GLOBAL PARTNERSHIP
for EDUCATION
quality education for all children

2014 CIVIL SOCIETY REVIEW BACKGROUND BRIEF

The history and context of the Global Partnership for Education's civil society support

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Executive Summary

This Background Brief was prepared as background for the Global Partnership for Education 2014 Civil Society Review. The objective of this Brief is to provide a historical review of the evolution of the Global Partnership for Education (GPE)'s support to improve the participation of civil society in education policy dialogue. The Brief thus serves as a reference document for the Board of Directors and its Committees, as well as interested partners of the Global Partnership who would like to know more about how it works with civil society.

The first part of the Background Brief provides an overview of some of the major obstacles to civil society participation in education policy processes and a brief summary of evidence regarding the challenges facing constituencies of children, youth and teachers. The engagement of civil society is described as a fundamental strategy to support the achievement of the EFA goals and the development of transparent, responsive and efficient education systems. Although some modest progress has been achieved over the past decade to institutionalize spaces for civil society to engage in education policy debates globally, in particular through the Dakar Framework for Action, civil society participation is still often restricted by barriers both direct and indirect. In some cases basic human rights including freedom of association, peaceful assembly and freedom of expression are not ensured, thus posing a risk to the unique role and contribution of civil society.

The second part of the Brief describes the Global Partnership support to civil society participation in education policy processes. The Global Partnership is committed to support civil society's meaningful participation in education policy processes through a number of initiatives, including the Civil Society Education Fund (CSEF), the Global and Regional Activities (GRA) Teacher Program and youth advocacy engagement. The CSEF, managed by the Global Campaign for Education, and funded by the Global Partnership since 2009, has grown into an active network of regional and national coalitions involving 54 countries (49 of them funded by the CSEF). This Background Brief provides a summary of the evolution of the CSEF program and its current activities which run through March 2015. The GRA Teacher Program managed by UNESCO and Education International (EI) will address the challenge of low levels of teacher participation in Local Education Groups (LEGs) through capacity building as well as the promotion of effective collaboration between teachers and governments in evidence-based sector policy and planning. As highlighted in this brief, the Global Partnership's engagement with youth in the lead-up to the Second Replenishment Pledging Conference resulted in very positive engagement and advocacy from young leaders from diverse countries, including the youngest-ever recipient of the Nobel Peace Prize, Malala Yousafzai.

As the GPE Board of Directors and its Committees engage on the process of developing a new strategic plan, as well as a new phase of financial support for the CSEF, this Background Brief provides an opportunity to revisit past efforts and analyze the role of the GPE in strengthening civil society's participation and addressing the remaining challenges to realizing an effective civil society partnership.

1. The Role and Challenges of Civil Society in Education Policy Processes

Empowering all educational stakeholders and civil society partners to participate in sector policy development, implementation, and review is considered important for creating a strong and efficient education system.[2] Key stakeholders are those who have the experiences and insight to create changes necessary to meet agreed education goals. As such, a holistic approach to achieving progress in education requires an acknowledgement of the impact that civil society groups, teachers, parents and young people themselves can have to ensure that all children can access and benefit from a high quality education.

The importance of inclusive engagement was recognized by national governments when they committed to the Education for All (EFA) goals. According to the Dakar Framework for Action, one of the strategies that governments agreed to pursue to achieve EFA was to ensure the engagement of civil society and teachers. For the first time, the role of civil society was emphasized as a key strategy in reaching the EFA goals. In the context of the call for partnership with civil society in the Dakar Framework for Action, several thematic, regional and national civil society networks have been consolidated through the momentum of this agenda.[3]

The Dakar Framework for Action Strategy Number 3

"Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development: Learners, teachers, parents, communities, non-governmental organizations and other bodies representing civil society must be granted new and expanded political and social scope, at all levels of society, in order to engage governments in dialogue, decision-making and innovation around the goals of basic education. Civil society has much experience and a crucial role to play in identifying barriers to EFA goals, and developing policies and strategies to remove them. Such participation, especially at the local level through partnerships between schools and communities, should not only be limited to endorsing decisions of, or financing programs designed by, the state. Rather, at all levels of decision-making, governments must put in place regular mechanisms for dialogue that will enable citizens and civil society organizations to contribute to the planning, implementation, monitoring and evaluation of basic education. This is essential in order to foster the development of accountable, comprehensive and flexible educational management frameworks. In order to facilitate this process, capacity will often have to be developed in the civil society organizations." [1]

1.1 Challenges to civil society participation in education

Civil society has played a number of roles to promote the fulfilment of EFA goals, including the provision of education services to disadvantaged children and in areas such as early childhood care and education and non-formal education; sensitizing communities and parents on education rights; mobilizing popular

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[1] The Dakar Framework for Action, World Education Forum, 2000.

[2] For further references to this body of literature, please see Mundy, K, 2009. *Civil Society and Its Role in the Achievement and Governance of "Education for All"* Discussion Paper Prepared for the EFA Global Monitoring Report.

[3] At the international level, the Collective Consultation of Non-Governmental Organizations on Education for All (CCNGO/EFA) plays a key role in representing civil society at the global level, as it was established by UNESCO in 1984 to formalize a partnership mechanism to engage civil society in the formulation, implementation and monitoring of strategies for educational development (Watkins, 2009). The institutionalisation of civil society participation in global policy fora on education started with the UNESCO/CCNGO mechanism that promoted participation in EFA high level events and much of the progress and challenges related to civil society participation are also present in the CCNGO.

movements to campaign for education and lobbying and advocating towards decision-makers, among others.

However, despite the inclusion of civil society in the Dakar Framework, a study in 2007 of civil society in a number of African countries revealed that, *"CSO participation in national policy settings is typically ad hoc and 'by invitation', and usually is most extensive during the issue formulation phases of education sector reform programs ('consultation'). Even where national CSO coalitions have emerged, these coalitions typically lack independent capacity for policy analysis, political engagement or evidence-based advocacy. They are often characterized by deep schisms and divided interests, with teachers unions often at odds with direct service-providing NGOs. Their work is generally concentrated in national capitals, with limited links to local communities, and they sometime face deep resistance from governments. More importantly, these organizations often have no formal strategy for engaging directly with citizens or with elected officials in a sustained or cumulative manner; and it remains unclear how they link to broader social movement politics in their given countries and whether they authentically represent popular voices in the policy process."* [4]

Furthermore, the broader political and legal environment for civil society in many countries is increasingly restrictive. For example, a recent report from the Task Team on Civil Society Development Effectiveness and Enabling Environment (Global Partnership for Effective Development Cooperation) reveals increasing trends in the restrictions on civil society's access to foreign and non-foreign sources of finance, freedom of peaceful assembly and legitimate activities such as economic and social rights advocacy. In many contexts, the internationally agreed human rights laws on the freedom of association, freedom of peaceful assembly, freedom of expression, the right to operate free from unwarranted state interference, the right to communicate and cooperate, the

> **Busan Partnership Agreement**
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> *"Civil society organizations play a vital role in enabling people to claim their rights, in promoting rights-based approaches, in shaping development policies and partnerships, and in overseeing their implementation. They also provide services that are complementary to those provided by states."[5]*

right to seek and secure funding, and the state duty to protect) are not being respected. In addition, the report found that the engagement of civil society in the design of public policy may also be hindered through their exclusion from decision-making processes and the suppression of evidence from civil society monitoring and accountability work. Despite the political trends identified in the report, both global and country level multi-stakeholder policy processes have nevertheless seen modest progress in their contribution to more participatory, democratic and sustained engagement of civil society in policy dialogue.[6]

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[4] Mundy, K., Cherry, S., Haggerty, M., Maclure, R. & Sivasubramaniam, M. (2007). Basic education, civil society participation and the new aid architecture: Lessons from Burkina Faso, Kenya, Mali and Tanzania. Toronto: Comparative and International Development Centre, OISE/UT.

[5] Busan Partnership Agreement, Fourth High Level Forum on Aid Effectiveness, 2011.

[6] Review of Evidence: Progress on Civil Society Related Commitments of the Busan High Level Forum. Task Team on Civil Society Development Effectiveness and Enabling Environment. 2014.

1.2 Challenges to children and youth participation

Copyright: Global Campaign for Education.

Children and youth are particularly central stakeholders in the education sector. They are the primary participants in education and have unique insights into the type of education that children and young people are experiencing, as well as both what they want and require from formal and non-formal education. For example, a 2011 literature review concluded that the active involvement of children and young people in programming can foster greater sustainability of programs and that meaningful participation of young people enhances ownership of, and commitment to, education policies and initiatives.[7] Young people can be powerful agents of change within their communities and their education systems, and their capacity to influence through peer-to-peer information sharing and collaboration can also be a driver of social change. Youth are not only target populations for education, but also active participants in teaching-learning processes within and outside the classroom. Children and youth participation in policy-making is, therefore, enshrined in a number of international conventions and normative frameworks.

As noted by Article 12 of the Convention on the Rights of the Child (1990) on "the Right to be Heard," States are accountable for considering children's views in matters that affect them and their well-being.[9] As highlighted by the General Comment N.12 (2009) of the Committee on the Rights of the Child, children should have meaningful participation in decision-making and policymaking processes. In order to have meaningful participation, other rights should also be ensured, for example the right of children to express themselves freely, access information and not to be discriminated. The right of children to be heard is not only a right in itself, but is a fundamental key for the implementation of other children rights and the consideration of the child's best interest.[10]

> **Convention on the Rights of the Child Article 12**
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> *"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."*[8]

The United Nations (UN) Secretary-General has also made working with and for young people one of his top priorities in his Five-year Action Agenda, which includes a commitment to: "*Address the needs of the largest generation of young people the world has ever known by deepening the youth focus of existing programs on employment, entrepreneurship, political inclusion, citizenship and protection of rights, and education, including on reproductive health.*" A first-ever UN Envoy on Youth was appointed in January

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[7] The Role of Child and Youth Participation in Development Effectiveness. A literature review, Child Fund Australia, 2011.

[8] Convention on the Rights of the Child, General Assembly resolution 44/25, November 1989.

[9] Convention on the Rights of the Child, O*p.cit.*

[10] General Comment N.12 (2009) of the Committee on the Rights of the Child, 2009.

2013 to advocate for addressing the development needs and rights of young people, as well as to bring the work of the UN with and for youth closer to UN processes. In 2009 the UN General Assembly adopted resolution 64/130, calling upon Member States to ensure full and effective participation of youth in policy and decision-making processes, and young people themselves are calling for a more active role in policy processes and decision-making at the global and national level. With regards to the legal frameworks for the rights of youth, the UN is currently debating if a specific convention or charter addressing the rights of young people should be developed. At the 2014 World Conference on Youth a number of principles were also adopted around inclusive youth participation.

A recent study by UNESCO's International Institute for Educational Planning (IIEP) found that young people are not seen as legitimate or essential partners and are excluded from national and global education policy debates.[11] Marginalized youth are those most affected by lack of education, and often also those most excluded from influence. These include young women, young people in rural areas, poor, disabled or young people living in conflict-affected situations and other marginalized youth. Children, often seen as passive recipients of services, are not often given a voice in the decisions. The IIEP review on youth engagement in national education and youth plans policies found that there is very limited participation by youth in national education policy processes, and makes a number of recommendations to facilitate youth engagement including: Institutionalizing mechanisms for participation, strengthening inter-sectorial collaboration and networking opportunities, including youth at local levels, engaging in capacity development and research by and for youth, and providing information via both traditional and social media.[12]

1.3 Challenges to teacher participation

Teachers have also been identified as key civil society stakeholders in the education sector and their active engagement in policy formulation is linked to high performing education systems.[13] International instruments and education movements such as EFA have historically recognized the importance of teachers' participation. Normative frameworks, such as International Labour Organization (ILO)/UNESCO recommendations concerning teaching personnel, also stress the importance of teachers' collective participation within educational systems and their right to representation in policy development, which grants a valued sense of ownership and inclusion in the reform process.[14] A more recent review made in 2006 by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations

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[11] 'Engaging Youth in Planning Education for Social Transformation', 16-18 October 2012, Paris: Concept Note; Summary Report; Agenda for Action, IIEP, 2012.
[12] Planning education with and for youth: Volume I: 'Can you hear me? Now, are you listening? By Anja Hopma, Volume II: A review of youth engagement in national education and youth plans and policies. By Lynne Sergeant, IIEP; IIEP Policy Forum 'Engaging Youth in Planning Education for Social Transformation', 16-18 October 2012, Paris: Concept Note; Summary Report; Agenda for Action, IIEP, 2012.
The UNESCO (IIEP) Agenda for Action on 'Engaging Youth in Planning Education for Social Transformation' aims for countries to: 1) Include youth in policy development by developing national agendas for youth engagement in educational planning; support technical capacity for national and regional stakeholders to engage in joint planning; establish or strengthen platforms such as national youth forums and other relevant dialogue fora.   2) Carry out educational programming for youth engagement by reviewing curricula to ensure they are relevant for youth in terms of transition to work and supportive of civic engagement; accredit and certify non-formal education; strengthen career guidance. 3) Develop research projects with and by youth by: undertaking baseline research on youth engagement in education planning; research into curricula development relevant for youth; use new media to engage youth.
[13] Gindin, J. & Finger, L. (2013). Promoting Education Quality. The Role of Teachers' Unions in Latin America. Background Paper prepared for the Education for all Global Monitoring Report 2013/14.
[14] Recommendation Concerning the Status of the Teachers, ILO/UNESCO, 1966

concerning Teaching Personnel (CEART) referred to the social dialogue as the "glue" of successful education reforms.[15]

According to the OECD, a common factor across high performing education systems is active engagement with teacher organizations that help to ensure reforms are implemented at the classroom level.[17] The OECD has found that experience from a number of countries indicates that "*unless teachers and their representatives are actively involved in policy formulation, and feel a sense of 'ownership' of reform, it is unlikely that substantial changes will be successfully implemented.*"[18] As such, their active participation in social dialogue and policy formulation processes is important for enabling successful and sound education reforms. Furthermore, teachers' unions can make unique contributions to the education systems if they are in close contact with their members and receive feedback that is useful for the reform process. This is particularly the case when the inputs from affiliates inform new methods to address the challenges at the ground level. At the same time, teacher unions can also play an innovative role, introducing new practices and providing infrastructure for those education systems that have weak governmental capacity.[19]

> **The Dakar Framework for Action Strategy number 9**
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> *"Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programs; they are advocates for, and catalysts of, change. No education reform is likely to succeed without the active participation and ownership of teachers. Teachers at all levels of the education system should be respected and adequately remunerated; have access to training and ongoing professional development and support, including through open and distance learning; and be able to participate, locally and nationally, in decisions affecting their professional lives and teaching environments. Teachers must also accept their professional responsibilities and be accountable to both learners and communities."*[16]

However, teachers' associations and unions are often not active participants in these education policy processes, governments do not always invite teachers' organizations and unions to the negotiation table, sometimes because they are not viewed as legitimate decision makers or because of perceptions that they oppose governments' education priorities.[20] Education International reports that "*Teachers identify two main problems when it comes to social dialogue. First, there is lack of an institutional framework that puts in place permanent mechanisms for dialogue on education and human resources issues. Dialogue is often ad hoc and governments only reach out to the unions when teachers take industrial action….Secondly, when dialogue occurs and an agreement is reached, it is often not respected and the government does not put in place the measures agreed upon, or does so only partially.*"[21] As described in Education International's recent research, factors such as the denial or restriction of civil and political liberties, the recruitment of short-term or fixed-term teachers, and reforms to labor codes

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[15] Review of Application of the Recommendations concerning Teaching Personnel (CEART), Joint ILO/UNESCO Committee of Experts, UNESCO, 2006.

[16] The Dakar Framework for Action, *Op.cit*

[17] Gindin, J. & Finger, L. *Op. cit.*

[18] Developing and Implementing Teacher Policy. Teachers Matter: Attracting, Developing and Retaining Effective Teachers. OECD, 2005

[19] Bascia, N. & Osmond, P. (2013). Teacher Union Governmental Relations in the Context of Educational Reform. Education International.

[20] Gindin, J. & Finger, *op.cit.*

[21] Informal email communication with Education International staff, August 22, 2014

(that result in the proliferation of new unions), decrease the representativeness and bargaining power of teachers in many countries.[22]

Despite major challenges that teachers and civil society actors in general confront in engaging in education policy processes, some progress has been achieved and the international education community is examining different ways to develop stronger partnerships with these stakeholders, particularly given their fundamental role. The next section will address the support that the Global Partnership for Education has provided to promote the increased participation of civil society in the Global Partnership's processes at the global and national level, contributing to civil society's institutional strengthening and capacity to become active contributors to education policy design, research and monitoring.

2. The Global Partnership for Education Support to Civil Society Participation in Education Policy Processes

2.1 The Civil Society Education Fund (CSEF) program

The Global Partnership's main mechanism to support civil society involvement in education has been the CSEF, established by the Global Campaign for Education (GCE) to resource national, regional and global networks of civil society organizations working in education. The CSEF supports broad-based civil society education coalitions to engage with education sector planning and monitoring processes in low-income countries, building on previous programs to strengthen civil society participation. These included a program for the African region managed by UNESCO from 2002-04 (supported by the World Bank and Rockefeller Foundation); the Commonwealth Education Fund (CEF) program executed 2002-08 (funded by the British government) and the Real World Strategies (RWS) from 2006-10 (funded by the Dutch government).[23] The Global Partnership financed the first phase of CSEF from 2009-2012, and the Australian Agency for International Development (AusAid, now Department of Foreign Affairs and Trade, DFAT) provided 'bridging' funding in 2012-2013 whilst a new GPE grant was sought. The current CSEF phase (2013-2015) is funded by the Global Partnership with UNESCO operating as Supervising Entity. Complementary funding is also provided by the Spanish Agency for International Development Cooperation (AECID) for non-GPE partner countries in Latin America, managed directly by the Latin American Campaign for the Right to Education (CLADE).

CSEF management

The CSEF is managed by the Global Campaign for Education in close collaboration with regional partners, including the Africa Network Campaign for Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the Latin American Campaign for the Right to Education (CLADE), the Arab Campaign for Education for All (ACEA).[24] In each region, Regional Financial Management Agencies (Oxfam GB, Education International, and ActionAid Americas) work with the

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[22] Wintour, N. (2013). Study on Trends in Freedom of Association and Collective Bargaining in the Education Sector since the Financial Crisis. Education International.

[23] See for example: Civil society engagement in EFA in the post-Dakar period. A self-reflective review, CCNGO/EFA, 2004; Empowering civil society: On education Commonwealth Education Fund achievements, CEF, 2008; Driving the Bus: The Journey of NECs, Commonwealth Education Fund, CEF, 2008; Real World Strategies: A story of civil society advocacy, GCE, 2011.

[24] ACEA was established as a new regional network in 2012, when CSEF expanded to the Middle East and Eastern European Regions.

Regional Secretariats to manage the fiduciary elements of the program, providing grants to national civil society with action plans aligned to the objectives and goals of the CSEF.

CSEF coalitions receive funding to support education advocacy and policy work, by capacity building and technical assistance, and through opportunities of learning, networking and collaboration across countries and regions with a wide array of education campaigners and activists. In order to receive support, coalitions develop plans in line with their own objectives and country contexts with linkages to global CSEF goals. The CSEF architecture includes the following levels:

Global
The GCE (in its role as global secretariat for CSEF) is responsible for overall delivery of the CSEF program, results and financial management, as well as for strategic management, program implementation, shared learning, advocacy and global coordination and capacity building. GCE receives the GPE grant from the SE (UNESCO) – for further distribution to regional level – is accountable and reports to the SE and works in close collaboration with Regional Secretariats and Financial Management Agencies and coalitions.

Regional
Regional Secretariats provide technical and management capacity-building and implementation support to national coalitions, are responsible for supporting Regional Funding Committees and ensuring execution of Funding Committee activities, work in coordination with the Regional Financial Management Agencies, promote shared learning at the regional level and engage in regional and global advocacy activities. Regional Secretariats report to the Global Secretariat on regional activities and operate in accordance with a contract signed between GCE and the Regional Secretariat. Independent Regional CSEF Funding Committees (RFCs) are the decision-making bodies for the approval of allocations for proposals from national education coalitions. Regional CSEF Financial Management Agencies (FMAs) are responsible for distributing funds to national coalitions, oversight of financial reporting and audit of coalition grants and financial management capacity support.

National
National coalitions are normally comprised of a small number of staff, overseen by a board of directors, governed under constitution or similar document articulating coalition mission, values and governance, are registered in the country of operation and as such operate in accordance with country laws and regulations. Coalition membership is usually comprised of a broad range of civil society organizations, including local NGOs active in education, teacher unions, associations of parents and students, youth groups, representative organizations of particular communities or demographic groups, and CSOs with an interest in government transparency and accountability. Some coalitions include journalist associations. Funded coalitions range in size from fewer than 20 members to hundreds. Since the initiation of CSEF coalition memberships currently comprise 4,197 organizations. Coalitions apply for CSEF support by developing funding proposals for approval by regional Funding Committees and if approved, funds are distributed and monitored by the regional FMAs. Coalitions submit financial reports quarterly and narrative progress reports biannually. [25]

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[25] GPE website: http://www.globalpartnership.org/civil-society-education-fund.

CSEF objectives

The overall aim of CSEF (2013-2015) is to "contribute to the achievement of national education goals and Education for All by ensuring the effective participation of civil society organizations and citizens in education debates and sector planning and review." In order to achieve this aim, CSEF is structured around four global objectives:

- Objective 1 – Policy participation: Formal civil society participation in education sector policy and review processes and engagement with policy-makers and parliamentarians is strengthened and better recognized.
- Objective 2 – Public awareness and coalition-building: National education coalitions are actively strengthening grassroots capacity to access and participate in education sector debates, through building awareness, knowledge and skills, and opening opportunities to participate.
- Objective 3 – Quality research monitoring and analysis: Civil society research and analysis effectively contributes to national government plans, policies, financing and practices that better achieve the right to quality education for all and the six EFA goals.
- Objective 4 – Cross-country learning and networks for change: The CSEF project builds the quality and impact of civil society engagement in the education sector through promoting partnerships, strengthening South-South collaboration, sharing learning, and facilitating impact on global policy processes. [26]

CSEF principles

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CSEF is founded on an understanding that achievement of education goals requires the broad-based and informed participation of citizens, and that this participation is dependent on effective and coordinated civil society formations to facilitate engagement. The program therefore focuses its support on national civil society structures, with nationally-driven agendas. Core to the CSEF model is the principle of working with one national education coalition in each country: the aim is thus to support the engagement of a broad and representative group of civil society organizations in conducting coordinated activity.

This support can both strengthen the impact of participation and help ensure better representation of diverse voices. CSEF also strongly encourages coalitions to develop and work through sub-national structures to increase their reach and influence at the grassroots level. Coalitions vary considerably in nature, both in terms of the way they are structured, their size, age, and focus areas. Furthermore, they operate in diverse political environments and face unique challenges. A further principle of CSEF is, therefore, that each national coalition, through internal deliberation by members, identifies its own specific policy objectives and activities, ensuring responsiveness to national context, citizen priorities and specific strengths and opportunities.

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[26] Global Partnership for Education website: http://www.globalpartnership.org/civil-society-education-fund.

Coalitions undertake a range of activities to impact the environment of policies, ranging from advocacy, campaigning and lobbying to communication and public awareness-raising. They also conduct research and promote capacity support and training as well as participation in the Local Education Groups.

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Overview of CSEF phases, supervising entities, funding and activities

CSEF 2009 -2012

The first CSEF phase (including a no-cost extension period) ran from mid-2009 to mid-2012 with the World Bank as Supervising Entity (SE). A total of 45 coalitions were supported: 28 in Africa, 13 in Asia, and 4 in Latin America/The Caribbean.[27] An important objective of the CSEF (in particular in Phase 1) has been to strengthen the effectiveness of national coalitions in terms of organizational and technical capacity. This phase saw the creation of stronger, more vibrant and representative civil society movements, including the establishment of 9 new coalitions. Many coalitions contributed to putting education on the national agenda in their countries, through mobilization campaigns, awareness raising and by engaging in education debates. Civil society increasingly engaged with LEGs, Joint Sector Reviews and working groups by bringing evidence and information to the table. Many carried out budget tracking and monitoring of government plans to strengthen accountability in the sector. For example, Elimu Yetu Kenya influenced articles on the right to education in the constitutional amendment process, the Cambodian coalition's lobbying resulted in increased investment in teachers, and focus on disabled groups in the new Bolivian Education Law was due to the campaign conducted by the Bolivian Campaign for the Right to Education.

CSEF 2012-2013

Following the initial phase, GCE secured financing from the Australian Government to support CSEF in 2012, bridging a funding gap until new long-term funding could be secured. During this phase, 44 coalitions were supported and important developments took place, particularly in terms of national coalitions engaging in policy processes through a variety of advocacy approaches. Continued work was also conducted to strengthen coalitions and expand their membership through intense capacity support activities, enhanced community-level engagement and growth of district branches of coalitions. Expansion also took place internationally with the establishment of CSEF in a new region covering the Middle East and Eastern European countries. South-South learning was scaled up through the development of learning materials, events and online tools. Finally, a major area of work entailed the commissioning of an independent evaluation.

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[27] For a full overview of countries where coalitions participated in various support programs over the last 5 years, please refer to the annex included in the 2014 Civil Society Review.

Phase	Period	Supervising Entity	Funding
CSEF Phase 1 (including a no-cost extension period)	Mid-2009 – mid-2012	The World Bank	US$17.6 million from GPE
CSEF Bridging Fund	February 2012 – June 2013	N/A	AUD$5 million from the Australian Agency for International Development (AusAid, now DFAT)
CSEF Phase 2	April-2013 – March 2015	UNESCO	US$14.5 million from GPE

CSEF 2013-2015

In late 2012, the GPE Board approved funding for CSEF in 2013 and 2014, with activities to be carried out for a 2-year period through the end of March 2015. Fifty-four countries participated in the CSEF program. Of these, 49 coalitions have so far received approval of and funding in this phase. Of the 54 countries, 28 are in Africa, 15 in Asia-Pacific, 6 in the Middle East/ Eastern Europe, and 5 in Latin America/The Caribbean. [28]

A major focus of CSEF so far – and an area which has seen considerable progress – is the expansion of coalition memberships and the more effective representation of members in order to ensure that a broad, diverse and representative group of voices is included. In preparation for the CSEF 2013 – 2015, consultations with partners and stakeholders were conducted and took on board key lessons and recommendations from the comprehensive evaluation of CSEF 2009-2012, and the GPE expedited review of the funding proposal for the current phase. [29]

Various changes and improvements were made to the CSEF program design including:

- Establishment of a CSEF Global Oversight Committee to ensure oversight, accountability and to avoid potential conflict of interests, and reconstitution of regional Funding Committees that approve CSEF proposals.
- Increased engagement with other civil society partners through the creation of the CSEF International Partners Group (IPG), currently consisting of representatives from ActionAid, Backup Education for Africa, Education International, Ibis, OSISA, OSF, Oxfam, Plan, Results, Save the Children, VSO. Improved procedures for financial and grant management, and human resource management.
- New coalition proposal guidelines and templates with incorporated capacity self-assessments. Development of a CSEF Learning, Monitoring and Evaluation Framework (LMEF) including a results framework, guidelines and reporting templates for National coalitions, regional secretariats and Financial Management Agencies (FMAs). A stronger focus on the learning component was built into the program design. [30]

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[28] CSEF 2013 – 2015 Progress Report to UNESCO for the period 01 January 2014 to 30 June 2014, GCE, 2014.

[29] Regional and National Civil Society Education Funds – CSEF: Evaluation Report, GCE, 2012 and Expedited Review of Civil Society Education Fund Proposal, Global Partnership for Education Secretariat, 2012.

[30] Overview from: Civil Society Strategy Update, Meeting of the Board of Directors, Global Partnership for Education, 2014. Please refer also to the program documents and guidelines in the list of literature.

Policy focus of coalition activities
• Twenty-seven coalitions focus on issues relating to access and reaching every child, with a particular emphasis on inclusive education, including Bolivia, Cape Verde, Moldova, and Timor-Leste. • Twenty-one coalitions focus on education systems issues (governance, legal reform, etc.), with a majority on financing, including Malawi, Sudan, Pakistan and Yemen. • Twenty-two coalitions focus on issues related to quality education, with 15 of these working explicitly on issues related to teachers, including Cambodia, Georgia, Rwanda, and Lesotho. • Twenty coalitions are conducting budget tracking and analysis, often including engagement of citizens and communities in the process, while others are tracking implementation of specific policies and programs. This has led to important results on the ground, for example: (1) Coalitions in Sierra Leone and Burkina Faso contributed to increased domestic financing commitments; (2) Coalitions in Bolivia and Kenya influenced legal language in the countries' constitution; (3) Coalitions in Ghana and Zambia influenced policies around girls education and teachers; (4) Coalitions in Malawi and Bangladesh held governments to account for discrepancies in spending and implementation of planned activities. • In the first year of implementing the current phase, some examples of civil society engagement in policy include contributions of the Ghana National Education Campaign Coalition (GNECC) to government policies on teacher distribution, and a government invitation to Papua New Guinea Education Advocacy Network (PEAN) to present a concept on note on strategies to improve literacy (based on their research). • In addition civil society has played an important role raising popular awareness on education, providing data on learning and monitoring the implementation of education plans and budgets. In Malawi, for example, the Civil Society Education Coalition (CSEC) recently conducted a Public Expenditure Tracking Exercise that led to a company being forced to reimburse local government in one district where materials were not delivered.

The Global Campaign for Education is continuing to reflect on how the design of the next phase of the CSEF might evolve to address the learning from the past five years, to inform the next funding proposal to the Global Partnership for Education.

2.2 Global and Regional Activities Teacher program[31]

The Global Partnership for Education has made support for the teaching profession one of its five strategic objectives, however, evidence from Education International shows that to date the inclusion and participation of teachers' organizations in education sector policy dialogue is still weak. In most developing countries, teachers are unaware of the fact that the government is receiving external support to enhance education, and they are rarely consulted at any stage of the development of the Education Sector Plan, Global Partnership grant application or Sector Reviews. By and large, teachers' organizations in both donor and developing countries lack awareness on GPE-related processes.

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[31] The following section is based on the program documents: Global Partnership for Education/GRA: Improving teacher support and participation in LEGs, Proposal Outline and budget, EI/UNESCO, 2013; Engaging Teachers' Unions with the Global Partnership for Education. Draft Strategy Concept Note, Education International, 2014

Against this backdrop, UNESCO and EI, relevant national government authorities and teachers' organizations from participating countries are receiving funding from the Global Partnership to address the limited dialogue and low sense of teacher ownership of education reform. In 2014, the Global Partnership approved an allocation of US$ 1,984,850 in funding through the Global and Regional Activities (GRA) Program with EI and UNESCO to an initiative for teacher support and participation in LEGs. The purpose of the program is to promote the active and meaningful engagement of teachers' unions in the Global Partnership. UNESCO and EI will assist national

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governments and teachers' organizations mainly through capacity building and promotion of effective collaboration with LEGs around evidence-based sector policy and planning. In particular, it aims to engage teachers more systematically in the debate and elaboration of policies that aim to enhance the effectives of teaching and, consequently, increase the quality of education. The program has not yet launched but is expected to run for two years with the participation of teachers' unions in 10 countries, including 8 in Africa, 1 in Asia-Pacific and 1 in Latin America/The Caribbean.

There are three main thematic areas of the GRA Teacher Program, included below:

Thematic areas of the GRA Teacher program
Improving the technical and organizational capacity of teachers' organizations to participate meaningfully in education sector planning and LEGs.
Improving teacher organizations' and country governments' capacity to improve teacher effectiveness by analyzing, discussing core issues and barriers that impact their status and efficacy: issues of salary scales, work conditions and standards of practice.
Identifying, piloting and implementing innovative approaches to teacher in-service support mechanisms for contract teachers intended to facilitate their engagement in social dialogue through the development of their professionalism and professionalization.

Activities to improve the capacity of teachers' organizations to participate in LEGs involve two of the main thematic areas outlined above and include:

Area 1. **Improving the technical and organizational capacity of teachers' organizations to participate meaningfully in LEGs.**
i) The design and production of a number of training modules intended to cover all aspects of LEGs policy development, namely sector analysis, policy conceptualization, decision-making, implementation, monitoring and evaluation; and
ii) the development of training workshops designed to deliver the modules so as to reinforce the teachers organizations' capacity to participate in LEGs.

Area 2. **Improving teachers' organizations' and country governments' capacity to analyze and discuss issues of salary scales, work conditions and standards of practice.**
The main activities proposed together both teachers' organizations and governments with a view to enhancing organizational capacity to engage in policy dialogue. This will be accomplished through working on a sub-set of the teacher effectiveness issues identified above, namely those that deal specifically with salaries, working conditions, standards of practice and, in connection with area 3, also related to contract teachers. These issues would be handled through
i) training workshops including both representatives of teacher organizations and governments now specific to the narrower set of issues;
ii) formal analyses of teacher human resource issues as they relate to effectiveness that are identified by participants in these workshops and the preparation of background reports, based on these analysis; and
iii) a regional policy dialogue forum on teacher effectiveness issues, based on the above mentioned analysis and background reports, where the main goal is to provide an opportunity for peer learning across countries.

The GRA Teacher Program promises to address some of the key challenges preventing wider participations in policy dialogue and the Global Partnership looks forward to the results of the program that will let teachers to contribute their expertise and knowledge of the reality of education in the country to the decision-making processes that directly affect their practice in the classroom.

2.3 Youth engagement

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While children's and youth organizations are members of many national coalitions, the Global Partnership began to directly engage with youth in late 2013 and early 2014 in the lead up to its Second GPE Replenishment Pledging Conference. The Global Partnership, in cooperation with CSOs and UNICEF, created mechanisms for young people to be actively engaged in education policy discussions around the 2015-2018 GPE replenishment period at the national (both donor and developing country) and global levels.

Specifically, the Global Partnership engaged young people as champions in the lead-up to the GPE replenishment conference in June 2014. The Global Partnership worked to identify opportunities to empower youth at the donor government and developing country partner levels to advocate bilaterally for increased education investment. This primarily included supporting individual youth leaders to hold conversations with their governments and ministers or to engage in collective youth advocacy around education investment. In addition to country-specific advocacy, the Global Partnership supported high-

level youth advocacy at a global level through the role of Malala Yousafzai the youngest-ever recipient of the Nobel Peace Prize, as a Global Partnership education advocate. In this capacity Malala wrote letters to donor and developing governments requesting their participation and increased investment in education at the conference in Brussels.

With generous support from ten partner civil society organizations, a diverse group of 29 youth – including youth from the most marginalized backgrounds (including children with disabilities, child laborers, trafficking survivors, young people from conflict-affected regions and girls) – participated in the first-ever youth delegation to a Global Partnership Replenishment Conference. In addition to the formal pledging conference, a full day of side sessions addressing some of the key policy issues faced by the international education sector took place.

Over the course of events held on June 25 and 26, 2014 youth delegates spoke on 19 of the 24 side panels. This included youth keynote speakers at the opening and closing ceremonies and a pre-GPE Replenishment Conference on the afternoon of June 25th where a participant-wide panel on the post-2015 agenda and education for good governance (both featuring youth speakers) took place. Another outcome was public acknowledgement of the youth delegates by Julia Gillard, Alice Albright, Gordon Brown and others. Additionally, there was a call from youth for formal representation in the Global Partnership through a seat on the board of directors, which was then reiterated in the closing speech by European Commissioner Andris Piebalgs, host of the GPE replenishment, for youth representation in Global Partnership governance.[32]

Beyond the GPE replenishment, the Global Partnership also works to profile the advocacy, policy engagement and education implementation led by young people through its social media channels. This was done through a bi-weekly article on the Global Partnership blog by youth prior to the GPE replenishment and weekly youth blogs (including dedicated week of press profiling youth advocacy for International Youth Day in August 2014).

3. Conclusion

The Global Partnership for Education has evolved considerably to increase its support for civil society since its founding in 2002. As it turns to the future, the lessons learned from its efforts to mobilize and empower civil society through inclusive policy processes can be applied to its next strategic plan, to the Global Partnership's role in supporting the implementation of a new set of post 2015 education goals, and ultimately to the improvement of development approaches in education which put people at the center. While much progress has been made thanks in large part to the financial and political support of the Global Partnership for civil society, much work remains on the part of both the Partnership and the education community as a whole to fully enable teachers, children, youth, and marginalized communities alike to collaborate in defining education sector policy. As the Global Partnership for Education – its Board, Committees and partners – reflect on how to build on past progress, this brief and the *2014 Civil Society Review* will hopefully provide some helpful context for that endeavor.

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[32] Youth recommendations, Second Global Partnership for Education GPE replenishment Conference Brussels, June 26th 2014, Global Partnership for Education, 2014.

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