



**ANCEFA review  
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**For Oxfam GB, West Africa Sub-region  
Dakar, Senegal**

## Table of Contents

<a href="#">Table of Contents</a> .....	1
<a href="#">Introduction</a> .....	2
<a href="#">Summary of findings</a> .....	3
<a href="#">ANCEFA as an independent organisation</a> .....	3
<a href="#">Donor harmonisation – building not breaking civil society cohesion</a> .....	3
<a href="#">Advocacy is more than one intense campaign action</a> .....	3
<a href="#">Information management</a> .....	3
<a href="#">Gender and education</a> .....	4
<a href="#">Challenges of measuring successes in advocacy work</a> .....	4
<a href="#">Methodology</a> .....	5
<a href="#">Findings</a> .....	6
<a href="#">Influencing policy at national, regional and international level</a> .....	6
<a href="#">Building and strengthening coalitions</a> .....	8
<a href="#">Case study on EFA in Niger (this is part of the Dakar Framework review report) ....</a>	10
<a href="#">Developing capacity for engagement on education for all</a> .....	10
<a href="#">Issues that need addressing</a> .....	15
<a href="#">ANCEFA as an independent organisation</a> .....	15
<a href="#">Donor harmonisation – building not breaking civil society cohesion</a> .....	15
<a href="#">Advocacy is more than one intense campaign action</a> .....	15
<a href="#">Information management</a> .....	16
<a href="#">Regional engagement beyond attend meetings – pro-active lobbying with regional policy makers including AU, NEPAD, ECOWAS</a> .....	16
<a href="#">Gender and education</a> .....	16
<a href="#">Education policy in conflict situations</a> .....	17

## Introduction

The Africa Network Campaign on Education for All (ANCEFA) was formed in 2000 following the Dakar World Education Forum. ANCEFA's mission is to promote Education for All (EFA) as well as to support civil society engagement in policy formulation, advocacy, campaigning and lobbying at national and regional level.

ANCEFA's constitution<sup>1</sup> lists its objectives as:

1. Encouraging and facilitating the emergence of strong national networks, alliances and coalitions to address Education For All (EFA) issues.
2. Developing a communications process that facilitates information sharing and best practices.
3. Developing mechanisms and processes for reaching consensus on EFA identified priorities for Africa and use these for joint advocacy and lobbying.
4. Developing a strong and independent capacity to engage with other stakeholders at the international level.
5. Building capacity of members to create awareness, engage in policy dialogue, budget tracking and other EFA related activities.
6. Providing mechanisms and processes for monitoring and evaluating the achievement of the EFA goals.

Essentially ANCEFA is both an advocacy organization as well as an organization that builds the capacity of its members to undertake their own advocacy. In 2003 Oxfam GB commissioned this review of ANCEFA as part of an overall review on Oxfam's contribution to gender equitable education programming in West Africa. This review aims to explore the extent to which ANCEFA has met its stated objectives. While recognising the challenges faced when trying to review advocacy work (see next session) this review aims to identify changes in policy and practice at national, regional or international level as a result of ANCEFA's work. The review also assesses the strength of coalitions built or supported by ANCEFA and the support given to these coalitions.

While it is important to review ANCEFA's progress against its stated objectives, it also important to show how ANCEFA objectives and programme of activities meet Oxfam's objectives under the *gender equitable education programme*. This review does not aim to see how ANCEFA implements Oxfam's objectives but rather how its own objectives (ANCEFA's objectives) reinforce Oxfam's objectives of contributing to gender equitable education in the sub-region. This distinction is important as it reinforces the authenticity of ANCEFA as an independent regional body on the African continent. Oxfam's engagement with ANCEFA takes cognisance of this wider mandate and aims to exploit the advantages that come from working with such a partner to influencing policy in areas where Oxfam itself has no presence.

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<sup>1</sup> See ANCEFA constitution for vision, mission, goals and objectives

## **Summary of findings**

ANCEFA has been successful in meeting its objectives of influencing policy on Education for All in Africa as well as in building capacity of civil society to engage in policy influencing. The review found that from both an organisational development perspective and programme perspective, ANCEFA is able to deliver the Oxfam's education programme objectives.

However the following issues need to be addressed in the next phase of the education programme.

### *ANCEFA as an independent organisation*

ANCEFA's mandate is policy influencing and civil society development across the African continent. In order to support ANCEFA, donors have to be careful not pursue strategies that fragment rather than enhance cohesion in ANCEFA.

### *Donor harmonisation – building not breaking civil society cohesion*

Care should be taken to ensure that Oxfam International processes do not result in disintegration of civil society. Any future programming should include clear terms of reference for programming where coalitions affiliated to the two networks ANCEFA and Observatoire exist.

### *Advocacy is more than one intense campaign action*

Any future programming should consider advocacy outside campaigning during the Week of Action and should include linking national advocacy work with ANCEFA regional advocacy initiatives.

### *Information management*

- There is need for ANCEFA to develop further the system of communication and information exchange with coalition members. While the proposed Bulletin will improve the communication system, there is need to re-examine the type and quality of information contained in the Bulletin. Information exchanged should also include advocacy issues (priorities) identified by national coalitions.
- More work needs to be done on systematically monitoring the impact of information generated by ANCEFA.
- Information produced by ANCEFA should be linked to a clear advocacy strategy. The advocacy training workshops and the other capacity development programmes that ANCEFA is engaged in should give priority to developing advocacy strategies and advocacy planning.
- Resources should be made available to ANCEFA to invest in detailed issue specific policy research.

### *Regional engagement beyond attend meetings*

ANCEFA needs to explore more opportunities for lobbying beyond participating in meetings. However, this is predetermined by 'untied funding' available to ANCEFA for advocacy work.

#### *Gender and education*

ANCEFA's mandate is education for all, and consequently ANCEFA does not specifically prioritise separate advocacy work on gender and education. This might have implications for Oxfam's future programming. One option is to create an accountability mechanism that requires Oxfam supported national coalitions to feed information on gender equity and advocacy to ANCEFA.

#### *Education policy in conflict situations*

The Oxfam education programme in Liberia should take cognisance of the fact that conflict is a reality in Liberia and that the effects of the on-going conflict are likely to be felt for a long while.

### **Challenges of measuring successes in advocacy work**

Civil society today acknowledges advocacy as an important part of effective and sustainable development programming. While there isn't uniform understanding on what comprises advocacy work, it is widely acknowledged that advocacy often leads to challenging power structures whether at local family level or at national level. To advocate for parents to take girl children to school, for example, is to challenge parent's power and control over decisions affecting their daughters. Advocacy therefore often leads to confrontation. In order to disburse the risk that comes with challenging power structures, advocates take a **collective approach** working in networks and coalitions. Consequently when the results come it is almost impossible to attribute them to one person or one organisation.

Even where there is seemingly no risk, taking a collective approach to influencing policy and practice change is effective in achieving result and spreading the message to different constituencies. Advocacy relies on cooperation. It is a collective initiative where one sows, one adds fertilizer and one waters. When fruits are borne it is impossible to attribute them to one person. In this review I have tried to shy away from an approach that relies on the number of citations of ANCEFA in the media, in policy documents and so on and have emphasised rather on the process that led or are expected to lead to a desired change. This is particularly important for ANCEFA as a network with collective responsibility and collective ownership where the focus should be on creating cooperation while at the same time trying to reduce competitiveness and other such undesired attributes.

Most advocacy results are a **compromise** agreed after a significant amount of negotiation. Additionally advocacy is a messy process in which change sometimes occurs in sudden leaps, in unexpected ways and in response to

the most unlikely circumstances.<sup>2</sup> Often the result is not always what is laid out as the advocacy objective. It is therefore important to indicate a compromise as success, rather than completely ignoring gains made.

Finally, policy work is a **long term process** – implementation of an agreed policy as well as changing practice and culture is an even longer process. ANCEFA was formed in 2000, and the agreement between ANCEFA and Oxfam is less than 2 years old (signed December 2001). As a result it may be impossible to measure any policy and practise change attributed to ANCEFA.

### **Methodology**

This review took place over four weeks (July 2003). The following methodology was adopted in coming up with the findings contained in this report.

- Literature review – included documents published by ANCEFA, ANCEFA statutory documentation including constitution and contracts with partners, Oxfam documents

- Semi-structured telephone and e-mail interviews with members of ANCEFA

- Semi-structured interviews (some via e-mail) with stakeholders – ActionAid UK, ActionAid Nigeria, UNESCO BREDA, Institut pour L'Education Populaire-Mali, ROSEN-Niger.

- Discussion with Oxfam staff (Salina and media point person)

- Focus group discussion with Senegal national coalition

- Interviews and focus group discussion with ANCEFA staff

- Telephone conversation with Directeur de la Planification de l'Education/Coordinator EFA, Senegal

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<sup>2</sup> Barry Coates and Rosalind David (2002). Learning for change: the art of assessing the impact of advocacy work. Development in Practice, Vol 12.

## Findings

### *Influencing policy at national, regional and international level*

#### **ANCEFA plan of action 2001-2003**

Obj 1: Facilitate dialogue on education policies and planning

Obj 3: Assessment, documentation and dissemination of various contributions of NGOs and CSOs in the implementation of the Dakar framework of action

ANCEFA has positioned itself as the voice of civil society organisations on education for all. As a result ANCEFA receives regular invitations on the continent to engage with policy makers on strategies for achieving education for all.

Perhaps ANCEFA's engagement with the 2002 MINEDAF<sup>3</sup> VIII conference best depicts ANCEFA's ability to create space for civil society to influence policy makers. In the run-up to MINEDAF it became clear that space for civil society participation in MINEDAF was very limited. ANCEFA was informed by UNESCO (the main MINEDAF) funders that resources for civil society engagement were very limited.

Following aggressive lobbying by ANCEFA space was provided for increased civil society participation. The result was more than 23 national coalitions participating in MINEDAF VIII.

*At the UNESCO Ministers of African Education (MINEDAF) Conference in Dar ... there was some targeted pre-meeting lobbying of ministers and civil servants, coordinated by ANCEFA. [At] the MINEDAF in Durban in 1998, there was no African civil society voice, so progress has been made.*

*ActionAid UK, 10 July 2003*

ANCEFA was also able to coordinate the preparation of a paper on civil society perspectives on education.<sup>4</sup> Following ANCEFA's lobbying, this document became an official conference document distributed to all participants (mainly ministers from African countries). ANCEFA made 6 key recommendations including the recommendation that African Governments place emphasis on strategies that would enhance gender equity and address the impacts of poverty, HIV/AIDS and conflict in a sustainable manner.

More recently ANCEFA participated in the Africa Union civil society meeting in Maputo in July 2003 and was successful in ensuring that education was addressed in the final communiqué of the Heads of State Africa Union held the same month. ANCEFA has already started to prepare for next year AU summit in Addis Ababa.

Additionally, ANCEFA has been able to identify and utilise international opportunities for influencing. For example, prior to President Bush's Africa tour in July 2003, ANCEFA coordinated the writing of a lobby letter to the American president urging him to address the 'disappointing American

<sup>3</sup> Ministers of Education of Africa

<sup>4</sup> The challenge of achieving education for all in Africa: Civil society perspectives and positions to MINEDAF VIII, Oct 2002.

response' to the education crisis in Africa by committing an additional US\$1billion to education.

As a member of the UNESCO mechanism, Collective Consultation of NGOs, ANCEFA participates in international initiatives to lobby the World Bank and other UN agencies on financing education (specifically the Fast Track Initiative), HIV/AIDS, education in conflict and emergencies and girl's education.

The question is, how much of ANCEFA recommendations at MINEDAF and other forums have translated into policy at national level. While ANCEFA does not engage in advocacy at national level, the expectation is that national coalitions would engage with relevant ministries to ensure implementation of policy recommendations. Prior to MINEDAF for example, ANCEFA members were active in lobbying their governments to participate in MINEDAF. Some national coalitions travelled to MINEDAF as part of the official government delegation (Ghana).

**Fig 1: ANCEFA strategy for engaging with MINEDAF – a time line**

Date	Activity
Aug 2002	Dakar, Senegal. Planning meeting bringing participants from Zambia, Nigeria, Niger, Burkina Faso, Ghana Main contents of civil society (CS) presentation discussed. Zambia appointed to draft paper
Early Sept 02	Draft CS presentation circulated to all ANCEFA members for discussion and comment
30 Sept 02	Lilongwe, Malawi. Consultation on presentation to MINEDAF. Strategy for civil society engagement and participation in MINEDAF discussed and agreed
Dec 2002	ANCEFA coordinates civil society engagement at MINEDAF <ul style="list-style-type: none"> <li>• CS presentation become official conference document</li> <li>• ANCEFA members part of government official delegations</li> <li>• Lobbying meeting held with Ministers</li> <li>• Press conference on CS perspectives</li> <li>• ANCEFA exhibition at MINEDAF</li> </ul>

With respect to the Dakar Framework of Action, ANCEFA has coordinated a review of progress made in 5 countries in West Africa in developing and implementing national action plans<sup>5</sup>. The findings from the review were discussed with the relevant national coalitions in December 2002 countries and will be published and used for further advocacy. (These should have

<sup>5</sup> Review funded by Oxfam and mainly covered Oxfam priority countries – Liberia, Ghana, Mali, Niger and Senegal.

been published by June 2003 according to the ANCEFA work plan but they are yet to be finalised).<sup>6</sup>

While the Dakar Framework review focused on activities of governments in developing national action plans, allocating the necessary budgets and engaging civil society, there is a clear gap in the ANCEFA strategy which has not included sharing these findings with the different governments. It is proposed that the findings be shared once the review has been published. But given that the review was conducted more than 7 months ago, the information may be irrelevant by the time lobby meetings are being organised with the relevant government officials. Additionally, there doesn't seem to be a systematic follow-up activity organised by ANCEFA to assess progress made since MINEDAF or to consolidate feedback on progress made at the national level following MINEDAF VIII.

### ***Building and strengthening coalitions***

<p><b>ANCEFA plan of action 2001-2003</b>  Obj 1: Facilitate dialogue on education policies and planning (set up national coalitions)  Obj 2: Contribute to the civil society organisations' capacity building in the area of EFA (activities on information generation and distribution)  Obj 4: Facilitate communication on EFA within the civil society</p>
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For purposes of reviewing ANCEFA's capacity to build and strengthen coalitions in West Africa, it is important to identify the number of ANCEFA affiliated national coalitions in the region and ANCEFA's relationship with these coalitions. Frequency of information exchange is used as a criterion for determining the health of the ANCEFA network.<sup>7</sup>

**Fig 2: ANCEFA affiliated national coalitions in West Africa**

Countries	Coalition Name	ANCEFA involved in creation
1. Benin	CAEB/RONGEB	Yes
<b>2. Burkina Faso</b>	<b>CCEB</b>	
3. Gambia	EFA – Campaign Network Worldview	
<b>4. Ghana</b>	<b>GAPVOD and GNECC</b>	
<b>5. Liberia</b>	<b>ALPO – Association of Liberian Professional Organizations</b>	Yes
<b>6. Mali</b>	<b>CNA – Comité Nationale d'Action</b>	
<b>7. Niger</b>	<b>ROSEN – Réseau des Organisations du Secteur Educatif du Niger</b>	Yes
8. Nigeria	CSACEFA	
9. Senegal	CN-EPT	Yes

Note: Countries in bold are Oxfam priority countries. Oxfam had direct relationships with these coalitions or with some of the coalition members prior to ANCEFA.

<sup>6</sup> ANCEFA workplan in support of OGB West Africa Regional Advocacy Programme (May 2003-April 2004).

<sup>7</sup> For purposes of determining the health of the coalition and the ability to hold disparate organisations together, frequency of communication and information exchange is used as a measure. The content of the information would give an indication of the quality of ANCEFA's engagement and programme work. However, this is not the focus of the discussion in this section.

The Senegal coalition created in April 2003 is one of the youngest national coalitions. Although the Coalition has been in existence for less than six months, coalition members are very clear on the importance of networking and working together in coalitions. The Coalition identified access to information as a key strength of ANCEFA – the potential ability to share information on issues in Senegal as well as to share with the Senegal coalition information on activities and concerns in other countries in the sub-region. However despite this, there did not seem to be a systematic system of communication between the Senegal coalition and the ANCEFA. During the focus group discussion members said they needed to have copies of key documents that ANCEFA had access to.

*Education is only possible with peace  
– peace meaning both the absence of  
war and the presence of social peace...  
Senegal National Coalition on EFA,  
22 July 2003*

ANCEFA has a Campaign Support Officer whose role (among other roles) is to manage information including sharing information in ANCEFA's possession. Information is sent out on an 'as and when basis' – information is sent out when it is received. However apart from updates from sub-regional moderators, there is limited unsolicited information sent to ANCEFA from national coalitions in West Africa, particularly from coalitions in Francophone countries. This could be seen in positive light – the national networks are independent prioritising information exchange among themselves. However, it could also be an indication of limited accountability by national networks to ANCEFA.

In attempt to structure information sharing, ANCEFA has this year introduced the ANCEFA bulletin, a quarterly bulletin to be shared with all ANCEFA members and stakeholders. The first bulletin is in English but it is hoped that the next volume will be in French in order to better serve the needs of the sub-region. Additionally, ANCEFA's workplan has prioritised updating the ANCEFA website to make it more useful to members and to the public at large.

While regular information exchange is a significant indicator of a network that is working effectively, direct support to strengthening national coalitions is equally important. ANCEFA has been instrumental in helping to nurture national coalitions and in helping resolve disputes. For example ANCEFA was instrumental in helping to expand the mandate of ROSEN, one of three Niger national coalitions on education. ROSEN was earlier focused on alternative education and literacy, but through ANCEFA's mentoring ROSEN has expanded to include parents and teachers associations, religious organisations and teachers unions. Additionally ANCEFA was able to facilitate a process of negotiation between the three national education coalitions existing in Niger. Today the coalitions work together with but with clearly defined roles. One coalition focuses on advocacy, the second on capacity building and the third on engagement with public (national) institutions.

Resource constraints have prevented ANCEFA from providing as much support as it would like to. While sub-regional moderators could provide some of the support needed by national coalitions, they are also constrained by having a very minimal activity budget.<sup>8</sup> Part of the grant that ANCEFA will receive from the Commonwealth Education Fund will be used to fund more activities of sub-regional moderators.

**Fig 3: ANCEFA support to ROSEN (Niger national coalition)**

Activities	Period	Observation
Case study on EFA in Niger (this is part of the Dakar Framework review report)	March 2002	For the first time there was widespread acknowledgment of the challenge of meeting the Millennium Development Goals linked to education.
Analysis of stakeholders involved in EFA in Niger	October 2002	This activity created joint vision within civil society and facilitated the creation of a united force to address education for all.
Internalisation workshop of EFA concepts in Niger	February 2003	ANCEFA competences have been truly discovered and appreciated. The necessity to see ANCEFA repeat this meeting in other regions in Niger and to approach other themes linked to EFA was underlined and prioritised by the workshop.

Source: Réseau des Organisations du Secteur Educatif du Niger (ROSEN).

### ***Developing capacity for engagement on education for all***

#### **ANCEFA plan of action 2001-2003**

Obj 5: Capacity building for ANCEFA

ANCEFA is engaged in three systematic initiatives to build the capacity of civil society organisations to engage in policy influencing – a joint training programme with UNESCO, a joint partnership with the Global Campaign for Education and ASPBAE (Asia education network), and a capacity building programme administered by ANCEFA and funded by the Commonwealth Education Fund. Additionally ANCEFA responds to requests of members to support capacity development. However, direct requests from coalitions have been limited.

The joint programme with Global Campaign for Education and ASPBAE (Asia network on education) is titled *real world strategies* and aims to develop campaigning skills to influence education policy and practice in 20 countries in Africa. ANCEFA is a member of the project steering committee overseeing the

<sup>8</sup> 5000 pounds per moderator, provided by ActionAid.

implementation of the project, and responsible for ensuring that content and methodology of workshops is consistent with core principles including a rights-based approach and promotion of social justice and equity, including gender equity.

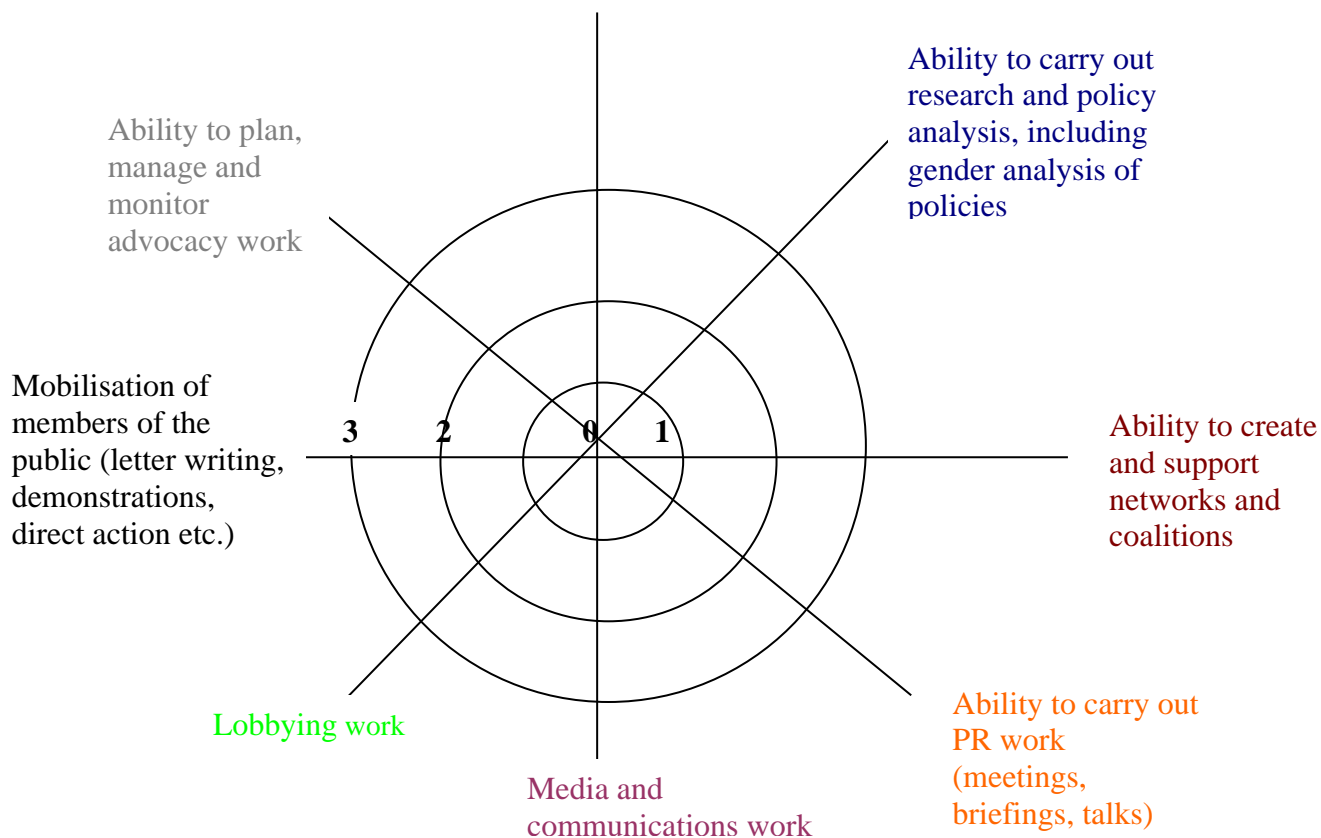
The terms of reference for ANCEFA engagement with the UNESCO funded capacity building programme are yet to be worked out. However, the programme prioritises training on policy influencing, curriculum development, programme management and teaching skills. Countries included in the first phase of the programme are Burkina Faso, Mali, Guinea, Chad, Niger and Senegal.

ANCEFA's selection as a partner in and an implementer of these capacity development programmes testifies to the fact that ANCEFA is highly respected in the education policy circles. It is also testimony to the fact that ANCEFA has built a substantial database of contacts and commendable profile and is therefore able to mobilise civil society organisations across Africa.

*It would have been very difficult to do the things I've done without ANCEFA ... you have information and contacts that I don't have.. (Tuesday 22<sup>nd</sup> July 2003).*

*UNESCO, BREDA, 22 July 2003*

**Figure 3: Spider Diagram – an ANCEFA self assessment on capacity for advocacy on gender and education**<sup>9</sup>



**Key:**

- 0 = undesirable level calling for a large amount of improvement
- 1 = poor level having much room for improvement
- 2 = good situation with some room for improvement
- 3 = ideal situation with little room for improvement

**Notes:**

Most mobilisation activities are undertaken by national coalitions

ANCEFA needs to develop its own capacity for research and policy analysis

<sup>9</sup> Gosling and Edwards (1995) from Norman Uphoff, 1989. *Toolkits: A practical guide to assessment, monitoring, review and evaluation*. Save the Children Fund. London

## ANCEFA meeting Oxfam's objectives

*ANCEFA has created visibility for civil society organisations and as a result has created space for civil society organisations to engage with policy makers. ANCEFA and ANCEFA coalition members have direct access to many education ministers in West Africa.*

*ANCEFA, 28 July 2003*

ANCEFA has made progress in engaging with education policy makers, in building and strengthening coalitions to engage in policy influencing and to a lesser extent in building the capacity of civil society organisations to advocate effectively. The purpose of this section is to determine whether ANCEFA through its programmes also meets Oxfam's objectives.

The Oxfam education programme objectives related to advocacy are two fold:

- To encourage governments, international agencies and donors in Mali, Liberia, Ghana, Burkina Faso and Niger to deliver on the commitments in the Dakar Framework for Action through advocacy and through support for the development and implementation of gender-equitable educational policies and practices that contribute to good quality basic education.
- To change community attitudes towards girl's education – increase parental demand for good quality basic education for their daughters as well as their sons.

From a purely **organisational development perspective** ANCEFA meets the criteria for an organisationally mature organisation and is therefore able to deliver the above programme objectives.

**Figure 4: Organisational Development in ANCEFA<sup>10</sup>**

Indicators of organisation development	Comments
1. Clarity of organisational mission/vision and legal status	Constitution, Work plan 2001-3, ANCEFA strategy for Africa, ANCEFA leaflet/brochure
2. Legitimacy derived from broad community support	Broad membership, Requests from a cross section of stakeholders
3. Clear aims and clarity about how it can deliver its objectives	Work plan 2001-3 ANCEFA leaflet/brochure
4. Usefulness of its services	Comments from peers, Perspectives of donors Feedback from national coalitions
5. Clarity of strategic approach to developmental input	This is sometimes threatened by donor 'conditionality'/agendas driven by donors
6. The nature of the interface with its constituency and ability to solicit and internalise the views of its constituents	Example, preparation for MINEDAF. However, funds are currently unavailable for a General Assembly of ANCEFA
7. Clarity of its accountability mechanisms	Steering committee composed of sub-regional moderators. Committee meets annually

<sup>10</sup> Criteria for measurement have been proposed by ISODEC, Ghana (see Chapman and Wameyo, 2001. Monitoring and evaluating advocacy: a scoping study. ActionAid). I have added an 8<sup>th</sup> criterion, existence of a comprehensive financial tracking and reporting system.

8. Existence of financial tracking and reporting system	Draft operations manual currently being translated and debated. Accountant in place since March 2003.
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In advocating on the right to education, ANCEFA espouses the same ideology as Oxfam on the **rights based approach**. The rights based approach also means respecting the rights of people (including the rights of the children) to engage in their own advocacy. By supporting national coalitions and building capacity of civil society to engage at national level, ANCEFA implements this second fundamental aspect of the rights based approach.

As regards the **first programme of objective** (influencing policy makers), over the past two years ANCEFA has consistently urged governments, international agencies and donors to deliver on the commitments in the Dakar Framework for Action. ANCEFA's focus is on all aspects of Education for All including gender equity in education, and its coverage area is wider than the five countries prioritised by Oxfam thus ensuring continent wide advocacy work on education for all. This is in line with Oxfam's stated objective of making an impact 'across the whole region'.

*While focusing on [five] countries we also want to make an impact across the whole region. ... we believe that Oxfam, in working with others, can have a key role in leveraging resources for national development, through its lobbying of international actor ...*

*Promoting gender equitable basic education in West Africa: programme proposal  
Oxfam GB West Africa Regional Management Centre, Dakar, Senegal 18<sup>th</sup> July 2001*

Since ANCEFA does not work at national level it does not have its own local constituency per se. It was therefore not possible to determine how effective ANCEFA itself has been in changing parental and community attitudes on education for the girl child as per the **second programme objective**. However through ANCEFA's guidance, national coalitions and by extension coalition members are working to change attitudes at country level. One strategy is to include strong groups working on gender equity in national coalitions (e.g. in Gambia, Ghana and Senegal). The heightened level of awareness in the national coalitions on gender equity in education, implies that work to change local attitudes is on-going (reports from Senegal and Niger civil society organisations, reports from activities on EFA in ANCEFA Bulletin).<sup>11</sup> According to the Oxfam West Africa Annual Report 2003, there has been over 50% increase in enrolment in countries like Ghana and Burkina Faso which can be linked to Oxfam funded advocacy initiatives. However these activities are not necessarily linked to ANCEFA programmes.

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<sup>11</sup> Based on discussion with Senegal and Mali civil society organisations. See also ANCEFA bulletin on reports from national coalition activities on education for the girl child, 2003.

## Issues that need addressing

### ***ANCEFA as an independent organisation***

*Although the [five] countries are the main programme focus, the program also involves international and regional advocacy, aimed at making an impact across the whole region.  
Oxfam West Africa Regional Education Advocacy Strategy*

ANCEFA's mandate is policy influencing and civil society development across the African continent. For efficiency purposes the ANCEFA coordination mechanism works with four sub-regional moderators, including one for West Africa. In order to support ANCEFA, donors have to be careful not pursue strategies that fragment rather than enhance cohesion in ANCEFA.

While is important for Oxfam to pursue its programme priorities, the focus of Oxfam funding on the five Oxfam priority countries means that support in West Africa only goes to national coalitions in those countries at the expense of other coalitions in West Africa. This is likely lead to jealousy and strive in the ANCEFA network. There is a risk of this happening almost immediately if the ANCEFA Bulletin is sent out in its current form. Since the Bulletin is the first from ANCEFA it should prioritise profiling ANCEFA rather than profiling Oxfam and Oxfam priority countries which is the case at the moment.

### ***Donor harmonisation – building not breaking civil society cohesion***

The on-going harmonisation drive within Oxfam International means that two members of the Oxfam family cannot fund NGOs or networks engaging in the same activities. This has created tensions between the Oxfam Novib funded '*Observatoire pour l'Education de Base dans l'Espace CDEAO*' and Oxfam GB supported ANCEFA. The result is that in countries where the two competing coalition exists, one funded by Novib, through Observatoire and one by Oxfam GB through ANCEFA (e.g. Niger) tensions are very high, destroying the very cooperation with civil society that the advocacy component aims to cultivate. Although attempts have been made to define separate roles and responsibilities for ANCEFA and Observatoire (ANCEFA should carry out lobbying/advocacy work while Observatoire concentrates on research and data generated), on going tensions indicate that the attempts haven't been successful.<sup>12</sup>

Care should be taken to ensure that Oxfam International processes do not result in disintegration of civil society. Any future programming should include clear terms of reference for programming where coalitions affiliated to the two networks ANCEFA and Observatoire exist.

### ***Advocacy is more than one intense campaign action***

Oxfam support to national coalitions for advocacy has been on average 15, 000 pounds during the week of Action. No other support is provided for other

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<sup>12</sup> Promoting Gender Equitable Basic Education in West Africa. Activity Report,2001-2002. Prepared by Salina Sanou. Oxfam GB for SIDA.

advocacy initiatives during the rest of the year. And unless negotiated with Oxfam the flexibility for using the money allocated to the Global Week of Action is minimal. Any future programming should consider advocacy outside campaigning during the Week of Action and should include linking national advocacy work with ANCEFA regional advocacy initiatives.

### ***Information management***

- There is need to develop further the system of communication and information exchange with coalition members. While the proposed Bulletin will improve the communication system, there is need to re-examine the type and quality of information contained in the Bulletin. Information exchanged should also include advocacy issues (priorities) identified by national coalitions.
- More work needs to be done on systematically monitoring the impact of information generated by ANCEFA. For example the lack of a follow-up strategy for following up on MINEDAF recommendations is a clear gap.
- Information produced by ANCEFA should be linked to a clear advocacy strategy. For example, the case studies on the Dakar Framework should not only be discussed with national coalitions but should have been used for active lobbying with national governments. The advocacy training workshops and the other capacity development programmes that ANCEFA is engaged in should give priority to developing advocacy strategies and advocacy planning.
- Resources should be made available to ANCEFA to invest in detailed issue specific policy research. This would facilitate the generation of evidence-based policy positions with strategic policy recommendations. One recommendation emerging from the Africa region is the need for an *Education Watch*, which annually reports on progress made in reaching the education for all goals. Given the size of such an initiative, a collective approach to funding should be pursued.

### ***Regional engagement beyond attend meetings – pro-active lobbying with regional policy makers including AU, NEPAD, ECOWAS***

ANCEFA needs to explore more opportunities for lobbying beyond participating in meetings. For example, ANCEFA has ample opportunities to engage with elements of the NEPAD team based in Dakar. As a regional organ ANCEFA should explore further engagement with the Africa Union. However, this is predetermined by 'untied funding' available to ANCEFA for advocacy work.

### ***Gender and education***

ANCEFA's mandate is education for all, and consequently ANCEFA does not specifically prioritise separate advocacy work on gender and education. While this is a more comprehensive strategy, it might have implications for Oxfam's future programming. One option is to create an accountability mechanism that

requires Oxfam supported national coalitions to feed information on gender equity and advocacy to ANCEFA.

***Education policy in conflict situations***

The Oxfam education programme in Liberia should take cognisance of the fact that conflict is a reality in Liberia and that the effects of the on-going conflict are likely to be felt for a long while. As a result all aspect of the education programme and specifically the advocacy component should shift to reflect this reality. The focus might shift to include the following priorities:

- Achieving some level of basic education in situations of conflict through innovative education programming. For example the use of *Reflect* in Burundi (see [www.reflect-action.org](http://www.reflect-action.org)).
- Integrating peace building and reconciliation as part of the education curriculum.
- The rights to education for internally displaced people.