



PLANNING MATTERS IN EDUCATION

A HANDBOOK FOR CIVIL SOCIETY PARTICIPATION
IN NATIONAL EDUCATION SECTOR PLAN
ACTIVITIES AND PROCESSES

“EACH NATIONAL EFA PLAN WILL (...) BE DEVELOPED BY GOVERNMENT LEADERSHIP IN DIRECT AND SYSTEMATIC CONSULTATION WITH NATIONAL CIVIL SOCIETY”

Dakar Framework for Action 2000

‘Planning matters in education’ is produced by the Global Campaign for Education (GCE) as a tool for citizens and civil society coalitions to participate in education sector policy dialogue. While there are a number of ways for civil society to influence policies and practices of decision-makers, **this handbook focuses specifically on participation in the official processes around planning, development, appraisal and review of national education sector plans.** Extending and improving civil society engagement with these processes is one of the objectives of the Civil Society Education Fund (CSEF) – a programme coordinated by GCE and regional partners, and financed largely by the Global Partnership for Education (GPE), to fund and build capacity of civil society advocacy coalitions in more than 50 low-income and lower-middle-income countries – and this handbook should therefore be of particular relevance to CSEF-supported coalitions. Education sector plans are key components of GPE national-level processes, and this handbook draws on GPE requirements and procedures for developing sector plans, particularly through engagement with Local Education Groups.

National education sector plans should, according to the Dakar Framework for Action, be developed by governments in dialogue with civil society. This handbook aims to help make that process a reality.

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GCE is a civil society movement that calls on governments to realise the right to education. With members in more than 100 countries, our network brings together grassroots organisations, teachers’ unions, child rights groups, NGOs, parents’ associations and community groups. GCE promotes education as a basic human right, and mobilises the public to put pressure on governments and the international community to fulfill their commitments to provide free, high quality public education for all.

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Class break at school in Accra, Ghana
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PART ONE: INTRODUCTION

“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. ... 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.”

Dakar Framework for Action 2000

THE ORIGINS OF THIS HANDBOOK

Governments have recognised the fundamental human right to education since at least 1948, and have made detailed commitments to deliver Education For All – at Jomtien in 1990, at Dakar in 2000, and (in part) through the Millennium Development Goals. As a result, progress has been made, particularly in terms of increasing access. From 1999 to 2010, the number of out-of-school children at primary level fell by 47 million, and the proportion of girls enrolled in primary school rose from 79% to 88%. Thirty million fewer children are missing out on secondary school, and 132 million more young people and adults – of whom 42 million are aged between 15 and 24 – are able to read and write than in the early 1990s.¹ However, 127 million children are still missing out on primary or lower-secondary school, 93 countries are experiencing chronic shortages in the number of teachers needed to deliver universal primary education, and one in five women around the world cannot read or write. Those children in school are often crammed into overcrowded classrooms, with no learning materials, and with teachers who are given little or no training, low salaries and no support.

The governments of the world have repeatedly stated their commitment to the basic human right to education, which means everyone having access to free, quality education, provided by trained and qualified teachers, in safe learning environments, without discrimination. But international declarations – and even national government promises – do not lead directly to the outcomes we need. How states implement their commitments – and how they are held to account – makes a crucial difference: what are they trying to do, does it respond to what parents and children are calling for, and is it effectively implemented? Governments have a responsibility for ensuring that education for all becomes a reality, but they do not operate in a vacuum. Achieving EFA requires both governments to be responsive and active, and citizens to provide momentum, demand change, ensure relevance, track progress and hold governments to account for their promises. This needs to happen through organised civil society action.

GCE believes that a knowledgeable and active civil society, facilitating increased citizen participation, is critical to ensuring effective development, implementation and monitoring of education plans and policies that will realise EFA goals and national education objectives. This can help to overcome some of the many barriers to realising the EFA goals, including lack of political will, weak policy frameworks, planning which does not respond to reality, exclusion of marginalised populations, poor resource mobilisation, and misallocation – or misuse – of funds.

Civil society has a crucial role to play in bringing in a wide range of voices and perspectives, including those not usually heard in policy-making. By promoting awareness of education rights, policies and realities, by mobilising organizations and citizens to engage, and by representing their views in official policy spaces, civil society can:

- Mobilise citizens and bring otherwise marginalised voices into education sector planning
- Help ensure that national goals are appropriate for the country
- Keep pressure on government to pursue these national goals
- Ensure plans are based on national and local realities and priorities
- Draw attention to inequity or neglect of certain groups
- Build public support to call for adequate investment, directed where it is needed
- Track the impact of policies and the use of funds, and report back on that in order to drive action
- Highlight gaps in policy or implementation, particularly in areas of inequity, neglect of certain groups or inefficient or inappropriate use of resources
- Increase accountability, transparency and efficiency in education sector governance.

¹ GCE discussion paper on education post-2015, 2013:4

WHY THIS HANDBOOK?

There are many ways for citizens to influence policies and practices of governments and other decision-makers, from organising mass protest movements to being a member of a government task force that discusses education sector plans and policies.

GCE has produced this handbook focusing on one particular, and relevant, approach: **getting involved with official processes relating to government planning in the education sector, including the development, appraisal, monitoring and review processes related to education sector plans.**

The development, content, implementation and monitoring of governments' plans in the education sector help determine a country's opportunity to realise the right to education for all its citizens. When, in 2000, world leaders came together at the World Education Forum in Dakar and promised to guarantee financial support to countries with credible and democratically developed plans to achieve Education For All (EFA), they not only committed to work together to improve education; they also set a standard for education sector planning, both in terms of the quality of the national plan, and with regards to *participation* in its creation. Broad participation from various groups in society helps ensure ownership and credibility of national plans, and demonstrates national commitment to the education sector.

The Global Partnership for Education (GPE) provides funding and support to improve education in developing partner countries. To obtain funding from GPE, countries need to produce – and achieve development partner endorsement of – an **Education Sector Plan**; this is the main instrument to guide decisions regarding financial and technical support to the sector. It also serves as the reference document for monitoring

education sector activities and progress. Finally, the Education Sector Plan provides an important tool for national governments to raise other funds to support the education budget.

This handbook aims to support civil society to strengthen the knowledge, techniques and skills that citizens need to get involved in the activities that help shape the Education Sector Plan, with a particular focus on GPE-supported countries. It describes how these processes of sector analysis, plan development, budgeting, plan appraisals, monitoring and review tend to work in practice, noting that GPE funding requirements set out a standard process for development, review and monitoring of Education Sector Plans. This necessarily involves dialogue not only between donors and government, but also with other development partners (i.e. international and national NGOs and CSOs, teachers' associations and unions, development agencies and the private sector) in what GPE calls 'Local Education Groups'. GPE's role in supporting education sector development in low- and lower-middle-income countries, and commitment to include civil society in these developments, creates both a need and an opportunity for greater civil society engagement in formal country-level processes – and this handbook aims to provide relevant information, guidelines, pointers and examples. While GPE encourages broad and inclusive participation in LEGs, national civil society is sometimes excluded from these spaces, and this handbook looks into ways to gain access and ensure more effective engagement.

The handbook has been produced by the Global Campaign for Education and draws on both official documents and the experience of GCE coalitions to highlight opportunities for civil society engagement, best practices and common obstacles.

WHO IS IT FOR?

The guide can be of use to civil society advocacy coalitions and citizen movements across the developing world that are trying to make the right to education a reality in their countries. Much of the discussion is about the planning processes and structures that are endorsed by the Global Partnership for Education and other donors, and therefore it is likely to be most relevant in countries that are GPE-funded and those with significant donor funding for education. It is particularly

relevant to coalitions supported through the Civil Society Education Fund (CSEF), a programme run by the Global Campaign for Education and partners, with the majority of its funding from GPE, which supports civil society activity in the education sector across GPE-eligible countries. The CSEF is contributing to increased and more meaningful engagement in official education sector planning, monitoring and review processes.



Children in primary school, Luanda, Angola
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HOW TO USE IT?

This handbook is divided into the following sections:

PART ONE: INTRODUCTION

Why we produced this handbook and who it is for.

PART TWO: KNOW THE BACKGROUND – WHAT CIVIL SOCIETY NEEDS TO KNOW

Contains background information on terms and topics relevant to sector planning:

- Education Sector Plans
- Global Partnership for Education
- Local Education Groups

PART THREE: HOW TO ENGAGE? – WHAT CIVIL SOCIETY CAN DO

Contains practical approaches and tools for the various stages of civil society engagement in sector planning processes (with reference to official GPE guidelines and recommendations):

- **Getting ready to engage:** best practice recommendations on what to do and think about before getting involved in national planning processes
- **Research and analysis:** How to engage with the analysis of the sector that comes before planning
- **Shaping the plan:** how to be part of the process of preparing the education sector plan
- **Appraising the plan:** how to contribute to the official processes of approving the plan
- **Monitoring the plan:** being part of the process of evaluating and reporting on whether the plan is working

PART FOUR: OTHER RESOURCES

There is a considerable amount of information, resources and materials available that civil society coalitions can take advantage of when engaging with education sector planning processes. This section lists some of these.

PART FIVE: TRAINING AND WORKSHOP NOTES

Our suggested methodology for using the handbook to train coalition members and other civil society organisations or citizens to become actively engaged in education sector planning processes.

This handbook can be used as a whole or in part as a reference document, and as a guide to planning. It is designed so that different sections can be printed out and shared separately – e.g. for use in training or workshops. However, we strongly recommend taking time to go through and ensuring understanding of the relevant information in the preparation part, before embarking on the practical aspects of part three. Further resources to accompany this document will be available on the GCE website. We welcome your ideas, comments and suggestions – please contact us at learning@campaignforeducation.org.

PART TWO: KNOW THE BACKGROUND – WHAT CIVIL SOCIETY NEEDS TO KNOW

EDUCATION SECTOR PLANS

This section aims to give the reader an understanding of the nature of Education Sector Plans, what they are, where they come from and their purpose. While this section mentions the technicalities around sector plan development and monitoring, it does not go into detail around how civil society can engage with these processes here, as this is the main focus of “Part three: How to engage?”.

“NO COUNTRIES SERIOUSLY COMMITTED TO EDUCATION FOR ALL WILL BE THWARTED IN THEIR ACHIEVEMENT OF THIS GOAL BY LACK OF RESOURCES. (...) THE KEYS TO RELEASING THESE RESOURCES ARE EVIDENCE OF, OR POTENTIAL FOR, SUSTAINED POLITICAL COMMITMENT; EFFECTIVE AND TRANSPARENT MECHANISMS FOR CONSULTATION WITH CIVIL SOCIETY ORGANIZATIONS IN DEVELOPING, IMPLEMENTING AND MONITORING EFA PLANS; AND A WELL-DEFINED, CONSULTATIVE PROCESSES FOR SECTOR PLANNING AND MANAGEMENT.”

Dakar Framework for Action 2000

WHAT IS AN EDUCATION SECTOR PLAN?

An Education Sector Plan is an official government document that sets out what the government wants to achieve in the education sector – often with specific reference to achieving EFA – and the strategies it will use to do this.

The plan typically includes the following components:

- i. **Sector and policy analysis (provides the rationale behind the plan):**
 - a. Context-specific analysis of progress and gaps in the education sector, covering areas such as access, equity, quality, management, finance, accountability etc.
 - b. Overview of legal frameworks governing the education sector, such as laws, policies, acts of parliament, international commitments, government initiatives
- ii. **Strategic framework and programme:**
 - a. The goals, objectives and targets of the education sector – and how these fit in with broader national development aims
 - b. Policies and legislation that need to be implemented or revised
 - c. The programmes and activities to be implemented to meet the targets
- iii. **Implementation modalities:** The roles and responsibilities of different stakeholders involved in planning, managing, implementing and monitoring of the education sector
- iv. **Costs and financing:**
 - a. Estimated cost of implementing the plan
 - b. Sources of finance for sector plan implementation
- v. **Monitoring and evaluation:** The strategy for regular review of the education sector
- vi. **Capacity development:** Identification of gaps and strategy for building capacity of implementing partners in the education sector
- vii. **Action plan:** Contains details on short-term activities and programmes. Performance assessment and revision of this plan is carried out annually.

While Education Sector Plans normally contain the aspects listed above, the name, content, layout, timeframe, which sub-sectors are covered and even how they are produced, vary from country to country.

Sometimes it is not the only plan governing the education sector; the government may, for example, have a long-term strategic plan for the education sector along with a shorter-term implementation plan. The following table presents some of the possible forms that a plan can take:

PURPOSE	SCOPE	TIMEFRAME	STRUCTURE	ADDITIONAL ELEMENTS	DEVELOPMENT PROCESS
• Sets out the government strategy for education • Should guide action through policy, practice, and financing • Used as a means to secure funding from GPE and/or other international donors • Can be adjusted over time	OPTIONS: • Whole EFA agenda • Universal Primary Education • Universal Basic Education • School Sector reform • May include Early Childhood Care and Education and adult literacy and skills for youth, if within remit of the Ministry of Education • EFA and beyond, i.e. including higher education	OPTIONS: • Long-term plans (10 years +) • Medium-term plans (3-5 years) • Short-term plans (1-3 years)	OPTIONS: • Stand-alone education sector plan • Part of national development plan • Part of Poverty Reduction Strategy Paper (PRSP)	ESP MAY BE ACCOMPANIED BY: • A specific plan about achievement of the EFA goals • A costed implementation / action plan covering a shorter period of time (often the Medium Term Expenditure Framework) • Provincial, district or even school-level plans	OPTIONS: • 'Technocratic' process led by e.g. Planning Unit • Plan developed by the government with the Local Education Group (openness and transparency varies) • Plans developed with strong stakeholder input and strategic orientation



School children in rural Nicaragua
Copyright Stine Christiansen

It is worth noting that GPE requires an Education Sector Plan to be accompanied by an implementation or action plan, as mentioned above; often such a plan is seen as an integrated component of the sector plan – which is also assumed in this handbook. Furthermore, external appraisal and development partner endorsement of the sector plan (normally done through the Local Education Group) are prerequisites for obtaining GPE funding to support implementation of that plan. How to ensure meaningful engagement through the LEG is therefore highlighted in upcoming chapters.

FOR MORE INFORMATION

The GPE Guidelines for Education Sector Plan Preparation and Appraisal is a useful reference document, which sets out how a plan should be composed and structured: <http://www.globalpartnership.org/content/gpe-unesco-iiep-guidelines-for-education-sector-plan-preparation-and-appraisal>. Go to Additional Resources, page 40, for examples of education sector plans.

WHERE DO EDUCATION SECTOR PLANS COME FROM?

The 2000 Dakar Framework for Action refers to the *EFA plan* as a central guiding tool for the education sector, and a document that – if credible and democratically developed – shows commitment to achieving Education for All, and as such brings in the importance of support from the international community. Since then, countries across the globe have strived to develop good quality Education Sector Plans, both to demonstrate their dedication to education, and to help attract donor support needed to resource their plans. The Global Partnership for Education (GPE) has been a major funder of Education Sector Plans in low-income countries since its establishment in 2002, and accessing GPE funding requires the existence of a credible national Education Sector Plan. Whilst Education Sector Plans may include the education sector in its entirety, including beyond EFA, GPE focuses its funding on the EFA part of these plans.

HOW IS THE EDUCATION SECTOR PLAN DEVELOPED AND WHO IS INVOLVED?

National Education Sector Plans are developed through a comprehensive process of sector analysis and strategic planning. The Dakar Framework and GPE guidelines both clearly state that the development of national plans to achieve EFA goals should be led by governments in collaboration with partners including national civil society. This is often not the case in practice: national governments are normally in the driving seat, though donor partners are often heavily involved driving the agenda and sometimes may even take a leading role; governments may also develop plans in isolation from civil society. Nevertheless, GPE recommendations that all relevant stakeholders participate in the discussions around sector plan development and approval give civil society an opportunity bring research and information into debates and engage in discussions to influence details of the plan and budget, ensuring it reflects the needs of the citizens, particularly excluded groups. **GPE believes that civil society must have a recognised and full role in creating Education Sector Plans, and be full members of any stakeholder groups required to provide input to or assessment of national plans.**

The first four sections of Part Three focus on Education Sector Plan development processes in detail.

HOW IS THE EDUCATION SECTOR PLAN IMPLEMENTED?

The final plan is a working tool, used to guide action: all government activities in the education sector should arise from or at least be in line with it. It is also a living document, in that it can be adjusted during implementation. In GPE processes, an Action Plan is an important part of the Education Sector Plan as it contains more detail on specific programmes and activities to be implemented. This is sometimes called an implementation or operational plan, and is organised around the Education Sector Plan objectives and results framework. According to GPE, Action Plans should include:

- Clear links between the education sector plan strategic framework (e.g. policy objectives and strategies) and specific programmes and activities
- A clear, organised description of programmes and associated activities
- Details of inputs required (including total costs and unit costs)
- Start date and end date for programmes and activities
- Details of funding sources for all activities
- Roles and responsibilities for activity implementation, monitoring and reporting
- Expected outputs (linked to a results framework).

WHAT DO EDUCATION SECTOR PLANS AIM TO ACHIEVE?

While the Education Sector Plan tends to be the central framework for achieving priority goals in the education sector, there is variation in how much this includes. The Dakar Framework For Action called on governments to develop national EFA plans that would lead to achievement of all the EFA goals; in practice, however, the development of specific plans to achieve universal primary education (UPE), in line with the narrower Millennium Development Goals, have often been given greater importance by governments and donor partners. GPE (before its name change from the Fast Track Initiative – FTI) used to manage the Catalytic Fund, which provided financial support for Universal Primary Education plans only. As such, many of the previously developed Education Sector Plans tend to neglect areas like early childhood education, adult literacy and skills for youth. As GPE has gone through a process of reform in recent years, it has expanded its approach to broader sector issues (including overall sector financial sustainability). This has helped to encourage more effective planning and implementation of activities, from all sources of funding and for the entire sector.



“GPE HAS GONE THROUGH A PROCESS OF REFORM IN RECENT YEARS... THIS HAS HELPED TO ENCOURAGE MORE EFFECTIVE PLANNING AND IMPLEMENTATION OF ACTIVITIES, FROM ALL SOURCES OF FUNDING AND FOR THE ENTIRE SECTOR.”

Pupils in Freetown, Sierra Leone

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HOW IS PROGRESS MEASURED?

In order to be able to measure progress, GPE encourages the development of a results framework to establish links between Education Sector Plan policy objectives (and associated programmes and activities) and expected results (i.e. outputs, outcomes and impact). A results framework can be created in many different ways, but generally comprises similar components to those included in the table below. This table illustrates a results framework, using the example of a girls' drop-out prevention programme.

COMPONENT	DESCRIPTION	EXAMPLES
PROGRAMME ACTIVITIES/INPUTS	Activities related to a specific programme	- Establishment of girls' clubs - Construction of girls' sanitary facilities - Training of female teachers and guidance counsellors
PROGRAMME OUTPUTS	Direct results of the programme activities	100 girls' clubs established - Construction of 200 sanitary facilities - Training of 5,000 female teachers and guidance counsellors. <i>Note that programme outputs may be organised by themes, such as "school quality improvement" or "support to marginalised children" which include several activities.</i>
EXPECTED OUTCOMES	Expected results of the programme, usually related to the policy objective	- Increase in girls' net enrolment ratio (NER) - Reduction in girls' drop-out in lower secondary school
EXPECTED IMPACT	Ultimate 'end goal' of the policy objective	Increasing educational attainment and literacy for girls
BASELINE DATA	The data that is measured at the start of the programme	- Current girls' and boys' NER – disaggregated by region, disability and income - Current girls' and boys' drop-out rates – disaggregated by region, disability and income
TARGETS	The goals to be reached by the end of the Education Sector Plan (ESP)	- Increase girls' NER by 10% – specific targets for certain regions and for girls with disabilities - Reduce girls' drop-out by 5% – specific targets for certain regions and for girls with disabilities

HOW ARE EDUCATION SECTOR PLANS MONITORED?

Monitoring and evaluation of progress in the education sector happens on an ongoing, annual and long-term basis. A formal review of ESP implementation usually takes place through something called the 'Joint Sector Review' (JSR), which is a collaborative effort between governments, donor partners and other stakeholders, to assess progress with implementing national sector plans and achieving objectives. Civil society should (at least in theory) be part of these reviews, and are uniquely placed to make inputs. Joint Sector Reviews are often carried out on an annual basis, but can be more or less frequent. A key reference document for any JSR is the government's annual report on the past year's implementation of the ESP. Careful attention to and review of this document is an excellent opportunity for civil society to constructively engage the government and other development partners.

Part Three, 'Monitoring the Plan', focuses on monitoring of sector plans in detail

WHAT SHOULD EDUCATION SECTOR PLANS BE LIKE?

The Dakar Framework for Action called on governments to develop – through a participatory process – national EFA plans that are both comprehensive and credible. The GPE and other agencies have reflected this call in their requirements and processes for obtaining funding.

- **Comprehensive:** The GPE has defined a “comprehensive” plan as one that covers the whole education sector; spans the “medium term”, often three years; and includes a results framework, monitoring and evaluation strategy, a comprehensive financing framework, and a multi-year action plan (or implementation plan).
- **Credible:** Claiming that a plan is credible of course raises the question of who is to judge whether it is credible, and on what basis. Donor partners will always look at whether a plan has clear goals, and is strategic, costed, feasible, and adapted to the country context. It should also be evidence-based, equity-sensitive and clearly set out accountability including clear roles and responsibilities, and monitoring & evaluation that is sensitive to communities. Civil society may need to help ensure these aspects are considered, and should also monitor the process of development, making sure it takes place in a consultative manner and is country-driven, rather than being an exclusive, academic or consultancy product.

When engaging with Education Sector Plan development processes, civil society should also work towards ensuring plans have equity at heart, and are inclusive, flexible and achievable.

THE GLOBAL PARTNERSHIP FOR EDUCATION

WHAT IS THE GLOBAL PARTNERSHIP FOR EDUCATION?

The Global Partnership for Education (GPE) is a multi-stakeholder consortium made up of donor governments, multilateral development agencies, developing country governments, civil society including teachers, and other stakeholders who work in collaboration to improve education in the world's poorest countries. It works by mobilising partners around a single, national education plan in each country; and provides financing for that plan, as well as seeking to encourage other donors to coordinate their finance around it. Since its establishment in 2002 – at which point it was known as the Fast Track Initiative – GPE has grown from seven developing country partners to 59 in 2013 and has allocated nearly US\$3.7 billion in support of education sector plans. This makes GPE the fourth largest donor for basic education in low-income countries, with plans for expansion.

GPE is currently working towards its 2012-2015 strategic plan, which is founded on the following four goals:

- **Access for All:** All children have access to a safe, adequately equipped space to receive an education, with a skilled teacher.
- **Learning for All:** All children master basic literacy and numeracy skills by the early grades.
- **Reaching Every Child:** Resources are focused on the most marginalised children and those in fragile and conflict-affected states.
- **Building for the Future:** National systems have the capacity and integrity to deliver, support and assess quality education for all.

Five objectives have been identified, of which each supports at least two of the strategic goals, focusing on:

- Support to fragile and conflict-affected states
- Girls' education and learning environments
- Early grade learning
- Quality and teachers
- Aid and domestic financing for education.

GPE works globally to increase attention to education and to pool resources and knowledge of a wide range of partners in support of education. Through this approach it provides coordinated funding to nationally developed Education Sector Plans in low- and lower-middle-income countries, working with Local Education Groups (LEGs) as the main governing groups at national level. This partnership methodology has contributed to significant results in GPE countries, such as improving primary school completion rates and

increased developing country domestic financing allocations. On average, domestic financing in GPE developing country partners as a share of the GDP rose by 10% after countries joined the partnership. GPE's key achievements are outlined on their website and in the 2012 Results for Learning Report (www.globalpartnership.org/content/results-learning-report-2013/).

WHO RUNS THE GPE?

The GPE is explicitly a partnership of different stakeholders. Globally, it is governed by a Board of Directors drawn from each of the GPE constituencies, and supported by a Secretariat and a set of Board Committees. The Board of Directors agrees on policies and strategies for the Partnership, mobilises resources, makes final funding decisions, discusses policy issues, monitors progress and provides directions to the Chair of the Board and to the Secretariat. The Board terms run two years at a time, but a representative can hold a seat for longer, if agreed by the constituency; alternatively,

Board representation may change in the middle of a term. Each constituency seat is comprised by a main and an alternate member, and at present the composition of the Board and the number of constituencies is as follows:

- Africa – governments (3)
- Asia and the Pacific - governments (1)
- Eastern Europe, Middle East and Central Asia - governments (1)
- Latin America and the Caribbean - governments (1)
- Donor governments (6)
- Civil society (3, of which one is explicitly for the teaching profession)
- Private Sector and Foundations (1)
- Multilateral Agencies/Banks (3)

The three civil society constituencies are northern/international civil society (CSO 1), developing country civil society (CSO 2) and the teaching profession (CSO 3). The CSO 1 and 2 GPE board representatives are elected through a democratic process run by the Global Campaign for Education, to represent civil society views in board discussions (based on feedback and views from constituency members) and sharing Board decisions with global civil society. For more information about this process please contact the GCE Secretariat (learning@campaignforeducation.org). The CSO 3 representatives are supported

through Education International, the global federation of teacher unions. The current civil society representatives on the GPE Board are:

- Northern civil society (CSO1): David Archer, ActionAid International (Member) and Joseph Nhan-O'Reilly, Save the Children UK (Alternate)
- Southern civil society (CSO2): Cheikh Mbow, COSYDEP Senegal (Member) and Madiana Samba, EFA coalition Sierra Leone (Alternate)
- Teaching profession (CSO3): Marième Sakho Dansokho, SYPROS Senegal (Member) and David Edwards, Education International (Alternate)

GPE recently adopted a new governance structure, aiming to increase Board efficiency, transparency and voice, improve attention on global issues and better monitor results. This introduced a new set of committees, which each are responsible for providing advice and recommendations to the Board within assigned areas. These include:

- **Coordinating Committee:** Supports the GPE Chair in general coordination and decision-making
- **Country Grants and Performance Committee:** Makes recommendations and tracks progress in relation to country grants
- **Governance, Ethics, Risk and Finance Committee:** Oversight of governance, ethics, and risk and financial management
- **Strategy and Policy Committee:** Oversees strategy and policy development.

The GPE Secretariat provides technical and administrative support to the GPE board, developing country partners and other stakeholders. It is also responsible for facilitating research, communication and learning, and for overall promotion and running of the Partnership. The World Bank acts as a *trustee* on the financial side, and is responsible for the administering and transferring of funds to GPE Fund recipients.

GPE policies, strategies and governance structures are always subject to change (in line with discussions and decisions made by the Board). As such it is important for civil society to stay informed about the latest updates and developments within the Partnership, by regularly checking the GPE website (www.globalpartnership.org), or the section on the Global Partnership for Education on the website of GCE (www.campaignforeducation.org).

WHO CAN APPLY FOR GPE FUNDING?

GPE resources aim to strengthen education in the world's poorest countries and, as such, GPE funding eligibility is determined by a country's level of poverty, education vulnerability, fragility and primary completion rates. Financing for implementing Education Sector Plans and programmes (Program Implementation Grant) is reserved for low-income and fragile countries, as well as some small-island states, and at present 65 countries are eligible. Furthermore, smaller grants for **developing or revising** Education Sector Plans (Education Plan Development Grant) are available for 14 additional lower-middle-income countries. The list of eligible countries (which may change over time, according to GPE Board decisions) can be found on the GPE website: www.globalpartnership.org/eligibility-for-program-implementation-grants. GPE also supports civil society through the GCE-led Civil Society Education Fund (CSEF), as well as some global and regional programmes managed by the World Bank, UNESCO, Education International, UNICEF and others.

FOR MORE INFORMATION ABOUT

- CSEF: www.campaignforeducation.org/en/building-the-movement/civil-society-education-fund
- GPE: <http://www.globalpartnership.org/> and dedicated section on GPE at the GCE website
- GPE eligibility: www.globalpartnership.org/finance-and-funding/gpe-fund/program-implementation-grant/indicative-allocations
- GPE financing: <http://www.globalpartnership.org/finance>

THE LOCAL EDUCATION GROUP

WHAT IS A LOCAL EDUCATION GROUP?

A Local Education Group (LEG) brings government, donors and other key sector stakeholders² together to support Education Sector Plan development, implementation and monitoring. Its name can vary from country to country, for example 'Education Coordinating Group' in Zimbabwe, 'Education Sector Development Committee' in Liberia, and 'Education Local Consultative Group' in Bangladesh. **GPE refers to all of these as 'Local Education Groups' or 'LEGs' – and so do we in this handbook.**

While according to a recent GPE report³ all GPE countries have a Local Education Group, this may not necessarily be a formal or official structure, and it is not always known to civil society. The size and composition of LEGs also differs; GPE reports that memberships can range from below 10 to over 100 members. Most groups include government departments and donors who are active in the education sector (some also have other ministries or departments). International NGOs (INGOs) are often represented, and on some occasions private sector education providers participate. Although GPE encourages civil society participation in LEGs, local CSOs and teacher representatives are sometimes left out, with civil society being limited to international NGOs. From monitoring and evaluation carried out by GCE, it is observed that in some countries civil society is deliberately excluded from LEGs, and at other times civil society has a seat but has limited participation or influences. It is crucial for civil society to be active, credible and respected participants in LEGs, and to demonstrate their value to governments and donors. Ghana and Cambodia are examples of countries with strong civil society participation in the LEG, and citizen participation is improving in many other locations, such as in Lesotho and Sierra Leone.

WHAT IS ITS FUNCTION?

Local Education Groups have emerged from the drive for donors to better coordinate their development assistance – both with governments, and with each other. Regardless of the name, this is the group that brings government and partners together to discuss the education sector. In the context of GPE, the LEG is a core part of country-level processes and the main mechanism for securing GPE membership, for development, appraisal, endorsement and monitoring of Education Sector Plans, and for applying for GPE funding. It is *"a collaborative forum for policy dialogue and for alignment and harmonisation of technical and financial support to the Education Sector Plan"* (GPE Country Level Process Guide, 2012). Its key functions include:

- Facilitating collaborative dialogue and decision-making on education sector plans
- Regular communication and information sharing related to sector activities, progress and challenges
- Ensuring monitoring, evaluation and regular sector review, usually through Joint Sector Review processes
- Facilitating funding applications to the GPE.

WHO RUNS THE LOCAL EDUCATION GROUP?

In theory – and in GPE guidance – Local Education Groups are led by the national government. In practice, this is not always the case. According to the 2014 GPE LEG Capacity report, just under two thirds of groups were chaired or co-chaired by the Ministry of Education. Under GPE guidance, the LEG nominates one of the official donor agencies (often the lead donor) to act as a *coordinating agency* (CA), which *"has a central role in facilitating the work of the LEG under the leadership of the government"*. Specific attention needs to be given to provide consistency and leadership within the LEG.

Meaningful country ownership requires careful management of the participation of different stakeholders; as such it may be helpful to develop a code of practice that ensures engagement and ownership by a broad range of stakeholders, including civil society.

² Types of stakeholders varies based on country and political context, but can for example include INGOs, national civil society, teachers' unions, sector professional groups, think tanks, education faculties or colleges, private sector, parents associations etc

³ GPE LEG Capacity report 2014

TERMS OF REFERENCE FOR GPE COORDINATING AGENCIES

www.globalpartnership.org/content/terms-reference-coordinating-agencies

WHAT OTHER RELEVANT ACTORS ARE THERE?

While GPE processes require involvement of the LEG in developing and monitoring Education Sector Plans, they also require appraisal and endorsement of plans by the *Development Partners Group*. The Development Partners Group (DPG) should comprise all partners which support the government to develop and implement the Education Sector Plan, although in practice the DPG is sometimes comprised only of donors. The group may be a subgroup of the LEG, a group more or less identical to the LEG, or a separate entity. GPE states that civil society can and should join these groups, and GPE encourages civil society coalitions to join. The DPG is also expected to be active in the Joint Sector Review.

WHAT IS THE ROLE OF THE LEG IN APPLYING FOR GPE FUNDING?

Funding applications to the GPE are developed and submitted through government engagement within the Local Education Group. GPE provides detailed guidelines for this process, which includes the following steps:

1. LEG communication with the GPE secretariat
2. Education Sector Plan development (the country may also apply for funding for the process of developing the ESP itself) – the LEG must be involved
3. Education Sector Plan appraisal and endorsement – the DPG must be involved
4. Application for Program Implementation Grant linked to ESP
5. ESP implementation and monitoring – both LEG and DPG (if separate) should be involved

Throughout the application process, the LEG members and the Coordinating Agency work closely with the Country Support Team at the GPE Secretariat. One of the partners of the GPE needs to take on the role of the Supervising Entity (SE), to oversee the Program Implementation Grant, transfer funds to the grant recipient and report back to the LEG and the GPE on progress.

WHY SHOULD CIVIL SOCIETY ENGAGE WITH THE LEG?

Local civil society organisations, particularly national education coalitions, are in a unique position to provide evidence and research which reflects the actual needs of the citizens and can be used to improve education policy,

planning and implementation. Ideally, their input to the LEG, drawing on strong community links, can inform policy, legislation, implementation strategies, budgeting and institutional design. In order to do this, civil society needs to plan their engagement with the LEG. Civil society can also use the LEG to hold donors and governments to account and raise concerns, inconsistencies and discrepancies in implementation and spending.

FOR MORE INFORMATION

about the GPE fund application process:
www.globalpartnership.org/content/country-level-process-guide

The first four sections of Part Three from page 20 will focus more on how civil society can engage with the sector planning processes including through the LEG

CASE STUDY: LEG EFFECTIVENESS IN KENYA

In Kenya LEG members share a joint understanding of the role of civil society as a mutual player in the group, which opens up valuable opportunities for the national education coalition, Elimu Yetu Coalition, to voice citizen concerns and recommendations. In general the coalition's views are respected and taken seriously, which is a reaction to EYC's ongoing efforts to strengthen its credibility by bringing quality and relevant research and evidence to the table. While donor agencies tend to take on a leadership role, EYC often acts as facilitator in discussions between the LEG partners.

The coalition has realised that there are some key elements to ensuring that the effectiveness of the group is maintained – often it depends on its members and its leadership, and can come down to personalities. In order to ensure efficiency it is important to ensure the clarity of the mandate that the LEG has within GPE processes, and any new leadership needs sufficient induction to avoid interruptions in dialogue. It is also useful to try and create a spirit of collaboration and reiterating a common purpose, allowing space for all parties can contribute and share opinions.

PART THREE: HOW TO ENGAGE? WHAT CIVIL SOCIETY CAN DO

GETTING READY TO ENGAGE

DEFINING THE VALUE OF PARTICIPATION – WHY SHOULD CIVIL SOCIETY BE IN THE ROOM?

Citizen involvement in education sector plan processes is both valuable and necessary for achieving education goals. Before engaging in dialogue to influence policy change, it is important to think through what you can contribute and why you should be present in the room where decisions are made. The results of this analysis should be a reminder of **why we are doing what we are doing**. It is vital that civil society does not take a backseat, but strives to contribute and drive discussions with quality inputs based on credible evidence. The aim should be to demonstrate to governments and donors that civil society organisations are indispensable co-drivers. At best, civil society should be acting as a way to represent citizen voices, including particularly the most marginalised citizens, in official discussions, and acting as a bridge between community realities and official processes. Specific contributions can include:

- Advocating for more inclusive approaches to sector planning
- Contributing specific knowledge and understanding about the realities of the education sector, especially at community level
- Carrying out research and analysis for specific provision in the Education Sector Plan and proposing concrete solutions and recommendations
- Showcasing successful projects that are working in the field and that can influence national practice
- Amplifying voices and perspectives of different interest groups in society, especially the most disadvantaged, as well as teachers, parents and students
- Enhancing accountability by ensuring broad public awareness of government commitments and responsibilities, and mobilising wider civil society, community and stakeholder participation and buy-in
- Enhancing accountability by engaging citizens in tracking performance and effectiveness of service delivery, especially at the local level.

When working together in a coordinated and effective way, civil society can make a significant difference to the relevance and quality of Education Sector Plans – by contributing to the analysis that informs these plans, by influencing what is in the plan, by bringing their knowledge of what is happening on the ground to bear in monitoring and evaluating implementation of the plan, and by playing a watchdog role by demanding transparency and accountability of all activities relating to its implementation.

KNOW YOUR OWN RESOURCES

To have this impact, it is important to be appropriately prepared. Ask yourself the questions below, and try to identify what resources you have already in your network – then you can plan how to turn it into what you need to get what you want.

WHO ARE YOU? MAKE CLEAR WHO YOU (REALLY) REPRESENT AND WHAT YOUR STRENGTHS ARE

Broad-based civil society constituencies have much greater impact on education sector discussions, and working together opens the door to the knowledge and expertise of other organisations which can be brought into debates and builds credibility. Make sure to clarify who you represent, and what your constituency can bring to the table. Key questions are:

- Who are your members/constituents? Which organisations/society groups/geographical areas do you represent? Which groups are not yet part of your coalition, and how can you reach out to them?
- What knowledge, expertise and community-level links and networks do your members bring, and how are these relevant to the development and monitoring of Education Sector Plans? In particular, what data and information do you have access to that others, outside civil society, don't?
- What links do you have to key targets and audiences like government, donor agencies and the media, and who within your network is best placed to represent you with each of these?
- Do you have (or can you build) a database detailing the links, knowledge and expertise of your members?

TIPS

Think about convening thematic or functional groups or committees to capture and build on expertise in particular areas, and draw on the strength of your constituency. Managing representation and stakeholder engagement in broad-based constituencies is challenging, but crucial to success: GCE is producing a separate handbook sharing lessons on this.

WHAT DO YOU KNOW? PRESENT STRONG EVIDENCE

Make sure you have all the facts and figures to hand; be prepared to speak about your organisation's direct experience; and draw on sources (such as community consultations or tracking exercises) that are not easily accessible to government or donors. You will be listened to if you can credibly bring in relevant evidence or meaningfully represent groups of citizens. Key questions to ask are:

- Drawing on the expertise and experience of your members, what are the main issues that you think need to be captured in the Education Sector Plan, or in reviews of it?
- How are the issues defined in current education sector planning discussions? Do you need to redefine them, or change the terms of discussion?
- What robust evidence and information on these issues do you already have within your network, or what skills do you have to build this evidence?
- What do you still not know that you want to build knowledge or an evidence base about? What skills and resources can you mobilise within your network to do this?

CASE STUDY: GATHERING EVIDENCE IN NIGERIA

The Civil Society Action Coalition for Education for All (CSACEFA) works in various areas Nigeria, including the Kwara region, located in the northern part of the country. Here the local government has put in place the Every Child Counts policy, aiming to improve quality education in the region. Yet barriers remain, particularly in relation to teacher deployment in the most rural locations.

In 2013, CSACEFA (with support from CSEF and the international NGO VSO) conducted a research process consulting teachers as well as parents, pupils and government officials. The findings demonstrated severely uneven distribution of teachers in urban versus rural areas, with pupil-teacher ratios as high as 200:1 in some rural areas, and as low as 13:1 in several urban schools. The Kwara House of Assembly reported that in some rural schools one teacher was in charge of grades 1-6 in addition to maintaining the role of Headmaster. CSACEFA used these findings to advocate for improvements in teacher recruitment, teacher deployment, monitoring and retention, and teacher welfare, through concrete policy recommendations shared with the government and other stakeholders. A documentary mapping out the issues was also produced (www.youtube.com/watch?v=q9MOWr42Nck). As a result, enhanced transparency in teacher deployment processes was introduced, and the House of Assembly initiated a process to develop legislation on increased teacher allowances in rural areas. CSACEFA has also since been more fully included in national planning processes and the Annual Education Sector Review.

WHAT DO YOU WANT? SET CLEAR GOALS

Whether you are focusing on specific policy areas (e.g. inclusive education, girls' access to secondary school) or broader processes (e.g. responsive and transparent budgeting processes) make sure you know what you would ask for if granted three wishes to reform the education sector. Key questions to ask are:

- What are the major priorities in the education sector for your network and constituencies?
- What are the major things you want the government to do in terms of policy, planning and implementation?
- What would success look like?

WHO ARE YOU TALKING TO? UNDERSTAND YOUR CONNECTIONS AND STAKEHOLDERS

Civil society never achieves change by talking to itself. Influencing the development and review of education sector plans requires much more intensive and ongoing engagement than simple participation in a LEG (or equivalent) meeting once a month – let alone once a year. LEG participation is crucial, but you need to go beyond that. A stakeholder mapping and power analysis of key actors can help you to understand who you should be engaging with and what links you have to them. Key questions to ask are:

- Who are the key decision-makers and influencers in the sector? What are their priorities and perspectives? Who do they listen to? What are their views of civil society? Who in your network has connections to them?
- How are they involved in planning processes? What are the relevant groups, committees, meetings or events where policy dialogue takes place? How can you access them?
- Is civil society recognised by the government as an official partner and do you hold a seat on the LEG? If not, how can you get access (including by using links from within your network)?
- Is there any legislation restricting civil society participation in your country?
- Are there influential partners or allies (individuals or institutions) that you can work with on specific issues or to increase your access?
- Who is your opponent? Does anyone present particular resistance to your views?

TIPS

When doing your stakeholder mapping it is useful to think outside the box and beyond the normal players, for example:

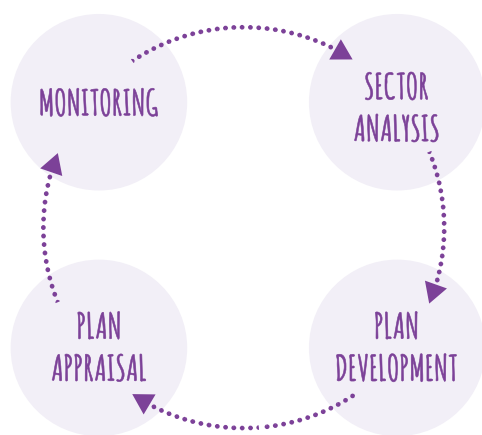
- Are you aware of the advisers that support the donor leads, who can have high influence over decisions? These advisers often take on assignments across regions, so contacting coalition colleagues in neighbouring countries might give you insight about their specific focus, interests and opinions.
- Do you know who the most influential government representatives/members of parliament are, and can you build a relationship with them?
- Are there any cross-party/all-party parliamentary group on education?
- Who are the influencers beyond the Ministry of Education, for example the Ministry of Finance, National Planning Commissions?
- Are there any influential actors that are actively working to include aspects into the Education Sector Plan which contradict your views, for example promoters of for-profit schools?

CHOOSING YOUR ENTRY POINT

The official education sector development process is cyclical and involves various activities, led by the government, but often with extensive involvement from donor partners. Civil society can have an impact at any point of the cycle. When preparing for engagement it is crucial to identify which entry points to use - whether the focus is on one particular activity, such as sector analysis, or on the entire process. This decision should be based on the analysis of how civil society can best contribute with capacity and expertise. The key components of the sector development cycle are:

- Sector analysis
- Plan development
- Plan appraisal and endorsement
- Monitoring

You will also need to understand the timeline: when are plans being developed, appraised and reviewed.



Pages 27 to 30 unpack these stages, and discusses specifically how civil society can use them as entry points for engagement.

PUTTING THOUGHTS INTO ACTION

Once you have a clear rationale for civil society participation, know your own resources, and have determined your entry point, you can develop an action plan for civil society engagement, mapping out what you want to achieve, how you will get there, and what success would look like. This plan should be developed through membership or partner consultations, through discussions on common goals, sharing of information, crafting of joint analysis, identification of partners' skills and expertise to be used in implementing the plan, and building consensus on how to work as a movement with Education Sector Plan processes. If your plan will require additional resources, you can also produce a budget to outline activity costs. This plan and budget can be used to mobilise resources from the CSEF or other sources.

CASE STUDY: INSTITUTIONALISING CIVIL SOCIETY PARTICIPATION AND ENSURING TRANSPARENCY IN EDUCATION SECTOR GOVERNANCE IN BURKINA FASO.

The national education coalition, Coalition Nationale EPT du Burkina Faso (CN-EPT/BF), has put ongoing pressure on the government to ensure inclusive planning processes over several years. In response, the government slowly began to include civil society in education planning and monitoring. A major accomplishment was the development of a document that institutionalised the relationship between civil society and the Ministry of National Education. This document stipulated civil society's involvement in developing, validating and assessing the action plans and budgets of the Ministry. The Ministry displayed its commitment to transparency by making sector documents and school budgets available to the public and allowing the participation of civil society in Ministry of Education Councils at county, regional, and national levels. By pursuing citizens' oversight and tracking of budgets and spending, civil society was able to monitor local level school management and ensure funds reached intended beneficiaries. The information gathered by the coalition was fed back to the Ministry of Education, with recommendations for how to maintain democratic governance of education at local levels. As a result of social audit processes, nearly all schools received necessary supplies on time in 2011-2012: a significant improvement from previous years.

RESEARCH AND ANALYSIS

CIVIL SOCIETY PARTICIPATION IN EDUCATION SECTOR ANALYSIS

An Education Sector Plan should be designed based on an understanding of what the current situation *actually* looks like, and what it *should* look like. The official education sector analysis provides the evidence base on which plans are developed. It identifies the specific issues, challenges or gaps to be addressed and existing strengths to be built on. Sector analysis looks at the present condition of the education system through research activities including fact-finding, data collection and data analysis.

A plan encompassing the whole sector will normally involve analysis of all sub-sectors, where a range of questions and core issues are typically investigated. The sector analysis should look at factors beyond the education sector, and also cover the environment in which the system is operating.

Civil society engagement in education sector analysis is important for ensuring that the knowledge, perspectives and interests of different groups, including those who are disadvantaged and vulnerable, are taken into account and highlighted. The outcomes of the analysis should be used to make proposals and recommendations to Education Sector Plan development.

WHAT TO WORK ON AND WHO TO WORK WITH?

Citizens and civil society organisations can provide valuable contributions to education sector analysis by bringing in specific knowledge and networks on the ground. The following questions will help identify how – and with whom – to engage in analysis processes.

- Which organisations are you involved with? Think about community organisations, think tanks, academic institutions, specialist interest groups.
- What are their focus areas in education and what is their specialist expertise in those areas?
- What information – whether data, citizen views, or understanding of what is happening in classrooms – do they have special access to?
- What are their specific ways of working that can help build an evidence base? For example academic research, community consultations, school-level monitoring, online, social media and mobile technology tools.

TIPS

If some of these skills or approaches are not now present in your coalition, you may want to think about strengthening your community consultation mechanisms, launching monitoring projects, or building your research skills. Other GCE learning documents will focus on these techniques.



Primary school in rural Nicaragua
Copyright Stine Christiansen

MAKING MEANINGFUL CONTRIBUTIONS

Civil society groups and coalitions should make contributions to the core issues and related questions that are typically asked in the government sector analysis process, but also provide research and analysis, i.e. through

engagement with local communities, on areas where civil society is particularly well-placed – and that are often overlooked in the official process. Civil society can also add value to the processes by measuring results, conducting risk analyses and sharing good practice.

CORE ISSUES – OFFICIAL EDUCATION SECTOR ANALYSIS	MAJOR QUESTIONS ASKED IN OFFICIAL EDUCATION SECTOR ANALYSIS	PERSPECTIVES THAT CIVIL SOCIETY CAN ADD
CONTEXT ANALYSIS		
Includes demographic trends, the economy and labour market, socio-economic contexts, child health and nutrition, poverty and social exclusion	- What is the current social and economic context of the country (or state)? - What is the current status of the education sector; where do we stand today? - How well is the education system meeting needs of the country (including knowledge and skills in the world of work) and of specific groups?	- Is analysis grounded in the country context? - What are the specific perspectives and challenges of disadvantaged groups in society (e.g. minorities, migrants, pastoralists, people living with HIV, people affected by conflict and natural disaster) and marginalised/vulnerable children (e.g. children living in poverty, children with disabilities, working children, orphans, children living with and affected by HIV) - How do perspectives differ with gender, and between rural and urban populations? - Who attends private schools and what affect does this have?
EXISTING POLICIES ANALYSIS		
Includes constitution, legislative frameworks policies and norms, both written and unwritten	What are the current policies concerning education and how relevant are these to today's context?	- How well do policies meet the needs of disadvantaged groups? - Citizen (including parent, learner, teacher, etc.) knowledge of and perceptions of existing explicit and implicit policies. Do they think policies are being implemented effectively? - How do these perceptions vary for disadvantaged groups, with gender, and for rural/urban populations?
COST & FINANCE ANALYSIS		
	- How much of the national budget and of GDP is allocated to education? - What is the full cost of achieving EFA in the country? - How does available financing compare to this cost? - How much of the education budget is covered by external donors? - What potential is there to expand available resources for education (e.g. through GPE)	- What are the real costs of education for families? - Are policies on free education/school fees being implemented? - What is the impact of private costs for education? - What funding is reaching school level? What is not being funded? - Are existing programmes adequately financed? - Is education funding reaching the intended beneficiaries? - Do budgets respond to citizen priorities? - What is the breakdown of the budget for education, and are sufficient funds spent on primary provision, teachers, teacher training, etc.? - Are donor contributions harmonised, rather than duplicating, existing work/support?

SYSTEM PERFORMANCE ANALYSIS		
Includes out of school children, completion, inclusion, gender, literac	• How equitable is education service delivery? Who is (not) being reached? • What are the indicators of quality within the system, in terms of both inputs and outcomes? What proportion of teachers is properly trained, and what pupil-trained teacher ratio is envisaged? • What are the critical issues affecting education sector performance. E.g. where are the bottlenecks in the system? Where are the shortages? What factors push out children from school or lead to low levels of achievement?	• Access issues (e.g. who has access and who is left out? Who is currently disadvantaged or excluded? Who benefits from current education provision?) • What do citizens perceive as the major barriers to access, particularly for disadvantaged groups? • What do citizens perceive as the major barriers to retention, particularly for disadvantaged groups? • What are student, parent, teacher and community perceptions of quality? What do citizens perceive as the major barriers to quality, particularly for disadvantaged groups? • What are student, parent, teacher and community perceptions of equity? • What are student, parent, teacher and community perceptions of teacher preparation and support? • What are student, parent, teacher and community perceptions of school environments, learning processes, safety, etc.? • What are student, parent, teacher and community perceptions of measurement and evaluation of learning and quality?
GOVERNANCE & SYSTEM CAPACITY ANALYSIS		
	• How well is the education system meeting the needs of all children and adult learners in society? • How well is the education system functioning, i.e. what is working well, what is not and what needs to be changed? • What is the extent and quality of data collection, management and analysis? • What governance structures are in place and how well do they function?	• Community perceptions of school level capacity (school head, teachers, school health provision, etc.) • Community perceptions of local education management capacity and responsiveness (e.g. sub-district, district) • Community perceptions of school effectiveness and of school-community relationships (PTA, School management committees, etc.) • Citizen awareness and perception of corruption and mismanagement in education governance • Level of citizen participation in policy dialogue and access to policy documents and budgets • Are the education sector budget and other relevant documents accessible to the public?

WHAT CHALLENGES MAY ARISE WHEN ENGAGING WITH EDUCATION SECTOR ANALYSIS?

Even though civil society is in a unique position when it comes to gathering relevant information and evidence from the groups that are affected by education – be it students, teachers and children out of school – their contributions to sector plan development are often overlooked and excluded. Common challenges to be aware of include:

- Education Sector Analysis is often considered a technical process – e.g. conducted by ‘experts’ and international consultants – and can exclude national civil society and grassroots organisations; it is often ‘top down’ rather than ‘bottom up’. Civil society coalitions should address this by:
 - Working on strengthening and demonstrating their credibility, to be recognised as contributors to this process;
 - Calling for standard procedures that ensure an inclusive and participatory process; ensuring information dissemination so as to encourage broad consultation; and
 - Engaging regularly with the Local Education Group so as to be fully aware of what is happening when.
- There is often a preference for ‘numerical’ information (e.g. number of teachers, test scores). However, *descriptive* information is equally important for policy and planning, and civil society should stress this with the government and donors when engaging in sector dialogue, emphasising information and data that is evidence-based and relevant for the specific discussions.
 - For example, girls dropping out of education may be due to several factors not identified in an annual school census, including lack of sanitary facilities, insufficient female teachers, gender violence and the demand for girls’ labour in the household

- Contextual issues (e.g. demographic and socio-economic contexts, child health and nutrition, social exclusion) are often not included in the sector analysis. Civil society should carry out analyses which reflect the different contexts in which citizens in their country live and use the results to make contributions to sector plan development.
- Access to education sector analyses are often limited, and civil society should use the LEG space to advocate for increased transparency and sharing of official information, for example on government and GPE websites.

CASE STUDY: SECTOR REVIEW AND ANALYSIS IN GHANA

Every year the Ghana National Education Campaign Coalition (GNECC) brings a broad range of civil society organisations across the country together for the annual civil society Education Sector Review. This offers a joint platform for citizens to assess and discuss education sector implementation and performance according to the government sector plan, through which a civil society organisation (CSO) position paper with key policy recommendations and demands is developed. The position paper is presented at the government’s National Education Sector Annual Review (NESAR), organised later in the year. GNECC’s review activities have helped contribute to important policy change, such as enhanced spending on education, expansion of school feeding programmes, an increase in the value of capitation grants to schools, and provisions for constructing more classrooms as part of the Education Strategic Plan.

TIPS

VSO’s START toolkit is a useful practical guide for engaging with research in advocacy processes: www.vsointernational.org/Images/start-toolkit-advocacy-research-rebrand_tcm76-21106.pdf

SHAPING THE PLAN - USING YOUR ANALYSIS

Make sure you have Part Two, Education Sector Plans, in front of you!

PARTICIPATION IN EDUCATION SECTOR PLAN DEVELOPMENT

Education Sector Plans should set out what the government wants to achieve in the education sector, and how it intends to do this. The degree of space given to civil society to be part of creating this plan is very varied. Civil society organisations should assess all the potential opportunities for engaging, including through participation in Local Education Groups, participation with the Donor Partner Group, participation in one or several technical working groups or *ad hoc* working groups, or engagement with the government or a donor partner on particular sections or areas of the Education Sector Plan, such as early childhood care and education (ECCE), basic education, costing or monitoring and evaluation (M&E).

Civil society should make use of the findings of their sector analysis to contribute to sector plan development. The key aspects to engage with include:

- Setting of policy priorities, objectives and targets
- Identifying action programs and activities
- The practicalities around implementation
- Budgeting
- Crafting an action plan.



A primary school in Lilongwe, where a class of almost 100 children is being taught under a tree

Copyright Kjersti Mowé/Global Campaign for Education

TIPS

This handbook assumes a reasonable degree of openness and space for civil society to engage; without this, civil society may need to adopt a different approach. For instance, civil society can push for greater space in these processes through:

- Using the media create public pressure for citizen priorities.
- Build credibility by expanding representation and carry out relevant research
- Creating alliances with in country INGOs that sit on LEGs
- Building relationships with donors and government officials
- Contacting the GPE country support team for advice
- Contacting LEG coordinating agencies. A separate GCE publication is being developed in 2014 focusing on coalitions' engagement in diverse political contexts and limited democratic spaces.

CASE STUDY: ENTERING THE LOCAL EDUCATION GROUP IN VIETNAM

The Vietnam Coalition for Education for All (VCEFA) joined the Local Education Group in 2012. In Vietnam, the Local Education Group is called the Education Sector Group (ESG) and operates with UNESCO as the coordinating body. Since its establishment in 2010, VCEFA has worked on advocacy activities to improve policies on ECCE, quality education for disabled groups and continuing education. This helped to gradually raise the profile of the coalition with the Ministry of Education and other stakeholders. However, accessing official dialogue spaces remained a challenge. In June 2012, VCEFA began a dialogue with UNESCO about LEG engagement, arguing for the value of including civil society participation in such important forums. UNESCO responded by officially inviting the coalition to become a member of the ESG. A door was therefore opened through the LEG coordinating agency.

SETTING OF POLICY PRIORITIES, OBJECTIVES AND TARGETS

Through this process, the government works with stakeholders to identify long-term goals, policy priorities and key strategies, and to translate these into specific measurable objectives and targets to be achieved within the life span of the sector plan. This entails agreeing on:

- Long-term policy directions and priorities
- Prioritisation of goals and objectives
- Major strategies for reaching the goals

Civil society can support the process by using the results from their consultations and sector analysis to contribute to discussions, complement decision-making and make proposals. This involves thinking about:

- Existing policies, objectives and strategies – should they be:
 - Continued to be implemented as they are at present?
 - Scaled up?
 - Modified in order to address identified shortcomings?
 - Dropped, as they are infeasible or inappropriate?
- New policies, objectives and strategies – what would they look like?
 - Demand for new initiatives based on national/local context
 - Relevant international evidence on the effectiveness of new interventions
 - Identification of the implementation requirements for such interventions
 - Arrangements for piloting new initiatives (to ensure that they are appropriately tailored to the local context and working as intended).

IDENTIFYING ACTION PROGRAMMES AND ACTIVITIES

This process includes designing priority action programmes for reaching the identified objectives, including time-bound activities and allocation of responsibilities for achieving them. Effective programming requires that partners involved in education sector development reach clarity and consensus in terms of:

- Concrete goal-setting (probably by sub-sector)
- Specific objectives (by sub-sector)
- Target-setting (by specific objective)
- Programmes (by specific objective. e.g. teacher training, curriculum development)
- Activities (by programme)
- Monitoring mechanisms/plan.

Civil society organisations can engage in discussions around these components by participating in the *feasibility analysis process*. This is an official process where stakeholders analyse the proposed objectives, programmes and plans and ask questions such as:

- To what extent are the objectives and priority activities coherent and compatible with each other?
- Is the sequencing of activities appropriate?
- Are any key components missing?
- To what extent are estimated costs compatible with the financial resources expected to be available?
- Is the proposed design transparent and accountable?
- What are the main risks in implementing this design and how can they be managed/mitigated?
- What communications strategy is required for implementation to proceed smoothly?

PRACTICALITIES OF IMPLEMENTATION

A component of the Education Sector Plan is related to implementing modalities, i.e. who is responsible for carrying out the planned activities. The arrangements around actual implementation are important and entail identifying the institutions (e.g. specific Ministry of Education departments), offices and individuals that will be in charge of putting the various sections of the Education Sector Plan into practice. This requires an assessment of the capacity strengths and weaknesses of these duty bearers, the planning of appropriate actions for capacity building and ensuring transparency and accountability in terms of governance of the education sector. Allocation of roles in implementation should as far as possible be consistent with the existing responsibilities of relevant government departments (assuming these are effective). The relationships of responsible actors should be outlined in an organisational chart based on the Ministry of Education's existing structure, though new structures may be necessary depending on current levels of capacity within relevant departments.

The level of capacity is reviewed in terms of the following:

- Public sector management
- Institutional capacity
- Administration effectiveness
- Individual officer competencies and incentives.

Civil society can support the assessment by:

- Providing evidence on capacity levels at the local level, for example schools and community- or district-level administration
- Reflecting on their own capacity needs relating to plan engagement.

Civil society might also reflect on its own potential involvement in the actual implementation of the plan:

- What are the reasonable and realistic roles for parents, teachers, students and the community in general?
- How will NGOs/CSOs be involved in M&E activities?

RESOURCING THE PLAN

A vital aspect of education sector planning includes calculating the resources required to implement the Sector Plan, and balancing these with available resources. This necessarily involves defining human and physical resources needed to carry out the plan. Cost estimations depend on assumptions of resource use (for example textbooks per pupil and pupils per classroom ratios) and on cost items (for example teacher salaries, cost of building schools) – and how these link to the policy objectives of the plan.

Resource availability should be carefully considered during the development of the plan. If there is a funding gap between the cost of the plan and the potential domestic resources available for education, there is a need to review potential funding opportunities from donor partners (for example GPE), ideally channelled through general or sector budget support. Household contributions should NOT be relied on as a funding source for basic education costs.

Civil society engagement in budgeting processes should help to bring in community-based research that can highlight spending priorities, particularly encompassing the most marginalised groups and overlooked themes, and illustrate real costs. The latter can include, for example, minimum teacher salary levels, or spending necessary to genuinely implement fee-free schooling and eliminate hidden fees. One particular concern for civil society organisations is to ensure that cost calculations genuinely encompass the cost of a quality education, in terms of budgeting for a fully trained, well-trained, adequately supported and motivated teacher workforce. Cost-cutting in this area has too often undermined the quality of education and learning.

Some civil society organisations and INGOs contribute more directly to budgets, either by providing funding, or by mobilising funds both within and outside the country. Civil society can also lobby the government to increase domestic investments, and make recommendations on alternative mechanisms to resource the education sector, for example through more progressive tax systems.

TIPS

For more information on how civil society can carry out advocacy around domestic financing for education and the issue of tax look at GCE's Taxing Business: Financing education For All through Domestic Resources (2013): www.campaignforeducation.org/docs/reports/GCE_A_TAXING_BUSINESS.pdf

CRAFTING AN ACTION PLAN

The government Action Plan, sometimes called the implementation or operational plan, is prepared on a programme-specific basis. It follows the same structure and is organised around the same objectives and results as the Education Sector Plan, but includes more detail on specific programs and activities. It is the element that provides the link between strategies, programs, and resources, and it also provides information on timing, roles, responsibilities, and unit costs.

Developing an action plan requires dialogue:

- Among offices inside the Ministry of Education (e.g. to ensure coordination and collaboration)
- Between Education Ministries and the Ministry of Finance (e.g. to ensure alignment of the plan with the annual budget)
- Between Government and donor partners (e.g. to obtain information about all forms of external funding)
- Between Government and local actors (e.g. to ensure accountability).

GUIDELINES ON ACTION PLAN PREPARATION FROM THE GLOBAL PARTNERSHIP FOR EDUCATION

- •A clear statement of what the activity is, and evidence-based analysis for choice of activity. This will serve as a reference point in developing a work plan.
- The programme objective that the activity is supporting. This information shows the relationship between the activity and the results framework. It ensures that activities support agreed priorities.
- Time period. This shows the extent of the match between the annual costs of activity implementation and the available funding.
- The quantity of the outputs (for example, the number of teachers trained, the number of classrooms built). This information is critical for the annual implementation report; it confirms the target for a given activity in a given year.
- The unit cost. This information is a reference point for the annual implementation report. Education planners, decision makers, and partners will want to know if the implementation strategies have been efficient.
- The overall cost of the activity. This is the quantity multiplied by the unit cost. The cost of all action plan activities needs to be within the overall envelope of resources identified in the education sector plan.
- Source of funding. It is important to use only those sources of funding that are actually available or are likely to be available based on current projections. Depending on the modality of the support of donor partners, some sources of funding may be managed outside the regular national budget process or by local governments, non-governmental organizations, or other entities. If activities funded by these entities are part of the ESP, they should appear in the action plan. The financing information associated with the action plan needs to be compatible with the financing plan.
- The entity responsible for implementation. This information shows the responsibility for each activity. The entity listed as responsible for activity implementation should initiate funding requests in time for implementation.
- The action plan also includes the output indicator from the program or results framework to which the activity is contributing. If there are activities that do not correspond to output-level indicators in the results framework, it is still useful to provide indicator-type information that will show if or when the activity has been implemented.

TIPS FOR EFFECTIVE CIVIL SOCIETY ENGAGEMENT IN EDUCATION SECTOR PLAN DEVELOPMENT

- Donors often hire consultants/advisers to develop the education sector plan. If you are active in the LEG, you can influence this process or help draft specific sections of the sector plan.
- Ministries of Education often appoint staff to lead sector development. Try to get to know them and talk to them about how you can support their work.
- There are often gaps in costing and financing, especially in accurately costing how much money is needed to ensure universal access to free primary education. Getting to know education sector costing, budgeting and financing is challenging, but can offer a lot of insights which are helpful for policy participation and influence.
- Household education and community costs (e.g. cost of school uniforms, transport to school, infrastructure maintenance) are often not included in education sector plans, but these costs should be acknowledged, especially if they act as barriers to access. Civil society can make an important contribution by making decision-makers aware of this.

CASE STUDY: BROADENING PARTNERSHIPS AND COLLABORATION IN PAPUA NEW GUINEA

The PNG Education Advocacy Network (PEAN) engages with a broad range of stakeholders and does not rely solely on individual relationships with the Department of Education. PEAN has had long-standing relationships with the Department of Education and the Department for Community Development and also serves as a member of the Steering Committee of the Education Sector Program. To broaden its engagement with the government, PEAN has been working with other government wings. The coalition is a member of the National Census Advisory Committee and is now working with the National Statistics Office to improve the quality of research relating to education for people with disabilities. PEAN has also been working with the Department of National Planning and Monitoring through the Consultative Monitoring Council to advocate for adult literacy programmes, and contribute to the PNG Government's Vision 2050 which provides strategic direction for all government development priorities. PEAN also collaborates with the National Research Institute through projects that promote equity in education.

WHAT IS THE APPRAISAL?

Once an Education Sector Plan is developed, in order to get GPE funding it must receive final approval through an *appraisal*. While government leadership, parliamentary approval and civil society engagement are politically necessary to guarantee genuine national ownership, donor approval is a practical necessity to secure external funds. In GPE processes, therefore, the appraisal of the Education Sector Plan is the process through which the plan is endorsed or approved by in-country representatives of bilateral and multilateral agencies, in the form of the Development Partner Group. This endorsement signifies a commitment to align external financial support and aid, including GPE support, to the government's Education Sector Plan. GPE does recommend that other partners are involved, including parliament and civil society, although this happens to a varying degree in practice.

In the context of GPE funding, the appraisal is organised to evaluate:

- the leadership and *participation* of stakeholders in the *preparation* and *planning* process of the plan
- the *design* and *content* of the plan, looking at analysis, priorities and financing
- the implementation and readiness of the plan and in terms of capacity, governance and risk mitigation.

The appraisal asks a set of questions to help assess the overall plan and to identify the gaps that require additional research and close monitoring during implementation. The process implies a need for interviews and field visits, in addition to a desk review of the Sector Plan.

The appraisal process provides an opportunity to check whether the plan responds to citizen concerns, so it is important for civil society to ensure the appraisal process is carried out in a transparent and inclusive manner. The table below has questions that civil society can ask during the appraisal. Answers to these questions can be shared with the LEG and the GPE country support team to ensure action is taken to address arising challenges. Civil society coalitions should also communicate with their civil society representative on the GPE Board, with the GCE secretariat or with their respective regional entity if they have concerns or recommendations that need to be brought forward to the GPE Board of Directors.

APPRAISAL AREAS	SPECIFIC ELEMENT	QUESTIONS TO ASK
PLANNING PROCESS	PREPARATION AND STAKEHOLDER ENGAGEMENT	Did the plan preparation enable meaningful citizen participation? In particular, did the plan preparation allow the voices of poor people, disadvantaged children and other relevant but often marginalised stakeholders to be heard? Was there open sharing of information with all stakeholders throughout the process?
PLAN DESIGN	EDUCATION SECTOR AND POLICY ANALYSIS	Did the Education Sector Analysis accurately and fully describe the education context and challenges in the country, from the perspective of civil society? Did civil society participate in the official Education Sector Analysis process?
		Were the specific analyses and suggestions made by civil society taken into account? If not, why not?
		Was there opportunity for the findings of the official Education Sector Analysis to be discussed by civil society?
	STRATEGIC FRAMEWORK: OBJECTIVES POLICY PRIORITIES AND TARGETS	Did the findings of the Education Sector Analysis inform decision-making about ESP priorities and activities to improve education outcomes, including for disadvantaged children and marginalised groups? [And youth and adult learners, if included.] Do the objectives respond to citizen priorities?
		Are the strategies in the plan adequately designed to improve the educational outcomes of disadvantaged children? [And youth and adult learners, if included.] Are there specific targets?
	PROGRAMME DESIGN AND IMPLEMENTATION MODALITIES	Do the programmes in the plan address the specific barriers to access and quality for disadvantaged children? [And youth and adult learners, if included] Are any of the programmes in the plan designed to improve the participation of civil society in the education sector? Does the plan advance equity and gender equality in terms of education participation, quality education and other sector investments?
	COSTING AND FINANCING	Is the costing and source of financing fully transparent and accessible to citizens? Are costs for implementing free, universal access to quality basic education realistic? Are household costs accounted for?
	MONITORING AND EVALUATION	Is there an M&E approach for the sector plan? Does civil society have a role in monitoring the plan? What is it?
	ACTION PLAN	Was the Action Plan developed in consultation with civil society?
PLAN IMPLEMENTATION AND READINESS	SYSTEM CAPACITY	Does the plan identify and address capacity constraints identified by civil society that would affect implementation? Are CSOs identified as being able to provide capacity building support at the sub-national levels?
	GOVERNANCE AND ACCOUNTABILITY	In what ways does the ESP aim to strengthen accountability to beneficiaries, especially among disadvantaged and marginalized groups? Are education sector performance data available to civil society? Do accountability mechanisms include the participation of CSOs?
	IMPLEMENTATION RISKS AND RISK MANAGEMENT	Is the plan sufficiently transparent and are accountability mechanisms robust enough to combat corruption and loss of resources? Have implementation capacity constraints at all levels been assessed?

MONITORING THE PLAN

MONITORING AND EVALUATION

Monitoring and evaluation (M&E) is critical to ensuring that the implementation of the Education Sector Plan is on track to achieve its targets and expected results. An effective M&E system should ask whether activities are being carried out as intended and if the targets of the plan are being reached according to the results framework (see pages 15-16).

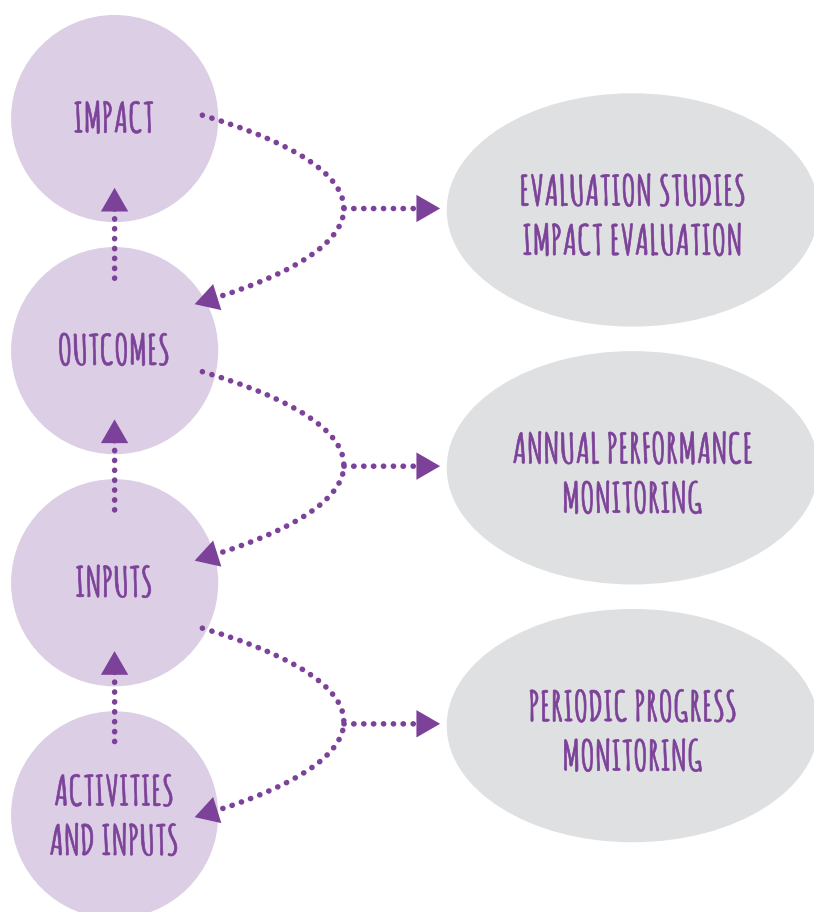
Civil society has a crucial role in ensuring accountability in the education sector through monitoring and evaluation activities, by contributing with research, tracking and perspectives on

important issues. It has the advantage of access to communities and interest groups who can report on the reality of implementation. Conducting such monitoring is a huge part of civil society activity (and is prioritised within Objective 3 of the CSEF programme). This handbook, without going into detail about how to conduct such monitoring, points to some of the ways in which civil society can feed in the results of their monitoring to sector review processes.

Some common M&E activities include routine monitoring, periodic reviews, annual review, and evaluation. Online tools and physical field visits for validation of data can be adopted.

LEVELS OF THE RESULT CHAIN

M&E MECHANISMS



HOW CAN CIVIL SOCIETY ENGAGE?

Routine monitoring: This may include monthly or quarterly monitoring of activity implementation at national and decentralised levels (for example are textbooks delivered? Is infrastructure sufficient? Are new projects being completed? Are school grants getting to schools and are they being used properly?) as well as general monitoring of the quality of service delivery (for example are there enough teachers in disadvantaged schools? Do they receive good support from sub-national offices? Is there a low rate of teacher absence?). This can include activities such as participatory and community-level tracking of budgets and implementation. **Civil society** can participate in official monitoring or plan their own exercises. They may engage their networks of teachers, students, school management committees etc. across various areas of the country to participate in gathering relevant information, and work to track whether resources reach intended targets. Civil society monitoring can take place at national, sub-national, district, and school level, and could include tracking of specific programme activities or inputs, school reports, score cards organised thematically or geographically, or resource flow maps. Results should be shared with implementing departments.

Periodic monitoring reviews and evaluation:

This is generally led by the government monitoring unit, which produces a short performance report that outlines progress, identifies constraints and recommends corrective action for implementing departments. School calendars play a role here, and sector plans are therefore often monitored on a 'termly' basis. **Civil society** involvement may include partnering with the monitoring team to look at implementation of a particular programme or at progress towards a specific objective, and contributing to the performance report. Civil society may also conduct its own periodic reviews and evaluations, at various levels, for example through community oversight committees, field review visits, or termly reflection processes.

Annual performance reviews: This activity, often led by the government monitoring team, reviews the performance of the entire sector against the education sector action/operational plan (which includes the results framework and indicators for this plan). A consolidated performance report is produced and will serve as the basic document for the official Joint Sector Review, which should assess achievements and shortcomings and agree on improvements. The government might also produce an Annual School Census prior to the JSR, to ensure sufficient data is gathered for the review. Each Joint Sector Review should serve as an input to the following year's annual action plan (including the budget). The annual report should use the same format as the annual operational/action plan and include unit cost, quantity, and overall cost information for each activity, as well as information on the progress in achieving the targets set. **Civil society** can make invaluable contributions to the Joint Sector Review, through their continuous monitoring of the education sector, and make specific recommendations and proposals for the upcoming plan. In several countries, civil society coalitions organise parallel or 'shadow' civil society education sector reviews to feed into official processes and dialogue. It can be useful to bring constituencies together for face-to-face consultations in advance of official annual reviews, to develop concrete position papers and demands to bring forward to the government and donors.

Evaluation and research: Evaluation is usually carried out at the midterm and at the end of the Education Sector Plan period. Often, it is a process led by independent personnel in order to guarantee objectivity. An evaluation tests the premises upon which the education sector plan is built and provides guidance for future plan development. It may lead to rethinking the plan's priorities and targets fully. The intent of the final review is not only to evaluate impacts and outcomes, relevance, cost-effectiveness, and sustainability, but also to analyse the reasons certain results have or have not been achieved, and to derive lessons for policy revision and for preparing the next medium-term plan. **Civil society**, as a member of the LEG, should use evidence-based research and expertise to be involved in this activity.

TIPS FOR CIVIL SOCIETY ENGAGEMENT:

- Organise internal reviews and consultations with civil society.
- Share learning on different accountability mechanisms (see examples above), and make use of GCE learning tools on these.
- Integrate findings and recommendations into formal government processes and documents.
- Build credibility and partnerships, for example through sharing evidence-based research and partnering with stakeholders or allies in the government.
- Ensure effective and targeted communication and dissemination of findings, including through community media and social media, in order to have policy influence. (Again, other GCE tools can provide guidance on this.)
- Balance demand for accountability and the necessary work of highlighting gaps and failings with constructive support, for example by recommending solutions and alternatives and identifying positive progress.

CASE STUDY: ENGAGING LOCAL COMMUNITIES IN MONITORING IN NICARAGUA

The Forum for Education and Human Development Initiative of Nicaragua has established education roundtables in 44 municipalities, through which it works to engage citizens in monitoring and analysis of the education sector at local level. Through information gathering, data collection and budget analysis, the roundtables have been able to identify gaps in budgets and make suggestions on improved spending. For example, in the cities of Telica, Camoapa, La Trinidad and Esteli civil society used their findings to secure improvements in the municipal budgets. On the Caribbean coast, the presentation of civil society budget analysis resulted in the commitment of municipalities to invest 8% of their local-level spending to education. The educational roundtable of Kukra Hill municipality, in turn, obtained the mayor's commitment to invest in scholarships for students and educators, repairs in classrooms and schools, and payment of transportation so educators can participate in training workshops and other activities.



Workshop with school children in Esteli, Nicaragua
Copyright Kjersti Mowé

BACKGROUND:

Website: www.globalpartnership.org/

Eligibility: www.globalpartnership.org/eligibility-for-program-implementation-grants/

Financing: <http://www.globalpartnership.org/finance>

Terms of Reference for Coordinating Agencies: www.globalpartnership.org/content/terms-reference-coordinating-agencies

Resources: www.globalpartnership.org/library/

10 Key Results since 2002: www.globalpartnership.org/10-key-data-results/

Results for Learning Report 2013: www.globalpartnership.org/content/results-learning-report-2013/

GUIDELINES:

GPE Guidelines for Education Sector Plan Preparation and Appraisal: www.globalpartnership.org/content/global-partnership-education-education-plan-development-grant-guidelines

GPE Country-Level Process Guide (includes information on Local Education Groups): www.globalpartnership.org/content/country-level-process-guide/

EXAMPLES OF EDUCATION SECTOR PLANS:

Benin Education Sector Plan 3rd Phase 2013-2015: www.globalpartnership.org/fr/content/b%C3%A9nin-plan-d%C3%A9cennal-de-développement-du-secteur-de-l%C3%A9ducation-actualise-phase-3-2013-2015/

Burundi Education Sector Plan 2012-2020: www.globalpartnership.org/fr/content/burundi-plan-sectorial-de-d%C3%A9veloppement-de-l%E2%80%99C3%A9ducation-et-de-la-formation-2012-2020/

Cambodia Education Strategic Plan 2009-2013: www.globalpartnership.org/content/cambodia-education-strategic-plan-2009-2013/

Ethiopia Education Sector Development Program IV (ESDPIV): www.globalpartnership.org/content/ethiopia-education-sector-development-program-iv-2010-2015/

Malawi National Education Sector Plan 2008-2017: www.globalpartnership.org/content/malawi-education-sector-plan/

Mozambique Education Strategic Plan 2012-2016: www.globalpartnership.org/content/mozambique-education-strategic-plan-2012-2016/

Nicaragua Education Sector Strategic Plan 2011-2015: www.globalpartnership.org/content/nicaragua-plan-estrat%C3%A9gico-de-educaci%C3%B3n-2011-2015/

Tajikistan National Strategy of Education Development 2012-2020:

Timor Leste National Education Strategic Plan 2011-2030: www.globalpartnership.org/content/national-strategy-education-development-republic-tajikistan-till-2020

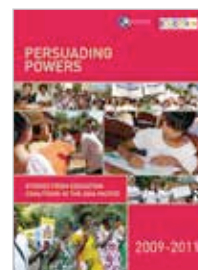
www.globalpartnership.org/content/timor-leste-national-education-strategic-plan-2011-2030/

Somalia Education Sector Strategic Plan 2012-2016 (Puntland State of Somalia): www.globalpartnership.org/content/puntland-education-sector-strategic-plan-2012-2016/

All GPE developing country partners: www.globalpartnership.org/developing-countries/

GCE website: www.campaignforeducation.org

The GCE website includes important resources on specific issues (e.g. ECCD, Education Rights, Teacher Policy and Equity), best practice case studies from CSEF, as well as examples of civil society approaches from national coalitions supported by GCE, ASPBAE, ANCEFA, CLADE and ACEA (some examples below).



CSEF: www.campaignforeducation.org/en/building-the-movement/civil-society-education-fund

ACEA website: www.arabcampaignforeducation.org/

ANCEFA website: www.ancefa.org/

ASPBAE website: www.aspbae.org/

CLADE website: www.campanaderechoeducacion.org/

ADVOCACY TOOLS:

VSO START (Simple Toolkits for Advocacy Research Techniques): http://www.vsointernational.org/Images/start-toolkit-advocacy-research-rebrand_tcm76-21106.pdf

PART FIVE: WORKSHOP AND TRAINING NOTES

TWO-DAY TRAINING PLAN

Right is a suggested agenda for a two-day training workshop on engaging with education sector planning processes, for civil society campaigners and advocates using this handbook. You may prefer to schedule three or four days, in order to cover all material thoroughly. We hope to produce other sample agendas in future, covering additional aspects like action planning, Education Sector Plan analysis, etc., and we welcome GCE member coalitions sharing their resources with us.

TWO DAY TRAINING ON CIVIL SOCIETY POLICY PARTICIPATION IN EDUCATION SECTOR PLANNING

DAY 1

1 hr Introduction

- Welcome participants, present training objectives and discuss participant expectations
- Share participant experiences in education, policy and civil society

1 hr Civil Society Influence

- Discuss, "What is the role of civil society in education?"
- In small groups, discuss "What are some of our past successes/challenges?" and report back

2 hrs The Education Sector Plan & the planning processes

- Present information on the education planning cycle and the Education Sector Plan
- Present information on the LEG and/or other key planning spaces
- Discuss how things work in your country
- Where possible, invite someone from the LEG to come in to talk about the LEG
- In small groups, discuss how civil society can contribute to the LEG

1 hr GPE

- Present basic information on the GPE
- Present information on how the LEG applies for GPE funding
- Role play the process of applying for funding (steps 1-5)

2 hrs Preparing to engage

- Introduce the major issues in preparation (who are we, what do we know, what do we want, who do we know?)
- Go through the checklist "Have we planned for effective participation?" in small groups
- Discuss the self-assessment in the large group
- Identify collectively some key action points to better prepare for engagement

30 min Wrap-up

- Participant feedback, lessons learned, discuss the agenda for the next day

DAY 2

15 min Introduction

- Discuss the agenda for the day

1.5 hrs Education sector analysis

- Introduce the key elements of education sector analysis
- Read case studies on xx and xx and discuss the influence civil society can have on sector analysis
- In small groups, identify up to five key areas of expertise or community experience that you would want to bring into sector analysis; outline any additional research needed

2 hrs Engaging in preparation of Education Sector Plan

- Present the key elements of preparation of the Education Sector Plan and appraisal
- Present the current Education Sector Plan
- Break down into four small groups*, each of which discusses one of the following in relation to the current plan:
 - Priorities, objectives and targets
 - Action programmes
 - Institutional structure
 - Resources
- *For a big meeting, break into more than four groups, and more than one group can discuss the same topic.
- If you have time, discuss information on ESP Appraisal

1 hr Monitoring and evaluation

- Present information on M&E
- Discuss M&E information specific to your country: what does your country identify as priority goals and targets
- Discuss participant experiences in M&E

1.5 hrs Action steps / Influencing Policy

Return to self-assessment discussion and discuss:

1. Status of Education Planning and Civil Society policy participation and influence, in the context of GPE and LEG, if relevant
2. Discuss strengths and weaknesses of civil society participation and influence
3. Discuss potential 'entry points' in the planning process and key areas or issues to work on
4. Outline next steps or actions which could be taken by civil society

30 min Q&A

- Participant Q&A

30 min Wrap-up

- Participant feedback, lessons learned, next steps

