



**Africa Network**

**Campaign  
on Education  
For All**

*Cesiri Kalan*

01

ANCEFA bulletin for information on national and regional civil society campaign activities on education in Africa

*Challenges to Achieve Education For All in Africa*

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# Editorial

The Dakar framework of action is clear in placing an emphasis on national level action and seeking to achieve EFA through a concerted effort of partnership of all actors at all levels. One particular note was the clear commitment to the active participation of civil society in the formulation of policy, implementation, monitoring and evaluation of EFA efforts.

At national level, the emergence of civil society networks and coalitions around education issues has seen phenomenal impetus. At regional level, through the work of existing civil society network such as the forum of African women educationalists (FAWE) and Education International (EI), as well as actions by the post Dakar sub-regional and regional networks on EFA, the Africa Network Campaign on Education For All (ANCEFA) and membership of the Global Campaign for Education (GCE), the vigilance and participation of civil society in education issues is at unprecedented level.

“Chèssiri Kalan” the voice of African civil society on Education For All engage to be one of the favourite link within the civil society organisations, by facilitating communication and information sharing on EFA monitoring process, campaign activities, advocacy and lobby opportunities at regional and international level, sharing best practices from grassroots organisations and coalitions.

NGO’s, teachers’s unions and other civil society networks and coalitions are kindly invited to fill the terrible information and communication gap on EFA, particularly in the area of national policies, regional and international trends which affect and challenge the achievement of quality education for all in Africa .

**As our honourable African civil society activist Mr Tom Bediako said:  
strength lays on unity... the civil society will never sleep again!**

Gorgui SOW  
ANCEFA Co-ordinator

# Presentation of ANCEFA

## ANCEFA building process

Africa Network Campaign on Education For ALL (ANCEFA) emerged in 2000 following the World Education Forum in Dakar in April 2000. African Civil society Organizations (CSOs) intent on providing a coherent and proactive African voice on EFA issues, felt the need to organize in a representative manner. After four meetings at the sub-regional level (West Africa in September 2000, Central Africa in January 2001, East Africa in February 2001 and Southern Africa in July 2001), ANCEFA was founded.

ANCEFA is a regional network of national coalitions and networks linking on EFA. Up to date, 23 national coalitions are part of ANCEFA.

## Partnerships

- ANCEFA is a member of the Collective Consultation of NGOs on EFA and is currently the Africa regional focal point for CCNGOs;
- ANCEFA is a member of the Global Campaign for Education (GCE) and is currently member of the board;
- ANCEFA has supporting relationships with UNESCO, the World Bank and international NGOs.
- Currently, ActionAid, Commonwealth Education Fund and Oxfam/GB are supporting ANCEFA's activities.

For more information please visit ANCEFA website: [www.ancefa.org](http://www.ancefa.org)

## Outline on five ANCEFA members coalition activities in West and East Africa

### Burkina Faso / CCEB/BF Activities

*Advocacy Ceremony open to the public organised on 20 November 2002*

CCEB/BF organised on 20 November 2002, the Children International Day, in partnership with COBUFADE (Coalition au Burkina Faso pour les Droits de l'Enfant) an advocacy ceremony open to the public in a primary school. It was attended by thousands of students, the Children's Parliament, the « Association des enfants et jeunes travailleurs du Burkina », teachers, students' parents and officials from the Basic Education and Literacy Ministry, the Ministry of the Promotion of Human Rights, the Ministry of Social Welfare and National Solidarity and representatives of the technical and financial partners. CCEB/BF wanted through this ceremony to provide students with a forum to question the authorities and partners on their right to education and the actions targeted or underway to allow all children to enjoy this right.

### **Oxfam/GB supported CCEB/BF for the organisation of a civil society consultation about EFA**

From 26 to 27 February, CCEB/BF organised a consultation of the civil society to draw up the action plan for the Global Week of Action for Education and an advocacy three-year action plan. This consultation brought together representatives of the Burkina Faso National Coalition for the World Campaign namely CCEB/BF, CNAPEP (Conseil National des Associations des Parents d'Elèves du Primaire), FAWE/Burkina, Association des Professionnelles Africaines de la Communication (APAC/Burkina), (Syndicat National des Enseignants Africains du Burkina (SNEA-B), (Syndicat National des Travailleurs de l'Éducation de Base (SYNATEB) and representatives of the Ministry of Basic Education and Literacy.

Apart from the programme of the Global

week of Action and the advocacy three-year action plan, the consultation provided participants with the opportunity to listen to presentations made by representatives of the Ministry of Basic Education and Literacy about the EFA national Action Plan and a representative of the World Bank on a mission to Burkina on the Fast Track Initiative/EFA. Broadly speaking, civil society representatives protested following these presentations because they have not been involved in the drawing-up of these papers.

According to the World Bank representative, resources from the Fast Track Initiative will be allocated by the G8 in the form of grants and should enable Burkina Faso to have a 100% schooling rate by 2015. However they are a little apprehensive about the capacity of the Ministry of Basic Education and Literacy to absorb the funds allocated. In this connection civil society organisations are considering an advocacy action to urge the Ministry to allow them to benefit from these funds thanks to a delegation of powers to carry out some activities.

In the three-year advocacy programme CCEB/BF intends to focus on the following aspects:

- Mobilisation of resources;
- Girls' Education;
- Cancellation of the Debt.

For further information on CCEB/BF, please send a message to : [cceb.bf@fasonet.bf](mailto:cceb.bf@fasonet.bf)

### **Ghana / GNECC Activities**

The National Advocacy Campaign of the Ghana National Education Campaign Coalition aimed at securing policy change and practice as well as ensuring gender equity and grass root mobilisation is yielding some positive results as the National Advocacy Campaign in Ghana is gradually gaining political attention and grass root support.

Between October 2002 – March 2003, grass root mobilisation was carried out through the setting up and inauguration of district committees on EFA in more than 110 districts. The setting up of the EFA committees on EFA has generated a lot of interest and gained grass root support.

The advocacy focus on a policy relating to

girls' education has been intensified. The tools of lobbying, media outreach have been effectively used.

Focus meetings have been held with the girls' education unit and other stakeholders to build support towards the formulation of a policy.

### **High level Consultative Meeting on EFA Education Plan in Ghana**

A high level consultative meeting aimed at discussing and endorsing the 15-year Education Strategy Plan for the Education sector in Ghana to meet EFA commitments and the Fast Track Initiative requirements has been held in Akosombo. It was attended by donors, namely UNICEF, UNESCO, DFID, the French Embassy, the Canadian Embassy, USAID, GTZ, JICA, GNECC and Heads of the Ministry of Education and the Ghana Education Service. It was opened by the Minister of Education who also sat through the meeting.

### **GNECC set out advocacy campaign issues**

At the workshop in Akosombo, GNECC set out its advocacy campaign for 2003. This includes:

- Advocating for a policy on girls' education by 2004;
- Advocating for the abolishment of user fee or levy by 2003;
- Increase in budget allocation to basic education by 2003.

### **UNICEF threw it weight behind GNECC for a policy relating to girl's education**

Following GNECC's presentation on advocacy issues at the meeting, Dr Agu, Head of Education who represented UNICEF at the workshop openly supported the advocacy campaign for a policy relating to girls education and stated that it was about time for Ghana to develop such a policy.

### **World Bank, DFID, GTZ, USAID supports GNECC on abolishing user fees**

The representatives of the World Bank, DFID, GTZ, USAID also expressed their intention to support the campaign aimed at abolishing user fees in primary schools.

## **The Way Forward**

The future will be interesting and challenging as GNECC gears up to sharpen its advocacy strategies as well as the mobilisation of grass root support for the campaign. In this connection support to GNECC will be needed.

GNECC was part of the government delegation that attended MINEDAF VIII. The meeting has contributed to a large extent to ensure effective collaboration between the Ministry of Education and GNECC.

For further information on GNECC, send a message to: [gnecc@hotmail.com](mailto:gnecc@hotmail.com) or [gnecc@yahoo.com](mailto:gnecc@yahoo.com)

### **ELIMU YETU COALITION (EYC) in Kenya**

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*EYC was formed in 1999 as part of preparations for Dakar 2002, & efforts to domesticate the Jomtien declarations and the related global campaign/s for the attainment of quality-basic education for all.*

### **Current Membership**

*EYC is a Coalition of up-to 50 civil society organizations the education sector spread across Kenya. Members are drawn from such sub-sectors as women & girls, children, adult & community education, youth initiatives, media in education, people with disability, minority groups, religious bodies and international NGOs. EYC has provincial campaign outposts (each with an average of ten organizations, mainly CBOs) in each of the Kenya's eight provinces.*

## **Legality & Motivation**

*The Coalition operates as a network of the National Council of NGOs, with the main aim of advocating for an education that is sustainable and more responsive to the developmental and material needs of Kenyans. Members of the Coalition have been brought together by the conviction that Kenyans' inalienable right to education can be met through transformation of policy framework and legal environment. The Coalition proposes to pursue a rights based campaign towards achievement of EFA with major emphasis on universal primary education that is free, relevant and compulsory.*

### **Goal**

*The broad goal of the Coalition is to mobilize groups and individuals to advocate for and influence policy shift towards Education for All goals.*

### **Vision**

*As a coalition we are dedicated to the vision of a literate society that values and practices democratic ideals and which promotes cohesion in diversity for sustainable development.*

### **Mission**

*Our mission is therefore to influence policy processes and facilitate policy change and promote best practices that will ensure quality education for all.*

### **Strategic Objectives**

*The objectives around which we work include:*

- *To fight for the promotion of quality and significance of public education through increased participation and accountability in policy formation.*
- *To advocate for elimination of child labor, enforcement of school attendance laws and improvement the general school or learning environment, as well as adequate supply of teaching and learning resources/facilities.*
- *To campaign for the development of a comprehensive education-sector-policy and requisite national EFA plan/s, including government taking full responsibility for UFPE, early childhood*

development and care as well as adult literacy and related public education programs for lifelong/continued learning.

### **Campaign Activities**

- Engaging in critical awareness raising to highlight problems facing our education sector to convince public opinion on the importance of education.
- Lobbying and working closely with the government, policy makers, development partners and other educational institutions in various areas of education so as to deliver on our promise to provide basic education for all by 2015.
- Conducting research, from time to time, on various fields of education with a view to providing empirical data to inform policy formulation and decision making in education.
- Building a strong constituency {by strengthening advocacy capacities of members and other key actors in education} with very clear goals and targets to influence policy shift towards the attainment of EFA goals.
- Campaigning/advocating for, and where possible facilitating access to education by special interest groups such as girls and women, children and people with disabilities and youths in difficult circumstances, especially those from marginal/disadvantaged communities.

### **Expected Outcomes**

- A strong national movement on Education for All
- Universal, Free, Compulsory and Relevant Primary Education, including Early Childhood Education & Development.
- A national strategic plan of action towards the attainment of the six EFA goals, as well as a comprehensive education sector policy.
- A vibrant education sector with informed parents, teachers, communities, CSOs engaged in policy planning, education programming, monitoring and implementation of EFA plans.

### **Campaign Strategy**

Our Strategy is to mobilize social capital, civic synergies and political goodwill to influence policy shift in favor of EFA goals. We do this through capacity building initiatives and other innovative and participatory methods, to create new space to engage learners, teachers, communities, CSOs, parents and public authorities in sustained dialogue, decision-making, and innovation around learning. This will ensure participation of a wide cross-section of civic organizations and social agencies in the programming, monitoring and evaluation of education policy and practice.

### **Recent Updates**

EYC has been working in three main areas for the last one year, namely;

Policy and EFA Plans  
Campaigns and Mobilization  
Financing and Expenditure  
Monitoring

### **Policy and EFA Plans**

**EFA Plans:-** in collaboration with UNSECO and Ministry of Education engaged in provincial level consultations which culminated into a national meeting bringing together provincial planners, provincial directors of education and EYC members to consolidate the provincial plans into a national action plan. The plan is being finalized now.

**Review of Education Act:-** provincial and thematic discussions are going on around a draft bill prepared Ministry of Education. CSO working group on education bill conducting technical reviews to come up a position paper/working document a round the bill.

### **Campaigns and Mobilization**

**Free Education Taskforce:-** between January and March 2003, EYC was part of a ministerial task force on FPE. The taskforce prepared guidelines for the smooth implementation of free primary education which are used by schools now.

**National CSO Forum on FPE:-** EYC

*convened this forum in March 2003 to review the report of the taskforce, identify challenges/problems facing FPE/UPE and come up with a position paper to share with Ministry of education.*

**GWA on Girls Education in 15 districts:-** *this was done through the 'biggest lesson', public forums, processions, foot marches, supplements in leading dailies and posters to mobilize support for girls education.*

**ACE & Literacy :-** *EYC did take active part in the national symposium on ACE held in May and organized by the Dept. of Adult Education and was part of organizing committee of the workshop on the International Literacy decade held latter in June.*

**Special Education Task Force:-** *EYC is mobilizing CSO input to this taskforce through UDPK and Wheel power International.*

**Monitoring Report:-** *between October 2003 and January 2004, we will conduct an assessment on the progress Kenya has made so far on UPE/FPE. This will be launched in January to mark the first anniversary of UPE. This will thereafter be an annual event.*

### **Financing and Expenditure Monitoring**

*Translation of tracking tools into Kiswahili has been completed.*

*Provincial Level Trainings on Budget Tracking or skills development on expenditure monitoring are going on between August and October 2003.*

*Unit cost analysis will be done together with the monitoring report between Oct. - Dec. 2003.*

*EBT training manual will be developed by Dec. 2003.*

**Teachers Day October 5 -** *We are working closely with Kenya National Union of Teachers, The National Commission for UNESCO and the Ministry of Education to organize some events around this. We are doing articles now for Newspaper pullouts and media debates about the role of teachers in policy dialogue around education development.*

**Local-level Campaigns:** *EYC Provincial Campaign Teams are already organizing district level campaigns in 2-3 districts per province between now and December. Objective of these meetings to grassroots EFA campaigns, download Dakar framework for Action, review EFA processes in the Country and mobilize communities to launch District level Campaigns.*

**EFA Plans;** *Consultations on national EFA plans are going on. After the Provincial meetings, which ended in August, Ministry of Education is now working towards consolidating the district plans & provincial reports into a national plan. A national Stakeholders Forum is set to be held later in the year to discuss and approve of the national plan of action on EFA. Apart from technically backstopping this process, we are in the thick of the consultations and monitoring the process.*

*World Bank supported Education Sector Wide (ESW) review is also going on alongside EFA plans. A Consultative Committee has been formed to work with Ministry of Education to bring into one the two initiatives and backstop the process of consolidating the national EFA plans. Members to this Committee include EYC among others. The first meeting between this group and the PS/Director - MoE to discuss EFA plans & ESW was held this week.*

**Campaign on MDGs;** *the National Council of NGOs has launched campaign on the Millennium Development goals, in collaboration with UNDP. As you may know, one of the MDGs (to be particular, goal 2) is on basic education, as such EYC has been asked by the Council to be the campaign convenor around this goal. This additional role only adds more weight to our work, but does not change our mission and focus since it has always been access and completion of basic education.*

**Guaranteeing Basic Education in Kenya's New Constitution;** *Kenya has been engaged in a constitutional reform process for the past one year. We have just finished a successful campaign for the inclusion of a new Bill of Rights in the proposed constitution. The Draft constitution released early this week for national debate expressly provides free and compulsory primary education as a*

*primary responsibility of the state.*

### **FENU (Uganda) by Fred Mwesigye, Coordinator**

*Coming to three years since inception, in March 2001, FENU has registered some commendable successes in a wide range of areas but also has met and continues to meet challenges along the way. These challenges, perhaps could be expected of a net work just leaping out of her formative stages. For the moment, I would only like to give up dates on the challenges FENU faced right at the start, the achievements made so far in those areas and the new challenges ahead.*

*Just like any other starting network, mobilization of grass root NGO/CBOs in education for a bottom-up representation and accountability was such a critical goal yet with barely no funding, no mechanism, etc for such an activity. To day, FENU has made tremendous achievements in that area.*

*FENU has made achievements in many other areas e/g on the following areas:*

*- Mobilizing resources: FENU has made good achievements though still on the hunt for further funding.*

*- Maintaining government recognition and gaining more space for involvement :FENU has succeeded in getting recognized as a legitimate body of CSOs working in the education sector by the Ministry of Education and Sports (MoES). This has helped FENU get space at the table for both dialogue with the ministry and gaining access to critical information on policy trends. This has been a major step towards involvement in key national policy processes and events such as:*

*- Involvement in the Poverty Eradication Action Plan (PEAP): FENU as the lead CSO in the Education Sector Working Group (SWG) was given the lead role to get CSOs views on what issues of the PEAP need to be reviewed as they see them and what would be the way forward in achieving the recommendations. The on-going process needed FENU to hold workshops with her members and education stakeholders so as to ensure that each education sub-sector was included.*

*- Universal Primary Education (UPE) Conference FENU was requested by the Ministry of Education and Sports to present a paper on CSOs perspectives on U.P.E. In the process of preparing the paper FENU was drafted on the organizing committee which enabled the secretariat to get more coverage than was expected. As a result of this, FENU took part in all the radio talk shows that were organized and was also able to get FENU members on the invitee list. FENU took advantage of this position to highlight the most critical issues in UPE and brought them to the attention of the president of the republic of Uganda. One the most visible achievement from this involvement was the promise for the teachers' pay rise.*

*- Relating to ANCEFA and other global coalitions to enhance locally immediate and regional objectives: FENU has since inception continued to work closely with both the ANCEFA and the GCE on various campaign issues.*

*- Even though FENU is making good progress, there are still many challenges ahead. FENU is yet to gain a more stronger presence in the districts. Currently, FENU is working with very meager resources so it is still quite a challenge to reach out to all the districts and establish a strong presence.*

*- The main opportunities for FENU are the political space given to FENU by both the Ministry of Education and Sports and the Government of Uganda as at large, FENU has the opportunity to engage with the policy processes. FENU's large membership as well as the her presence at the grassroots gives an ample chance to bring the voices of the poor and the unheard, into policy making and policy implementation.*

### **TEN/MET (Tanzania) by Stephen Maina, Coordinator**

#### ***Background to the Education Sector in Tanzania***

*Tanzania is now implementing the Primary Education Development Program which aims to fulfill the Education for All commitments made at Dakar Senegal and those of Tanzania Poverty Reduction Strategy. There are a number of challenges facing this sector including illiteracy, children out of school, high drop out rate, low secondary school*

*enrolment and above all HIV/AIDS.*

*Since January, 2002 primary school fees have been abolished and more than 1.6 million children were enrolled to standard one. This large increase of enrolment gave rise to construction of classrooms, increase in numbers of desks, teaching materials and other teaching aids. However, the challenges remain in maintaining enrolment expansion, improving quality and relevance curriculum, ensuring financial support and effective institutional synergy between the MOEC and PO RALG, the two key ministries with responsibilities for implementation.*

### **Background to TEN/MET.**

*TEN/MET was formed in 1999. Our mission statement is TEN/MET exists to work with others in linking educational initiatives and enabling NGOs and CBOs to speak with an informed collective voice in order to influence all key stakeholders to bring about quality basic education.*

*The Government of Tanzania has recognized the value of involving TEN/MET in education planning, implementation and monitoring processes. NGOs through TEN/MET are involved in all key committees for managing education sector reform*

### **Strengths: What TEN/MET has achieved.**

*Since its inception in 1999, TEN/MET has been very active and has been able to do the following activities successfully:*

- Strengthening NGO involvement in the network. There are district and regional networks in some parts of the country, and it is our intention to strengthen them by capacity development in crucial areas like finance monitoring, budget analysis and budget tracking. A Project on Monitoring of Education Finance has already started and it is in good progress.*
- TEN/MET produced an NGO report to contribute to the government's Education for All review. The paper formed an appendix to the government submission to the international review process.*
- TEN/MET leads Global Week of Action activities in Tanzania.*

*- Produced English/Swahili newsletter which contributed to capacity development at local level through sharing of information by different NGOs at local, national and international levels.*

*- Produced and ratified a Strategic Plan 2001 - 2003*

*- Appointed a full time coordinator opening an office independent of any particular NGO.*

*- Convened a workshop on school committee capacity development and the production of a paper on the same theme to strengthen the capacity of NGOs; Participated in redrafting of government manuals for training school committee members*

*- Appointed a consultant to lead establishment of office systems and support capacity development of coordinator.*

*- Support ANCEFA sub region moderator through access to office and back up support like emails, telephone etc.*

*- Introduction of registration and subscription fees as a means of creating local financial support*

### **Challenges and weaknesses**

*- Contributing to planning and monitoring of implementation of PEDP to ensure that it lives to its ambitious aims. It is an on-going challenge to ensure that information from the grass root level is fed to the national level and that the grass root level is enabled to access information that enables them to engage in debates about policies and program that affect their daily lives.*

*- Some NGOs are concerned that partnerships with government and development partners is not consistently implemented despite the rhetoric frequently used about civil society participation. To try and play our part, TEN/MET has been:*

*- Facilitating more effective communication especially in the context of relations between development partners in education and government which periodically reach stalemate and thus damage the changes of delivery on the commitments made at Dakar World Education Forum.*

*- Engaged in the process of developing Poverty Strategy Paper as Tanzania is meant to benefit from the HIPC 2 debt relief initiative. We have contributed to evaluating progress on the PRS through participation in the Consultative Group sessions. TEN/MET participated in other groupings such as*

## *Tanzania Coalition on Debt and Development (TCDD) and the NGO Policy Forum*

- Tanzania is undergoing a process of Local Government Reform. This means that many key decisions about education service delivery are to take place at the district level rather than at national level. District Education Boards, School committees, Social Service Committees, etc are being set up. Are NGOs prepared for these changes?

- Current capacity of NGOs is still questionable. Most suffer from inadequate funding, lack of trained staff and equipment. Most NGOs are therefore unable to do implementation, monitoring and evaluation of various activities. There is low capacity of NGOs and networks in policy analysis, research, monitoring and evaluation skills.

- MOEC and PO RALG have from time to time recognized the potentials within TEN/MET and have sent invitations to attend meetings workshops and seminars. Some NGOs have not been able to keep up to this demand.

- Insufficient staff in the Secretariat to make it more vibrant and effective.

- Lack of communication to all the NGOs and networks working at grass root level and vice versa.

- Some districts have not started network due to low sensitization among the local leaders and the NGOs at large.

- Not enough lobbying and advocacy has been done to build the trust among leaders at different levels of the government hierarchy.

### **Opportunities.**

TEN/MET has earmarked two strategies which have started to be implemented;

a) *Monitoring of Education Finance:* The strategy has been prepared after consultations with NGOs. This strategy has led to the formulation of action plan which have been worked out awaiting the approval of the Steering Committee. Alongside the Action Plans there have been preparations for an instrument. It was used for piloting in five districts. The idea was to sharpen the instrument ready to be used in a larger area. The results will be useful to plan for a feed back to the MOEC before

the FER. At district and school levels an evaluation will be done after the first year of the strategy.

b) *Strengthening of District Networks.* This will be done by making a situational analysis of a few regions and districts which have active education NGO networks. A Programme Officer will be employed to this follow up. A study will be made to assess the weaknesses and strengths of these networks and suggest solutions. The data collected will be analysed and finally come up with a training package for capacity development of these networks.

Funding from the CEF and capacity building from ANCEFA will offer additional opportunities for strengthening program implementation.

### **Threats**

- The issue of communication and the information flow from up down and down up is a big concern. This must be strengthened through the establishment of email and fax facilities between the National Secretariat and the district networks and vice versa.

- The availability of funds for human resource development and purchase of equipment.

- Availability of a constitution which will lead to the registration of TEN/MET

It should be noted that confusion is caused by international community - UNESCO and other donors have different approaches to how they give support and how to achieve EFA. This puts additional stress on NGOs as to think strategically about what we are participating in, with whom, and how.

**30 September – 2 October 2002 :  
NGOs/CSOs Regional Consultation in  
Lilongwe, Malawi**

A regional consultation of NGOs/CSOs operating in the field of education in Africa was held from 30 September to 2 October 2002 in Lilongwe (Malawi), under the aegis of the NGOs Collective Consultation and the Government of Malawi with the following objective:

- to prepare the NGOs/CSOs input to the 8th Conference of African Ministers of Education (MINEDAF VIII) ;
- To enlarge the appropriation of the capacity building programme by the NGOs/CSOs operating in Sub-Saharan Africa and their involvement;
- To explore the opportunities for strengthening and enlarging the involvement of African NGOs/CSOs in charge of the education theme in the UNESCO advisory mechanisms.

The expected outcome of this consultation was made up of four elements:

- ✓ to validate the working paper ;
- ✓ to urge UNESCO to invite a delegation of the Malawi panelists ;
- ✓ To make recommendations for the strengthening of advisory capacities;
- ✓ to present themes and to validate recommendations.

As regards the powerful moments of this meeting, we must remember the opening ceremony with the Honourable Minister of Women's Condition of Malawi and an in-depth analysis of the paper by working group.

**19 -20 November 2002 : UNESCO High  
Level Group Meeting in Abuja,, Nigeria**

The 3<sup>rd</sup> HLG on EFA took place in Africa, Abuja (Nigeria) on November 19 and 20 led by UNESCO Director General with the participation of two African head of states, President Olesgun Obasanjo of Nigeria and Blaise Compaore of Burkina Faso . Most of the UN agencies were represented

by high desk officer and think tank.

The civil society were also represented at regional by networks like(ANCEFA) and global level by the Global campaign for education (GCE).

ANCEFA statement were mainly focused on the World Bank fast track initiative which is for ANCEFA the WB perspective on education in the world poorest countries, with a myriad of conditionnalities called very diplomatically “indicative framework”.

ANCEFA qualify this as a very narrow vision of quality Education for all because the FTI focus is universal primary education UPE at year 2015 and gender equity in primary and secondary at 2005, and will impose financial reforms to African governments with implication on teachers status, qualification and salary(see the ANCEFA position paper at the HLG in the policy posting in [www.ancefa.org](http://www.ancefa.org) )

**6 – 8 November 2002 : Workshop on  
Oxfam/GB Regional Education  
Programme « Promote gender equitable  
education» and its partners in  
Ouagadougou, Burkina Faso**

OXFAM/GB organised this workshop to achieve the following objectives: :

- ✓ To share and inquire about the main achievements and challenges of the first year programme ;
- ✓ To identify the means to take up these challenges ;
- ✓ To share the outcome of the Mali/Niger cross-border gender review of the programme ;
- ✓ To enhance the knowledge and understanding of funding needs and requirements;
- ✓ To share the programme's background information and future prospects.

This was the first workshop held with all the partners since the launching of the programme. It brought together the partners and the staff of Oxfam/GB in the 5 countries involved in the programme. This workshop made possible to note that the programme had made significant progress in terms of advocacy and direct operations.

As far as advocacy is concerned the most

outstanding fact was the increase in the number of activities during the Global Week of Action 2002. Indeed this world week has been a tremendous success enhanced by the caravan for basic education in 4 countries of the programme (Burkina Faso, Ghana, Mali and Niger). Thousands of people took part in this caravan and millions of people were sensitised.

As regards direct operations, they owed their success to the introduction of the system of female extension agents. These female extension agents who are the backbone of the programme in Gao in Mali and Tillabéry in Niger succeeded in enrolling many children in the schools mainly girls.

### ***2 – 6 December 2002 : MINEDAF VIII in Dar-Es-Salaam, Tanzania***

The Eighth Conference of African Ministers of Education (MINEDAF VIII) was held from 2 to 6 December 2002 in Dar-Es-Salaam in Tanzania. A special session brought together ministers and NGOs.

The civil society was urged to play an unprecedented part in the MINEDAF Conferences. Thus it produced, as a result of a broad participatory process finalised by a « preparatory » general consultation held in Lilongwe (Malawi), one of the official working papers entitled “ The Challenge of Achieving EFA in Africa - Civil Society Perspectives and Positions to MINEDAF VIII ” which sets out the civil society perspectives and positions (Please access the ANCEFA web site to read this paper at [www.ancefa.org](http://www.ancefa.org) ).

This special session on the civil society involvement in EFA at the MINEDAF VIII Conference was held to provide a forum for a political dialogue between the Ministers of Education and civil society organisations with a view to promoting a shared understanding of partnerships between governments and the civil society for EFA and to discussing strategies to improve collaboration in the future.

Ministers and representatives of the civil society emphasised the need for and benefits of a genuine partnership : the value added is huge.

Elements such as trust, a shared vision,

respect a constructive and continuous dialogue, a clarification of roles and responsibilities, a balance of power, frankness and transparency have been underlined.

Although progress has been made, the partnership between the civil society and the government is not always easy. Governments and the civil society have voiced the difficulties met in establishing partnerships. They must take up challenges such as:

- the lack of genuine partnerships in some countries;
- the lack of organisation, of coordination and harmony between civil society organisations in some countries;
- suspicion between governments and the civil society;
- an unequal balance of power;
- the civil society has difficulty in being involved and, at the same time, tackling the appropriation process to achieve the same result: education policies.

### **Recommendations:**

The following recommendations were made in the light of the debate :

#### ***Civil society organisations***

- To define their positions and perspectives more clearly;
- To coordinate the civil society actions and to set up coalitions;
- To embark on a constructive dialogue with governments.

#### ***Governments***

- To establish systematic mechanisms to facilitate the civil society involvement in the formulation of education policies;
- To integrate the civil society involvement in the EFA Plan in terms of strategies, activities and budget;
- To strengthen civil society organisations capacities to enable them to participate in the formulation, the planning and the implementation of the education policy as well as in the follow up and the evaluation;
- To provide the resources necessary for capacity building and involvement.

#### ***UNESCO***

- To allocate and mobilise resources for civil society capacity building and

- involvement,
- To encourage African governments to establish standing mechanisms at the national level to co-operate with NGOs, the civil society in the planning, the implementation and the evaluation of education;
- To continue to include African NGOs and civil society organisations in EFA meetings and conferences at the sub-regional, regional et international level;
- To continue to assist and closely cooperate with ANCEFA and other regional structures on all the aspects of civil society involvement, in particular with a view to setting up and strengthening NGOs national coalitions.

***17 – 18 – 19 December 2002 : ANCEFA/Oxfam-GB Workshop in Dakar, Senegal***

The main objective of this workshop organised by Oxfam/GB et its partners within the framework of its regional programme was to draw up national and regional action plans based on a common analysis and a shared understanding of key advocacy issues which make possible to carry out specific policy changes in each country. Three main lines should allow to achieve this objective.

- An analysis of key initiatives. It was a matter of understanding the main advocacy issues at the national, regional and global level by exploring the following aspects : the outcome of the case studies carried out by ANCEFA within the framework of the programme, Oxfam/GB regional advocacy strategy developed during a workshop held in December 2001 in Bamako, the outcome of the initial analysis of the partner's advocacy action plans developed during the Oxfam/GB workshop held in Ouagadougou in November 2002, world initiatives such as the EFA Fast Track Initiative, the Global Week of Action and Oxfam International Education Strategy designed at NOVIB in the Hague in October 2002.
- The drawing-up of national advocacy action plans
- Incorporating national advocacy action

plans in world initiatives and the Oxfam International's Regional Education Strategy.

At this meeting ANCEFA made public the report relating to five case studies carried out in Burkina Faso, Ghana, Mali, Niger et Senegal concerning the progress made by the governments of the five countries covered by the Oxfam/GB programme since the Dakar Forum.

***20 December 2002 : Meeting ANCEFA/OEB/ECOWAS (Basic Education Observatory in ECOWAS) in Dakar, Senegal***

This meeting was organised to draw up a strategy and a partnership mechanism with a view to strengthening and making sustainable the African Campaign for Education for All. At the end of this meeting, the following proposals were made :

- The OEB/ECOWAS will be responsible for research, monitoring-evaluation, documentation and dissemination of quantitative and qualitative data on EFA in West Africa;
- ANCEFA will carry out advocacy, lobbying and campaign activities for a quality education for all by building on the outcome of the OEB/ECOWAS research and monitoring in the field

To that end, OEB/ECOWAS will take internal practical measures to speed up the revision of its memorandum and articles of association and basic texts to better accommodate them to the missions and activities of a basic education observatory.

***19 – 23 January 2003 : Annual General Meeting of the NGOs Collective Consultation in Porto Alegre (Brazil)***

The Collective Consultation of NGOs on Education for All (CCNGO/EFA) is a thematic partnership mechanism created by the UNESCO Education Sector in 1984. Its purpose is to facilitate collective action with civil society organizations in the framework of the Education for All movement in accordance with the Dakar Framework of Action: "...to ensure the engagement and participation of civil society in the

formulation, implementation and monitoring of strategies for educational development". This mechanism enables non-governmental organizations and UNESCO to think and work together in promoting lifelong learning.

To follow-up this process, the CCNGO/EFA called for its following annual meeting to "promote inter-linkages between quality issues in education, civil society participation and alternative globalization in order to strengthen the EFA movement and give it greater meaning," resolving to convene in Porto Alegre, Brazil, in January 2003, in conjunction with the Second World Education Forum (WEF) and the third session of the World Social Forum (WSF), thus hoping to help situate questions around EFA in the larger context of civil society discourse on education, social justice and transformation. This linkage provided a unique platform for further strengthening the EFA movement among civil society organizations, on this occasion particularly in Latin America by engaging broader participation of Latin American NGOs.

The regional caucuses (Africa, Asia, Arab Region, Latin America and International) proceeded to meet to address the following questions:

- 0) Their principal strengths/opportunities and the foremost weaknesses/challenges that they face as civil society while working towards EFA at a local, national, regional and international level;
  - 1) Proposed strategies for EFA action;
  - 2) Their observations to the proposed CCNGO/EFA Transitory Working Procedures in the framework of the on-going CCNGO/EFA reform process;
  - 3) The appointment of a regional focal point for the upcoming period

Recommendations on the role of the CCNGO and of UNESCO

- More support from international agencies for NGO EFA action and national coalitions. UNESCO to exert pressure to mobilize resources for capacity-building programs.

- Greater information sharing and networking;
- E-group discussions around thematic areas;
- Success stories on how different strategies have worked in different countries;
- CCNGO to mobilize resources to support its members;
- Brokering role between Unions and CSOs;
- Direct communication at different levels;
- Robust and confident UNESCO which is willing to back up civil society action;
- Define the relationships between CCNGO/EFA and UNESCO and what support we expect from UNESCO;
- UNESCO to assess different situations in different countries;
- Integration of CSOs in EFA follow-up (e.g. data collection, data processing and consolidation) for monitoring report;
- UNESCO should provide CCNGO resources for research and monitoring;
- Reform the National Commissions of UNESCO to move from being departments of Ministries of Education to an inclusive forum for governments, CSOs and UNESCO.

### **Appointment of the New CCNGO/EFA Coordination Committee:**

#### **Regional Focal Points:**

- ✓ Africa: African Network Campaign on Education for All (ANCEFA)
- ✓ Arab Region: Arab Resource Collective (ARC)
- ✓ Asia: Asia South Pacific Bureau for Adult Education (ASPBAE)
- ✓ Latin America: Consejo de Educación de Adultos de América Latina (CEAAL)

#### **International Focal Points:**

- ✓ International Catholic Office for Education
- ✓ Federation Internationale des Centres d'Education Active

### **NGO Liaison Committee**

### **ANCEFA supports to EFA civil society in Cameroon**

The two major national networks in Cameroon REPTAC led by Mama Nono Mrs Sara Kalalobe Kuta a well known gender activist and ANACLAC led by Pr Maurice Tadajeu a well known research co-ordinator in the area of African languages jointly organize a three days workshop on how to build a strong EFA national coalition of civil society in Cameroon.

The workshop has been facilitated by ANCEFA Co-ordinator Mr Gorgui SOW and AA Nigeria country Director Mr Charles ABANI in collaboration with the Commonwealth Education Fund co-ordinator Mrs Nguyan Fisee.

After three days intensive exchange and strategizing a common vision and process has been formulated by the two organization's constituencies which came from all the districts and regions in Cameroon.

ANACLAC has been elected to be the chair of the coalition national board, REPTAC will assure the co-sharing.



***7 – 8 March 2003 : National Consultation for the launching of the Capacity Building Programme for the NGOs and CSOs operating in the field of Education in Conakry, Guinea***

After two years dedicated to the design of the programme, the planning of activities and the mobilisation of start-up resources, the Capacity Building Programme for NGOs/CSOs initiated by the UNESCO Collective Consultation of the NGOS operating in the field of Education was finally launched in Guinea through a first consultation held from 7 to 8 March 2003 in Conakry. Six countries were first identified for this programme on the basis of the recommendations of the Forum of the Heads of State and Governments held in

DAKAKO IN NOVEMBER 2001 . BURKINA FASO, Guinea, Mali, Niger, Senegal and Chad.

The Guinea consultation brought together 82 NGOs and CSOs. ANCEFA which is a UNESCO technical partner for this programme took part in this national consultation. ANCEFA closely collaborated with the UNESCO team through exchanges of expertise and views for the teamwork in the four fields of training during the preparatory stage and during the whole consultation and contributed to the assessment of the consultation to determine the lessons to learn for other consultations.

After carrying out an in-depth analysis of the four fields of training proposed by the programme, participants suggested the setting up of coordination and management structures for the programme :

- A 15-member Governing Board to direct, provide guidance, approve and present the programme ;
- A 9-member management body to ensure the implementation of the programme's activities ;
- Technical teams which will be based on four themes for the building of the capacities of the NGOs/CSOs operating in the field of education to supervise the training.

***26 – 27 March 2003 : Meeting on the Real World Strategy in Accra, Ghana***

A three-year project “Real world strategies: developing campaigning skills to influence education policy and practice” was developed in partnerships between three regional and international networks for education advocacy : Global Campaign for Education, ASPBAE in Asia and ANCEFA.

The project will assist civil society groups to design, agree, implement and monitor a well-informed, targeted and time-limited strategy for achieving specific and measurable changes in national education policy and financing. Its premise is that better-focused advocacy work will have a greater impact on governments actions, which in turn will help accelerate progress towards the EFA goals. In Africa, the project will be based in ANCEFA and 20 countries will benefit from it.

The Accra meeting aimed to inform civil society representatives of the project and agree on core principles. 13 representatives from different countries' civil society

organisations attended that meeting.

## **ANCEFA and UNESCO joint visit in ANGOLA**

On May 5<sup>th</sup> to 8<sup>th</sup> 2003 ANCEFA and UNESCO BREDIA organized a joint visit in Angola in collaboration with the UNESCO cluster office in Namibia and the UNESCO national commission in Luanda.

The main objectives of that visit was to do a civil society mapping after three decades of civil conflict and to see how to support a capacity building program for CSO in Angola particularly for women and youth in advocacy, curriculum development, orphan and vulnerable children care and development.

The ANCEFA focal point FONGA has mandate to assure the follow up of this process in collaboration with the national commission and organize a national consultation of CSO on that issue.

FONGA will be invited at the next ANCEFA and UNESCO joint workshop on policy analysis and curriculum development to be held in Mali on early August 2003-07-15;

### ***ANCEFA's letter to George W Bush***

6 January 2003

President George W Bush  
The White House  
Washington DC  
United States of America

Dear President Bush,

ANCEFA calls on the USA to '...leave no [African] child behind..' on Education For All (EFA)

We, members of the civil society from 35 countries across sub-Saharan Africa, under the umbrella of ANCEFA (Africa Network Campaign on Education for All) are formally writing to express our disappointment at the current international, and specifically, US response and commitment to Africa's education crisis. We also write to express our wish that your passion for education, as articulated so clearly in your election campaign, leaves no African child behind in the pursuit of Education for All (EFA).

we applaud the increase in the US Aid to developing countries by US\$5 billion per year to fight poverty through the Millennium Challenge Account. This is an important step in supporting a few 'high performing' countries in the developing world.

However the commitments in Dakar signed up by 165 countries promised a global initiative which would address the Education For All (EFA) needs of ALL developing countries with credible national action plans.

In spite of the fact that millions of our children are out of school (or sitting in unsafe classrooms of 170 pupils for one teacher) and all actors (communities, governments, and citizens) are working hard on the commitments in Dakar, there is no commitment from the United States and the other G8 partners to a coordinated approach to fund the gaps for most countries with credible plans and nothing to help those without plans to get there. African civil society perceives that the international community, led by the USA, has backed out of its international commitment at Dakar and has pulled the rug from under our feet.

Two years after Dakar, the UNESCO-commissioned Global Monitoring Report 'Is the World on Track?' (UNESCO, November 2002) indicates that there is an emergency in Africa with two-thirds of African countries in crisis and unlikely to achieve any of the Dakar EFA goals.

Having examined existing international responses, including that from the US (most especially after looking at the criteria of the Millennium Challenge Account), it is our opinion that no more than 10% of African countries will benefit. The initiative will 'leave many countries behind' and 'most children behind' by completely missing the target of the countries with the large populations of Africa's estimated 50 million uneducated children alone. Africa's education crisis, committed to by all so eloquently at Dakar in April 2000, can wait no longer if the genuine development efforts of scores of countries are to be realized.

Against this backdrop, and on account of our understanding of your personal (and wider national) commitment to education, we call on you to go beyond the proposed Millennium Challenge Account, and to lead the world in addressing the crisis of education in Africa across the board by committing an additional US\$1billion to the

Education For All (EFA) Agenda through the Fast Track Initiative and other mechanisms.

The opportunity which your impending trip to Africa in early 2003 offers must be used to understand the real magnitude of the education crisis and emergency in Africa (compounded by the impact of the HIV/AIDS epidemic, ongoing conflicts, transition democracies and the threat to world peace).

We humbly look forward to your urgent and positive action in the light of the impending disaster in Africa if our genuine efforts go unsupported.

Yours Sincerely,

**Feedback on the CSO meeting held in Maputo, Mozambique from 27th June to 3rd July 2003, before the AU summit.**

**By Stephen Maina, TEN/MET Coordinator**

*I had an opportunity to attend a meeting organized by AU Secretariat in Maputo on behalf of ANCEFA.*

*This was a CSO meeting attended by about 400 CSOs from all over Africa except North Africa. There were representatives from Somalia down to South Africa.*

*The topic covered varied from Social, Economic Cultural and Political issues ranging from education, agriculture, natural resources, conflicts, etc. For the first three days all topics were addressed to ALL summit and resolutions/recommendations were passed. The last three days were spent in discussing the role of NEPAD in Africa's development scenario.*

***Position of CSOs in the AU***

*In the past, the OAU (1963 - 2000) CSOs were involved at observer status during meetings. With the birth of AU CSOs were moved to decision making position within the AU structure. It was observed that CSOs represent the grassroots. Also they play important role in conflict resolutions in the continent so within the charter of AU the structure was adopted in which Economic, Social and Cultural council was created (ECOSOCC)*

*The structure of ECOSOCC is such that there are:*

- 150 members from the 4 sub - regions*
- 2 members from each member state - a total of 106*
- 20 selected from diaspora*
- 24 transnational/ regional organizations e.g. ANCEFA. A transnational or regional organization should represent at least 2-3 countries.*

*During the interim period (2000 - 2003) there were 600 CSO representatives. Three came from East Africa sub region (2 Tanzanians and 1 Kenyan). This was too large a group to manage so it has been reduced to 150.*

***Membership of ECOSOCC***

*CSOs seeking membership to ECOSOCC are to fulfill the following conditions:*

- Be a natural, transnational/ regional CSO/ Network.*
- Have aims and objectives in harmony with those of AU.*
- Be registered in a member state of the AU.*
- Show a minimum of 3 years proof of registration as a CSO before submission of application.*
- CSOs which had observer status are exempted from the requirements of (2) and (b) above.*
- Provide annual audit statements of an independent auditing company.*
- Show proof that ownership and management of the organization is made up of not less than 50% of the African people or people of African origin.*
- Provide information on funding sources.*
- There is no discrimination on the basis of colour, religion, gender, ethnic/tribe, racial or political basis.*
- Renewal after every 4 years.*
- Adhere to a code of conduct and ethics as prescribed.*
- Pay USD 10 as annual fees.*

***Code of conduct and Ethics for CSOs***

***Good Governance***

- To be legally constituted in the country of*

operation.

- To operate under the terms set out in a written constitution which shall clearly articulate the organizations vision, mission, objectives and structure.

- Members of the apex governing body must set high personal standards for themselves and others within the organization.

- The governing body shall be fair, impartial and act in a responsible manner.

- The apex governing body shall be the final approving authority for all policy statements and annual programmes of the organization.

- The governing body shall put in place policies that determine the membership of the organization, promote gender and minority equity and social inclusion.

### **Organizational integrity and independence**

The constitution or any such document under which the CSO is operating shall stipulate the tenure of members with provision for democratic process for change in tenureship. Principles of transparency and accountability shall be applied to all affairs and activities of the organization. Guidelines must be established to ensure that personal interests of members do not conflict with those of the organizations or influence or affect the performance of their duties. There shall not be any discrimination against any person in terms of race, sex religion or ethnicity.

### **Financial Management and Accountability:**

Apex governing body shall approve and monitor annual budget and ensure acceptable and sound financial accounting practices.

---shall not tolerate any improper influence of bribery or other unethical behaviour by their staff, suppliers or other stakeholders.

--- shall ensure that accounts are audited annually by independent auditor and the results are circulated and made available to all stakeholders.

During fund raising , efforts should be made to ensure that independence and credibility of CSOs openness, honesty and transparency are fundamental in the process of fund raising.

Other articles of the code include:

1. Management of human resources
2. Communication

### **The New Partnership for Africa's Development (NEPAD).**

NEPAD is a common vision and a firm conviction by African leaders that they have a pressing duty to eradicate poverty and place their countries on the path of sustainable growth and development and at the same time to participate actively in the world economy (Globalization)

Areas covered are:

- A new political will among the African leaders.

- A programme of Action.

- Conditions for sustainable development.

- Peace, security and Political Governance Initiative.

- Economic and corporate Governance Initiative. Sub regional and regional approaches to development.

- Sectoral Priorities:

-Infrastructure

-Communication Technology

-Energy

-Transport

-Water and Sanitation.

-Human Resource Development Initiative.

poverty reduction

Bridging the education gap

Reversing brain drain

Health.

### **National Chapters for NEPAD**

Each Au member state has to establish a national chapter

This chapter coordinates with NEPAD sub regional group ( 5 regional groups) which finally connects with the NEPAD Secretariat.

NEPAD structure should be made of :

1. Government

2. Private Sector

3. CSOs

CSOs should not stand up and criticize. They should act and be sensitive to such issues as: Coups, massacres, corruption, undemocratic practices etc.

**Conclusion:**

*Discussions on the role of CSOs in the AU, NEPAD and ECOSOCC must be a continuous process. We must strengthen our CSOs at different levels in order to be able to participate in all the structures of the AU at national sub regional and regional levels. We must establish points of contacts for information and knowledge sharing. Cooperation with the government is vital since we are working for the same goals.*