS FROM THE CSEF SO FAR .....</b>	<b>16</b>
<b>3. STRATEGIC APPROACH .....</b>	<b>18</b>
<b>4. PROJECT GOAL OF THE CSEF .....</b>	<b>19</b>
<b>5. SPECIFIC OBJECTIVES OF THE BRIDGING FUND (JANUARY-DECEMBER 2012) .....</b>	<b>19</b>
<b>6. EXPECTED OUTPUTS OF THE BRIDGING FUND (BY DECEMBER 2012) .....</b>	<b>19</b>
<b>7. STRATEGY .....</b>	<b>20</b>
<b>8. EXPECTED RESULTS BY END OF A FOUR YEAR PERIOD (2015) .....</b>	<b>24</b>
<b>9. STRUCTURE AND MANAGEMENT .....</b>	<b>25</b>
<b>10. REPORTING AND ACCOUNTABILITY .....</b>	<b>28</b>
<b>11. RISK ANALYSIS AND RISK MANAGEMENT .....</b>	<b>30</b>
<b>12. SUSTAINABILITY .....</b>	<b>24</b>
<b>APPENDIX 1 PROJECT COUNTRIES .....</b>	<b>25</b>
<b>APPENDIX 2 SUMMARY OF RESULTS FRAMEWORK .....</b>	<b>27</b>
<b>APPENDIX 3 MANAGEMENT AND RELATIONSHIP CHART .....</b>	<b>30</b>
<b>APPENDIX 4 PROJECT BUDGET .....</b>	<b>31</b>



## 1. Executive Summary

The original Civil Society Education Fund (CSEF) was approved by the Education Programme Development Fund (EPDF) committee in November 2008 and December 2009 respectively. The total financial support amounted to US \$ 17.6 million for the period October 2009-June 2011. The objective of the grant was to ensure that civil society organisations can fully assume the roles that they are expected to play according to the Dakar Framework of Action, specifically in respect of the Global Partnership for Education's (GPE) country level processes. Following the GPE Board's decision to grant a no-cost extension to the EPDF program, an extension to project activities at national level was granted till December 2011. By 31<sup>st</sup> December 2011, the current funds under the EPDF grant for national coalitions will have been spent and activities will have stopped at the national level.

As the current CSEF funding is coming to an end, the need to seek support for a new CSEF phase has been identified. The original idea, based on recommendations from the GPE Secretariat, was to make a submission for a new round of funding through the Global and Regional Activities (GRA) Fund of the GPE. However, due to delays in the process of crafting the structures and functions of the GRA, funding will not be available in time for when coalitions are ceasing their implementation at the end of 2011. To ensure all the momentum and success of CSEF is not wasted the GCE and the GPE's Secretariat identified the need for a one year bridging fund to provide support to the core work of national education coalitions (NECs). This will allow them to continue to engage in the development of national education sector programmes with government and donors, and track the progress of national governments in working towards the Education For All (EFA) goals in 2012.

This Bridging Fund will maintain the momentum of CSEF and for coalitions to continue their work until a sustainable mechanism that can support CSEF in the long term has been put in place. Without this bridging funding, NECs face a funding gap which could curtail much of the gains of the initial two years of investment achieved under the EPDF grant. Much progress will be lost and there would be a significant fall in civil society activity in low income countries in 2012, causing an interruption in civil society activities in the partnership. Bridge funding is therefore necessary to ensure that the momentum generated by the current CSEF is maintained to allow CSOs assume their role in the reformed GPE as recently underlined in the GPE's Mutual Accountability Matrix and the country process guide.

With this proposal GCE is applying for bridge funding from AusAID to the amount of Australian \$5,000,000 for the period January – December 2012. The Bridging Fund is proposed to:

1. Maintain the expertise, experience and entities within national education coalitions so that they can continue substantive education advocacy work in GPE partner countries (i.e. lower income countries);
2. Maintain the expertise, experience and entities and support structures at the global and regional levels on which a new financial support mechanism will be built;

3. Ensure thorough assessment of the CSEF performance and management structures with a broader independent evaluation to inform a robust proposal for support to national education coalitions for the next 3 years.

*Purpose of the Bridging Fund:*

In the 2000 Dakar Framework for Action, participants pledged to “ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development. The bridging fund will allow CSOs to continue to playing an active role in developing, monitoring and evaluating education sector plans, engaging in national sector policy discussions and strengthening the consensus building process around education sector plans in partner countries. This is line with 2 of the 5 development objectives of the GPE’s GRA programme to: (a) “*Strengthen capacity of country and regional level entities to develop, implement and/or monitor sustainable national education sector programmes*” (b) “*Strengthen South-South networks and partnerships*” using broad based participatory and consultative processes.

The CSEF already supports national education coalitions (NECs) in 45 GPE partner countries across Asia and the Pacific, Africa and Latin America. These broad-based alliances of civil society usually include local and national NGOs, teacher unions, parents groups, community based organisations, faith groups and many others who come together with the common interest of advancing education for all in their country. These coalitions generally promote innovation, share experiences, collate learning, engage in policy dialogue, support the development of credible sector plans, popularise policies, support implementation, build the capacity of teachers and parents, track performance and budgets, hold governments to account, campaign on critical issues, promote public debate, engage with the media and parliamentarians, These coalitions have played a particularly crucial role in the last two years by beginning to build genuine national ownership of the education plans endorsed by the FTI/GPE, as well as in monitoring their progress in practice, and ensuring transparency and accountability, The bridging fund will build further on this to:

- widen the range of civil society stakeholders engaging with the GPE’s country processes from 45-49 partners countries
- promote a stronger, more active, effective and accountable civil society in partner countries
- mobilize and promote support for education at the national and local levels
- contribute to improved access to education especially for the most vulnerable and marginalised including child labourers, people with disabilities, ethnic minorities, refugees, girls and women.
- strengthen participation of civil society in national and international policy development, dialogue , research and analysis
- promote transparency, accountability and responsiveness of partner governments to the education needs of the poor; and
- extend the reach of, and complement donor, government and multilateral assistance for education and finally,
- strengthen AusAID’s and GPE’s approach of working in partnership with civil society organisations

It is the fundamental responsibility of governments to guarantee education for all their citizens. However governments can only prioritise education in a sustained way if there is public support for them to do so and if there is wider national consensus on the importance of investing in education. This is one area where the CSEF has played a crucial role, particularly in countries where different voices are brought together under common platforms to make the case for education and to monitor the current policies and practice at the local level. The GCE and the GPE's Secretariat therefore believe that a stable, long-term mechanism needs to be in place to secure core funding for CSOs to continue this work without jeopardizing their capacity, achievements and work plans each year.

To maintain focus on the sustainability of the work, the GCE will collaborate closely with AusAID and the Secretariat of the GPE from the onset of the duration of the bridging fund to develop and agree a rigorous evaluation criteria to inform the development of a project proposal for a new financial support mechanism for support to national education coalitions beyond 2012. Sustainable funding for national education coalitions should be incorporated as good practice in the Global Partnership model and can be established as part of the core architecture (representing advanced good practice of the Paris, Accra / Busan aid effectiveness principles) of the GPE at the global and national levels, potentially with GRA support. In the long-run ideally, this funding would be increasingly sourced at the regional or national level, drawing on lessons learnt from the experience of the CSEF, as well as the Dutch-funded Real World Strategies (2006-2010) and the UK-funded Commonwealth Education Fund (2002-2008). Promoting in-country dialogue over the coming years between the national coalitions and local donor groups, especially GPE supervising entities, will help to build the relationships that could facilitate long term sustainability.

The Global Partnership for Education recognizes that support to civil society is critical to the sustainability of its investments across all its Development Objectives. In May 2011, the GCE in consultation with the GPE Secretariat asked AusAID to consider assuming the role of Supervisory Entity for its application to the GPE GRA programme. The request was informed by the commitment of the Australian Government to the importance of a strong and vibrant civil society as demonstrated in its development policies. The Australian Government already supports non-government and community organisations in more than 30 countries where the GCE coalitions are operational. Through a separate commitment, AusAID also supports the **Asian Pacific Association of Basic and Adult Education (ASPBAE)** to help fulfil its role of the CSEF Regional Secretariat in the Asia and Pacific region. The CSEF Financial Management Agencies in Africa and Latin America are **Oxfam and ActionAid** respectively. The Australian entities of those organisations are accredited by AusAID through its NGO Cooperation Programme (ANCP).

More recently, the Australian Government has taken a lead role in global education governance, with a strong commitment to reforming the GPE to make it more effective; this includes ensuring that CSOs are meaningfully involved and are key players in the GPE both at the level of the GPE Board and at partner country level through Local Education Groups. This motivated GCE's application to AusAID as the preferred agency to play a key role as laid out in this CSEF bridging fund proposal.

*Background to the Global Campaign for Education:*

The Global Campaign for Education (GCE) was set up in 1999 in response to the failure to achieve the EFA goals agreed upon in the World Education Forum, Jomtien, 1990. It brought together several INGOs (Oxfam, Action Aid, Global March Against Child Labour), Education International (the world's largest global federation of teachers' unions) and a number of national and regional education coalitions and networks. The GCE sought to strengthen the role of civil society advocacy movements working in the defense of public education and to work with national governments, international donors and international organizations such as the World Bank and the IMF to honor financial and political agreements to deliver high quality public education for all (EFA, 1990; Dakar Commitments, 2000, MDGs).

The campaign is driven by the conviction that quality education for all is a fundamental human right, a responsibility of the state and that it is achievable as well as by the concern for the immense costs of failure if these goals are not delivered. The GCE believes that in an increasingly knowledge-based economy, exclusion from education will translate into growing poverty, inequality and deprivation. The GCE commits itself to achieve its mission with objectivity, transparency and accountability and to follow democratic norms and processes in all its plans and actions.

The GCE's first major high profile campaign occurred at the World Education Forum, Dakar, in 2000 and the centerpiece of the GCE remains to advocate for the achievement of all six Education For All (EFA) Goals. In particular, the GCE calls on governments, to involve citizens' groups, teachers and communities in developing concrete plans of action for delivering and sustaining free, good quality public education for all; to abolish fees and charges for public primary education, and to increase domestic spending on adult, early childhood, primary and basic education, with priority investments in schools and teachers serving the most disadvantaged groups. On the international financial institutions and rich Northern countries, to increase aid and debt relief for basic education, and fund a Global Initiative to back national plans with speedy, coordinated and predictable delivery of the additional resources required. On civil society organizations, the call was to hold their own governments accountable for upholding the right to education, and delivering on the EFA Goals. In 2005, GCE launched the Real World Strategies Project (RWS) to build capacity of NECs. The RWS was a strategic partnership between GCE, Education International (EI) and the Dutch Ministry of Foreign Affairs (DGIS) to help "developing countries accelerate progress towards universal Primary Completion by 2015 and guarantee second chance learning opportunities for youth and adults who have missed out". The 5 year project set the foundation upon which the initial phase of CSEF (June 2009-June 2012) was built.

## **2. Summary of Results from the CSEF so far**

- Over the last two years, broad based and democratically run national education coalitions (NECs) were established in 6 countries where none existed before. This brought the number of NECs supported by the CSEF to 45 countries.
- In 36 countries, civil society national education coalitions became more democratic, representative and better grounded, with membership trebling (from the baseline of 1,129 in 2009 to 3,341 in 2011), district and local chapters increasing tenfold (from the baseline of 68



## Schedule 1

to 725) and accountability improved, with legal registration rising (from 13 to 35), strong governance structures and Boards in place (18 to 32), and with a higher percentage of women (from under 28% to 37%) on the boards of those coalitions.

- In 32 countries, the NECs were recognised as partners in the Local Education Groups (LEGs), leading to civil society organizations becoming more prominent in national policy dialogue, with new forms of cooperation, dialogue and relations with national governments and donors being developed.
- In 32 countries, budget tracking strengthened civil society inputs in policy discussions within the Education Sector Working Groups (ESWG), contributing to increased prioritization of bolder policy measures-including elimination of user fees, improved effectiveness of school governance and management of sector funds, improved learning environment, with an increasing number of new classrooms, providing smaller class sizes, lower trained teacher-pupil ratios and safer schools for girls to allow effective learning to take place.
- In Sierra Leone and Ghana, for example, new policy measures to bring girls to the classroom were put in place.
- By 2010, more low income countries had their education sector plans fully endorsed and supported through the GPE with stronger involvement of civil society.
- In Mozambique, the sector plan, which was approved in December 2010 by the GPE Board, placed education for the most vulnerable and marginalized at the centre. This followed a direct intervention of the NEC in the planning process.
- Further evidence from countries such as Malawi, Ghana, the Gambia, Bangladesh, show that recent investment of domestic resources in education has been stepped up in part due to consistent civil society pressure which has helped to maintain education on the national agenda in those countries.
- At country level, civil society monitoring role was greatly enhanced, budget tracking projects, literacy surveys and resource mapping exercises were implemented, exposing wastage and corruption in sector expenditure. This led to action being taken against corruption and mismanagement in countries such as Malawi and Mozambique.
- As a result NECs became better equipped to play their role in education governance and development, successfully arguing for the imperatives of education for the marginalized on the national agenda.
- Budget tracking and 'Education Watch' methodologies enabled NECs to take advantage of existing policy spaces to influence sector dialogue. The Zambian coalition elaborated several education policy proposals to the Constituent Assembly, with its Executive Director being appointed by the President to the Constitutional Review Commission in recognition of coalition's contribution to the sector.
- In Bolivia and Kenya, new education laws were enacted with active participation of civil society organizations led by their NECs. The coalitions and their member organizations influenced major constitutional articles on the right to education in the recent constitutional amendment process.
- The CSEF has made a significant contribution to the consolidation of the work of the GCE in general, expanding education advocacy from the international level where it was mainly concentrated in the last decade, to regional levels, and especially to the national level where the nexus for change lies, bringing together broad-based groups of civil society organizations



to engage with governments and other stakeholders, ensuring greater accountability and efficiency in sector resources.

- In all 45 countries, NECs supported and advocated for greater domestic investment in order to guarantee quality education for all. They elaborated policy proposals to governments and strengthened their technical capacity, building their membership base and democratizing themselves. This contributed to positive policy gains in different parts of the world as highlighted.

### 3. Strategic Approach

The proposal will contribute to results in all three overarching thematic areas of the GRA programme, with a focus on *the most vulnerable and marginalized groups who are out of school, education financing and learning outcomes*.

#### *The most vulnerable and marginalized groups - out of school youth*

67 million children were out of school in 2010 according to UNESCO's Education for All Global Monitoring Report of 2011. One third of these were disabled children and 36 million were girls. Over 40 percent of the 67 million were found to live in fragile states. In spite of notable progress over the last decade, progress has remained largely uneven across regions and huge disparities continue to exist between men and women, girls and boys, rural and urban areas. Unstable debt, poverty, conflict and a lack of political will have continued to undermine efforts in many of the world's poorest countries. It is imperative that we continue to focus on improving access to quality education for all especially for the most vulnerable and marginalised including women, children, people with disabilities, ethnic minorities and refugees.

#### *Education financing*

If we are to achieve the Education for All Goals then we need to make significant progress on resources available for education and in particular the efficacy and equality of education financing. Civil society has a vital role to play in ensuring that government funds have reached the local level and that funds are distributed equitably. At the moment funds are disproportionately spent on elite education which can entrench rather than reduce inequality. In addition to tracking national government funds this work can assist donors in ensuring funding reaches the poorest communities they are seeking to target.

#### *Quality learning outcomes*

Much of the work of national education coalitions focuses on the quality of the education provision and what more can be done to ensure better learning takes place. According to the UNESCO Global Monitoring Report, all of the top performing countries have focused on increasing the supply of teachers and have kept pupil-teacher ratios stable as enrolment surges. The countries showing most progress have also reduced their repetition rates by an average of 43 percent. This proves that without sound policy decisions- such as putting more teachers in the classrooms and investing more resources in new classrooms, text books and teacher training, as well as reducing corruption and wastage, countries are not going to achieve learning for all. National education coalitions activities for 2012 include building public support to demand better learning opportunities, including increasing the number of professional teachers, engaging with education ministries to support greater investments in teacher training, supporting efforts

to increase equity in learning outcomes across genders and geography, improving effectiveness of school governance and management systems and supporting greater equity in learning environment and quality pedagogical materials.

#### **4. Project Goal of the CSEF**

The goal of the CSEF project is for civil society organisations to become knowledgeable, respected and influential in order to actively participate in the achievement of quality education for all on a national basis. This would include involvement in policy-making instruments, such as Local Education Groups, the development and appraisal of Education Sector Plans and participation in Sector Reviews of education plan implementation as identified by the Dakar Framework for Education For All and in the Global Partnership For Education (GPE) country level processes.

#### **5. Specific Objectives of the bridging fund (January-December 2012)**

The specific objectives of the proposed bridging fund are:

- (a) Support national education coalitions to continue engaging with government and donors in the development, implementation, monitoring and evaluation of sustainable national education sector plans.
- (b) Maintain the civil society expertise, experience and entities to support structures at the global and regional levels on which a new financial support mechanism will be built.
- (c) Strengthen south-south networks and partnerships to promote knowledge sharing and dissemination.
- (d) Support a thorough assessment of the CSEF performance and management structures with a broader independent review to inform a robust proposal for support to national education coalitions with a stronger sustainability strategy.

#### **6. Expected Outputs of the bridging fund (by December 2012)**

*The following are the expected outputs from this strategy by end of 2012:*

- At least 15 NECs are actively and effectively monitoring how well national education sector plans and policies are being implemented;
- At least 15 NECs are acting as think-tanks and early warning systems, providing timely information on current education policy issues and helping the GPE partners to recognize the need for change and to take action when new dilemmas and problems occur;
- At least 15 NECs are analyzing budgets and policies, and proposing alternative models, policies and strategies to resolve educational challenges, and achieve specific policy change and institutional reform objectives in the sector.
- To have increased the range of civil society stakeholders engaged with the GPE's country processes;

- To grow the percentage of women in the governance and leadership structures of existing NECs;
- To increase the number of groups representing the most vulnerable and the marginalised in NECs' consultation, mobilisation, and consensus building processes;
- To increase the number of NECs with network members active throughout the country.
- An increasing number of NECs are advocating for improved governance and accountability in the use of public education funds.
- Policy reports and briefings calling for greater equity in education resource distribution.
- Research products and resource mapping on wastage and corruption in sector expenditure.
- Increased media scrutiny including education policy and education expenditure.
- Public scrutiny on accountability standards of elected representatives and school officials. This includes documentation and public action on corruption at school and sector levels and increased civil society engagement in budget tracking and monitoring education sector plans.
- Increased annual government investment/budget in basic education sector and increased political accountability of Ministries of Education and Finance to the national Parliaments.
- Increased civil society engagement with Local Education Groups and sector technical working committees.
- Likeminded members of parliament work with NECs on new bills, laws and legislation.
- NECs assess and document the impact of the reforms within the sector and identify the need for improvement in sector plans, policies and legislation.
- NECs actively take part in parliamentary hearings that draw on the competence and networks of CSOs in different parts of the country.
- Civil society groups provide inputs to policy proposals and bills that come to parliament.
- NECs support individual Members of Parliament to raise parliamentary questions and advocate for education on the floor.
- Media and parliamentary scrutiny on education policies and programmes for the most vulnerable and the marginalized groups.
- Use of legal mechanism to ensure the existing constitutional and legal rights of vulnerable and the marginalized are implemented.
- A fully functioning online resources tool used monthly by 70% of NECs.
- Bi-monthly newsletter throughout 2012 highlighting the latest key project outcomes by region.
- At least 10 coalitions have produced a resource for use by other coalitions, for example writing up a successful piece of education advocacy they have undertaken.

## 7. Strategy

*Strategy 1: Capacity Building:* Support for capacity building of National Education Coalitions will continue in the following core functional capacity areas:

- financial management
- engagement in the Local Education Groups /understanding GPE
- analysis of efficiency of sector plans, policies and programmes

- formulation and elaboration of specific policy proposals and models
- evaluating education policy formulation and implementation
- effective advocacy and influencing national policy dialogue in a sustainable manner
- education budget tracking and influencing budget formulation processes
- fundraising and resource mobilization
- negotiating, consensus building and managing large group processes
- on education rights frameworks
- on ICT in education and social exclusion
- establishing collaborative mechanisms.

*From these, the following are the expected Outputs by end of 2012*

*At least 15 NECs are:*

- actively and effectively monitoring how well national education sector plans and policies are being implemented;
- acting as think-tanks and early warning systems, providing timely information on current education policy issues and helping the GPE partners to recognize the need for change and to take action when new dilemmas and problems occur;
- analyzing budgets and policies, and proposing alternative models, policies and strategies to resolve educational challenges, and achieve specific policy change and institutional reform objectives in the sector.

*Types of activities to be supported:*

1. core capacity support to NECs including staffing;
2. support for development and implementation of advocacy and campaigns plans;
3. provision of technical support and supervision;
4. staff training;
5. financial management support;
6. support for Programme Management and oversight.

*Strategy 2: Coalition, networking and alliance building.* To maintain campaign momentum, strong and vibrant NECs are needed in partner countries. This can be achieved by putting the right infrastructure place to increase the visibility and credibility of NECs in the education campaign process

*The following are the expected outputs from this strategy by end of 2012:*

- increase the range of civil society stakeholders engaged with the GPE's country processes;
- grow the percentage of women in the governance and leadership structures of existing NECs;
- increase the number of groups representing the most vulnerable and the marginalised in NECs' consultation, mobilisation, and consensus building processes;
- increase the number of NECs with network members active throughout the country.

*Types of activities to be supported:*

1. support to 4 new NECs in North Africa and the Middle East;
2. support the Arab Campaign for Education for All (ACEA) to play a supervisory role for eligible Arabic-speaking countries and Eastern Europe;
3. strengthening governance, management and campaign structures of 45 existing NECs;
4. expanding and broadening the membership base of NECs;
5. supporting south-south learning and exchange activities;
6. participation in the Local Education Groups;
7. contribution to national annual education sector review process;
8. technical inputs in technical working groups of the Ministries of Education;
9. supporting district education networks and thematic working groups of NECs;
10. public awareness and campaigns activities;
11. supporting civil society consultation, mobilisation, and consensus-building processes;
12. development and formulation of civil society position papers;
13. development of a communications function in the global CSEF team.

*Strategy 3: Accountability surveys.* To help strengthen the institutional arrangements that transmit government funds to schools in order to reduce leakages, misappropriate and corruption.

*The following are the expected outputs by end of 2012:*

- An increasing number of NECs are advocating for improved governance and accountability in the use of public education funds.
- Policy reports and briefings calling for greater equity in education resource distribution.
- Research products and resource mapping on wastage and corruption in sector expenditure.
- Increased media scrutiny including education policy and education expenditure.
- Public scrutiny on accountability standards of elected representatives and school officials. This includes documentation and public action on corruption at school and sector levels and increased civil society engagement in budget tracking and monitoring education sector plans.
- Increased annual government investment/budget in basic education sector and increased political accountability of Ministries of Education and Finance to the national Parliaments.
- Increased civil society engagement with Local Education Groups and sector technical working committees.

*Types of activities to be supported:*

1. Budget tracking
2. Resource mapping exercises
3. Literacy surveys
4. School spot checks by district education networks
5. Education Watch surveys
6. Research and policy analysis
7. Publications
8. Public campaigns



7. Media and communication activities

*Strategy 4: Parliamentary and legislative work:* To ensure that good policies and legislation are used as the basis for equitable provision of quality education.

*The following are the expected outputs by end of 2012:*

- Likeminded members of parliament work with NECs on new bills, laws and legislation.
- NECs assess and document the impact of the reforms within the sector and identify the need for improvement in sector plans, policies and legislation.
- NECs actively take part in parliamentary hearings that draw on the competence and networks of CSOs in different parts of the country.
- Civil society groups provide inputs to policy proposals and bills that come to parliament.
- NECs support individual Members of Parliament to raise parliamentary questions and advocate for education on the floor.
- Media and parliamentary scrutiny on education policies and programmes for the most vulnerable and the marginalized groups.
- Use of legal mechanism to ensure the existing constitutional and legal rights of vulnerable and the marginalized are implemented.

*Types of activities to be supported:*

1. Meetings with members of parliament
2. Developing issues papers for MPs and civil society inputs on parliamentary questions
3. Legislative reviews
4. Civil society shadow bills
5. Civil society training on education rights frameworks, parliamentary and legislative processes
6. Support for national election campaigns projects
7. Dissemination of parliamentary calendars
8. Elaboration of parliamentary campaign plans and strategies
9. Public interest litigation
10. Work on party political manifestoes and electioneering campaigns
11. Build public support for lower class sizes so better learning can take place, and also support for increasing the number of professional teachers
12. Engage with education ministries to support greater investments in teacher training
13. Case studies to support efforts to increase equity in learning across genders and geography including and better monitoring within education ministries

*Strategy 5: South-south learning and collaboration.* Promoting knowledge sharing across countries and regions on education challenges will increase the effectiveness of civil society engagement in education governance and policy dialogue. This will be achieved through strengthening South-South networks and partnerships between civil society and the GPE partners.

*The following are the expected outputs by end of 2012:*

- A fully functioning online resources tool used monthly by 70% of NECs.
- Bi-monthly newsletter throughout 2012 highlighting the latest key project outcomes by region.
- At least 10 coalitions have produced a resource for use by other coalitions, for example writing up a successful piece of education advocacy they have undertaken.

*Types of Activities to be supported:*

1. Dissemination of country level experiences
2. Global and regional advocacy events
3. Rights based capacity building
4. Peer to peer learning and exchange activities
5. Interactive web learning spaces-KARL

## **8. Expected Results by end of a four year period (2015)**

It is important to keep in mind that impact from policy advocacy takes time, and real results are not evident immediately. The results framework has been developed with the longer term GRA application in mind, and so is based on a four year period (whilst we include many expected results over the period of the bridging fund later on we wanted to demonstrate these here). The bridging fund will help consolidate and sustain the achievements of the project so far by targeting the following results over the next four years:

1. Advocacy in at least 10 countries contributes to higher domestic investments in teacher training.
2. Advocacy in at least 15 countries contributes to sustained increase in annual domestic budget to basic education.
3. Advocacy in at least 6 countries contributes to increased media, civil society and parliamentary scrutiny on education policy and sector expenditure.
4. Advocacy in at least 8 countries contributes to new education bills, laws, and policy measures targeting the most vulnerable and marginalised groups.
5. Budget tracking and resource mapping projects contribute to 800 community schools having more effective school governance systems.
6. Advocacy in at least 10 countries contributes to increased investment and improvement in learning environment – more all weather classrooms, schools feeding programmes, smaller class sizes, lower trained teacher-pupil ratios, safer schools for girls, allowing more effective learning to take place.
7. Advocacy in at least 12 countries contributes to improved policy focus and fiscal priorities and increased spending by governments and donors towards improving the quality of education particularly for the hard to reach and marginalized groups (for example child labourers, children with disabilities, pastoralists, minorities, conflict-affected children etc).
8. Advocacy in at least 7 countries leads to public action against corruption at school and sector levels.

9. Research and analysis undertaken on the efficiency in resource utilization in the sector aim to strengthen governance with any cases of corruption and mismanagement being exposed and new investment gains being recorded.
10. Increased civil society alerts on key policy areas where authorities need to act to resolve educational challenges of the most vulnerable and marginalized groups.
11. More national political leaders become EFA champions and advocate for education in key political and public spaces.
12. Political parties prioritise education in their party manifestoes and party policies
13. Increased the financial sustainability of more National Education Coalitions with increased resources generated locally.

## 9. Structure and Management

The proposal retains the current project management structure in place. In this structure, the functions of oversight, grant decisions, financial management and administration are shared between three different and independent entities. These include the Regional Secretariat for the project, the Financial Management Agency and the Regional Funding Committee. The entities work together to strengthen accountability and transparency in fund management.

### *The Role of the Regional Secretariats*

The **Regional Secretariats** for the project are hosted by three regional coalitions: African Network Campaign on Education For All (ANCEFA) for Africa, the Asian South Pacific Association for Basic and Adult Education (ASPBAE) for Asia and the Pacific and the Latin American Campaign for the Right to Education (CLADE) for Latin America. For the bridge funding period it is proposed to introduce a fourth regional entity the Arab Coalition on Education for All (ACEA to oversee the NECs in Arabic-speaking countries and Eastern Europe). The Regional Secretariat acts as the implementing agency of the project in the region, promoting the project, building capacity of national coalitions, preparing papers and overseeing implementation. The roles of the Regional Secretariats include:

- Assist NECs in resource mobilisation and fundraising activities to ensure the sustainability of NECs
- Work with NECs to develop robust strategic plans and proposals for submission to the Regional Funding Committee and other funding agencies
- Track progress and providing demand-led mentoring support in the implementation of these plans
- Receive and process funding proposals
- Prepare and support meetings of Regional Funding Committees
- Communicate and implement Regional Funding Committee decisions
- Coordinate with the Financial Management Agency to help ensure sound financial management and reporting
- Compile evaluations of the impact of work funded to the standards laid out in this proposal.
- Support documentation, monitoring & evaluation
- Link national, regional and international advocacy opportunities
- Coordinate annual planning, budgets and work plan development

- Promote south to south learning and cross fertilization within the region

The Regional Secretariat has the flexibility to define the most appropriate staff complement to undertake secretariat functions within agreed budget limits and on GCE's approval. The Secretariat will be supported by a technical management committee (the Regional Coordination Committee- CC). The specific functions of the CC are:

- implement the decisions of the Funding Committee
- review progress from time to time
- take all necessary corrective measures to keep the project on track
- approve budgetary adjustments for NECs within the allocation made by the Funding Committee
- resolve management and governance issues arising in the course of implementation
- protect the integrity of the project in the region
- may suspend NECs from the fund when necessary.

The Coordination Committee is constituted by the head of the regional coalition, the Regional Coordinator of the project, the Global Coordinator of the project and the person acting as the Fund Manager. It will be convened by the Regional Coordinator to meet face to face at least 3 times a year.

*The Role of Financial Management Agency (FMA)*

Financial management of the project is led by Actionaid (for Latin America region), Oxfam (for Africa region) and Education International (for Asia and the Pacific region), with a strong reputation as a well-managed, fiscally responsible and transparent organizations. Two of these international organizations (Actionaid and Oxfam) have Australian entities – ActionAid Australia and Oxfam Australia - which are accredited agencies under AusAID NGO Cooperation Programme (ANCP). Oversight of **financial transactions** – receiving and dispensing funds, monitoring the use of funds and accounting for all income and expenses – is with the Financial Management Agency responsible for the region. The Financial Management Agencies will recruit and hire an accountant solely dedicated to management of the regional funds. The hiring and management of the position will be the responsibility of the Financial Management Agency alone. No personnel decisions regarding the financial management of the programme will be made by the CSEF Secretariat. The FMA:

- Receives and manages national grants
- Transfer funds to coalitions on the instructions of the Regional Funding Committee and within the norms and procedures established by GCE
- Maintains all financial records of the national grants
- Prepares periodic fund utilization reports as required by GCE
- Organizes the accounts audit as required by GCE and the donors
- Can withhold transfer if financial reporting is insufficient



*The role of Regional Funding Committee*

The decision on allocation of resources to the national education coalitions are taken by **Regional Funding Committees** which contain external regional education experts from the region to ensure independence of evaluation of country proposals. Each of the three regions has a Funding Committee of 7-12 key individuals, critical in ensuring accountability, transparency and ownership of the work. The Regional Funding Committee has the responsibility to:

- Meet face to face at least once a year
- Establish eligibility criteria for the fund
- Review all funding proposals from NECs
- Approve or decline proposals based on the parameters established by the GCE
- Make decisions on grants allocation to NECs
- Reviews progress on grants implementation
- Report to the GCE Board through the Global Oversight Committee

Funding Committee members do not gain financially from participation, though their travel costs to board meetings could be covered. Committee members who accept their nomination act as individuals, not in an institutional capacity, and use their personal knowledge and experience in evaluating funding proposals and making Committee decisions. If their own agency is ever directly involved in presenting a proposal submitted from a national coalition they do not participate in the deliberation or decision-making. Strong controls are in place to ensure that organizations that are represented on the board do not benefit unfairly from the funds. As it is only national education coalitions that can apply to the fund, there are few conflicts of interest given the profile of the Board members in the three regions.

*The Role of the Global Campaign For Education (GCE)*

The GCE is the executing /implementing Agency for the project, accountable directly to the donor/Supervisory entity, with responsibility to ensure that the project is delivered within agreed parameters. GCE will sign the contract with the Regional Secretariats and Financial Management Agencies in compliance with the terms and conditions agreed with the donor. Its specific roles include:

- Performance monitoring and quality assurance
- Aligning regional and country plans to GCE overall strategy
- Supporting the functions of the Regional Secretariat and the Financial Management Agencies
- Overall coordination of regional entities and the FMA
- Harmonization of planning, budgeting, monitoring, evaluation, reporting and learning
- Ensuring ownership and sustainability of the programme
- Ensuring national priorities identified by NECs are respected in all funding decisions and in the implementation of plans and budgets
- Quality assurance and compliance to standard terms and conditions of the grant
- Supporting programme evaluation and learning
- Overall reporting to, communication and liaison with donor/supervisory entity

- Promoting cross fertilization of experiences and south-south collaboration
- Managing the communications plan and strategy for the project

Furthermore in line with the feedback from the Global Partnership for Education an extra post focussing on communications has been developed for 2012 to ensure stronger communications of the results of the project and stronger communication between civil society groups to share successes and increase learning. There will also be additional management support provided by the GCE Global Co-ordinator throughout 2012.

#### *The Role of National Education Coalitions*

In order to be approved for funding, national coalitions must submit a proposal to the Regional Funding Committee defining how the work will contribute to civil society engagement with government and donors in education sector policy (with specific engagement in GPE processes as appropriate), improving accountability and addressing both access and learning outcomes in national education planning and implementation. In order to be approved for funding, national coalitions must submit a proposal that describes the type of work they will do in 2012 to achieve the objectives above.

## **10. Reporting and Accountability**

Reporting and accountability are vital to the success of the project and are sought at all management levels. To ensure proper use of funds and accountability for results, we will implement the following principles embedded within the current practice, structure and management of the project:

#### *Separation of financial management, from administration and grant approval functions*

This is the starting point for ensuring accountability, with established, financially-transparent INGO serving as the financial management agencies in each region and overseeing the distribution of funds; the regional secretariat overseeing administrative functions and the funding committees approving or declining grant proposals.

The funders will release the funds to GCE which, on request from the Financial Management Agency and provision of appropriate audited accounts, will release funds to the Financial Management Agency's office. GCE will use a separate account to receive the funds from the donor and will channel these funds on request directly to the Financial Management Agencies (which will be asked to open a separate account), and to the hosts of the Regional Secretariats to cover management and operating costs, keeping only those funds needed to cover its own management/secretariat costs. The Financial Management Agency releases funds to national coalitions/CSOs upon the Funding Committee's approval of their respective proposals.

Once proposals are approved, money is disbursed to coalitions each quarter, on approval of financial activity reports. The requirement to report each quarter, while time-consuming, has its benefits; it is a built-in mechanism to track fraud or abuse of resources. NECs receiving funding must establish a clear, auditable system in which every transaction is recorded. If additional staffing is needed to manage this process, NECs applying for funding should build that cost into their proposal budget. Activity reports will be reviewed and approved by three accountants – the

## Schedule 1

Financial Management Agency's accountant, the Regional Secretariat's accountant and GCE's Secretariat accountant – and submitted to the GCE Secretariat and ultimately to the donors.

In addition to financial monitoring through activity reports, NEC's receiving funds will submit bi-annual project reports and audited accounts annually. Reports will be reviewed by the Regional Secretariat and the Global Secretariat at GCE. Evaluations and financial activity reports will also be used by the Funding Committee to determine whether or not to renew funding to a project. All financial activity reports and project evaluations will be published online and available to anyone upon request.

### *Strengthening oversight*

The GCE Board is ultimately responsible for the management of CSEF and it will use its new policy on conflict of interests to strengthen its oversight. Any organisation that receives over 1% of their income from the CSEF project and is on the GCE Board will leave the room for any decisions on the project. The GCE Board will keep AusAID donor informed at all times through the Global Secretariat of the project. They will be responsible for:

- Decisions on overall grants allocation to regional entities
- Appointment of auditors for Financial Management Agencies and Regional Secretariats
- Approval of overall annual accounts and audit reports
- Approval of major changes in overall grants allocations for Financial Management Agencies and Regional Secretariats
- Receiving and overviewing updates from the Global Secretariat

### *Guarantee Quality Assurance and Performance Monitoring*

A performance monitoring system is in place to track tangible, measurable progress toward results and the strategic objectives of the project. A draft results framework is appended to the proposal, including proposed performance indicators, milestones and data sources. Data collection tools, baseline data and annual targets linked to planned activities, outcomes and impact are also in place for most indicators. Additional baseline will be established for new indicators.

The review and acceptance of reports shall take place at three levels: (a) Regional Financial Management Agency and Regional Secretariat for national reports submitted by NECs, (b) GCE Global Secretariat for national and regional reports submitted by Regional Financial Management Agencies and Regional Secretariats, and the Global Oversight Committee for reports prepared for the donor by the project Global Secretariat.

The GCE remains the Executing/Implementing Agency for the project, accountable directly to the donor/Supervisory Entity, with responsibility to ensure that the project is delivered within agreed parameters. GCE will sign a contract with the Regional Secretariats and Financial Management Agencies in compliance with the terms and conditions agreed with the donor. Day-to-day project management and supervision remains the responsibility of the GCE Secretariat. The GCE in collaboration with regional entities will ensure reporting requirements are met, undertaking regular performance and systems reviews to oversee financial management and ensure compliance with standard terms and conditions of the grant.

Quarterly regional Coordination Committee meetings between the GCE Global Secretariat for the project, the Financial Management Agency and the Regional Secretariat will be held to discuss implementation, progress toward results and issues raised in the narrative and financial reports.

The GCE or the donor may periodically request for face to face meetings and or to take part in global, regional and national events to highlight progress and challenges, and/or contribute to strategic discussions within their development objectives.

GCE and or the donor may take part or conduct periodic field trips to monitor progress of project activities.

#### *Evaluation and a Focus on Sustainability of Results*

There will be a separate independent process to evaluate the first two years of CSEF Phase 1. This will be carried out within the first six months (January-June 2012) of the implementation period of the Bridging Fund. The GCE will collaborate with AusAID and the secretariat of the GPE to develop and agree an evaluation design and TORs. An open call for consultants to submit bid documents will be conducted. The expectation is that the evaluation will include the use of questionnaires / surveys for a wide range of internal and external actors, as well as at least 3 randomly selected country visits / in-depth studies. The evaluation report will inform the design and development of a project proposal to secure longer term financial support beyond 2012. The evaluation results will also be widely disseminated prior to the end of the duration of the bridging fund. Insights from the evaluation will also inform a set of communication and capacity building materials to raise awareness of the CSEF approach at national, regional and international levels, to promote learning and inform future practices.

## **11. Risk analysis and risk management**

A procurement assessment of the GCE was carried by the World Bank and the procurement risk was found to be low to medium. However, in the section below we have identified potential challenges and risks to the project, and offer an assessment of how this proposal seeks to address these risks based on the experiences from the current CSEF.

#### *Corruption / Mis-use of Funds*

GCE in this proposal has divided responsibilities for decision making and financial management, with a credible agency accustomed to managing large scale funding. Well established financial systems and checks and balances used by these agencies will be applied, and must be demonstrated by the recipient coalitions before disbursement. Additionally, the transfer of funds will depend on the submission of financial reporting and audited accounts. There will be an independent audit at the end of the duration of the Bridging Fund. In instances where mismanagement is suspected the relevant Financial Agency will alert GCE and the respective Regional Secretariat, and a collective strategy will be determined and acted upon within 30 days. This procedure has been operational in the current CSEF project and several instances were investigated and acted upon. Some of these cases resulted in the suspension of funds to particular national coalitions. Increased financial management training is envisaged in the



bridging period. Initiatives that proved to be effective in the current program included capacity building workshops and financial management assessment visits to coalitions by the global and regional accountants.

*Funding disrupts the collective voice of coalitions.*

The GCE has ensured that any internal tensions are minimised by ensuring that the funding applications from national coalitions are co-signed by all of the members of that coalition. These means there is broad ownership for the plans and that as far as possible they are collectively supported by all the members of that coalition.

*In some countries (such as former socialist republics or nations controlled by authoritarian regimes) there are limited contexts for civil society to operate, and the building of stronger coalitions of CSOs may be seen to challenge the authority of the state, leading to further resistance from government.*

The intention is to promote constructive EFA-related dialogue with governments but there will be moments when a more assertive line is needed. This is for CSOs in each country to decide together through working in a united way in broad coalitions. The breadth of the coalitions' support will mitigate against the dangers of extreme positions being taken. However, there are countries where the lack of democratic space for CSO coalitions to work is a serious concern and where any CSO engagement is interpreted as oppositional. Most CSOs in such countries are well accustomed to navigating and negotiating around what is possible given the constraints they face. Often in-country donors are supportive of civil society negotiating for more space but find it difficult to support CSO positions openly.

The pooled funding from the previous EPDF through CSEF provided a means to offer support discretely - in places where open support by individual donors would have been less easy. The involvement of the Regional and Global CSEF Secretariats also helped to resolve situations where problems arose, in constructive discussion with other development partners as appropriate. Regional and Global CSEF Secretariats will closely follow any situations where tensions arise and the wider oversight by GCE will ensure that the Bridging Fund resources are used constructively. Moreover, there will be further focus on building capacity of coalitions to manage such challenges.

*How can we ensure the program adapts to all diverse country contexts and actors?*

There are significant differences of political and economic contexts in the various countries that will be involved in the project. That is why the criteria for the use of the funds need to be flexible enough to adapt to the diverse circumstances and be nationally driven. Coalitions in some are more well-established than others. Where there is no common platform or coalition the small grant available from this fund has facilitated the convergence of agencies and the emergence of a coalition. In the current CSEF, new coalitions were supported to emerge in 6 new countries. In some countries government-organised NGOS (GONGOs) have been created which fundamentally undermines the role and usefulness of civil society - an additional reason why building genuine national CSEFs is important.

*Will this effort not duplicate existing donor funding to CSOs (through INGOs) and even crowd out other funding?*

It is important that we make strong efforts to avoid scenarios where donors hold back on funding for civil society. To date in CSEF this really hasn't been a danger as funding for civil society advocacy work has been very scarce. Mostly, conventional funding sources – from the public or trusts or official donors – tend to prioritise service delivery projects and it can be difficult to secure funding for advocacy-related work. However, particularly in the current financial climate, INGOs and some bilateral donors do still support this sort of work in many countries and are committed to do so. An important focus in the bridge funding period and beyond will lie on building fundraising capacities within coalitions, aiming to increase alternative funding sources and leading to a more diverse funding base for this work. Far from crowding out investment we aim to increase it and we will strengthen NECs capacity to engage donors.

*How to identify legitimate CSO partners?*

The Regional Funding Committees only approve one proposal from each country. Where there are multiple applications made, the CSEF Regional Secretariats encourage applicants to work together to produce a single proposal from a broad-based national coalition or platform that is a member of GCE and/or the regional partners. There are existing mechanisms in both the regional organisations and GCE to ensure that the national coalitions are broad-based, involving a wide range of different actors. This was also a prerequisite for the current CSEF, in that applicants were required to demonstrate an inclusive membership base as well as making continuous efforts to expand, and having democratic structures and strong financial management systems in place. These procedures will also be part of the bridging fund.

*Are teacher unions involved in the project?*

Teacher Unions have been key partners of the GCE since its foundation and most national education coalitions that are members of the Campaign include teacher unions as well as NGOs. Teachers unions play a fundamental role in the advancement of the right to education, and in our 10 year experience of partnership we have seen that the agenda put forward by teacher unions promotes education rights in the broadest sense, steered by its international leadership. The increasingly fruitful dialogue between unions and NGOs at the international, regional and national level has further promoted the definition of shared agendas within the field of education.

*How will funding support work differently in countries that are GPE endorsed compared to those countries coming up for endorsement, and compared to those that are eligible but not engaged?*

It is clear that there are differences between all three of these categories of countries but the need for a broad based CSO platform is common in all cases. The platform/coalition may engage directly in existing GPE processes in countries where these are underway; they may facilitate the development of an education sector plan (ESP) for GPE endorsement – or they may act as a catalyst to encourage their government to approach the GPE. It is worth noting that CSOs have often played an important role in encouraging governments to engage more with FTI, now the GPE. CSEF funding ensures that in many countries civil society gains increased knowledge about GPE, since often coalitions are not included in discussions and dialogue around the GPE processes. GCE welcomes GPE's efforts to engage civil society.

*How do we ensure value for money, that most of the funds reach the local level, and that we will see actual impact?*

As with current CSEF funding, the Bridging Fund will have strong accountability mechanisms in place which ensures that money reaches its purposes. There is a comprehensive monitoring & evaluation system in place which allows us to keep track of spending and implementation on the ground, and to demonstrate that resources are utilised based on building capacity at different levels of civil society including the grassroots. The monitoring system has helped us to trace and assess impact, as has other research and shared-learning mechanisms. Moreover, we would like to strengthen further south-south learning and collaboration during this period.

It is important to keep in mind that impact from policy advocacy takes time, it will not be evident immediately. However, there is substantial evidence to demonstrate that this type of work does indeed lead to sustainable impact, as has been instanced in this proposal. While ongoing capacity support of coalitions will be required, the initial coalition capacity support work involved in CSEF first phase will ensure that more of the indicators in the results framework are focussing on policy impact rather than capacity support.

The extra post on communications at the global level will also ensure that the policy successes are better communicated and more clearly evidenced to show the importance of the funds provided and to secure commitments in the future.

*Does this work not involve undermining parliament/ existing democratic structures - creating some form of parallel accountability?*

On the contrary the investment in civil society through the CSEF strengthens the role of parliament and existing democratic structures where they are available. It is always important to make the democratic structures work effectively and CSOs play an important role in this. Through the current CSEF funding, many NECs have worked with parliamentary caucuses and cross-party committees; they have worked with journalists groups and with provincial and local governance structures to raise awareness of EFA. There is also value in independent budget tracking in any democratic country since governments are not always willing or able to provide impartial monitoring themselves.. Through CSEF funding, coalitions have been able to undertake very important budget tracking work that bridge funding will enable to continue,

## **12. Sustainability Strategy**

This bridging fund itself is to ensure the sustainability of CSEF whilst the project is evaluated and the plan for 2013-2015 is developed. However we do also intend to use the bridging fund period to strengthen the plan for the longer term sustainability of CSEF. This will ensure that the three year proposal developed during 2012 contains a clear sustainability strategy. Whilst there will be an ongoing need for external resources for civil society education work in low income countries, it is important to diversify the funding base for national education coalitions and increase the funds raised from within the region and country. Whilst we retain the option of National CSEFs from the original project, we will be developing a more robust and clear sustainability strategy in 2012 that includes practical targets and processes for all of the national coalitions included in the three year proposal.

## Appendix 1: Project countries and name of national Education coalitions

Countries	Coalition
Angola	Civil Society Network for Education For All – 2015 / Rede da Sociedade Civil de Educação Para Todos – 2015 (CSNEFA)
Benin	Coalition Béninoise des Organisations pour l'Education Pour Tous (CBOEPT)
Burkina Faso	Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CN/EPT/BF)
Burundi	Coalition Burundaise pour l'Education Pour Tous (BAFASHEBIGE)
Cameroon	Cameroun Education For All Network (CEFAN)
Cape Verde	Rede Nacional da Campanha de Educacao Para Todos (RNCEPT)
Djibouti	Forum d'Action pour le Développement de l'Education (FADE)
DRC	Coalition Nationale de L'Education Pour Tous (CONEPT)
Ethiopia	Basic Education Association in Ethiopia (BEA-E)
Gambia	Education For All (EFA) Campaign Network, The Gambia (EFANET)
Ghana	Ghana National Education Campaign Coalition (GNECC)
Guinea Bissau	Réseau de la Campagne de l'Education Pour Tous Guinée-Bissau (RECEPT-GB)
Kenya	Elimu Yeto Coalition
Lesotho	Campaign for Education Forum (CEF)
Liberia	The Liberia Education for All Technical Committee (LETCOM)
Malawi	Civil Society Coalition for Quality Basic Education (CSCQBE)
Mali	Coalition des Organisations de la Société Civile Pour l'Education Pour Tous au Mali (COSC-EPT / Mali)
Mauretania	Coalition des Organisations Mauritaniennes pour l'Education COMEDUC
Mozambique	Movimento de Educação Para Todos (MEPT)



Countries	Coalition
Niger	Coordination Nationale des Associations, Syndicats et ONGs de Campagne en Faveur de l'E.P.T au Niger (A.S.O E.P.T Niger)
Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)
Senegal	Coalition des Organisations en Synergie pour la Défense de l'Education Publique (COSYDEP)
Sierra Leone	Education For All Coalition Sierra Leone (EFA-SL)
Tanzania	Tanzania Education Network/Mtandao wa Elimu Tanzania (TENMET)
Togo	Coalition Nationale Togolaise Pour L'Education Pour Tous (CNT/EPT - Togo)
Uganda	Forum for Education NGOs in Uganda (FENU)
Zambia	Zambia National Education Coalition (ZANEC)
Zimbabwe	Education Coalition of Zimbabwe (ECOZI)
Somalia	Education For All Somalia (EFASOM)
Somaliland	Somaliland Network on Education For All (SOLNEFA)
North Sudan	The Sudanese Network For Education For All (SNEFA)
South Sudan	<i>Southern Sudan Network for EFA is being established</i>
Yemen	Yemeni Coalition for EFA
Bangladesh	Campaign for Popular Education (CAMPE)
Cambodia	NGO Education Partnership (NEP)
India	National Coalition for Education (NCE India)
Indonesia	Civil Society Organization initiative Education for All (CSOiEFA) Indonesia
Mongolia	All For Education (AFE Mongolia)

Countries	Coalition
Nepal	National Campaign for Education (NCE Nepal)
Pakistan	Pakistan Coalition of Education (PCE)
PNG	PNG Education Advocacy Network (PEAN)
Solomon Islands	Coalition for Education Solomon Islands (COESI)
Sri Lanka	Coalition for Education Development (CED)
Timor Leste	Timor Leste Coalition for Education (TLCE)
Vanuatu	Vanuatu Education Policy Advocacy Coalition (VEPAC)
Vietnam	Vietnam Coalition for Education for All (VCEFA)
Bolivia	Bolivian Campaign for Right to Education (CBDE)
Dominican Republic	Foro Socioeducativo (Social and Education Forum)
Haiti	Regroupement Education Pour Tous/Toutes (REPT Haiti)
Honduras	<i>Membership with national coalition being finalised</i>
Nicaragua	Coalition: Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua (Education and Human Development Forum of the Initiative for Nicaragua) (El FEDH IPN)

## Appendix 2: Summary of Results Framework

INDICATOR	Baseline Dec 2011 (to be collected in a survey at the project onset)	6 months to 30 <sup>th</sup> June 2012	6 months to 31 <sup>st</sup> Dec 2012	ASSUMPTIONS
<u>Strategy 1: Capacity Building:</u>  At least 15 NECs are actively and effectively monitoring how well National Education sector plans and policies are being implemented		7 further NECs	15 further NECs	
At least 15 NECs are acting as think-tanks and early warning systems, issuing current information on education policy issues and are helping the GPE partners to recognize the need for change and to take action when new dilemmas and problems occur		7 further NECs	15 further NECs	
At least 15 NECs are analyzing budgets and policies and are proposing alternative models, policies and strategies to resolve educational challenges, and achieve specific policy change and institutional reform objectives in the sector		7 further NECs	15 further NECs	
<u>Strategy 2: Coalition, networking and alliance building</u>  Increased range of civil society stakeholders engaged with the GPE's country processes in at least 10 partner countries		5 further NECs	10 further NECs	
Increased percentage of women in the governance and leadership structures of existing NECs to 42%	37%	40%	45%	
Increase the number of groups representing the most vulnerable and the marginalised in NECs' consultation, mobilisation, and consensus building processes in at least 10 countries		5 further NECs	10 further NECs	
Increase the number of NECs with network members active throughout the country in at least 5 countries		2 further NECs	5 further NECs	

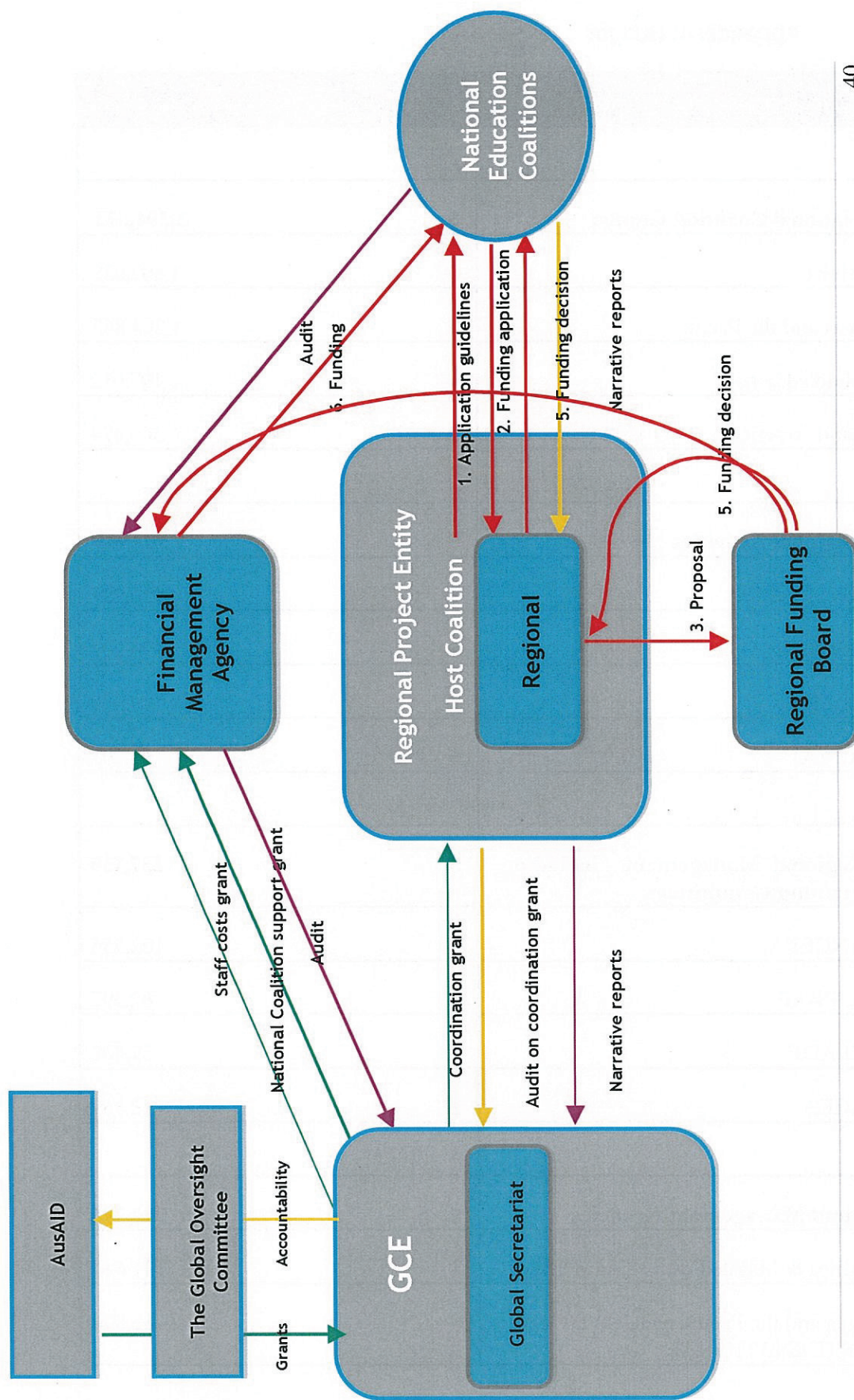
<u>Strategy 3: Accountability</u>  At least 10 further NECs are advocating for improved governance and accountability in the use of public funds		5 further NECs	10 further NECs	
Further policy reports and briefings calling for greater equity in education resource distribution in at least 5 countries		2 further NECs	5 further NECs	
Research products and resource mapping on wastage and corruption in sector expenditure in at least 5 countries		2 further NECs	5 further NECs	
Increased media scrutiny including education policy and education expenditure in at least 10 countries		5 further NECs	10 further NECs	
Increased civil society engagement in budget tracking and monitoring education sector plans in at least 4 countries.		2 further NECs	4 further NECs	
Increased annual government investment/budget in basic education sector and increased political accountability of Ministry of Education and Finance to the national parliaments in at least 4 countries		2 further NECs	4 further NECs	
Increased civil society engagement with Local Education groups and sector technical working committees in at least 8 countries		4 further NECs	8 further NECs	
<u>Strategy 4: Parliamentary and legislative work</u>  Likeminded members of Parliament work with NECs on new bills, laws and legislation in at least 6 countries		3 further NECs	6 further NECs	
NECs assess and document the impact of education reforms and identify the need for improvement in sector plans, policies and legislation in at least 5 countries		2 further NECs	5 further NECs	
At least 4 NECs actively take part in Parliamentary hearings that draw on the competence and networks of CSOs in different parts of the country		2 further NECs	4 further NECs	



Civil Society groups provide inputs to policy proposals and bills that come to Parliament in at least 4 countries		2 further NECs	4 further NECs	
At least 10 NECs support individual Members of Parliament to raise parliamentary questions and advocate for Education on the floor		5 further NECs	10 further NECs	
Media and parliamentary scrutiny on education policies and programmes for the most vulnerable and the marginalized groups in at least 10 countries		5 further NECs	10 further NECs	
Use of legal mechanisms to ensure the existing constitutional and legal rights of vulnerable and the marginalized are implemented in at least 4 countries		2 further NECs	4 further NECs	
<u>Strategy 5: South-South learning:</u>  Fully functioning online resources tool used monthly by 70% of NECs		35%	70%	
Bi-monthly newsletter throughout 2012 highlighting key project outcomes that month		3 issued	6 issued	
At least 10 coalitions have produced a resource for use by other coalitions writing up a successful piece of education advocacy they have undertaken.		4 NECs	10 NECs	

## Appendix 3

## Management and Relationship Chart



## Appendix 4: Budget

Activity	
<b>National Coalition Grants:</b>	<b>\$ 3,504,373</b>
Africa:	\$ 1,802,022
Asia and the Pacific:	\$ 1,204,865
Middle East:	\$ 197,012
Latin America:	\$ 300,474
<b>Regional Activities</b>	<b>\$ 527,995</b>
ANCEFA	\$ 240,227
ASPBAE	\$ 190,207
CLADE	\$ 64,359
ACEA	\$ 33,202
<b>Regional Management - including Funding Committees</b>	<b>\$ 257,130</b>
ANCEFA	\$ 102,956
ASPBAE	\$ 82,397
CLADE	\$ 59,407
ACEA	\$ 12,369
<b>Fund Management Agencies</b>	<b>\$ 280,771</b>
Africa & Middle East OXFAM GB	\$ 131,640
Asia and the Pacific EDUCATION INTERNATIONAL	\$ 85,806

**Schedule 1**

Latin America ACTION AID AMERICAS	\$ 63,325
Global Activities including evaluation of CSEF	\$ 220,078
Global Management and Administration	\$ 209,654
<b>TOTAL</b>	<b>\$ 5,000,000</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/icat/UNSC\\_financial\\_sanctions.html#3](http://www.dfat.gov.au/icat/UNSC_financial_sanctions.html#3)  
<http://www.nationalsecurity.gov.au/agd/www/nationalsecurity.nsf/AllDocs/95FB057CA3DECF30CA256FAB001F7FBD?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)

