

REPORT



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I. Introduction

Professor Massanja, the Chair of TEN/MET (Tanzania Education Network) welcomed everyone to Dar es Salaam and Tanzania, and Leoncia Salakana, the out-going Convener of the ANCEFA East Africa Sub-region, officially opened the meeting before handing over to Kate Dyer as facilitator.

The objectives of the meeting were agreed.

The following timetable was designed to meet these objectives:

Time Session Content of Session

Day One:

1. Review of Report of Founding Meeting of ANCEFA EA in February 2001. Moderator's Report on Progress with ANCEFA EA since February 2001
2. Coordinator's Report on Progress with ANCEFA
3. Updates from countries in the sub-region: Uganda, Tanzania, Sudan, Burundi, Ethiopia, Kenya
4. Group work to identify common areas of concern in terms of: (i) Advocacy issues (ii) Capacity development needs

Day Two

1. Summary of Day One Presentation of Group work
2. Feedback from AU meeting Report back from other regional / international initiatives
3. Division into two groups to produce strategy and action plan for capacity development and addressing advocacy concerns. Report back and agreement on plans
4. Identification of new moderator and sub-regional committee. Closing of meeting

Participants expressed the following hopes and fears about the meeting; hopes and aspirations were more numerous and detailed than fears!

Hopes/Fears A successful meeting with focussed vision and plan Concrete action plans; new leadership in place for the sub-region Come up with an actionable strategy A clear and practical strategy More commitment and ownership for ANCEFA member coalitions; more coalitions involved in the sub-region A better and deeper understanding of the activities of ANCEFA and ANCEFA EA in relation to national coalitions Better understanding of how ANCEFA can work at the sub EA regional level to ensure education for all That participants will understand more about ANCEFA - how much there is to benefit and how much there is to give to ANCEFA Learn more about ANCEFA; sharing experiences; coming up with ways on how best we can influence policy making and still follow up the already made policies to concrete implementation; making friends Know how education has developed in different countries; suggest ways to develop education more and faster Better participation in

education activities like planning monitoring, implementation of programmes; unity amongst CSOs Strategies to strengthen civil society intervention in our sub-region I hope education for children with special needs will be improved.

This workshop will identify the panacea to the education crisis in our countries. Time might be insufficient Time is short for many issues to address Time management issue: will we be able to cover all the planned activities. Time limitations Not reaching the end of our timetable Maybe time Time may not be sufficient Some networks are just starting and thus may not get on board fast The divide between Anglophone and francophone - commonwealth vs others Governments and regional bodies still don't take us (ANCEFA) seriously Most of the suggested ways for development of education depend on the government of the countries. Regulating the temperature in the room None!

A full list of participants is included as annex one.

II. Review of first meeting: Presentation by Leoncia Salakana, Sub-Regional Moderator.

Leoncia's presentation was based on the report of the first meeting, which was provided in hard copy for all participants at the meeting. An electronic copy can be obtained from the TEN/MET office: tenmet@africaonline.com <<mailto:tenmet@africaonline.com>>

She explained that despite efforts, no one from Rwanda had been contactable in order to attend this meeting.

Discussion and Questions:

What about Northern Region of Africa, are they participating in ANCEFA? Gorgui - most of these countries see themselves as more of the Arab region, so don't want to participate in sub-Saharan Africa concerns. The challenge is that these countries are AU members, so there is a need to have them on board. At the meeting at Porte Allegre representatives from Algeria and Egypt said they wanted to 'come back home' and be part of ANCEFA.

Are all African countries represented? Only about 25 countries are in ANCEFA. Expanding the network is a big challenge.

III. Moderator's Report from the ANCEFA EA Sub-Region by Leoncia Salakana

The full report is attached as annex two.

Discussion and Questions arising:

How far have people living with disabilities been involved? Leoncia admitted that it is a challenge. Need to take it up - these groups have the right to demand involvement from us. Critical to involve people with disabilities, education is especially important for them, because even more effected than others by conflict, HIV/AIDS etc. Addressing these needs has to be part of our action plan.

Who is in the sub-region?

It was pointed out that some countries eg Somalia and Somaliland have education NGOs meeting together, and need to be contacted. Even informal meetings can help to inspire people to go ahead and explore the possibilities of forming a network.

There was a suggestion to use AU groupings eg through the ECOSOC. There is the need to retain flexibility, so that issues are best dealt with by appropriate groupings eg East Africa Community, SADC etc, which implies that different countries would be involved for different advocacy issues.

Why have there been such problems with starting new coalitions?

We have been being reactive and not able to plan a programme to do this work successfully.

It is also very important that countries themselves see the need for a network and it isn't just driven from the outside

Attempts have been made eg in Sudan, and the following seem to assist:

Information sharing

A focal point NGO or person to lead the process

Support eg from an International NGO who is committed to alliance building

Political space, which makes networking and alliance building acceptable.

What is the role of INGOs (international NGOs) like ActionAid and Oxfam in the coalitions?

Broad support to CSO networks. BUT the agenda must be from the network not from the INGO.

Needs to be wider than just Trade Unions, and ideally not just NGOs

Why is there no action plan and why are we always being reactive?

Time: the current moderator is a volunteer with a full time job

Funding: to cover the costs incurred by the moderator and for meetings

Commitment and voluntarism is necessary to begin with. Resources come later when the network can demonstrate it is doing something good.

Advice: we shouldn't put all the responsibility on the moderator, s/he should be able to rely on support from other members in the sub-region.

IV. Report from ANCEFA Coordinator, Gorgui Sow

A full report attached as appendix three.

Discussion and Questions arising:

Capacity Building - There is a joint programme with UNESCO which focuses on: policy analysis, curriculum development, education programme management and pedagogic approaches. The programme involves 11 countries in Africa, 6 of which are in West Africa, which shows one of the problems of working with UNESCO - they decide which countries to work in, and this may not be in line with ANCEFA priorities

To try and deal with these problems, ANCEFA has linked with Global Campaign for Education (GCE) to support capacity development. Because of the strong link of teachers unions through Education International (EI) there is an emphasis in union involvement. The programme is called the 'Real World Strategy', it focuses on building skills in advocacy and campaigning, especially around budget tracking and financing issues. Further information about the programme is available in the project document.

Danger of NGO fragmentation - this is a risk and can be solved through the assistance of INGOs who are already supporting various NGOs in a particular country, or strong national networks within the countries.

Autonomy: This is certainly needed but the problem is dependence on outside resources such as Oxfam, ActionAid, Dutch Govt through GCE, and CEF. Sometimes ANCEFA's name is used in fundraising for a project(UNESCO/GCE), but then they are not allowed to take the lead in implementation. Participants advised not to pull out of a project on such grounds, but to try to collaborate with teachers unions and others to make the project work.

Need to have full time moderators for advocacy, campaigning and fundraising work - this would be ideal, but member national coalitions should also assist with fundraising across the sub-region. There may be potential for CEF support for sub-regional initiatives.

Involvement of teachers unions. It was advised to begin at national level, with either unions or NGOs taking the lead in a national coalition, according to whoever is strongest.

EFA Monitoring: The ANCEFA coordinator expressed a wish to have an Education Watch, and involve other strong networks eg Pamoja/PAALAE to monitor the adult and youth education, Pan african Teachers Center to monitor quality. They could do case studies in and training in various countries with CSO participation and financing, and ANCEFA taking the lead.

V. Country Updates

Presenters were asked to prepare in advance an update on their country situation, reflecting the Strengths, Weaknesses, Opportunities and Threats that they identify in their situation.

5.1 FENU (Uganda): 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.

Discussion and Questions arising:

In terms of linking with ANCEFA, FENU has been in strong touch with Dakar and also with Sub-regional moderator. The weakness is that most members are not really any closer to really knowing about what the coalition is doing with ANCEFA. Most people do not see international issues are part of them. Issues are decided at international level and ANCEFA for trying to influence these decisions.

Why are things working well with the teachers union? Partly it is personalities and those currently involved from FENU and the union. Also the analysis is

shared - the strongest issue from the union is teachers' welfare - and issue is terrible. Teachers feel that CSO analysis often ignores them. We need to understand how teachers see the issue. Teachers' salaries have been raised in Uganda, and so they trust FENU for taking up the issue.

5.2 TEN/MET (Tanzania) Stephen Maina, Coordinator

5.2.1 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.

5.2.2 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

5.2.3 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/Kiswahili 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

5.2.4 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.

5.2.5 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 PER. 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.

5.2.6 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

Discussion and Questions:

Since various TEN/MET members were also present at the meeting, additional points were highlighted, including the fact that an AGM had recently been held, at which a new steering committee, Chair and Vice-Chair had been elected following democratic principles.

It was also noted how 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.

5.3 Sudan: Elizabeth Agostino Baroudi , Diocesan Asst/Education Secretary, Archdiocese of Khartoum

A detailed report on the state of education in Sudan is provided as annex 4.

An education network does not yet exist in Sudan, so what follows is comments on the 'Save the savable school program' for the internally displaced community in Northern Sudan.

5.3.1 Background

Sudan is considered to have over 50% population who are not able to read and write

There are about 6,460,151 children population age (6-13), in Sudan, about 3,451,611 are enrolled to basic level which indicates that half of children are out side school.

IDPs (Internally Displaced People) considered to be those not under the formal system, where the church is now targeting about 71,000 pupils.

Similarly there are a number of local NGOs, INGOs and CBOs who assumed the role of the government because of its virtual absence in supporting education and other services.

5.3.3 Role and objective of the church.

To facilitate increased access to basic education for the IDPs so as to promote enrolment and retention of IDPs children in primary education, and prepare them for entry into the regular government basic education.

To support qualitative strengthening of education system for the IDPs children through teacher and development of appropriate teaching learning methods and materials.

To support the expansion of education initiative to cover the majority of un-reached IDPs in Khartoum, especially in the squatter settlement outside the official camps for the IDPs

5.3.4 Constraints

At County Level.

The federalization policy, where responsibilities has been directed to localities and states, in which some localities are resourced poor, which led to a total collapse to all basic services.

Upgrading of teacher qualification to the university level and the close up of institution for training.

Lack of diversified curriculum.

Medium of instruction (Arabic)

At the Church level

Government policy towards the IDPs, not consistent (demolitions of schools, lack of recognition, high charges...etc).

Poor financing from the government.

Quality of education remains a challenge due to lack of qualified trained teachers, in adequate supervision and services.

High dropout children from schools. (girls)

Communication language (National medium for instruction.)

Teachers' training.

Lack of parental support and guidance to education.
Lack of free breakfast for children.
Weak community role and ignorance about their rights
Poverty.
Issuing of free land.
Lack of recognition for the role of the church in education
Girls education

5.3.5 Policy issues

Clear policy for the IDPs example age, National support, free services .etc
Quality education
Free text- books.
Teacher's training (Reformation of the institutions for education).
Budget allocation to include IDPs.
Recognition of IDPs within the formal system of the Government and provision of National support as well.
Recognition for the role of the church
Free land for services.(for the Church)

5.3.6 Strategies

Lobbying the coordinating council of the southern Sudan to give pressure for a financing education (no clear respond).
Lobbying government through the legal advisers (land permits, teacher employment ..etc).
Advocacy for the curriculum (department for Christian religion).

5.3.7 SWOT Analysis

Strength Position Knowledge in form and informal quality education Large population (Parent teacher council of the). Access to international donors Legal adviser Diocesan council of education Many Donors and supporters. Church reputation
Opportunity Department for Christian religion. Good relations with the Government. Diocesan council of education (VIP)
Weakness High dependency on international donors Experience in development. High illiteracy and ignorance of the community
Threat Unstable political environment. Rigid policies (curriculum). Donor fatigue.

Questions and Discussion:

This focused on how to move forward with forming a network in Sudan, and the Sudan representative was warmly welcomed and congratulated for coming. There is already a joint council of NGOs working with IDP's education - started by SCF and in which Oxfam is active. It takes a rights based approach.

Identifying ways forward is a problem in the context of high dependency on donors in work with IDPs - thought there is a move towards promoting self reliance rather than everything being given out for free. There is also a problem of donor fatigue with

everyone saying 'wait for what comes out of the Nairobi talks' - when most working in the field have little confidence in them.

It was hoped that the new moderator could perhaps help to strategize with the focal point about what the options are with NGOs, UN agencies etc.

5.4 Ethiopia: Basic Education Network (BEN) Kassaw Chekole

No electronic copy has been made available to the report writer, so the following refers to the discussion on the basis of the presentation.

BEN now has a clearer goal than before - is a Strategic plan for 5 years.

Critical issue: BEN still unable to get registered - networks still not legal only individual organizations, even though there is a positive environment and BEN is working with government. All NGOs who are members are registered and the bank account goes through one of the members.

Culture of networks is not developed. Need attention from this meeting about how to do this. Lack of commitment on part of members. Lack of capacity on the part of some members. Some activities are seen as subversive, so some areas of advocacy and campaigns are very sensitive.

Donor base not diversified.

Not part of FTI discussions.

Relations with teachers' union - there are two, one sides with govt. and one not, and that makes complicated who to work with - especially when they are not legally registered. Unions themselves need to sort themselves out, and then engage; BEN does invite them to meetings. ANCEFA must support this process of strengthening coalition building in Ethiopia.

5.5 Burundi: Syndicat Des Travailleurs De L'enseignement du Burundi (STEB). Ms. Eularie Nibizi

No electronic copy has been made available to the report writer, so the following refers to the discussion on the basis of the presentation.

There is no coalition, it is unions leading education campaigns in Burundi

Problems with access to schools, issue of cost of schooling, need for support from international community. EFA commitments not well known. CSOs absent from discussions. NGOs tend to be service delivery.

GWA each year. Mobilizing with grass root organizations supported by ActionAid. EFA coordinator participates officially. Some consultations in 2002 which involved CSOs, and a National Plan of Action (NPA) developed. There is a committee for this. Workshop on themes about reviving teaching as a profession, but nothing happened since these workshops. Not really linking into NPA, that program is doing nothing - even 2003 global week of action said anything. GWA week goes on with ActionAid support. Need to keep bringing back to the EFA issues.

Have done analysis with ActionAid - it has credibility on the ground. There is already a campaign going on and a lot of activity. Lack of clear program to get more places in school. Issue of not playing numbers game without dealing with quality. Need common platform for discussion with govt. and also for working with grassroots level.

5.6 Kenya ElimuYetu Coalition (EYC): Andiwo Obondo, Coordinator

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

5.6.1 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.

5.6.2 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.

5.6.3 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.

SWOT ANALYSIS

Strengths Weaknesses Opportunities Threats/Challenges
1. advocacy, campaign & networking skills
2. EBT/PEM skills
3. improved Govt. relations
4. committed & diverse /dynamic membership
5. expansive network thro' regional committees and thematic networks e.g. GCN, BEF, Disability caucus, pastoralists Ed. Network, EKWV etc.
6. ANCEFA/GCE links
1. communication and information processing
2. human resource capacity
3. research, monitoring & evaluation
4. linkage between community level work and policy or national engagement
1. constitutional reforms
2. UPE/FPE being implemented
3. education sector Reviews going on including review of Education Act
4. new govt. with political will
5. CEF/ANCEFA real world strategies program
1. participation of teacher unions e.g. KNUT/KUPPET
2. donor dependence for UPE/FPE
3. donor/private sector influence
4. ministerial coordination and political leadership
5. fragmentation and alliance building
6. interest and role of media

Questions and Comments

Is there a threat of donor influence? EYC is based in ActionAid's office and has been for 2 years. Some members had committed to create space so the coalition could move out and they failed. They are hoping to move by the end of 2003, to be agreed at the AGM in November.

Is EYC registered? The coalition is not registered as it's a thematic network under the council of NGOs, which gives legitimacy.

Mobilization of private sector towards to promote sustainability. There are movements in this direction such as with CEF. A government task force recommended an endowment fund and the ministry wanted UPE trust fund. There is private sector committee within the ministry so can establish it into a fund.

Joint Newsletter between UNESCO and EYC. This targets all countries in East Africa, so we all could contribute articles, and the media unit within UNESCO could publish.

Inclusion: EYC as been strong over involving people with disabilities from the start. Do feel part and parcel, have also been able to challenge govt. that they need representation on the task force – e.g. weren't originally in special needs task force.

A note on reporting: at the workshop, participants broke into groups at this point and identified advocacy and capacity development concerns. These ideas were elaborated further into a strategy and indicative action plan at later stages of the workshop. Only the final thinking is recorded the workshop report. This thinking was

influenced by the following inputs about opportunities at regional and international level.

VI. Report on Opportunities at International and Regional level, by Gorgui Sow, ANCEFA coordinator.

6.1 ANCEFA/GCE Real World Strategy.

This is an opportunity for national coalitions to improve skills in identified areas - especially campaign work, advocacy, and M&E. Coalitions at national level could add additional needs in a strategic planning meeting at country level. It is part of the strategy that a meeting such as this needs to be held.

Gorgui provided an update from teleconference he had had the previous day:

2 regional partners of GCE in Africa EI and Global March (GM), will give comments to ANCEFA the following week, so after a long delay, it is going to be quite a quick process of getting underway

Full mandate will be given to ANCEFA to select the coordinator of the project. ANCEFA will report to EI, GM and GCE after selection. Anne JELLEMA, GCE Advocacy Coordinator, will help with interviews for post.

Sub-region will propose resource people in advocacy and policy analysis (including budget tracking) campaigning, and monitoring of EFA. Resource people are there at national level. There is no need to think in terms of international consultants. This is very expensive and does not necessarily really meet real needs. The EA sub-region needs to propose people in these areas. ANCEFA will hold meeting with resource people on to develop skills around monitoring EFA, including developing training manuals. Countries will prepare plans and requests of interest for the Real World Strategy, by October 15th. They will have to check criteria within project document. Two important points are needing a broad coalition, which involves Teachers Unions and also participating in the FTI initiative.

Funds will be released by EI - as they hold the GCE account.

ANCEFA will propose new time frame for project, which will be renegotiated with Dutch government by GCE.

The most urgent need is to consult at national level. Each country needs to look at the criteria and prepare an expression of interest, and need to propose people to be expert areas.

6.2 UNESCO Capacity Building Programme

NGOs have been consulted supposedly, Tanzania is the only country in the East African region which is named in the proposal, and TACOSODE is the contact point.

6.3 Commonwealth Education Fund:

In addition to funds available at national level, funds have been set aside for sub-regional initiative on capacity building. In the first instance there is Sterling 44,000 for three sub-regions - east, south and west - to share between them, per year. This was not allocated according to needs of the regions. It will be renegotiated with CEF. There is also funding for Monitoring and Evaluation research, only 7,000 sterling, in addition to the 44,000. The sub-region has control of what is done with the money.

6.4 Oxfam

Support can be available here where there is an education program in the country at sub-regional level. In the past they have done training in advocacy and campaigning, financing, indicators of quality, pastoralist education and education in conflict/post conflict situations. Hence there are also possibilities of linking with capacity building. There are opportunities for additional support from Oxfam for sub-regional activities, and the key contact person is Janice Dolan, the Education Adviser - contact details in annex one.

VII. Report from African Union Meeting, Stephen Maina, TEN/MET Coordinator

A full text of the presentation is included as annex 5.

Comments and Discussion

ANCEFA has a role to be working with donors - the SADC meeting has challenged NGOs to tackle donors about promises which they make and fail to keep.

Gorgui: We need to be aware that governments and donors have their own CSOs and that they will try to have those CSOs in ECOSOC. We need to contest that at national level. If we don't, then AU will be another NEPAD - which is a policy without civil society, it is only a head of state's project. Only two of the EFA goals are included in NEPAD (gender and UPE) the rest such as non-formal education are left out.

We also need to be aware about The Forum for African Parliamentarians and Education (FAPED). This matters because the national budget for education is approved by parliamentarians. If coalitions at national level have no link with parliament it will be difficult to influence their position on education. FAPED has a secretariat in UNESCO in Breda - ANCEFA have been in touch with them. They will also have national branches - which civil society needs to engage at this level. Regional concerns will come out of what happens at national level. We need to know which organizations at national level have been contacted for this role.

VIII. Towards a Needs Analysis, Strategy and Action Plan for Capacity Development.

The strategy was developed as follows:

Day one: all participants worked in groups to identify needs for capacity development for both ANCEFA EA Region and for national networks

Day two: this was fed back to plenary, where a great deal of similarity was noticed between the groups.

In the subsequent session, half the participants developed the strategy on the basis of the initial inputs, whilst the rest worked on advocacy priorities

The strategy was reported back to plenary for comments and advice, before being elaborated into the final format, as described here.

What follows is a template for identifying and meeting needs of national coalitions, as well as ANCEFA EA or ANCEFA as a whole. National coalitions/networks need to identify who are the organizations and individuals in their own countries who could be resources people for the strategy. Similarly the EA Sub-region needs to go through this process. In so doing, they will identify key people who have the capacity to be part of the 'Regional Expert Group', which is part of the Real World Strategy.

This is not a one off exercise. Column one can be updated and developed as new areas of skills are identified. Column 3 needs to be updated to reflect new resources which appear. This template can then be a living document and an on-going resource with which to promote capacity development.

Capacity Building Template / Format

1234What is the overall NEED? Who has the need: the Secretariat? Management Board/ Steering Committee? Membership of Network? HOW can this help the coalition or network? *Each bullet point needs to be elaborated with an explanation - only one has been completed as an example* WHO and WHAT is available to help meet this need? WHICH strategy would be the best to meet the needs in a particular situation? Contact people from column 3 would be able to discuss and advise.

1.GENERIC SKILLS FOR ALL NETWORKS

1.1 Coalition Building and Networking Mapping who is doing what and where . Alliance building Public relations / Media Strategy Identity Building It helps to know who is doing what work in education and hence who might be interested in networking or a coalition on an issue When can it help to join with other organizations that you don't agree with on every point, but you share common ground on a particular point? What are the experiences of working in this way? How do you ensure that newspapers, TV and Radio give your coalition the support it needs? A media strategy can help with this - focusing on identifying key media people and publications, and getting messages out What do you need to do to ensure that when other stakeholders think of education or an education issue they think of your network? National Networks need to: Advise the EA Sub-region where they have strong capacity from members of their coalition / network to contribute to the 'Regional Expert Group' Complete in detail for their own use - so that networks at sub-national level can get information and advise from locally available expertise. • Training workshop/s / short courses • Mentoring • Exchange visit/s • Information exchange, and sharing experiences with existing networks • Accessing relevant books, reports, websites etc and reading. NB don't forget what you can do yourself, by being self-reliant and learning by doing

1.2 Campaigning, Advocacy and Lobbying: Social Mobilisation Strategies and tactics for C, A & L Policy dialogue Positioning and priority setting Developing a mandate; representation •... To be completed by consultant1. **1.3 Research, Analysis, Monitoring and Evaluation** • Participatory research and social mobilisation • Quantitative research; data analysis • Qualitative research; data analysis • Policy review / analysis • Developing alternative policy options • Targets and indicators for monitoring advocacy work. • ...To be completed by consultant • Training workshop/s / short courses • Mentoring • Exchange visit/s • Information exchange, and sharing experiences with existing networks

- Accessing relevant books, reports, websites etc and reading. NB don't forget what you can do yourself, by being self-reliant and learning by doing

1.4 Funding and fundraising; institutional development;

- Balance between voluntarism and professionalism
- Knowing likely donors
- Costing and budgeting
- Proposal writing skills
- Report writing
- Maintaining relations with donors
- Local funding and reducing donor dependence
- To be completed by consultant

2. 1.5 Communication and Information Management

- Accessing information
- Use of ICT
- Information, Education, Communication (IEC)
- Writing up research for advocacy purposes
- Commissioning print work
- Translation and Simplification of documents
- Packaging information
- Dissemination
- To be completed by consultant

3. 1.6 Planning and Strategy Development

- Prioritisation
- Agenda setting
- Development of Action Plans
- To be completed by consultant

2. SPECIFIC EDUCATION RELATED SKILLS - *These could cover everything in the field of education! - but for the sake of immediate use need to cover ANCEFA strategic priorities or those of the national network completing this grid*

2.1 Education Financing

- Understanding budget processes
- Public Expenditure Management, Public Expenditure Reviews etc
- Budget Analysis
- Budget Tracking
- Understanding international finance institutions
- Fast Track Initiative
- To be completed by consultant

TEN/MET and Elimu Yetu are both developing expertise in this area, with publications and practical experience to share. Oxfam and TEN/MET have a booklet forthcoming on the basics of budgeting in education

Verdiana Massanja (c/o TEN/MET has done research on this at national level)

- Training workshop/s / short courses
- Mentoring
- Exchange visit/s
- Information exchange, and sharing experiences with existing networks
- Accessing relevant books, reports, websites etc and reading. NB don't forget what you can do yourself, by being self-reliant and learning by doing

2.2 Inclusive Education

- Relevant curriculum
- School environment / Access
- Learning materials
- Teacher training
- Traumatised children
- To be completed by consultant

2.3 Quality Education

- Curriculum
- Teaching learning materials
- Teaching methodologies
- Etc Etc
- To be completed by consultant

3. SPECIFIC SKILLS FOR CROSS CUTTING ISSUES - *All activities of the networks need to take these concerns into account:*

3.1 Meeting the needs of the disabled (see also inclusive education under 2.2)

3.2 Promoting Gender Equity

3.3 Meeting needs of mobile and semi-mobile populations eg pastoralists

3.4 HIV/AIDS and Education

3.5 Environment and Education

- To be completed by consultant

National and regional networks dealing with issues of gender, disability, HIV/AIDS can be very strong partners here.

IX. Towards an Advocacy Strategy

As with the capacity development strategy the following process was followed:

Day one: all participants worked in groups to identify advocacy concerns for national networks and hence ANCEFA EA Sub-region

Day two: this was fed back to plenary, where a great deal of similarity was noticed between the findings of groups.

In the subsequent session, half the participants developed the priorities and strategy on the basis of the initial inputs, whilst the rest worked on capacity development

The concerns were reported back to plenary for comments and advice, before being elaborated into the final format, as described here.

This component of the meeting highlighted key challenges for ANCEFA at sub-regional and Africa-wide level, in particular:

1. **Developing an advocacy strategy which maintains the support of those working at different levels: community, sub-national, national and international.** It was obvious that those familiar with the national and international levels see different strategic priorities, often around, for example, the positions taken by different donors in supporting national education program. On the other hand, those working at community level voice concerns in terms of basic issues of access for marginalized children and the basic quality and relevance of the schooling being offered.

For the strategy to work, everyone must be able to see how the strategy links the different levels, gives strategic direction to those engaged at the different levels, and is truly a means of achieving EFA. This implies that sub-regional priorities must build on priorities already identified at national level, otherwise there is a risk of promoting the idea that the international level is somehow not linked with national concerns.

We must also ensure that the strategy promotes agenda setting by pro-poor groups, rather than allowing CSOs to get drawn in reactively to debates, which distract us from key priorities.

2. **Developing effective communication and information flow, so that new participants to ANCEFA can understand and evaluate what has been achieved in the past.** Despite new members and participants, we have to learn from the work already undertaken rather than beginning as if nothing has gone before. .

Bearing these points in mind the following concerns and strategies were identified in the table overleaf:

ANCEFA EA Region Advocacy Concerns

Issue / Focus **Sub-issue** **Strategy** **Curriculum Reform** **Relevance** **National coalition**
identified reform priorities; documents concerns and shares across the sub-region;
ANCEFA facilitates by identifying sub-regional and regional forums (eg MINEDAF, AU, NEPAD etc) where these concerns can be addressed ANCEFA can commission research where it appears that there are common concerns across countries in these areas which international forums should be addressing Flexibility Learner Centred....
CSO Participation in policy formulation, decision making, implementation and monitoring With government NB links with capacity development strategy, so that we are not only asking to participate but have something strong to contribute when we do. Advocacy and lobbying for participation in existing forums, or establishment of forums where they don't yet exist ANCEFA should provide easily accessible information about donor policies and conditionalities around participation, and also experiences across Africa. For example, we can use the information that CSOs are able to participate in

education forums in one country to put pressure on to ensure they are included everywhere. With donor community - especially focusing on issues of donor coordination and getting away from parallel initiatives for achieving EFA (eg EFA Plans, Fast Track Initiative, PRSPs etc) With government and donors together - particularly in international forums like AU, SADC, EAC, MINEDAF etc

Inclusion Children with disabilities Need for data collection - linked to capacity development strategy for how this can be done effectively. Need case studies in preparation now for next year's Global Week of Action Empowerment and Participation of those with lived experience of the issue not just speaking on behalf of them Pastoralists IDPs Orphans Girl Child

Financing Education Budget allocation and disbursement; budget tracking NB links with capacity building strategy and how networks and coalitions get the skills to deal with these issues Focus should be on equity of allocation, and disbursement of funds in line with allocation Information from financing studies should be made available to ANCEFA for use in lobbying at regional and international level ANCEFA to provide national coalitions with information about policies and priorities of donor organisations and financial commitments they have made, so that it can be followed up both internationally and in-country if commitments have not been met. Debt Relief, PRSP, Poverty Monitoring What do we mean by 'free education'? What costs are being paid, and by whom? Who is being excluded from education because of this?

Organisational Implications of this strategy:

Issue Implication Need for **effective information flow** between ANCEFA coordinator, sub-regional moderators and national networks and coalitions.

The following means need to be used: Website Print and electronic media Newsletter Leaflets Meetings Reporting - develop a format for monthly reports so it is easy for national coordinators to fill in with the minimum commitment of time. Reports should give update on (i) priorities being pursued at national level (ii) linkages with priorities identified for the sub-region. Database of who is doing what where.

This can be linked with the capacity development strategy as it provides information on potential resource people. Only with good information flow can we promote bottom up priority setting so that for example, the theme chosen for Global Week of Action reflects the priorities of a majority of national coalitions, rather than being received as something decided at higher levels, to which national coalitions simply respond as best they can.

Resources

1. ANCEFA to help access resources for national coalitions that don't get access to CEF funds.
2. ANCEFA to lobby for use of CEF funds to cover core costs of network / coalition administration, not just activities. It already seems that CEF in different countries is not consistent about this. National networks need this information to press for greater flexibility within their own national situations
3. ANCEFA to press for additional funds from CEF for regional and sub-regional initiatives, again including meeting core costs.

4. 4. ANCEFA to work with supportive international organizations to access funding in a way which does not diminish the autonomy of ANCEFA and national coalitions.

Capacity Development. The capacity development strategy elaborated above needs to be fully implemented. National coalitions and ANCEFA need to work towards establishment of 'Disability Desks' to ensure the needs of currently marginalized groups are not forgotten.

X. Election of New Moderator and Sub-regional Committee

10.1 Financial Statement by Out-going Moderator / TEN/MET

SUPPORT SERVICES

101Communication	212.46	102Consumables	30.88	103Publication	
224.10	104Transport (Local transport)	554.71	105Transport (International travel)		
1,000.00	106Transport & Meals (MINEDAF Meeting)		103.92	107Salaries/	
Allowances	2,000.00	Bank charges	42.00	4,168.07	Total ANCEFA funds
received from Action Aid Nigeria in GBP	5,500.00	Total funds in USD	8,360.00	Total	deposits
392.16	8,752.16	Total funds	8,752.16	Total expenditure	4,168.07
Balance	4,584.09	Total ANCEFA balance as of July 2003	4,584.09		

This statement was provided to participants, who approved it formally. There was clarification that ANCEFA EA has no assets, it has been using the goodwill of TEN/MET as the hosting national network for office space, access to computer and so on.

10.2 Discussion of the Responsibilities of the Moderator and Key Criteria for Selection

The terms of reference, code of conduct and mandate of the moderators was read from section 6 of the ANCEFA constitution.

The following points were stressed:

The job is voluntary and time consuming - it cannot be done without real commitment

We are electing both the person and the network to take on the role.

The constitution assumes that wherever possible the role of moderator will rotate to a new country after two years, following democratic principles

There is need for autonomy of the network, particularly in terms of its bank account. It was felt undesirable to put ANCEFA resources into a bank account which is not controlled solely and directly by the national coalition. This was felt to rule out Sudan and Kenya as moderators at the present time, as in both cases they use the good will of another organization to facilitate financial transactions.

It was felt essential that the moderator should be one of the signatories of the bank account. In TEN/MET, for example, four people are signatories on the account, any two of which can be used at any one time. Whenever funds of ANCEFA are being used, the moderator has to be one of the signatories.

The host network must develop procedures for ensuring that ANCEFA funds are clearly distinguishable at all times from the resources of the national network. TEN/MET did this by having a separate series of payment vouchers for all ANCEFA payments.

10.3 Identification of Moderator and Sub-Regional Committee

FENU (Uganda) was the only national network which was able to demonstrate the necessary autonomy. Fred Mwesigye indicated his willingness to take on the role.

There was some discussion as to whether a formal election was necessary. It was clarified that only national coalitions or networks already members of ANCEFA would be able to vote on the basis of one vote per network. In the end it was decided a formal vote was not necessary since there was only one candidate. Fred was accepted by acclamation.

Action Point: Several evaluation forms from the meeting commented on the need for greater clarity in the constitution about how elections should take place.

Leoncia formally retired from the role of moderator, which she had taken on informally at the World Education Forum, in 2000, and formally in 2001. She was thanked for the tremendous time, energy, experience and commitment she had put into the role, on top of a full time job with Plan International. She in turn thanked those that had supported and encouraged her in her role, notably Gorgui Sow, the ANCEFA Coordinator, Kate Nzioka, the ANCEFA Office Assistant, and Kate Dyer who had been responsible for the TEN/MET Secretariat alongside Leoncia, for much of her time as moderator.

Fred formally accepted the role of moderator, noting that significant challenges lie ahead. He requested that in true African tradition the whole community should take responsibility for nurturing the child, which is ANCEFA EA still is.

With this in mind, it was agreed that the new sub-regional committee should consist of representatives from each of the member networks: Ethiopia, Kenya, Tanzania and Uganda. It is to be assumed that in each case the contact point will be the network coordinator. If this is not to be the case, members should notify this to FENU by 30th September.

A final point of clarification was that should the moderator leave their post within the national coalition for any reason, the sub-regional committee would take responsibility for ensuring continuity and that work carries on, before a new moderator is identified.

XI. Closure of the Meeting and Evaluation

The meeting was closed by Gorgui Sow, expressing confidence that the meeting had achieved its objectives and committing himself, as well as all participants to carrying out the ambitious plans we had set ourselves.

In terms of evaluation, points which need to be considered for the future are:

Several participants commented that the constitution needs to be reviewed, particularly in terms of process for selecting moderators.

Accommodation problems

Split location of accommodation caused problems of timing

There was some confusion over meeting at the airport and getting to accommodation

Internet access at the accommodation is necessary for international meetings

The conference room itself was not comfortable

Meals were not always available at convenient times.

TEN/MET would like to apologize for any inconvenience caused; the accommodation and venue were all that was available to us in the context of the on-going SADC meeting.

Despite this, in answer to the question '**how positive are you feeling about ANCEFA and what mark would you give the meeting out of 10?**' the average score was **8**, with positive remarks about how much had been done by ANCEFA in a short space of time, the meeting did meet its objectives, that there was a good balance of plenary work and group discussion, and that 'ANCEFA is run professionally and with people of high intellectual understanding and commitment.'

Let us continue to move forward.

Annexes

Annex One: 1. List of participants and contact details

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Annex Two: Moderator's Report from the ANCEFA EA Sub-Region by Leoncia Nyeme Salakana

Delegates from Member national coalitions,
Regional Coordinator, ANCEFA, Dakar.

I have the honour to invite you to Tanzania and Dar es Salaam in particular. Although I could not meet you on arrival I have been informed that you all arrived safely except for the Sudan colleague who had to undergo immigration procedures at Dar es Salaam International Airport. I would like to register our apologies for the oversight.

I would also like to acknowledge the presence of Mr. Gorgui Sow, ANCEFA Regional Coordinator who has traveled a long way from Dakar so as to participate in this important Forum. I would also like to register my appreciation for the efforts made by delegates from Sudan and Burundi who are with us today for the first time in the spirit of creating space for broader participation in the sub -region. I would also like to welcome home delegates from Kenya and colleagues from Elimu Yetu, FENU, BEN and TEN/MET these are meeting for the second meeting for them I am encouraged by their continued support. Also together with us today is Ms. Janice Dolan, the Regional Education Advisor for QXFAM who has been invited to share with us her experiences in education in the sub-region and would like to learn more about ANCEFA.

In the First Eastern Africa Sub-region Planning Meeting that was held in Dar Es Salaam from 6 to 7 February 2001 we were informed of the process and conditions that led to the birth of ANCEFA in the year 2000. Now that we are blessed to have Gorgui around we'll formally and informally learn about the details as the program unfolds. However, would like to remind us of the principal aims of the Network , these are to:

- Facilitate organization;
- Share information;
- develop African positions on African issues;
- Sharpen and agree on intended advocacy outcomes;
- Share strategies and capacities;
- Facilitate network strengthening at national and local level; and
- Develop campaign messages to address trans-national organizations and institutions (SADC, EAC, AU, ECOWAS, EU, etc.)

In February 2001, The ANCEFA Eastern Africa Sub-region came up with a statement that carries the following Mission Statement “Believing that Africa shares common concerns and experiences in education; ANCEFA Africa exists to enable national education networks and coalitions to advocate for and share information at international level, to promote the achievement of free quality basic education for all. The Sub-Region identified the following priority areas affecting all countries in achieving EFA Goals:

- Financing education and the burden of cost -sharing
- Participation of civil society in decision making processes at all levels of Government;
- The HIV/AIDS pandemic
- The need for genuinely nationally driven agenda
- Conflict and Civil wars.

ANCEFA set to achieve this mission through a flexible communication and decision-making structure involving representation from all countries by:

- Linking international and national institutions through information exchange
- Lobbying sub-regional and regional bodies
- Representation of grassroots voices at international level
- Facilitation of the formation of new national education networks and strengthening of existing networks.
- Financial dependency and sustainability
- Diversity management

Dear participants, I thought it was important to give this background so as to bring everybody into the picture of where we have come from and where we are as we meet here today to review and plan for the future of ANCEFA in the sub-region.

At this juncture I would like to present a brief SWOT analysis of ANCEFA Eastern Africa for the last three and a half years;

Strengths

- Linkages between international and national organizations have been going on well with member National Coalitions participating in international events.
- Linkages with Global network like the Global Campaign on Education has been positive
- The moderator participated in all the Moderators’ Meetings convened during this period
- Individual National Coalitions participated in The ADEA Meeting in Arusha and the Commonwealth Education Fund Meeting in Nairobi, to mention a few.
- The sub-region Moderator participated in the Drafting of Civil Society Civil Position Paper for MINEDAF VIII while individual coalitions participated in the review of the document.
- ANCEFA Eastern Africa Secretariat had the opportunity to host Civil Society delegates during the MINEDAF VIII convened in Dar Es Salaam in December 2002

ANCEFA EA in collaboration with the regional office and the Southern Africa Sub-region Moderator, participated in the African Union (AU) Heads of State Meeting in Maputo, June 03.

Communication (e-mail and telephone) has been maintained between member organizations and the Regional office.

Weaknesses

Recruitment of new national networks has not been realized (although contacts have been made in some countries)

Have not been able to organize a second meeting earlier as was expected, no action plan has been developed.

Since we had not been able to develop our own agenda, the sub-region has been reactive to regional international agenda.

Challenges

Low awareness of ANCEFA at local and national level

Lack of sub-regional decision-making structure

Lack of a strong and equipped secretariat

Lack of reliable information sharing mechanism

Lack of campaign and advocacy skills

Opportunities

CEF support

ANCEFA regional office

National Coalitions contribution

AU?, SADC? EAC?

Threats

Conflict and Civil war

HIV/AIDS pandemic

Annex Three: Report from ANCEFA Coordinator, Gorgui Sow

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 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.

1. Update on ANCEFA

These 6 objectives to be achieved need emphasis on 5 areas of focus:

Institutional capacity of the network

Civil networking at all level of advocacy and campaign (national, sub-regional and regional)

Communication strategy at all level

Civil society capacity building to engage in policy dialogue with all the other stake holders

Capacity and mechanisms to monitor and to evaluate progress on the 6 EFA goals at national and regional level

2. ANCEFA institutional capacity and fundraising:

ANCEFA as an independent regional body on the African continent needs to build his own capacity as an credible and acknowledged institution, the following output has help to build the recognition of ANCEFA by the regional and international partners:

A clear constitution, structure and mechanism which can facilitate linkage between national, sub-regional and regional civil society

A clear objectives and strategy for building an independent civil society movement in Africa

A three years action plan based on the outcomes of the 4 sub-regional consultation held on 2000 and 2001 approved by the Maputo and Mombassa expanded moderators meeting

The recruitment of a full time moderator (former ANCEFA West Africa moderator)

A regional office is set up in Dakar Senegal where the coordinator is from with a full time staff: assistant, campaign support officer, accountant, guard and cleaner

The number of partnership built at regional and international level with INGO's member of the GCE and with UNESCO facilitate recognition and funding from the them: Action aid and Oxfam GB gave the start up budget for service cost, moderators running cost activities (_5000 by AA) and some regional monitoring and advocacy initiatives (_19000 by AA and _80000 by OGB). The budget details will be presented to the steering committee at the next moderator's meeting planed for Dec 2003.

The Commonwealth Education Fund has approved the ANCEFA three years strategy and action plan validated by the last SC meeting held in Senegal on August 02(see the budget on annexes)

An operation manual is recently approved by an auditor and will be submitted to the SC for approval

The ANCEFA financial system has been recognised as a transparent one by the very recent review commanded by OGB on ANCEFA and will be posted in the ANCEFA website very soon

3. Civil society networking:

ANCEFA current membership list indicates 25member coalition: 12 anglophones, 11 francophones, 2 lusophones

East Africa: 04

- a) TEN/MET(Tanzania)
- b) FENU (Uganda)
- c) EYC (Kenya)
- d) BEN (Ethiopia)

West Africa: 10

- a) GNECC (Ghana)
- b) CCEB (Burkina faso)
- c) CCA (Mali)
- d) ROSEN (Niger)
- e) CN/EPT (Senegal)
- f) RONGEB(Benin)
- g) REPTO(Togo)
- h) GNEFAC (Gambia)
- i) CSACEFA(Nigeria)
- j) ALPO (Liberia)

Central Africa: 04

- a) FAPE (Congo)
- b) CILONG (Tchad)

- c) FONGA(Angola)
- d) CNEPTC (Cameroon)

Southern Africa: 07

- a) MEN (Mozambic)
- b) Zanec (Zambia)
- c) SANGOCO (South Africa)
- d) CSCBE: Malawi
- e) TUN/FAWE (Namibia)
- f) MACOSS (Mauricius)
- g) CNAD/BANGWE (Commores)

Most of the coalitions in francophone countries don't have an advocacy and campaign strategy. Civil society coalition advocacy and campaign activities are perceived as subversive in francophone countries

Coalition building is very difficult in some countries where CSO are so fragmented by political parties and are in serious competition or northern INGO oriented agenda

The national coalitions have mostly difficulties to raise funds within countries or sub-regions and mostly don't have clear mechanism of EFA monitoring at national level

4. Communication and information sharing

ANCEFA has developed his own mailing list (e-groups) composed by the member coalition email addresses, information and key documents on EFA produced at international and or regional level are translated in English or French and disseminated to coalitions and partners.

ANCEFA is also developing a website www.ancefa.org <<http://www.ancefa.org>> in which contacts details, constitution, structure and some key ANCEFA statements are posted. The next step is to link this web site with the coalitions one and some of the coalition members will need some training to post there input directly in the ANCEFA web or update there own pages.

The first ANCEFA e- bulletin "Cèssiri Kalan" fight for education as a human right in mandinka language will be launched on October 03, space will be given in priority to coalitions for more visibility of there campaign and advocacy activities on the ground, experience and best practices sharing, debates on regional and international issues which affects national policies and environment.

More work needs to be done by moderators and coalitions to ensure regular feedback and responses to the number of messages sent by the region to its constituencies (some coalitions have improved this, but can do more!!)

5. Capacity building for civil society

This appears as a priority in all the sub-regional consultation recommendations. On 2002 ANCEFA submitted two CB regional program: one with UNESCO (policy analysis, advocacy and curriculum development approved by the WB US \$242 000 for the preparatory phase in 11 countries) and the one with GCE named "Real World Strategy" focused on advocacy and campaign skills approved by the Dutch government for US\$936 000 and 18 African country requests could be funded.

While ANCEFA consider these projects as achievements, we realize that the process will not be easy in both:

UNESCO will never give the lead to ANCEFA (resources and process are under the control of UNESCO bureaucracy (the ANCEFA steering committee will decide on this)

GCE member networks specially Education International (EI) express its concerns on teachers unions participation on the process of this project and call for more inclusion: a strategic planning meeting was held in Accra on march 2003 (FENU, EYC and TEN/MET attend that meeting as ANCEFA representatives) EI and GM also sent there national focal points.

Things did not move forward until now because ANCEFA don't have enough autonomy to select the coordinator of this project, even if three major applicants are already short listed by ANCEFA (the ANCEFA SC needs to take position as soon as possible on this issue.....)

The CEF also will support capacity building activities at sub-regional level(_44000 per year x 3), the ANCEFA steering committee will propose process and time frame in consultation with the coalitions.

6. Monitoring EFA framework at national, sub-regional and regional level

This strategic axe is really missing and affect the advocacy and campaign impacts: how can we influence policies if we don't have the basic data on the country progress and policy trends?

Only few case studies have been conducted by ANCEFA in west Africa(5 countries funded by OGB) and two regional consultation:

For MINEDAF VIII, coordinated by ANCEFA which main outcome has been the document titled "the challenge of achieving EFA in Africa, civil society perspective.." September 02

For CONFINTEA V, also coordinated by ANCEFA with the collaboration of PAALAE and PAMOJA on assessing progress on adult and youth education and learning in Africa region, August 2003

No mechanism has been suggested by ANCEFA for the monitoring and evaluation of the key recommendations of Dakar WEF, MINEDAF VIII, NEPAD and the civil society at national and regional level

The advocacy and campaign in countries, sub-region and region need more strategy and coordination skills and support from the ground.

Issues:

- a) A sub-regional advocacy and campaign strategy and action plan based on the key advocacy issues at national level
- b) Strategy for fundraising at national and sub-regional level to implement this strategy
- c) How to build or strengthen coalitions in countries and broaden the sub-regional network?
- d) NGO's and the teachers' unions linkage unity for strong national coalitions

- e) A communication strategy at national and sub-regional level which can feed the regional communication strategy
- f) Linkage between the advocacy strategies at all levels
- g) How to support moderator's work within the sub-region?
- h) The process and time frame and integration for the capacity building projects implementation (UNESCO, ANCEFA/GCE, CEF,.....)
- i) How to monitor and evaluate EFA indicators at national, sub-regional and regional level?
- j) How to build a strong identity of ANCEFA at all levels?

Mr. Gorgui SOW
ANCEFA Regional Coordinator

Annex Four: THE ROLE OF THE CHURCH AND NGOs IN EDUCATION, Miss Elizabeth Agostino Baroudi , Diocesan Asst/Education Secretary, Archdiocese of Khartoum

1. Introduction

This brief presentation is on education in Sudan and the role of International and National Agencies in supporting the provision of education the Country. Many national NGOs play an important part in education, though this is not the case for the international NGOs.

Among the UN Agencies, UNICEF plays a very important direct role in supporting education in Sudan, particularly “Basic (Primary) Education” This contribution will give emphasis on the role of the Christian Churches, in particular the Catholic Church, in supporting education in the country.

2. Background Facts on Sudan

Sudan’s population is currently estimated at 32 million people. About 43% of the population is under the age of 15 years out of which 27% are school-aged children (aged 5-15 years). The annual growth rate of population is estimated at 2.8%. This rate is one of the highest in Africa. This has many repercussions on education services in the country.

Traditionally, its economy has been mainly agriculture, a mix of subsistence farming and production of cash crops such as cotton and gum Arabic. But with the start of significant oil production (and export) beginning in late 1999, Sudan’s economy is changing dramatically, with oil export revenues now accounting for around 70% of Sudan’s total export earnings.

On the face of it, Sudan’s economic performance has been strong over the past few years. In 2001, the country’s real GDP grew by 5.4%, though growth is estimated to have slowed down to 3.6% in 2002. Meanwhile, inflation has slowed down dramatically over the past few years, from an average 110% between 1990 and 1996 to 4.9% in 2001 and 6.7% in 2002.

But despite its socio-economic progress, Sudan is characterized by extreme regional inequalities, and the gap between the relatively rich and the poor regions appears to be growing. Recent changes in the economy have not been reflected in improvement in the standard of living of the majority of Sudanese.

On the contrary they have impacted negatively on the population, particularly in the poor regions, manifested in low incomes, deteriorating share of family income and consistently negative cumulative cash flows at all most levels of household production.

Sudan is still characterized as one of the poorest country in the world. There are no agreed figures regarding the actual level of poverty and the lack of data makes it difficult to both regional and time comparison. But estimates suggest that over 80% of the population live below the poverty line, rising from about 50% during the last three decades.

In general the impact of macro-economic changes pursued in the last decade increased the burden on all activities providing livelihood for an average household in both urban and rural areas. As a result of all these changes, the livelihood of people has declined because average producers have been able to realize the benefit of open market mechanisms; on the contrary they are shouldering the burden of privatization policies.

Some major indicators of human development and human deprivation reinforce the general picture of regional inequality. The main contrast is between the relatively rich regions of Khartoum, the Central Region (mainly Gezira and Sennar), and the Northern Region against the poor regions of the West (including Darfur and Kordofan), the East and South Sudan.

The situation of regional inequality is complicated by a history of imbalance resource allocation. Observations from a number of developing countries suggest that countries with high levels of inequalities have reduced poverty less for given rates of growth than countries with low inequalities; and if growth is accompanied by increasing inequality, its impact on poverty will be reduced.

The Government of Sudan attended the 1995 World Summit for Social Development in Copenhagen. Like the other government, it was committed to the eradication of poverty in the first decade of the 21st. century.

This commitment was regarded as feasible based on the success in reducing poverty in the 20th Century in many parts of the world. Sudan also agreed to set national goals and prepare strategies geared to reducing overall poverty substantially, reducing inequalities, and eradicating extreme poverty in the shortest time possible.

However, this commitment requires a political will and a pragmatic vision to redress the economic decline and bring to a peaceful end to the present civil war and reduce rural-urban migration through sound rural development policies and programs.

Such policies are required to improve the allocation of resources, the redistribution of income to reduce inequalities among regions and populations, and assist the poor to improve their employment opportunities increase their incomes and saving capacities.

3. Education Profile of Sudan

Sudan's educational ladder is composed of two main educational levels under the Ministry of General Education:

- Basic education, with two sub-levels; a pre-school level for those aged 4 and 5 years; and basic level of eight years for those aged between 6 and 13 years;
- Secondary level, with two sub-sections: academic and technical education.

University education is part of the Ministry of Higher Education.

Several important policy developments during the past years were relevant to education. Sudan's educational policies were clearly outlined in the Comprehensive National Strategy, which to some extent indicated the seriousness with which the government viewed manpower development.

Among these are the ten-year Comprehensive National Strategy, covering the period from 1992 to 2001, the implementation of federalization initiative in 1994, the ratification of the Convention of the Rights of the Child by Sudan, and the adoption by Sudan of the Jomtien World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs.

The relevant aspects of the Jomtien declaration were the emphasis on Universal access to, and completion of, primary education (or whatever highest level of education is considered as "basic) by the year 2000. Priority was to be placed on ensuring access to, and improve the quality of, education for girls and women.

Important in the list of objectives was the removal of every obstacle that hampers their active participation. Another aspect of the declaration was the emphasis on the improvement in learning achievement such that an agreed percentage of an

appropriate age cohort (e.g., 80% of 14 year-olds) attains or surpasses a defined level of achievement.

The National Policy for Education in Sudan was consistent with the global commitment to achieve Education for All by year 2000. It aimed at increasing access to basic education, in order to achieve universal primary education.

With the Federalization initiative, the responsibilities of basic education have been shifted from the federal to the state and local councils. The Federal Ministry of Education is responsible for planning, curriculum development and teacher training. During the last three decades there has been a rapid expansion in education in Sudan both in terms of numbers of schools and children entering schools.

The entry age to primary (basic) education was reduced from 7 to 6 years in 1990 when the system of education was changed from 6-3-3 to 8-3. In this new system, the first six years are considered as primary level, the second two years as general secondary and the last three years are senior secondary level. Thus, primary (basic) education is provided to children between the ages of 6-13 years.

The statistics provided by the Federal Ministry of Education show that there has been some progress in basic education in the past 10 years. Sudan continues to have one of the highest illiteracy rates in Africa; over 50% of the population is not able to read and write. The total number of pupils enrolled in 1991/92 was 2,145,778 compared to 1,455,491 in 1984/85. In terms both gross and net enrolment rates, however, progress turns out to be modest, the rate increased from 48.7% in 1984/85 to 61.3% in 1991/92.

The 1991/92-enrolment rate is far below the average for most African countries of 80%. Enrolment in basic education level in Sudan is still below the country's own target set in 1990 to have universal education by year 200. In 1995/96, there were 2,863,599 (or 53.3%) children age 6-13 years were enrolled in school, indicating a percentage decline from the 1991/92 figures.

The expansion in basic education resulted in an increase in the number of teachers. The teachers were recruited and trained in Educational Institutes, which were distributed in most regions of Sudan. The graduates of these institutes were regarded as qualified teachers.

While those who did not enter the teacher training institutes prior to their recruitment were thus regarded as unqualified teachers. As a result of lack of funds and poor conditions of service, there was an increase in the loss of qualified teachers, which resulted in the recruitment of unqualified teachers.

This sudden increase in unqualified teachers is attributed to the inability of the pre-service training institutes to produce the required number of teachers to meet the demand which resulted from the opening of the large number of basic schools, both government and private. In addition, the loss of many trained teachers through emigration to the Gulf countries increased the recruitment of untrained teachers.

The recent rapid expansion in higher education was also at the expense of the teachers training institutes most, which were taken over and converted into faculties in the new universities. In 1990, there were 21 teachers training institutes in Sudan producing teachers for basic education. Currently, there are no such institutes.

The increase in the number of unqualified teachers has led to low standards of attainment for many of the basic schools. The situation is compounded by the lack of adequate textbooks, equipment and furniture in schools of most of the states in Sudan.

The recruitment of untrained teachers has not been reduced because of the continuous loss of qualified teachers to the Oil Producing countries. Furthermore, in recent years as a result of introduction of the Federal system, many teachers have taken up posts as members of the mini-parliaments at the province and local councils.

Although government effort in the field of education has been impressive, investment in education in general has been declining. The local authorities have been given the financial responsibilities over all basic schools.

In most cases, the local authorities lack the financial resources to meet this obligation, and satisfy the demands for education and are not able to invest in education and training. All government resources are very limited and are utilized for salaries mainly. International assistance for basic education has been decreasing and is currently very limited.

Government expenditure on social services, including education, declined relative to general budget. While expenditure on education was 15% of the general budget in 1985/86, this figure dropped to 2.8% in 1990/91 and to 1% in 1995/96. Current estimates suggest that this percentage is about 0.5% of the general budget of the country.

The decentralization initiative has introduced the delegation of all responsibilities with respect to education, and other social services, to the local councils (mahaliat). The States, through its local authorities, are expected to assume the responsibility for providing and supporting services, including education to its citizens. But because of their weak resource base, they are not able to meet this obligation.

Teachers are poorly and irregularly paid, school facilities are poor, and educational authorities are not willing to take up extra responsibilities without reward. The overall poor performance of pupils as observed in various report indicates the poor government support to education in general including that of IDPs.

According to The Situation Analysis of Children and Women in the Sudan, UNICEF, 1996, there is one school available for every 512 children in the school-going age of 6-13 years -- one for every 431 children in the north and one for every 3,417 children in the south. No substantial progress towards achieving the goals spelt out in the SNCS is observed. The educational situation is still crisis ridden. School enrollment population statistics substantiate this situation.

4. The Civil War and Education of IDPs

Over the past two decades, population mobility in Sudan has increased exponentially due to the protracted civil conflict; a series of severe droughts together with an unrelenting process of desertification in the west and north; and a concomitant and persistent trend towards economic stagnation throughout the country.

It is variously estimated that there are currently in excess of four million Sudanese displaced from their normal place of residence. Possibly, up to 1.8 million of these displaced may be residing in the greater Khartoum area (the population of which has grown from less than 800,000 in the early 1970s to approaching five million today).

The balance of IDPs are distributed in other major northern towns where employment and education opportunities are perceived to exist, are surviving within and around most of the southern garrison towns; are widely distributed throughout SPLM/A-controlled areas; and are dispersed throughout the so-called 'transition zone' which stretches across central Sudan from Nyala in the west through the Nuba Mountains to

Damazine in the east. There are also significant IDP concentrations in Kassala and Port Sudan.

The majority of IDPs are surviving without any regular and/or direct international aid, albeit many are able, at least periodically, to avail themselves of some basic services delivered primarily by national and international NGOs and Church Institutions. Few have been able to find durable solutions to their predicament, although most survive by attaining at least a finger hold on economic subsistence through informal sector (and sometimes illegal) activities.

These factors have combined to produce, even by African standards, an abnormally high rate of rural to urban population transfer. It is, therefore, virtually impossible to determine the proportion of the rural-urban influx that is a product of 'normal' urbanization forces; how much of it is an accelerated urbanization produced by conflict and/or drought and the resultant economic stagnation; and what percentage is unequivocally a consequence of people being forced to flee as a direct consequence of armed conflict and/or the fear of persecution.

Support to education for IDP children by the Christian Churches, and in particular by the Catholic Church, was considered vital and providing access to schools and education opportunities was seen as one of the effective ways to create a sense of stability and normality in an emergency.

There are no figures for the total school-aged population, neither in the camps nor in the re-planned areas where the church-supported schools are located. There is no information regarding the percentage of displaced school-aged children enrolled in school, out of the total 792,000 IDP children (i.e. 36% of the total 2.2 million displaced persons in the towns and areas in the North of Sudan

The overall observation is that access to schools and education opportunities of IDP children is considered to have improved over the last 10 years, in particular in Khartoum areas, although, according to some studies, the level of basic education among IDPS remains one of the lowest in Khartoum and in the north in general.

Some estimates suggest that school enrollment among the displaced population in the north is low, and it is also observed that only one quarter of the students complete basic education; (the figure for girls is lower). Thus, the main feature of IDP education is that overall the number of children currently attending schools is very low, and a very high proportion of children never attend school.

Moreover, there is low enrolment and high dropout rates for girls. Moreover, there has been little improvement in quality and accessibility over the years. Lack of resources such as school feeding, has resulted in a whole generation of IDP children having missed out on basic education.

The majority of the displaced communities within and outside Khartoum continue to be characterized by poor living conditions. They live in settlements with only limited access to public services, like education, and where livelihoods are hard to secure, and daily life is a challenge. The majority of the IDPs rely on either casual work in houses, or on seasonal agricultural work, commonly known as "jongo" <<http://us.f138.mail.yahoo.com/ym/>>

The seasonal movement of the population in search of labor has a profound impact on the ability of children enrolling and attending schools. There is an obvious relationship between children dropout from school and the seasonal movement of families. Many people came as seasonal laborers and they worked in the sugar schemes like Kenana, Asalaya and New Halfa, or in the rainfed agricultural schemes

in Gedarif. The companies and the individuals owning these schemes do not provide services to the labor migrants.

There is a noticeable absence of the government in nearly all the areas where these migrants are found, with the exception of the urban areas. For example, in Kenana and Asalaya in the White Nile State, the seasonal migrants, who stay for most of the time in labor camps, cannot use the services provided by the companies and there are no alternative services provided by the government to these people.

5. The Role of Non-Governmental Institution in Education

In the war-affected areas under government control, the main source of education in the area is the former GOS education system. This education is inadequate both in terms of access and quality. A number of agencies assist the government in the field of education, they include agencies such as UNICEF and SCF-UK. In many parts of the country these agencies have assumed the role of the government because of its virtual absence in supporting education and other services.

Other identified NGOs working in the educational field comprise, Oxfam UK, Sabah Association, Displaced People's Education Council (DPEC), Swedish Free Mission, Children of the World and others, both local and international.

In the years 2001-2002, the Save the Children UK took the initiative to form the education group of alliance of NGOs for the displaced. The alliance is obviously in its infancy, but enjoys a wealth of good will and enthusiasm of members, directed at joint efforts to firstly come up with a position paper in which the educational situation of the displaced is described and analyzed followed by joint strategizing.

Three of the participants, namely, Oxfam, Save the Children UK and Sabah tend to take the human rights perspective focusing upon lobbying and advocacy for relevant, affordable quality education for all, supported by capacity building, service provision and quality improvement.

6. The Role of the Churches

To date, the Catholic Church and the other Christian Churches, have taken not only full participation but also the lead in supporting education in the country, particularly among the IDPs in the North, and in the majority of the garrison towns in South Sudan. The Catholic Church and ECS operate schools in these areas, and they are considered to be the best in quality, and this has resulted high demand for the few places in these schools. Some Islamic NGOs, especially DAWA also operates schools. These basic schools are functioning according to GOS school calendar and most of the schools are within the towns or in villages at a distance of four to eight kilometers.

Initially, particularly at the start of the current civil war in 1983, the main objective of the intervention by the Churches was to provide education to children, to enable them to enter the government primary schools, and this was to be done up to the third level of this level of education. The majority of the children were considered over-aged to be accepted in the government regular schools.

However, these children could not be absorbed into the government schools because of lack of space in these schools. Moreover, many of the children did not learn enough Arabic to enable them to study in the government schools.

Thus, the Catholic Church continued to provide schooling to the IDP children at all levels of primary education, which in 1990 was changed from a 6-3-3 system (i.e. 6

years primary, 3 years junior and 3 senior level) to 8-3 (i.e. 8 years basic and 3 years senior level).

The Archdiocese of Khartoum has played and is playing an important role in providing education to Sudanese, and its historic role in this field is well known and recognized. It is currently running two educational programs, a formal education and an emergency Save the Savable Educational Program for the IDPs in the parishes in and outside Khartoum.

In addition to the pre-school education, it currently has 13 Comboni Schools in Khartoum, Port Sudan, and Atbara, and about 212 pre-school (kindergartens) and basic schools in the Archdiocese serving a total of about 71,000 pupils, the majority of them are Christians, with a total of 1,832 teachers and 770 auxiliary staff.

The total number of students in the schools of the Archdiocese of Khartoum, including those in the formal and pre-school education program is large. The Archdiocese is also running a school feeding operating in about 95 centers in Khartoum covering about 47,000 pupils in addition to over 1,200 teachers and 540 support staff.

In Khartoum, the educational support program of the Catholic Church developed to be known as the "Save the Saveable" Program, which started as an immediate answer to an urgent problem in 1986. After 17 years it still retains its character of urgency for the thousands of the "displaced" from the South and the West of the Sudan.

The program has become an important item in the pastoral plan of the Archdiocese. It is the framework of pastoral activities that aims at the education of the new generations growing in the land of "displacement", and at the better use of the energies, qualifications, skills, and will of survival of the thousands who yesterday were free, self-sufficient and self-supporting citizens, and today are rejects who have no right for survival, dignity, and a place in the society.

The Save the Savable program for IDP Children had the following driving objectives were important:

- a. To facilitate increased access to basic education for IDP children so as to promote enrollment and retention of IDP children in primary education; and prepare them for entry into the regular government basic education system;
- b. To support qualitative strengthening of education system for IDP children through teacher and development of appropriate teaching-learning methods and materials;
- c. To support the expansion of education initiative to cover the majority of unreached IDP children in Khartoum, especially in the squatter settlements outside the official camps for the IDPs.

The program expanded both in the numbers of children in it and in area to cover nearly all the parishes in the Archdiocese within and outside Khartoum. The program thus evolved into a system that appeared to be parallel to the regular government education program in North Sudan.

However, this expansion entailed at the same an increased in expenditure on the program, which depended largely on external donors. Over the years this support began to decline and it became increasingly difficult to attract sufficient funds for the program. The donors could not continue to support an "emergency program" for over

this long period to time. The external support was thought to create dependency and prevented local communities from assuming their responsibilities in supporting the schools.

7. Constraining Factors

In Sudan, States through their local authorities have the responsibility for providing and supporting services, including education to its citizens. But because of their weak resource base, they are not able to meet this obligation. Teachers are poorly and irregularly paid, school facilities are poor, and educational authorities are not willing to take up extra responsibilities without reward.

Government policy towards the displaced has not been consistent. Plans to relocate and settle the displaced in what were called "productive areas" was also combined with the desire to repatriate them to their areas of origin. Some attempts of repatriation were made under the supervision of SCC, but these were abandoned due to lack of funds.

Finances for provision of education are derived from many sources, federal and state governments, local councils, foreign loans and grants, community contributions and self-help and parents contributions. Local councils were to pay for textbooks, teachers' salaries etc. Since some councils and especially councils in the less developed states, have limited resources, regional disparity is thus widened.

To meet their financial obligation, Local councils including Khartoum imposed fees on parents. School fees became to be one of the major factors that constrain enrollment and continuity of children in education.

However, a major constraining factor is that Government authorities continue to regard IDP schools as falling outside the realm of their authority, and this has alienated the schools, even though some of them performed well in examinations. During the past years the Government of Sudan made attempts to close down the church schools in the displaced camps and other areas that have been newly re-planned. This unclear and inconsistent government policy could work to undermine the future role of the church. Although the Government of Sudan is committed to the achievement of Education for All (EFA), its commitment towards the education of IDPs is generally non-existence.

Conclusion

Over the past 18 years, NGOs, the Churches and other religious groups, with support from the donors, has managed a successful educational program, and has contributed enormously to improving access to education by children of IDP families through the Save Saveable Educational program. It has provided this support with very limited, but dedicated staff, who work under extreme pressure and often threats from the government and some communities.

The majority of the target population supported did not have (and continue to have limited) easy access to education, and the present federal system makes it difficult for its government local authorities to take additional responsibilities resulting from the presence of large numbers of internally displaced people in the areas. In general the efforts by the Church to advocate on behalf of the displaced children's right to education has been commendable with significant results.

The Catholic Church and a few other Christian Churches are the only agencies providing assistance to these communities, either by allowing them to use the church

centers operate schools on a self-help basis, or through the “Save the Saveable Education Program”.

Although the majority of the population assisted by the Church are from South Sudan and are largely Christians, a large sector of the Muslim community from western Sudan also benefit from this assistance. In New Halfa, Gadareif, Wad Medani, and Damazine, more than half of the children in some of the pre-school centers under the Church are Muslims from either west Sudan or from the local areas.

Support to education is vital for children and providing access to schools and education opportunities is one of the effective ways to create a sense of stability and normally in an emergency.

- Enrolment of children in schools with emphasis on girl’s education will remain a special concern because girls make up only 28% of the school population.
- Quality of education continues to be poor in most schools of IDPs because little has been done to improve basic education to make school welcoming to children, and to make it relevant to parents and communities. The low educational background of teachers, lack of qualified trainers, insufficient teaching materials and inadequate supervision, are other problems.
- Lack of adequate education materials remains a major constraint.

The “displaced” are awakening to the benefits of education and claim the right to education for their children.

1 The word “jongo” literary means a person who is mad; it is used to describe those people working as seasonal laborers in agricultural schemes and in charcoal production. They move from one scheme to another in search of labor, and they also perform many types of tasks including weeding and harvesting of dura and sesame.

Annex Five: 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

1.0 Introduction

I had an opportunity to attend a meeting organized by AU Secretariat in Maputo on behalf of ANCEFA. Thanks to the ANCEFA Coordinator for proposing my name, the ANCEFA Moderators of Eastern Africa and Southern Africa for the financial and moral support the accorded to me and lastly thanks to the Chair of TEN/MET for allowing me to attend the meeting.

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.

2.0 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.

3.0 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

4.0 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.....

5.0 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.

6.0 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

7.0 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.

7.1 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.

8.0 Southern Africa Sub Region Report

The sub- region has embarked on a project to assist the community at grass root level to improve their living conditions by using the facilities available in the community. Viable economic activities were improvised such as:

1. Formation of a National Centre for traditional healers
2. Establishment of beads factory
3. Establishment of a dance troupe
4. Establishment of an organic farming.
5. To enact a law to protect indigeneous knowledge.

9.0 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.