
Civil Society Education Fund

Proposal for Bridging Fund

To be submitted to AusAID

Table of Contents

1. Executive Summary	2
2. Summary of Results from the CSEF so far.....	6
3. Strategic Approach	8
4. Project Goal of the CSEF	9
5. Specific Objectives of the bridging fund (January-December 2012).....	9
6. Expected Outputs of the bridging fund (by December 2012).....	10
7. Strategy	11
8. Expected Results by end of a four year period (2015).....	14
9. Structure and Management.....	15
10. Reporting and Accountability.....	18
11. Risk analysis and risk management.....	21
12. Sustainability	24
Appendix 1 Project Countries	25
Appendix 2 Summary of Results Framework.....	27
Appendix 3 Management and Relationship Chart	30
Appendix 4 Project Budget	31

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 31st 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 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;

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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 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.

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- 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.

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- 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

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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.

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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:

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- 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 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 over-viewing 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 Educaçao 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 Educaçao Para Todos (MEPT)
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)
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)

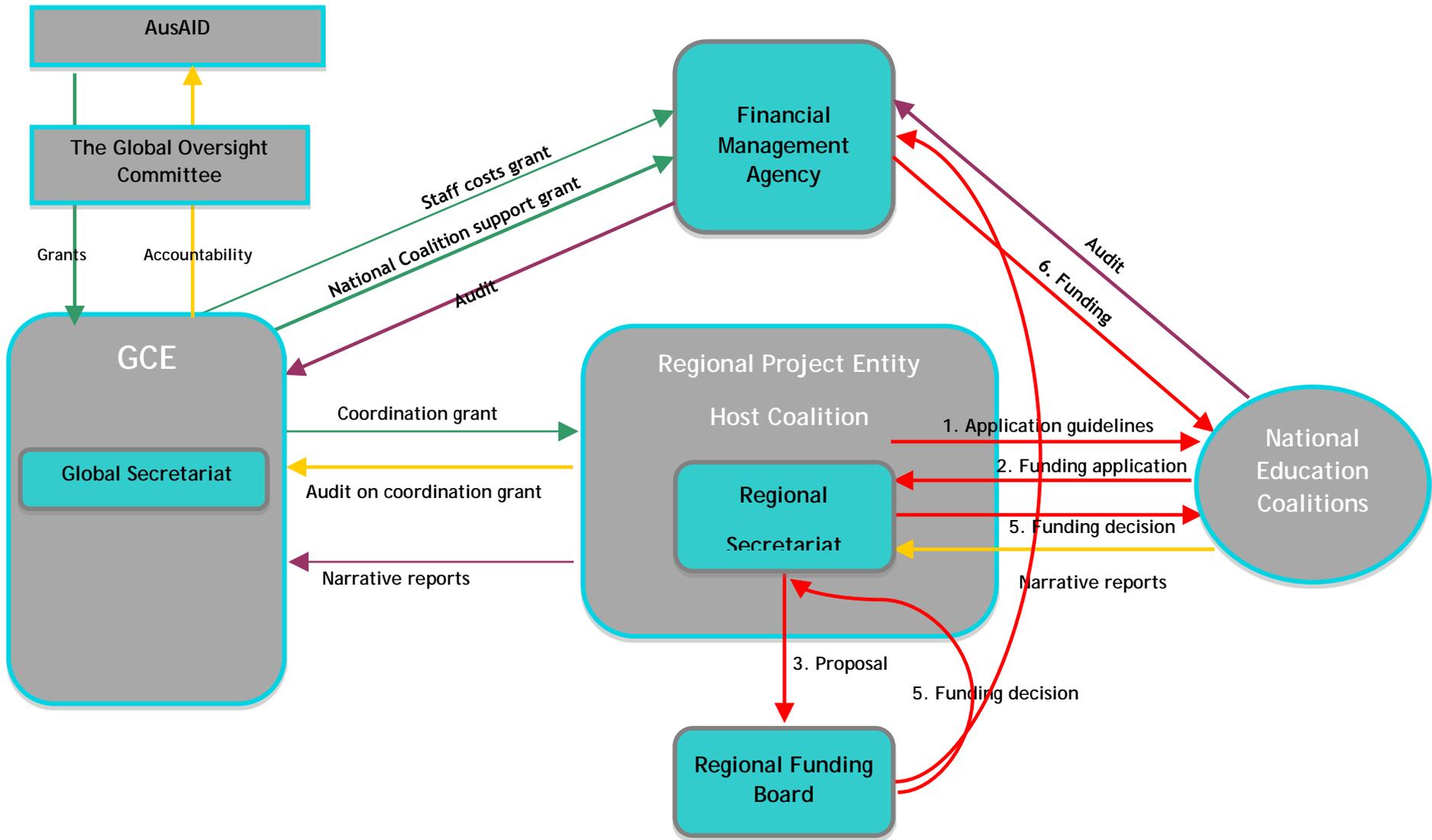
Appendix 2: Summary of Results Framework

INDICATOR	Baseline Dec 2011 (to be collected in a survey at the project onset)	6 months to 30 th June 2012	6 months to 31 st Dec 2012	ASSUMPTIONS
<p><i>Strategy 1: Capacity Building:</i></p> <p>At least 15 NECs are actively and effectively monitoring how well National Education sector plans and policies are being implemented</p>		7 further NECs	15 further NECs	
<p>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</p>		7 further NECs	15 further NECs	
<p>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</p>		7 further NECs	15 further NECs	
<p><i>Strategy 2: Coalition, networking and alliance building</i></p> <p>Increased range of civil society stakeholders engaged with the GPE's country processes in at least 10 partner countries</p>		5 further NECs	10 further NECs	
<p>Increased percentage of women in the governance and leadership structures of existing NECs to 42%</p>	37%	40%	45%	
<p>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</p>		5 further NECs	10 further NECs	
<p>Increase the number of NECs with network members active throughout the country in at least 5 countries</p>		2 further NECs	5 further NECs	
<p><i>Strategy 3: Accountability</i></p> <p>At least 10 further NECs are</p>		5 further NECs	10 further NECs	

advocating for improved governance and accountability in the use of public funds				
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	
<i>Strategy 4: Parliamentary and legislative work</i> 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		2 further NECs	4 further NECs	

at least 4 countries				
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	

Management and Relationship Chart



Appendix 4: Budget

Activity	
National Coalition Grants:	\$ 3,504,373
Africa:	\$ 1,802,022
Asia and the Pacific:	\$ 1,204,865
Middle East:	\$ 197,012
Latin America:	\$ 300,474
Regional Activities	\$ 527,995
ANCEFA	\$ 240,227
ASPBAE	\$ 190,207
CLADE	\$ 64,359
ACEA	\$ 33,202
Regional Management - including Funding Committees	\$ 257,130
ANCEFA	\$ 102,956
ASPBAE	\$ 82,397
CLADE	\$ 59,407
ACEA	\$ 12,369
Fund Management Agencies	\$ 280,771
Africa & Middle East OXFAM GB	\$ 131,640
Asia and the Pacific EDUCATION INTERNATIONAL	\$ 85,806
Latin America ACTION AID AMERICAS	\$ 63,325
Global Activities including evaluation of CSEF	\$ 220,078
Global Management and Administration	\$ 209,654
TOTAL	\$ 5,000,000