

ANCEFA STRATEGIC PLAN 2010-2014

“Achieving EFA Goals in Africa Together!”



Final Copy, June 2010

ANCEFA VISION

A United, Strong, and Effective African Civil Society Committed to The Promotion of Free and Quality Universal Education.

ANCEFA MISSION

To promote, enable and build capacity of African Civil Society to advocate and campaign for access to free quality and relevant education for all.

ANCEFA CORE VALUES

- ✓ Respect
- ✓ Integrity
- ✓ Commitment
- ✓ Professionalism and excellence
- ✓ Inclusiveness
- ✓ Active engagement
- ✓ Non Partisanship

FOREWORD

Education is a fundamental human right, key to the development of individuals and society. The UNESCO Global Monitoring Report 2009 notes that people denied an opportunity for achieving literacy and wider education skills are less equipped to participate in societies and influence decisions that affect their lives. This follows that all development partners including government and civil society have a responsibility of ensuring that everybody has access to quality education.

Africa Network Campaign on Education for All (ANCEFA) set out after the Dakar Education Forum in 2000 with a vision of a united, strong, dynamic, motivated and effective African civil society committed to the promotion of free and quality universal education. ANCEFA believes that achieving the six EFA goals agreed in Dakar in Africa is key to the attainment of the Millennium Development Goals (MDGs) by 2015.

ANCEFA strategic plans are key policy documents that guide the work of ANCEFA in order to achieve its vision. Since its inception ANCEFA has developed and implemented two strategic plans. The first one covered the period from 2003 to 2005. The second plan covered the period from 2006 to 2008 but its implementation extended to 2009.

The two strategic plans were mainly focused on national civil society capacity building for effective EFA campaign in commonwealth countries and in some francophone countries in west and central Africa sub-regions. Implementation of the past strategic plans has enabled ANCEFA to establish and support national education coalitions in 33 countries across Africa, strengthen the capacity of these coalitions, and to undertake advocacy campaigns at national and international levels.

ANCEFA would like to sincerely thank cooperating partners who provided financial and technical support to implement the two strategic plans. These partners include: Global Campaign For Education (GCE)-ANCEFA is a member of the Board, The Dutch Government, OXFAM GB, Open Society Institute (OSI), Open Society Initiative for Southern Africa (OSISA), Action Aid International (AAI), IBIS-a Danish International Education NGO, TIDES Foundation, Wellspring Advisors, and Educational International.

The 2010-2014 strategic plan is the third to be developed by ANCEFA. It builds on achievements gained over the years, and addresses key challenges, based on lessons learnt from the previous work. One feature of this plan is that it covers a period of five years, a departure from the previous ones which covered only three years. The period was expanded to allow ANCEFA more time for implementation of its programmes.

The process of developing the strategic plan was led by ANCEFA Secretariat drafting Team which included Mr. Gorgui Sow, Regional Coordinator, Mr. Limbani Nsapato, Policy Research and Documentation Officer, Mrs Anta Jallow, Finance and Administration Manager, Mrs. Solange Akpo Real World Strategy (RWS) Coordinator for Central and Western Africa, Mr. Boaz Waruku, RWS Coordinator for East and Southern Africa, Mrs Aissatou Ndiaye, Programme Assistant and Mr. Elijah Mbwavi, former Employee of ANCEFA.

The development process took a period of one year from mid 2008 to end 2009 and was consultative enough to facilitate input and comments from a range of stakeholders including ANCEFA members and regional and international cooperating partners.

The current strategic plan focuses on results. The leadership of ANCEFA with support from our cooperating partners will ensure effective and efficient implementation of this strategic plan in order to produce results and achieve our goal.

At this juncture, we would like to acknowledge the role played by various individuals and institutions including ANCEFA staff, Board, member coalitions and cooperating partners in the development process for this plan. We look forward to continued support throughout its implementation.

Mrs. Jennifer Chiwela
ANCEFA Board Chairperson

Mr. Gorgui Sow
ANCEFA Regional Coordinator

ACRONYMS

AAI-	Action Aid International
ADEA-	Association for the Development of Education in Africa
ANCEFA-	Africa Network Campaign on Education for All
APRM-	Africa Peer Review Mechanism
ASPBAE-	Asia Pacific Bureau of Adult Education
AU-	Africa Union
AUED-	African Union Second Decade of Education (2006-2015)
CRPD-	Convention on Rights of Persons with Disabilities
EAC-	East African Community
ECCE-	Early Childhood Care and Education
ECD-	Early Childhood Development
ECOWAS-	Economic Community of West African States
EFA-	Education For All
FBOs-	Faith Based Organizations
FTI-	Fast Track Initiative
G8-	Group of Eight Highly Industrialized Nations
G20-	Group of 20 Developed Countries
GAW-	Global Action Week
GCE-	Global Campaign For Education
GMR-	Global Monitoring Report
HIPC-	Highly Indebted Poor Country
HIV & AIDS-	Human Immunodeficiency Virus& Acquired Immune Deficiency Syndrome
ICTs-	Information and Communication Technologies
IMF-	International Monetary Fund
MDGs-	Millennium Development Goals
NEPAD-	New Partnership for Economic Development
OSI-	Open Society Institute & Soros Foundation Network
OSISA-	Open Society Initiative for Southern Africa
PATC-	Pan African Teachers Centre
SADC-	Southern Africa Development Community
UNESCO-	United Nations Educational, Scientific and Cultural Organization
UNICEF-	United Nations Children's Fund
UN-	United Nations
UPE-	Universal Primary Education
WB-	World Bank

TABLE OF CONTENTS

FOREWORD	4
ACRONYMS	5
LIST OF TABLES AND FIGURES	7
CHAPTER 1: INTRODUCTION	8
Lessons Learnt from Implementation of the previous Strategic Plans.....	9
The Process of Developing the ANCEFA 2010-2014 Strategic Plan	10
Stronger-Together.....	11
Structure of the 2010-2014 Strategic Plan.....	11
CHAPTER 2: BACKGROUND TO ANCEFA STRATEGIC PLAN 2010-2014	
Introduction	12
Education As a Right for All	12
Analysis of Progress towards EFA in Africa	14
Economic, Social and Political Challenges towards EFA in Africa	17
CHAPTER 3: STRATEGIC PLAN FRAMEWORK	22
ANCEFA Theory of Change.....	22
Priority Areas for the Strategic Plan	23
Priority Area 1: Campaigning for Increased Financing of Equitable and Inclusive Quality Education For All:.....	24
Priority Area 2: Ensuring National Accountability	25
Priority Area 3: Promoting Quality Teaching and Learning.....	26
Priority Area 4: Institutional Strengthening Of ANCEFA	27
Strategic Plan Details	28
CHAPTER 4: STRATEGIC PLAN BUDGET AND RESOURCE MOBILISATION PLAN	33
Introduction	33
Budget for the Strategic Plan	33
Resource Mobilization Plan.....	33
Objective of Resource mobilization plan.....	34
Resource Mobilization Strategies.....	34
Budget for Resource Mobilization Plan.....	35
Funding projections	36
CHAPTER 5: STRATEGIC PLAN IMPLEMENTATION, MONITORING AND EVALUATION	37
Implementation	37
Monitoring and Evaluation.....	39
CHAPTER 6: CONCLUSION	41
APPENDIX SECTION	42
Appendix 1: ANCEFA Strategic Plan Implementation Matrix	43
Appendix 2: Detailed Budget For Ancefa Strategic Plan	55
Appendix 3: Operational Plan for 2010.....	64

LIST OF TABLES AND FIGURES

List of Tables

Table 1: Summary budget for the 2010-2014 ANCEFA Strategic Plan, page 33

Table 2: Expected Income 2010-2014, page 34

Table 3: Budget for ANCEFA Resource Mobilisation Plan 2010-2014, page 36

Table 4: Funding projections from the Fundraising plan for 2010-2014, page 36

List of Figures

Figure 1: Map of Africa, page 18

CHAPTER 1: INTRODUCTION

Governments have the fundamental responsibility to guarantee education rights for all their citizens. This is in line with article 26 of the 1948 United Nations Declaration of Human Rights which stipulates that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”

Governments must prioritize education in a sustained way if there is public support for them to do so and if there is wider national consensus on the importance of investing in education. This is one area where civil society can play a crucial role, particularly where different voices are brought together under common platforms to make the case for quality education and to monitor the current policies and practices at the local level.

The international community has held crucial meetings to ensure that governments prioritise education and that education should be available for all. One of such meetings was held in the year 2000, when representatives from 164 governments assembled at the World Education Forum in Dakar, Senegal, and came up with a set of six ambitious goals hinging on Education for All (EFA) enshrined in the Dakar Framework for Action. The Dakar Framework for Action pledges to expand learning opportunities for every child, youth and adult, and to meet targets in six areas by 2015.

One of the key strategies agreed in Dakar to ensure that countries deliver on the six EFA goals by 2015 was the involvement of civil society in policy development processes. Accordingly, participants pledged to **“ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.”** This was a very significant shift, moving beyond seeing NGOs as partners in implementing projects to recognizing their contribution to both policy dialogue (in the formulation of plans) and independent monitoring of plans (acting as watchdogs, tracking budgets etc).

ANCEFA was established after the Dakar conference to mobilise, organize and coordinate civil society in monitoring the implementation of the Dakar EFA Framework for Action.

Since its establishment ANCEFA, has been supporting the formation and development of national education civil society coalitions and facilitating EFA campaigns that link different stakeholders namely: parents, teachers, women’s rights advocates, faith based groups, social movements, child rights labour activists, the media, community based organizations (CBOs), Non Governmental Organizations (NGOs) and academia. Some of these broad-based alliances are also playing a crucial role in building genuine national ownership of education plans, as well as in monitoring their progress in practice, tracking budgets and ensuring transparency and accountability in government spending on education.

Two strategic plans have shaped the work of ANCEFA over the years. The first strategic plan covered the period from 2003 to 2005. The second strategic plan covered the period from 2006 to 2008 but its implementation extended to 2009. The strategic plans were mainly focused on national civil society capacity building for effective EFA campaign in commonwealth countries and in some francophone countries in west and central Africa sub-regions.

The two strategic plans mandated ANCEFA Secretariat at regional and sub regional levels to build capacity of national civil society education coalitions in the following key areas:

- Networking and strategic alliances building;
- Policy analysis and advocacy;
- Education Budget tracking and Participatory School Governance; and Research and EFA monitoring through the Education watch project.

Lessons learnt from implementation of previous strategic plans

The 2010-14 ANCEFA Strategic Plan has been deeply informed by the lessons learnt from the formulation and implementation of the previous strategic plans. These lessons are shared below.

- A significant role has been played in national coalition building processes by ANCEFA regional and sub-regional teams (staff, resource persons and moderators) in conjunction with partners at regional level (Education International (EI), Global March, UNGEI and FAWE) and at International levels (Global Campaigns for Education members and supporters).
- Many coalitions emerged in all sub-regions but only a few are critically engaging governments in national EFA policies and budgets formulation and implementation
- Many capacity building initiatives have been led and supported by ANCEFA in the past three years but mainly convened at regional level. The outcomes have been discouraging because only a few coalitions' members attended these workshops and many of them *did not share* the knowledge and tools provided in focused areas. The lack of national and local *step down training* has impinged on the impact of the Real World Strategy (RWS) project capacity building activities
- The launch of Africa Education Watch in 2006 and implemented in 2007 by twelve countries has not yet resulted in establishing ANCEFA as an authority in policy research in the education field. The gaps identified in the process of setting up national education watch and as well as in country level reports need to be filled immediately if we want to be the Institution that provides alternative and credible citizen watch reports on EFA. ANCEFA still lacks the capacity to mentor national coalitions in the area of policy research for policy advocacy and in documenting good practices
- ANCEFA has achieved a lot in terms of partnership and funding and this is essential but is still not having its own fundraising strategy which can increase its autonomy from international partners and sustain its advocacy actions, claiming the education rights for millions of poor children and adults in Africa.
- ANCEFA also needs to elaborate a partnership and fundraising policy that puts it in the driver's seat. The ANCEFA Board and a newly proposed African Think Tank on EFA have a key role to play in mentoring the network in fundraising, partnership and strategic alliance building as well as in critical thinking, analysis and catalyzing new ideas and perspectives of changing times and contexts.
- The Francophone and Lusophone coalitions are still not having significant support from the Secretariat and this creates two parallel dynamics within the same network which could undermine the integrity and unity of the continental platform the African civil society envisioned in May 2000 after the Dakar World Education Conference
- The ANCEFA campaign agenda has been narrowed down to UPE and literacy (adult education) during these past three years, while other issues are still pending without concrete joint policy change actions. These include: gender parity, ECCD, learning needs of youth, the quality imperative, privatization of public education, professional development of teachers, poverty, etc. The model of joint platform for CONFINTEA should be set up for all these issues at continental level in partnership with FAWE, PAMOJA, PAALAE, EI, UNGEI and GCAP.
- More focused campaign issues and country support strategies must be developed in order to make better impact and to have good policy influencing cases to show to governments and partners.
- Few coalitions have proper structures and systems that can ensure Good Governance (Transparency and Accountability to members and partners) e.g. holding Annual General Meetings (AGMs) and sharing Information to wider membership etc.

Implications of the lessons learnt for the New ANCEFA Strategic Plan

Based on the lessons above, the ANCEFA strategic plan for the period 2010-2014 has taken on board the following implications:

- Focussing on results and impact is critical as ANCEFA looks up to the remaining 6 years to 2015.
- A lot of issues need to be tackled by civil society across the networks: but there is need for prioritisation based on ANCEFA comparative advantage. The following are comparative advantages for ANCEFA:
 - Strong vision for EFA advocacy
 - Strategic positioning with CSOs
 - Regional wide network
 - Diverse skills from member networks that need to be tapped
- Social movement building is critical/coalitions are good for mobilising pressure. At the core of this exercise should be involving grassroots people - students, parents, and teachers.
- High quality research is required to ensure evidence based advocacy
- Strong partnerships need to be created with regional and sub regional bodies.
- Capacity building for newly established coalitions is critical
- Documentation and sharing of good practices
- Institutional capacity building for ANCEFA especially at secretariat level
- Longer term strategic planning-from 3 years to at least 5 years.

The Process of Developing the ANCEFA 2010-2014 Strategic Plan

The 2010-2014 Strategic Plan for ANCEFA was developed with the overriding ambition of increasing ANCEFA's impact and effectiveness as a partner in the global fight against illiteracy and poverty. The process of developing the plan was therefore deeply informed by both the lessons learnt from the formulation and implementation of the previous two strategic plans and from national coalition experiences.

The historical background of ANCEFA shows that the strategic plan has been always the business of the Secretariat and Board and that the members just endorse it without knowing the key challenges behind the strategic focus areas defined. This created problems in ownership and efficiency in implementation of previous plans. However, ANCEFA took a different approach in developing the present plan. This plan was developed through a consultative process that involved ANCEFA Secretariat, Board, and member national coalitions as well as ANCEFA partners at regional and international levels.

The process started in mid 2008 when the secretariat came up with initial draft of the plan which was then shared with the Board and some ANCEFA member coalitions for input. This was followed by a series of consultative meetings with stakeholders who made inputs which led to the Secretariat developing an intermediate draft by the beginning of 2009. ANCEFA members then adopted the plan in principle while in that draft form at the General Assembly that was held in April 2009, and based on the comments made, mandated the Secretariat and Board to finalise the draft and share it with members and partners for endorsement.

Further input into the plan was made in July 2009 when the staff and Board of ANCEFA held a Theory of Change (TOC) workshop in Nairobi with funding from the Open Society Institute (OSI). During the TOC workshop participants reviewed the work of ANCEFA, and developed new ideas that would foster ANCEFA's strategic vision for bringing up change in the African education system. Following the TOC workshop, changes were made to the plan, leading to the production of a final draft in early November 2009. The final draft was then shared with Board members, ANCEFA members and regional and international partners for final input,

leading to the version of the plan presented to ANCEFA Board. The Board of ANCEFA approved the strategic plan in March 2010 at their meeting in Lusaka, Zambia. The final copy was produced in June 2010.

Stronger-Together

One of the key ways we can achieve greater impact and become a more effective partner in the global fight against illiteracy and crushing poverty is to be clear about what ANCEFA members can do better together rather than individually, leveraging the extensive continental reach and relevance of the organization. As a decentralized organization¹, it is essential that we identify synergies and find the best ways of working together and with our members in Anglophone, Francophone, Lusophone and Arab Africa.

That is the role the 2010-2014 strategic plan seeks to fulfil: to be the reference point for all ANCEFA members' plans and inspire the strategies developed by national coalitions. All the 4 strategic focus areas contained in the plan are focused on making sure we maximize the potential of the ANCEFA membership (geographically) to impact on poverty – either directly through concerted advocacy for free, equitable and quality education service delivery to African citizens, or indirectly, by improving our information and knowledge management.

Structure of the 2010-2014 Strategic Plan

The strategic plan has six chapters:

- Chapter 1 introduces the plan by providing broad developments in education and ANCEFA strategic planning, and describing the process of the developing the strategic plan as well as the structure of the plan.
- Chapter 2 focuses on background information to the strategic plan. It defines education as a human right in light of international legal and policy frameworks. It provides an analysis of progress towards EFA in Africa as well as economical, social and political challenges for EFA in Africa. It concludes with an update on ANCEFA programming background. Critical implications for the strategic plan are also provided under each sub section in the chapter.
- Chapter 3 is the hub of the strategic plan as it presents the strategic plan framework. In here you will find highlighted the goal, priorities, strategic objectives and expected results.
- Chapter 4 presents the budget and resource mobilisation plan. It gives an overview of the budget requirements; available income and funding gap, and suggests strategies for resource mobilisation.
- Chapter 5 focuses on the mechanics of implementation, monitoring and evaluation of the strategic plan.
- Chapter 6 is a concluding chapter that sums up key areas of concern for the strategic plan.

¹ With Sub regional Secretariats and national coalitions

CHAPTER 2: BACKGROUND TO ANCEFA STRATEGIC PLAN 2010-2014

Introduction

This Chapter is concerned with the context for the 2010-2014 ANCEFA strategic plan by looking at three key areas. Firstly, we contextualise education as a right for all and provide the international legal and policy framework around the EFA goals. Secondly, we present an analysis of progress towards the EFA goals with particular emphasis on Sub Saharan Africa. Thirdly, we examine key economic, social and political challenges that impede efforts for achieving EFA in Africa. Under each section we have included a sub section that discusses main implications for strategic planning thereby providing linkage to the ANCEFA strategic plan framework (Detailed in Chapter 4).

Education as a Right for All

Education is a very important ingredient of humanity and more especially to Africa. The Importance of education to Africa is best summed up by this quote from the introductory page of the Second Decade of Education for Africa (2006-2015) Plan of Action, (revised August 2006). It states: “Education is a critical sector whose performance directly affects and even determines the quality and magnitude of Africa’s development. It is the most important means we have at our disposal to develop human resources, impart appropriate skills, knowledge and attitudes. Education forms the basis for developing innovation, science and technology in order to harness our resources, industrialise, and participate in the global knowledge economy and for Africa to take its rightful place in the global community. It is also the means by which Africa will entrench a culture of peace, gender equality and positive African values” (page 3).

Campaigners of Education for All (EFA) take their courage from the fact that education is internationally recognised as a fundamental human right. A number of international, regional, sub regional, and national legal and policy frameworks underline the fact that as a human right education should be available for all. These include:

- *The 1948 Universal Declaration of Human Rights*
- *The 1989 Convention on the Rights of the Child*
- *The 1976 Covenant on Economic, Social, And Cultural Rights*
- *The 1990 Jomtien Declaration on Education for All*
- *The 2000 Dakar EFA Framework for Action*
- *The 2000 United Nations Declaration on Millennium Development Goals*
- *The 2006 Convention on the Rights for Persons with Disabilities*
- *The 2006 Africa Union Second Decade of Education for Africa Plan of Action*

In most country constitutions in Africa and the world education is considered as a right. To underline its significance as a human right vital for development, education should be available accessible, acceptable and adaptable to all, to use the words of late UN Special Rapporteur on the Right to Education, Katarina Tomasevski.

At the turn of this millennium in April 2000, 164 countries of the world gathered in Dakar to re-iterate the commitment to EFA agreed in 1990 in Jomtien, in Thailand as one way of promoting education. To ensure that the Education was available, accessible and adaptable to all, participants agreed on what are known as the six EFA goals to be achieved by 2015.

The EFA goals adopted are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Alongside the six Goals were the 12 Dakar strategies which among others called for active participation of civil society in formulation, implementation, monitoring and review of education sector plans and budgets.

Later in September 2000, education was also put at the centre of the Millennium Development Goals (MDGs) at the Millennium Summit held in New York. In fact, two of the eight MDGs agreed to in New York put emphasis on education. Two of the MDGs (goals 2 and 3) are directly linked to EFA and perceive education as key for development and poverty reduction.

In order to ensure that the right to education was accessible to disadvantaged groups especially people with disabilities, in 2006 the United Nations adopted a new human rights treaty ensuring that disabled children and adults got the same rights as provided for everyone else in the 1948 Universal Declaration of Human Rights. The treaty was called, Convention on the Rights of People with Disabilities. The slogan, as the Convention was being developed, was 'Nothing about Us without Us'.

Article 24 of the Convention, which is on education, requires the development of an inclusive education system which all disabled children attend at all levels including in tertiary and adult education. Disabled children should attend their local mainstream school with reasonable accommodations and individual support to remove barriers to their learning and socialising so each achieves their potential.

The Convention thus provides a great catalyst for developing education for all.

Implications for strategic planning

- Education is a right which should be defended at all costs. Countries should be held to account if citizens are not provided with the right to education.
- International legal and policy frameworks remain key to enforcing education rights and policies at country level. Effort should be made for all countries to adopt and implement these frameworks.
- There is strong link between education and development.....so EFA goals and MDGs should not be considered as in competition but as complimentary.
- ANCEFA will need to encourage all member Coalitions to fully involve Disabled Peoples Organisations (DPO's) in their national Education for All campaigns.

Analysis of Progress towards EFA in Africa

Since 2000 countries have been challenged to implement the Dakar EFA Framework for Action based on the 12 Dakar strategies which among others called for development of national EFA action plans, increased investment to education, involvement of civil society in planning, implementation, monitoring and evaluation, etc.

An analysis of progress towards EFA shows that some achievements have been made but a lot still has to be done more especially in Africa. The section below, presents the analysis by looking at major developments in terms of education access, equity, quality, and financing.

Access to education

In terms of access, recent figures show that at least 40 million more people in the world have accessed education, and this has been largely due to introduction of free primary education in many countries in the developing world. In Sub Saharan Africa the number of new entrants in primary education has risen by at least 40% (29 million) due to adoption of free education policies. The primary net enrolment ratio rose from 54% to 70% between 1999 and 2006, for an annual increase six times greater than during the decade before Dakar.

However according to UNESCO EFA Global Monitoring Report 2010, worldwide 72 million school age children are out of school with the majority of them, nearly 40 million, being in Sub Saharan Africa. Despite increasing school enrolment, some 28 million pupils in sub-Saharan Africa drop out each year.

On current trends, millions of children will still be out of school in 2015 – the target date for universal primary education. Projections for 134 countries accounting for some two-thirds of out-of-school children in 2006 suggest that some 29 million children will be out of school in 2015 in these countries alone. Worldwide 56 million children will be out of school by 2015.

In 2006, some 513 million students worldwide – or 58% of the relevant school-age population –were enrolled in secondary school, an increase of nearly 76 million since 1999. Despite progress, access remains limited for most of the world's young people. In sub-Saharan Africa, 75% of secondary-school-age children are not enrolled in secondary school. Indeed, Over 70% of young people lack opportunities to develop their skills and access sustainable livelihoods.

As far as ECD is concerned, in 2006, pre-primary gross enrolment ratios averaged 79% in developed countries and 36% in developing countries, falling as low as 14% in sub-Saharan Africa. According to UNESCO GMR 2010 around a third of all children in developing countries, or 175 million annually, enter primary school having experienced malnutrition that irreparably damages their cognitive development,

The 2010 GMR reports that there are currently some 759 million illiterate youths and adults in the world. Reflecting the legacy of gender disparities in education, two-thirds of this number are women. An estimated 776 million adults are illiterate most of who are in Africa. In Sub Sahara Africa, although literacy has increased by 8% since 2000, at the same time the number of illiterate adults is around 160 million. 1 out of every 3 adults is illiterate. In the same region, 75 million children remain excluded from basic education. In West Africa alone, 65 million West African adults – more than 40 percent of the adult population – cannot read or write; whilst 14 million children aged 7 to 12 are out of school.

Although some efforts have been made to address all the EFA goals to promote access Action Aid (2009), reports that of all the six EFA goals, the most neglected ones are Adult Literacy, ECD and Out of school education.

Equity in Education

While there is continuing efforts to ensure equitable and inclusive education with the 2006 Convention of Rights of People with disabilities, girls education campaigns and growing attention of situation in CAFS, there is strong evidence to show that boys and, generally, children from more privileged societies such as urban areas and more politically and economically stable countries enjoy better access to education. UNESCO reports that the majority of children out of school include girls, linguistic minorities, or indigenous groups and children with disabilities. Other excluded children include those from pastoralist communities, seasonal migrants, and those living in countries affected by conflict, or who are internally displaced or in refugee camps.

Gender disparities have been reduced in the region particularly in primary education, but not eliminated. Almost all African countries missed to achieve gender parity in education in 2005 and even now it is uncertain whether this goal will be achieved by 2015. Countries in Africa that achieved Gender parity only in primary education as of 2008 include: Botswana, Gabon, Ghana, Kenya, Lesotho, Mauritius, Namibia, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Uganda, Cape Verde, the Gambia, the United Republic of Tanzania, Zambia and Zimbabwe” (UNESCO, GMR 2009, page 97/98). Only Mauritius and Seychelles are said to have achieved Gender Parity for both Primary and Secondary education. UNESCO GMR 2010 reports that nearly 60% of the 72 children out of school are girls and, almost half in sub-Saharan Africa. In almost every African country the literacy rates of women are lower than those of men. Literacy rates in Egypt 56.2% for women and 65.7% for males (2004 data). In Uganda it is 63% for women and 77% for men (2003 data). In Zambia it is 66% for women and 76% for men (2003 data). In Tanzania literacy rates are 62% for women and 69% for men.

It is estimated that 25 countries in Africa are at risk of not achieving the gender parity goal even in 2015 or even in 2025.

Quality of Education

Attempts to promote quality education have been made in most countries through teacher development programmes, and curriculum reviews especially for primary and secondary education. More than 27 million teachers work in the world's primary schools, 80% of them in developing countries. Total primary school staff increased by 5% between 1999 and 2006.

However, the quality of teaching and learning remains a big challenge with most countries reporting low learning achievements. For instance, in a recent Southern and Eastern Africa Consortium for Monitoring Educational Quality assessment (SACMEQ II) in sub-Saharan Africa, fewer than 25% of grade 6 pupils reached a desirable level of reading in four countries and only 10% in six others. The 2007 Trends (According to UNESCO GMR 2010) in International Mathematics and Science Study (TIMSS) found that average students in several

Developing countries, including Ghana, Indonesia and Morocco, performed below the poorest-performing students in countries such as Japan and the Republic of Korea.

A number of factors contribute to low learning achievements. The key factor remains teacher shortages especially in primary schools for countries that introduced free primary education without recruiting adequate trained teachers. SSA had about 2.5 million primary school teachers in 2005, an increase of nearly 500,000 since 1999. However, statistics show that the region is faced with a huge teacher shortage of 2.4 million (3.8 million if attrition due to retirement, resignations and losses due to illness (due to HIV/AIDs, for example, are taken into account) to beef up the current 2.8 million teachers in order to achieve the EFA goals by 2015. By 2015, the poorest countries need to recruit some 1.9 million additional primary school teachers, including 1.2

million in sub-Saharan Africa, to create a good learning environment for all children. More equitable teacher deployment is also vital: all too often, the poorest regions and most disadvantaged schools have the fewest and least-qualified teachers. Most rural schools in Africa have high teacher pupil ratios where there are 100 pupils to 1 teacher.

The other factor is shortage of teaching and learning materials coupled with poor incentives for teachers. Quality teaching and learning is also compromised by language of instruction especially in foundation stages. Although studies show that children learn faster in their mother tongue in early stages of learning, most countries still need to adopt policies that will ensure mother tongue instruction in foundation stages. Other challenges are high rates of absenteeism of teachers and pupils, as well as mushrooming of un-regulated private schools and shortage of infrastructure especially for disabled children.

There are large national and regional disparities in pupil/teacher ratios, with marked teacher shortages in South and West Asia, and sub-Saharan Africa. But it is within countries that the greatest disparities exist, with teachers unevenly distributed across regions.

Financing of Education

At international level, financing of education especially for less privileged countries, was boosted by the launching in 2002, by the World Bank of the Education for All Fast Track Initiative. According to the FTI Website, “FTI is a global partnership to help low-income countries meet the education Millennium Development Goals (MDGs) and the EFA goal that all children complete a full cycle of primary education by 2015. Funding is channelled through existing bilateral and multilateral channels and also through the FTI Catalytic Fund (CF), which supports countries with insufficient resources to implement their sector plans”. Around 30 bilateral and multilateral donors have joined together to finance credible plans through the FTI.

However, the FTI is facing serious problems. Among others, The Fast Track Initiative (FTI) is failing to galvanize additional bilateral donor support for EFA. Bilateral donors are not fulfilling commitment to increase aid at country level. As a result current commitments to its Catalytic Fund fall short of those required to meet financing requests in the pipeline. For instance, UNESCO notes that “by 2010, countries with plans approved by the FTI could be facing a financing shortfall of US\$2.2 billion”.

Another challenge is that countries that qualify to receive money, receive that late due to WB “fiduciary conditions” (GCE 2009 Report). There are also limitations in expenditures as FTI money is only meant for formal education especially primary education rather than the full EFA agenda. As a result it is difficult to mobilise additional funding for other goals like ECD, Adult Literacy, and Out of School Youth education.

Linked to FTI financing is a global shortfall in aid to education. It is estimated that at least US\$11 billion is required annually to finance UPE alone by 2015 and a total of US\$16 billion is required annually to meet the full EFA agenda by 2015. However commitment to education has not been impressive. For instance in 2006, total aid for basic education for low-income countries was US\$3.8 billion, which is less than the minimum of US\$11 billion required to achieve EFA.

At national level, countries in Africa are not investing much in education. Results of ANCEFA Education Watch showed that very few countries have managed to allocate the required minimum of 20% of national budget, or 6% of the GDP to education. Most countries spend less than 15% of the national budget and less than 3% of the GDP to education. Similarly, data from UNESCO shows that in Saharan Africa, eleven out of the twenty-one low income countries with data spend less than 4% of their GNP.

Action Aid (2009-Tool kit on Education Financing): ***Of all the EFA goals agreed in Jomtien and Dakar, the most neglected is the adult literacy goal: most governments have abandoned literacy...ECD is also overlooked in most countries.***

Implications of EFA Analysis for strategic planning

- EFA is a big issue in Sub Saharan Africa
- For UPE- girls education and for that of other excluded categories is key/countries in CAFS
- Gender fight to continue
- Greater effort for neglected goals: ECD, AL, Youth
- Quality of Education big challenge
- Education Financing key for EFA
- Rich countries/IMF/WB/FTI should be held to account for renegeing on their pledge to finance EFA.

Economic, Social and Political Challenges Towards EFA in Africa

Political Context

- The continent of Africa is the world's second largest continent after Asia, with a total surface area, including several surrounding islands of 30,313,000 square kilometres. It stretches from 40 degrees latitude in the north to 34 35' degrees south and has 54 independent countries - 48 mainland and 6 island states - total population was expected to grow from 840 million in 2007 to 1 billion in 2010 (Wikipedia and **MBendi Information Services -mbedi.com**). Africa is divided into five key sub regions, namely, North Africa, Southern Africa, Eastern Africa, Central and West Africa.
- Politically, countries in the continent of Africa had been under colonial rule in the period of the two world wars by colonial masters, key ones being the British who colonised most of Southern and Eastern Africa, the French who colonised most of West and central Africa, and the Portuguese who colonised selected countries across the continent.
- Following the decline of colonialism, most countries are independent now but over 50% of the continent remains under non democratic rule. According to Policy IV data base , Africa is still home to at least 11 fully autocratic regimes in Congo Brazzaville, Equatorial Guinea, Eritrea, Gabon, the Gambia, Mauritania, Rwanda, Sudan, Swaziland, Uganda, and Zimbabwe. Colonial ideologies still feature in most of the social and economic facets of life in the former colonies.
- Another characteristic of politics in Africa is conflict and civil war. According to Dambisa Moyo (2009), since 1996, 11 countries have been embroiled in civil wars (Angola, Burundi, Chad, Democratic Republic of Congo, Republic of Congo, Guinea Bissau, Liberia, Rwanda, Sierra Leone, Sudan and Uganda) and according to the May 2008 annual Global Peace Index, 4 out of the 10 bottom least peaceful countries in the world are in Africa (Central Africa Republic, Chad, Sudan and Somalia).



Figure1: Map of Africa (source: www.yes.or.ke)

- Bad governance is also another feature in Africa and is characterised by corruption, theft of public resources, lack of democracy, abuse of human rights and freedoms, lack of transparency, manipulated elections, centralised decision making, lack of independence for oversight institutions like judiciary, parliament; restrictions to media and civil society. Most of the countries are coming from long years of dictatorship where one party and one leader dominated the political scene.
- Due to conflict, war, unrest and bad governance, the World Bank now categorises at least 20 countries (nearly half of the countries being in Africa) out of 34 in the world as being Conflict affected and fragile states (CAFS) or simply fragile states. These countries include Angola, Burundi, Central Africa Republic, Chad, Democratic Republic of Congo, Republic of Congo, Comoros, Cote d'Ivoire, Djibouti, Eritrea, The Gambia, Guinea Bissau, Liberia, Mauritania, Nigeria, Sao Tome & Principe, Sierra Leone, Solomon Islands, Somalia, Togo, Tonga, and Zimbabwe). According to UNICEF, addressing governance issues and investing in education is key to ensuring access to human rights including education.
- Political and economic intergovernmental regional block, Africa Union with its key components of New Partnership for Africa's Development (NEPAD) and Africa Peer Review Mechanism (APRM), and sub regional blocks like ECOWAS, SADC, COMESA, and EAC have some influence in mitigating the political challenges of Africa. For instance the primary purpose of the AU APRM is: "to foster the adoption of policies, standards and practices that lead to political stability, high economic growth, sustainable development and accelerated sub-regional and continental economic integration through

sharing of experiences and reinforcement of successful and best practice, including identifying deficiencies and assessing the needs for capacity building (NEPAD Reference Document).

- However, these bodies are weakened and need more legal mandate and enhanced capacity in terms of staff, skills and finance to play a significant monitoring role by enforcing agreements and effectively punishing surrogate countries.
- Some countries in Africa wield some political and economic muscles like South Africa, Nigeria, Kenya and Libya and these could play a significant role in addressing some of the challenges.
- At international level, the IMF & WB continue to be two institutions whose economic and monetary policies dominate the political and economic thinking in most African states. However the two institutions sometimes impose restrictive conditionalities like inflation and deficit targets which make governments fail to spend more in education (GCE 2009 publication on “Education on the Brink”).
- Colonial masters (Britain, France, and Portugal) have a lot of political, economic and social influence in former colonies with the French dominating most parts of West and Central Africa and Britain, most of the Southern and Eastern Africa, and the Portuguese having influence in Portuguese speaking countries. For instance in education, countries in Africa have modelled their school curriculum and syllabus based on that of the colonial masters. This has a negative effect in that most of the curricula for African countries are not responsive to the local context.

Economic Context

- The economic context for Africa is not encouraging. The average per capita income in Africa is roughly US\$1 and varies from sub region to sub region. For instance in SADC with the population of around 238.5 million, 46% of the population earn less than 1US\$ a day, and 70.3% earns less than US\$2 a day (SADC Report 2007).
- The poor income levels in Africa are largely because countries in Africa have very limited sources of income. The key source of income is Agriculture. Another source which is limited to few countries like South Africa, Botswana, Zambia and DRC, is mineral deposits like gold, diamond, copper, etc. Another source of income is tax revenue. In addition almost all African countries rely on foreign aid and loans for development. Dambisa Moyo (2009) suggests that more than US\$300 billion aid has come to the continent since 1970, and over 30% of national budgets are funded by donor aid.
- It is also important to note that countries in Africa have great potential to use available natural resources. In fact Africa has a great deal of riches in natural resources. There are oil producing and exporting countries such as Nigeria, Gabon, Equatorial Guinea, Mauretania, Niger and Sudan to name a few. There are also forestry and fishery resources. African countries have neglected to build on skills and knowledge – or whatever it takes - to exploit the natural and mineral resources available in their countries. Income levels are low because Africa has not fully exploited the resources at its disposal. This is worsened by bad management of these resources.
- Other challenges include fluctuating currencies (From MBendi Information services (mbedi.com)). Debt burden is also an issue in Africa. Most of the countries accumulated debt in the period after their independence, and this debt has become unsustainable especially for countries in Africa categories by the IMF and WB as HIPC.
- In “Dead Aid”, Dambisa Moyo, (Penguin Books, 2009) judges that with over half of the 700 million Africans living on less than a dollar a day, sub Saharan Africa has the highest proportion of poor people in the world-some 50% of the world’s poor”(p5). ..and looking ahead “the 2007 UN Human Development Index forecasts that sub Saharan Africa will account for almost one third of world poverty in 2015, up from one fifth in 1990”.

- The current global economic crisis which emerged in September 2008 and deepened in 2009, threatens to make the countries even poorer. According to ADB/OECD Economic Outlook 2009: There is a serious risk that growing economic troubles can lead to socio-political crisis, especially in fragile states, as the 2007 “food riots” demonstrated. There is evidence, however, that some governments are opting to maintain law and order without shifting to authoritarianism. The challenge will be to continue against a background of dwindling public resources and uncertain donor support. Palliative solutions may come from improved governance and transparency through regular electoral consultations and reforms in public administration.
- Against this background, countries in Africa are challenged to fill the resource gap of 12 per cent of its GDP, or US \$64 billion, and as stipulated in NEPAD document, achieve the estimated 7 per cent annual growth rate needed to meet the IDGs particularly, the goal of reducing by half the proportion of Africans living in poverty by the year 2015.
- This can be realised with improvements in governance, improvements in the public revenue collection systems including Africa’s rich complex of mineral, oil and gas deposits, the flora and fauna, and the wide unspoiled natural habitat, which provide the basis for mining, agriculture, tourism and industrial development.....these need to be exploited as much as possible (NEPAD Doc, 2001).... ..including its own people. However, the bulk of resources have to come from increased external support in form of aid.
- The implication of this is that if EFA goals are to be achieved a lot of campaigning is required for countries in Africa and rich nations in the world to provide funding.

Social context

- The social context in Africa has been largely influenced by the political and economic context. Diversities in society cut across religious, ethnic, cultural, linguistic backgrounds in most of the countries.
- The key social issue is poverty which has negatively affected social areas like education, and health. Quote from NEPAD October 2008 report (“Education & Training, Progress so far. October 2008”)....: Poverty denies many young people access to schooling. Malnutrition and poor health undercut learning. Illiteracy rates remain high at 33.4 per cent for men and 52.7 for women in sub-Saharan Africa. Gender inequities prevent and discourage girls from receiving education -- more than half of school-age girls in 22 countries have no education at all (NEPAD, 2002). Only 58 per cent of the population have access to safe water.
- In numerous countries, HIV/AIDS is having a severe impact on education, spreading rapidly among teachers and young women while many children, particularly girls, cannot attend school because they have to care for sick family members or take on economic and household responsibilities.
- Nutrition is an important ingredient of good health. The average daily intake of calories varies from 2384 in low-income countries to 2846 in middle-income countries, to 3390 in countries of the Organisation for Economic Cooperation and Development (OECD) (NEPAD 2001). “Malnutrition can have long-term consequences for children in general and their education in particular. As more children experience malnutrition in early childhood their prospects for learning will be diminished. Early cognitive development can be severely impaired by micronutrient deficiencies. According to Victoria et al, 2008, it is estimated that one-third of all pre-school children is affected by iodine deficiency, a condition associated with a loss of ten to fifteen points on IQ tests even in moderate forms. A similar proportion of children is affected by Vitamin A deficiency, a major cause of blindness, ill health ill health and poor concentration”.
- Poor income levels have also had a negative impact on mortality and life expectancy. The mortality rate of children under 5 years of age is 140 per 1000, and life expectancy at birth is only 54 years. *This situation fosters poor health, increases the risk of disease, and also contributes to slow demographic transition.*

- Another characteristic of social life in Africa is social inequality which cuts across geographic groups, gender groups and is most felt among people with disabilities. With regard to geographic inequalities, the common feature is that Rural areas suffer more than urban ones. For instance, teacher shortages are more marked in rural areas than urban areas. The UNDP Gender-related Development Index (GDI)² reflects the inequalities between men and women in the following dimensions: UNDP, *Human Development Report*, New York, 2006, p. 396 - 397.
 - A long and healthy life, as measured by life expectancy at birth.
 - Knowledge, as measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ratios.
 - A decent standard of living, as measured by estimated earned income (PPP US\$).
- People with disabilities have poor access to social services such as education, health, property etc.
- Poverty is also a cause of lack of infrastructure, though in areas such as telecommunications and energy, Africa is able to use new technologies to leapfrog more advanced economies (From MBendi Information services (mbedi.com)).
- Finally, climate change is becoming a threat to the education sector. Changes in climate bring about side effects such as drought, flooding which have a bad effect on students and the school environment resulting in high dropouts and low retention of boys and girls in schools.

Implications for strategic planning

- Poor countries should invest more in education as key for poverty reduction. National sources of income should fund substantial components of education especially neglected goals.
- Countries should exploit tax revenues to increase domestic funding for social services like education.
- Donor aid should be increased and invested in social sectors like education
- Hunger and diseases like HIV/AIDS should be addressed in education programs.
- Special focus for development aid, and campaigning should go to CAFS.
- Address social inequalities brought about by disabilities
- Campaigners should develop different strategies based on the socio-political nature of countries.
- Ensuring good governance and accountability is central especially in countries with poor democracies/CAFS: CSO/media/parliament involvement is critical to accountability. Budget tracking and policy tracking initiatives should be supported and disseminated.
- Lead intergovernmental organisations e.g. AU, ADEA, UNESCO and UNICEF should take a driving seat in monitoring and enforcing international legal and policy frameworks on education. ANCEFA should form strategic partnerships with such institutions to support the monitoring role.
- Global economic crisis could prove detrimental to efforts to increase financing of education. Campaigners for EFA need to have an interest in monitoring government interventions during the crisis and lobby for more funding for education.
- IMF/WB influence in education financing is crucial: policies of these institutions can either help increase or decrease education funding. Campaigners of EFA need to have better understanding of international financing frameworks and policies and be able to stand up against unwelcome policies and practices.
- The education sector should be influenced to take part in addressing the negative impact of climate change in schools. Ministries of education need to collaborate with other ministries like of agriculture, finance, and environment to implement policies that will reduce practices that negatively affect the climate.

CHAPTER 3: STRATEGIC PLAN FRAMEWORK

² UNDP, *Human Development Report*, New York, 2006, p. 396 - 397.

Introduction

The previous chapter has given a situation analysis that lays the foundation for future strategic planning. This chapter provides in details the main elements of the ANCEFA strategic plan for the period 2010 to 2014. Among others the chapter presents the goal of the strategic plan and describes as well as justifies four strategic priority areas which ANCEFA will focus on in the five year period of the plan. Later sections of the chapter are concerned with highlighting the strategic objectives, key strategies and expected outcomes.

ANCEFA THEORY OF CHANGE

The theory of change for ANCEFA is woven around the United Nations EFA and MDG framework and informed by the new thinking regarding lifelong learning and the growing movement for Education for sustainable development. It is further aligned to international human rights framework, and the regional, sub regional , and country development and education strategic plans including the Africa Union Second Decade of Education and National Education Sector Plans and where applicable, specific EFA Plans.

Within this framework, education is considered a fundamental right for all that has to be defended and protected at all costs in Africa, if the continent is to achieve sustainable development. As a fundamental right a mechanism has to be put in place to ensure that all people regardless of gender, race, disability, age, etc have access to quality education. ANCEFA therefore finds it appropriate to fight for inclusive quality education for all people in Africa. Given the varying situations in which countries find themselves, and scarcity of resources advocacy priority is given to campaigning for education for the marginalised communities especially those with disabilities and in fragile communities.

ANCEFA theory of change was articulated during a strategic retreat for Board and Staff members that took place in Nairobi, Kenya in July 2009. The retreat was facilitated by the US Based Anderson-Hamilton Consulting, contracted by Open Society Foundation, one of the funding partners for ANCEFA. (For Details Refer to the Consultant Report on Theory of Change Retreat, July 2009).

Based on its vision, mission and values ANCEFA staff and board defined a pathway of change that seeks to achieve the following long range outcome: A Social movement of EFA is built in Africa by 2020. This outcome would be achieved through EFA policy influencing at national, regional and international levels.

Three preconditions are considered by ANCEFA as being vital for sustained policy influencing.

The first is that at country level, there should be functional national education coalitions which should define and influence country EFA policy and practice. This is in line with the Dakar EFA Declaration philosophy that the “heart of EFA lies at country level”. It is also in line with ANCEFA identity in which member national coalitions which constitute ANCEFA are the primary change agents at country level. The second is that there should be built strong networks and alliances at sub regional and regional levels which should engage sub regional, regional and international political bodies on EFA. The third one is that technical capacities for Coalition Secretariats and ANCEFA Secretariats should be strengthened for them to carry out coordination and advocacy work efficiently and effectively.

In line with lessons learnt from previous ANCEFA strategic plans ANCEFA hopes to be guided by this new strategic plan to undertake a number of interventions.

Among others, ANCEFA plans to map out and assess its member coalitions in order to identify and address existing gaps, as well as establish and strengthen new coalitions where they do not exist. Key focus will be on coalitions in Lusophone nations as well as countries in conflict, post- conflict and other fragile states. In addition, ANCEFA plans to invest a lot in producing high quality data on EFA through research and surveys to assist Coalitions and ANCEFA staff and board coordinate evidence based advocacy initiatives. Support will need to be provided to national coalitions to facilitate targeted advocacy plans at country level. ANCEFA also seeks to identify and collaborate with an African think-tank network as well as allies, networks and EFA Champions at all levels.

The nature of this theory of change is such that without support from collaborating partners, ANCEFA would lack the capacity and resources to influence the EFA agenda in Africa. Through this strategic plan, ANCEFA seeks to among others undertake donor and partner mapping, develop partnerships and conduct various fundraising activities.

PRIORITY AREAS FOR THE STRATEGIC PLAN

In the next five years, ANCEFA would like to spend its energy in four strategic priority areas. These are the areas which ANCEFA strongly believes will add great value and bring about measurable change in the battle for EFA.

The four strategic priority areas are:

- (a) Campaigning for the Financing of Equitable and Inclusive Quality Education For All
- (b) Ensuring National Accountability
- (c) Promoting Quality Teaching and Learning
- (d) Institutional Strengthening Of ANCEFA

How the priority Areas were Identified

Chapter 2 of this strategic plan has shown that there are a lot of strategic issues that need to be addressed in order to achieve EFA in Africa. However, considering ANCEFA capacity and also comparative advantage in addressing EFA issues in Africa, the ANCEFA strategic priority areas have been identified based on the results of the first ANCEFA Education Watch carried out in 2007 and lessons learnt from implementation of various projects.

The report of the Regional Education Watch revealed that progress cannot be made in achieving EFA in Africa if the following main issues are not addressed:

- a) Equity and Inclusion still matter-at all levels. The situation is going to be worse if increased domestic funding to education is not ensured by governments (at least 20% of the national budget) and if donors don't fill the countries' education funding gaps. The case of fragile states is more critical as they also have to deal with reconstruction plans and funding.
- b) National accountability matters: the resources allocated by governments and donors hardly reach the right targets: schools and authorized service providers. Communities and civil society groups are not even aware of resources being allocated to district and local education plans and schools. Many cases of mis-application and or mis-management of funds have been identified by the various Public Expenditure Tracking Surveys (PETS) initiated by some of the coalitions.

- c) The quality education imperative will be a mirage for countries in sub-Saharan Africa if governments are recruiting more and more unqualified teachers without instituting and enforcing national teacher's recruitment and in-service training policies. The learning environment of children in both urban and rural schools is still far from the minimum standards required for basic learning achievement.

These key issues are also found in the UNESCO EFA Global Monitoring Reports 2006-2010, World Bank Reports, the Global Report on Adult Literacy and Education (CONFINTEA VI, 2009), as well as the reports produce by the Africa Union, Global Campaign for Education (GCE), and partner organisations such as Oxfam, Action Aid International and Educational International.

In addition to the Education Watch report findings, lessons learnt from ANCEFA program implementation and recommendations from ANCEFA 2005 General assembly, 2006 organisation development process and ANCEFA staff meetings have indicated that ANCEFA institutional capacity needs strengthening to allow for efficient implementation of programmes. Key areas of emphasis include resource mobilisation, staff recruitment and professional development, office space and equipment, marketing ANCEFA to the media and international partners, as well as membership development.

The following sub-sections provide a detailed description for each of the four priority areas.

Priority Area 1- Campaigning for Increased Financing of Equitable and Inclusive Quality Education For All:

The first priority area for the 2010-2014 strategic plan is **campaigning for increased financing of equitable and inclusive quality education for all**. EFA progress in Africa has largely been slow due to a huge financial gap to implement all the six EFA goals.

World wide it is estimated that nearly US\$20 billion is required annually to achieve EFA goals by 2015, and yet the world has only been able to provide around US\$5 billion annually which is just 25% of the required funds. Most donors, including most of the G8, are not living up to their commitments to finance EFA, with a continued neglect of the basic education sector and low-income countries most in need, especially fragile states. The EFA Fast-Track Initiative has not lived up to its full potential partly because of lack of financing but also because of institutional flaws, including problems with disbursement of funds

At country level, African governments have failed to fund education at recommended levels.

A negligible number of countries have been able to allocate at least 20% of the national budget to education as recommended by the Algiers³ and Abuja⁴ declaration as well as FTI requirements.

At sector level the ANCEFA Education Watch report of 2007 has shown that there is inequitable distribution of resources amongst the six EFA program areas with most countries devoting around 50% of the budget to primary education and less than 1% to programs in ECD, Adult Literacy and Out of School youth. This practice is made worse by the fact that some donors at country level have concentrated on supporting primary education and paid little or no attention to other sub sectors.

It has also been observed that governments pursue policies, often recommended by donors and the World Bank, that contribute to inequity and exclusion, rather than investing in state provision of equitable inclusive

³ Algiers Declaration 2005. At least 20% of National Budget.

⁴ Abuja Declaration.

and rights-based education. The IMF undermines the ability of governments to pursue such an agenda by insisting on narrow macro-economic fiscal targets.

Beyond the sector level, inadequate funding is making it difficult for countries to implement inclusive education in order to accommodate disadvantaged groups such as children with disabilities, girls, children from ethnic minorities, children from language minorities, children from poor or remote areas and children from conflict affected and fragile states (CAFS). This is against the spirit of the MINEDAF VIII Declaration of 2002, in Dar es Salaam in which African ministers adopted inclusive education as ideal for addressing exclusion and discrimination in the education system, as well as the 2006 United Nations Convention on Rights of Persons with Disabilities (CRPD) which calls upon governments to ensure that all people with disabilities attend inclusive education.

Against this background, ANCEFA feels obliged to undertake massive evidence based campaigns that will exert pressure on rich nations and institutions (the G8, G20, WB, IMF and FTI inclusive), African regional and sub regional political bodies (like AU, SADC, ECOWAS, EAC etc), as well as African governments to ensure that there is increased and adequate funding for all EFA goals and that quality education is being provided to all groups including disadvantaged and minority groups.

Some of the policy demands will include that rich nations/institutions should double their education aid to African countries, that African governments should adhere to international obligations in terms of budget allocations to education, that African governments should uplift funding levels for neglected EFA goals (ECD, Adult Literacy, Out of School programs), and that there should be adequate funding to implement the 2006 CRPD. This strategic plan has therefore developed concrete strategies and activities for such campaigns which will be mounted at all levels including international, regional, sub regional, national and community levels (see strategies and activities under strategic objective 1).

Priority Area 2- Ensuring National Accountability

The second priority area for the strategic plan is **ensuring national accountability**. Apart from inadequate financing of education, a big concern that is contributing to the slow progress of EFA in Africa is inadequate accountability in the delivery of EFA programmes at national and community levels.

It has been observed that since 2000 when EFA goals were adopted in Dakar, independent institutions (such as regional and sub regional political bodies, parliament, civil society, and school committees) that are expected to monitor and provide checks and balances to ensure efficient and effective service delivery at national and community levels are not effectively carrying out their duties due to a number of challenges like lack of adequate data, lack of capacity and lack of resources.

As a result countries have adopted a lot of international conventions and have gone ahead in some cases to develop beautiful plans that are not translated into action. By extension, political statements and commitments made by political leadership on education especially during national election campaigns are not translated into budgetary allocations. There are reported many cases of mismanagement of funds making it hard for resources allocated by governments and donors to reach the right targets, schools and authorized service providers.

In most countries there are attempts by governments to control funding and activities of independent institutions such as civil society and parliaments. Moreover, access to budget information and participation in the budget process by civil society is still hindered by national governments.

At community level, there is weak citizenship education specifically on accountability (communities and civil society groups are not even aware of resources being allocated to district and local education plans and

schools). Apart from that of government, accountability of donors and civil society for their actions in education stands to be questioned.

In addition, although efforts have been made by ANCEFA, GCE, OSI, OSISA and other partners to promote establishment of national education coalitions in countries in Africa, over 20 countries do not have coalitions, and where they exist most of them have weak capacity and resources and are plagued with governance challenges which make it difficult for them to track government policies and budgets, and so exert adequate pressure on their governments to deliver education services.

At international level, organisations like AU and sub regional blocks have not been proactive enough in monitoring and enforcing regional agreements like the Africa Union Second Decade of Education and the SADC Protocol on Education and Training. This has made national governments to hold back and not see the urgency of delivering EFA to their citizens.

In response to the concerns above, ANCEFA plans to implement strategies and activities that will promote dialogue and enhance accountability of all stakeholders (government, civil society, communities, donors, and international/sub regional blocks) in education service delivery. It is hoped that enhanced accountability will likely result in improved and efficient service delivery thereby accelerating progress toward the EFA goals and MDGs.

Priority Area 3-Promoting Quality Teaching and Learning

The third priority area for the 2010-2014 ANCEFA strategic plan is concerned with promoting quality teaching and learning. This is in keeping with EFA goal number 6 which focuses on “improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”.

ANCEFA Education Watch studies in 12 countries as well as the UNESCO EFA Global Monitoring reports 2002-2009 have pointed out that achieving quality education is a great challenge in most of the countries in Africa. Although countries have made efforts in increasing enrolment at all levels, of great concern is the fact that countries are reporting poor learning achievements in numeracy, literacy and life skills.

This situation is largely due to the fact that the learning environment of children in both rural and urban schools is still far from the minimum standards required for basic learning achievement. In many countries, the curriculum is irrelevant to the development needs of the people, there are inadequate and obsolete teaching and learning materials, there is acute shortage and uneven deployment of teachers, and some countries resorted to mass employment of untrained teachers in order to address teacher shortages. Other countries are experiencing the negative impact of IMF/World Bank conditionalities on education aid that has resulted in the closure of teachers training institutions. Most countries are also experiencing infrastructure problems including facilities and resources for people with disabilities. Moreover, quality of education has also been negatively affected by unregulated mushrooming of private schools and tertiary institutions as well as examination leakage and fraud.

Although research has proven that the teaching and learning in mother language during foundation years accelerates learning and improves quality of education especially in remote areas as noted in the UNESCO GMR 2009, very few countries have developed and implemented policies that promote mother tongue instruction in schools. Other contributing factors are weak parental and community involvement in learning of their children, reduced contact hours in school due to high rates of absenteeism, and poor incentives for teachers.

To reverse this situation and bring about positive change, ANCEFA will in the course of implementing this strategic plan, pay special attention to mobilising pressure for improved quality of teaching and learning in schools. The focus on quality of teaching and learning will be a major shift in ANCEFA's advocacy strategies

which previously centred on ensuring access of education for all. Considering that there are a number of organisations that are addressing quality aspects of education, ANCEFA seeks to promote aspects in which it will claim meaningful impact. These aspects are reading assessment and promotion of mother tongue instruction especially in fragile states and remote areas. Details of the strategies that ANCEFA shall use on this matter are found in the sub section in Objective 3.

Priority Area 4: Institutional Strengthening Of ANCEFA

Institutional strengthening of ANCEFA is the fourth priority area for this strategic plan. ANCEFA's key activities of supporting national coalition building initiatives and leading in campaigns that seek to monitor and advocate for implementation on EFA in Africa are being challenged by weak institutional capacity. In addition, the ambitions set out in this strategic plan require high levels of skills, capacities, and resources.

At the moment ANCEFA, the institution is facing a number of challenges. These challenges include lack of sustainable core funding, inadequate staff to implement projects, poor terms of service for staff and the great need for professional development for the existing staff and Board. Other challenges are weak organisational structure and communication system, as well as lack of appropriate mechanisms to effectively respond to ANCEFA membership demands and emerging challenges.

ANCEFA's fight for inclusive education is also being weekend by the low profile of disabled people and their organisations among ANCEFA membership. Amidst these challenges ANCEFA has a weak organisational status and is not well known as a champion of EFA in Africa.

The impact of these challenges is that ANCEFA has not been proactive enough to run campaigns that would help accelerate EFA progress in Africa. Shortage of resources has meant that some of its programmes have not been well coordinated and fully implemented. Ultimately, the voice of civil society as a partner to translate into action the 2000 Dakar Framework of action has not been sufficiently strong, vibrant and united.

In the next five years, ANCEFA would like to take bolder steps in building its institutional capacity at regional, sub regional and national levels in order to fulfil its vision and mission. The fourth objective of the strategic plan has been developed along this view and concrete strategies and activities have been suggested to address all the gaps on institutional capacity of ANCEFA.

This section is concerned with defining the strategic goal and outlining objectives, expected results, strategies and activities for each of the four priority areas of the 2010-2014 ANCEFA Strategic Plan.

Strategic Goal

The overall goal of the strategic plan is: promotion of inclusive quality education for all in Africa by 2014.

Within the framework of ANCEFA theory of Change, preconditions for attainment of this goal include successful campaigning for increased financing for quality inclusive education for all; promotion of accountability by stakeholders at national and international levels; successful campaigning for quality teaching and learning; and enhanced institutional development for ANCEFA and its member national coalitions in Africa.

The section below provides an outline of objectives, expected results, strategies and activities that will be undertaken on each strategic priority area in order to help achieve this overall goal.

Outline of Objectives, Expected Results, Strategies and Activities for Priority Areas of the Strategic Plan

A. STRATEGIC PRIORITY AREA ONE: Campaigning For Increased Financing for Quality Inclusive Education for All

Strategic objective 1

To ensure that by 2014 funding for education is increased in at least 20 countries in sub-Saharan Africa resulting in increased access to education for marginalised groups.

Expected results for strategic area 1

- *Education budget is increased towards the minimum of 20% of national budget, or 6% of GNI in at least 10 countries by 2014.*
- *Total aid to Africa on Education from rich countries (G8, G20, and IMF/WB) is doubled by 2014, with an annual increase of at least 10% from 2011.*
- *Countries that have ratified the 2006 UN Convention on the education Rights for Persons with Disabilities, mainstream funding for persons with disabilities in the annual education budget by 2014.*
- *Funding is available through CSEF for at least 38 national coalitions to conduct year round campaigns on financing for quality inclusive education for all including persons with disabilities by 2014.*

Priority activities for strategic area 1

Strategy a: Gathering and consolidating evidence regarding challenges in education financing and quality inclusive education for all in targeted countries

1. Conduct a desk analysis on financing for education access by marginalized groups (children with disabilities, girls and boys in poor and Nomadic areas, Vulnerable Children and Minorities) with particular attention to CAFS
2. Work with national FAWE chapters and CAMFED through national coalitions to conduct an analysis on progress made on gender responsive budgeting
3. Support 23 national coalitions to track policy gaps and budgets for neglected EFA Goals(Literacy, ECCD, TVET for youth)

Strategy b: Capacity building of social actors concerned with financing for quality inclusive education for all

1. Conduct a regional civil society trainer of trainers workshop on international financing frameworks including macroeconomic policies (with support from ADEA who have done similar trainings in the past).
2. Facilitate sub regional training workshops for journalists on Education and international financing frameworks
3. Develop a training toolkit on inclusive education for teachers.
4. Work with national coalitions and teachers unions to orient teachers on inclusive education using the training toolkit developed.
5. Support country level training workshops for NGOs, parliamentarians, journalists and Education Ministry Budget Officers on Gender budgeting in education.
6. Support coalitions to set up National Civil Society Education Fund (NCSEF)

Strategy c: Campaigning and lobbying for financing for inclusive quality education for all in Africa

1. Convene a regional advocacy forum on financing for inclusive quality education for all and make regular follow ups on commitments made at the forum by stakeholders
2. Host a Policy roundtable with IMF/WB on the impact of their policies and conditionalities on financing for inclusive quality education in Africa and follow up on commitments made
3. Interface with EFA –FTI Secretariat on the progress on financial support towards FTI eligible countries
4. Champion Africa Education Week and Celebrate ANCEFA Day to drum up support for inclusive education for all in Africa
5. Support national coalitions to undertake budget and election cycle campaigns lobbying for increased financing for inclusive quality education in their countries
6. Support national coalitions to use community media to disseminate messages on inclusive education and build champions and friends of education at community level

B. STRATEGIC PRIORITY AREA TWO: Promoting National Accountability

Strategic objective 2

By 2014, promote accountability among government, civil society and donors in delivery of education services in at least 60% of African countries where ANCEFA has membership.

Expected results for strategic area 2

- *At least 60 % of Countries in Africa comply with and implement the key regional and sub regional education frameworks such as the 2000 Dakar EFA Framework, the 2006 Africa Union Second Decade of Education Framework and sub regional protocols by 2014.*
- *Civil society organisations are actively involved in budget and policy formulation and review in at least 20 African countries by 2014.*
- *Communities are empowered to actively participate in school management in at least 8 countries by 2014.*
- *Unfavourable policies, practices and laws for civil society operations are repealed in at least 7 affected countries (e.g. Ethiopia, Gambia, Zimbabwe, Swaziland, Sudan, Somalia, and Guinea Conakry) by 2014.*

Priority activities for strategic area 2

Strategy a: Producing high quality alternative data on progress towards the right to education to be used for holding stakeholders accountable and advocating for change.

1. Conduct a regional Post Dakar EFA Review with particular focus on Policy development, Progress on the EFA goals, goal by goal, Quality Inclusive education, Education Financing, Accountability and Good practices
2. Conduct tracer studies on implementation of regional and sub regional protocols on education e.g. Algiers Declaration, AU Second Decade of Education SADC Protocol on education and training in line with NEPAD Africa Peer Review Mechanism targeting countries that ratified the protocols.
3. Conduct a research on deliberative democracy and citizenship education in Africa

Strategy b: Intensifying the process of building a critical Mass or social movement in Africa capable of engaging and influencing policy makers

1. Set up ANCEFA Regional policy think-tank that will provide policy analysis support to ANCEFA structures at regional, sub regional and national levels.
2. Establish new national coalitions with particular focus in Lusophone countries and Conflict Affected Fragile States (CAFS).
3. Using available manuals develop training modules for social actors in critical areas for policy engagement such as Strategic Planning and Fundraising, Policy Analysis and Advocacy, Budget Analysis and Tracking, Coalition Governance and Coalition Building.
4. Train coalitions and their membership on right to education, Coalition Governance, Coalition Building, Strategic Planning and Fundraising
5. Train members of national coalitions in Budget Tracking
6. Work with PAMOJA to update and distribute copies of School Governance Manual Establish new national coalitions with particular focus in Lusophone countries and Conflict Affected Fragile States (CAFS).

Strategy c: Creating strategic alliances with bodies/ individuals of influence

1. Identify strategic allies and make courtesy visits to their offices
2. Identify ANCEFA Ambassadors and EFA Champions among celebrities (soccer, music, film stars, religious, writers) and involve them in policy forums and campaigns
3. Introduction of Education Journalists Award in partnership with regional/sub regional media bodies

Strategy d: Direct engagement with targeted international bodies and governments on their roles in promoting the right to quality inclusive education for all in Africa

1. Strategically engage African Union and Sub regional political and economic bodies
2. Coordinate solidarity statements/petitions at regional or sub regional level in support of national coalitions that are lobbying for policy change in their countries
3. Support coalitions to engage legislators and legal practitioners to conduct Justiciability/litigation initiatives, anti-corruption projects, and publishing shadow reports on Education rights.
4. Facilitate sub regional forums where coalitions can share case studies/good practices to promote cross border learning and develop sub regional advocacy plans.

**C. STRATEGIC PRIORITY AREA THREE:
Promotion of Quality Teaching And Learning**

Strategic objective 3

To mobilize public pressure at local, national and regional levels for governments and international partners to formulate, implement and review policies on quality education by 2014.

Expected results for strategic area 3

- *African countries report a high increase in training, recruitment and remuneration of qualified teachers at all levels of education by 2014*
- *Numbers of untrained teachers in the education system is reduced by at least 10% by 2014*
- *Targeted schools in Africa register marked improvements in student learning achievements especially in reading and writing by 2014.*

Priority activities for strategic area 3

Strategy a: Gathering evidence through field research/ surveys addressing issues of quality of teaching and learning in countries in Africa

1. ANCEFA selected coalitions visit in India (ASER and PRATAM experiences on house hold reading assessment for advocacy)
2. Conduct a children reading assessment at household level with attention to gender disaggregation.
3. Undertake a desk analysis of quality of education (including for neglected goals of ECD and Adult Education) and develop a position paper especially in relation to teacher training, recruitment & remuneration; contractual teachers; and curriculum development.

Strategy b: Using research evidence to mobilise pressure for improved quality of teaching and learning in countries in Africa

1. Produce campaign messages and materials to be used for advocacy and lobbying for improved quality teaching and learning
2. Support national coalitions to conduct focused campaigns (including working with the media) on quality of education addressing all the EFA goals.
3. Undertake and participate in international campaigns on quality education

D. STRATEGIC PRIORITY AREA FOUR: Strengthening Institutional Capacity of ANCEFA

Strategic objective 4

To build a strong, vibrant and responsive institution that will efficiently monitor EFA Implementation in Africa by 2014

Expected results for strategic area 4

- Annual income for ANCEFA is increased by at least 20% by 2014.
- ANCEFA implements its programmes effectively and efficiently.
- ANCEFA secretariat strengthens transparency and accountability to members and partners

Priority activities for strategic area 4

Strategy a: Strengthening and broadening the resource base of ANCEFA to efficiently implement strategies, programs and projects

1. Develop a funding policy and undertake fundraising activities.
2. Secure office space for ANCEFA regional and sub regional offices
3. Restructure and maintain staff

Strategy b. Strengthening governance and management of ANCEFA

1. Review governance and management policies and systems (Constitution, Human Resource Manual, Financial Policies, M/E System, Communication System, etc)
2. Hold regular ANCEFA General Assembly
3. Hold regular Board meetings
4. Hold regular staff meetings
5. Facilitate training and learning visits for ANCEFA staff and Board in areas of Board governance, policy and budget advocacy, movement building program management, office management, and financial management.
6. Carry out regular external financial audit
7. Support program monitoring, evaluation and learning

Strategy c: Strengthening ANCEFA Documentation and Communication mechanism

1. Develop ANCEFA branding materials, guidelines and templates
2. Establish a strong documentation/Communication unit in ANCEFA regional and sub-regional offices
3. Publish and distribute ANCEFA IEC Materials (Interactive Website, Newsletter, Directory, Calendar, T-shirts, Clocks, pens, notebooks, etc)

For details on the strategic outcomes and annual output targets for each of the strategic areas refer to the appended Strategic Plan Implementation Matrix (Appendix 1).

CHAPTER 4: STRATEGIC PLAN BUDGET AND RESOURCE MOBILISATION PLAN

Introduction

Chapter 4 focuses on the budget and resource mobilization plan for this Strategic plan. The budget gives an overview of the amount of financial resources that will be required to successfully implement the plan for the whole period of five years. Financial projections are also provided for each strategic area, as well as annual financial requirements. The resource mobilisation plan, gives an overview of strategies that ANCEFA shall undertake to mobilise resources for the strategic plan.

Budget for the Strategic Plan

The implementation of the 2010-2014 strategic plan requires a total of **US\$12 327 050**. According to the projections **US\$2 714 038 shall** be required to implement activities under strategic area A, *Campaigning for the Financing of Equitable and Inclusive Quality Education For All*. A total of **US\$3 335 718 shall** be required to implement activities under the strategic area B, *Ensuring National Accountability*. Strategic area C, *Promoting Quality of Teaching and Learning*, has been budgeted at **US\$ 680 023** while strategic area D, *institutional strengthening of ANCEFA* shall require **US\$5 597 271**. The following **table 1** provides a summary of the overall budget including a bird's eye view of the annual budgetary requirements.

Table 1: Summary budget for the 2010-2014 ANCEFA Strategic Plan

(All figures are in US Dollars)

N	Priority Areas	2010	2011	2012	2013	2014	Total
A	Campaigning for Financing of EFA	176 748	875 659	776 895	538 056	346 680	2 714 038
B	Ensuring national accountability	559 807	1 010 564	398 853	712 611	663 884	3 335 718
C	Promoting Quality Teaching & learning	49 596	106 264	278 888	95 550	149 725	680 023
D	Institutional Strengthening of ANCEFA	1 139 267	1 045 113	1 264 800	1 033 767	1 114 324	5 597 271
	Totals	1 925 418	3 037 600	2 719 435	2 369 984	2 274 613	12 327 050

Notice that the detailed budget which contains projects for each activity is appended as Appendix 2. However we wish to point out that the preparation of the budget has considered the current market prices and an annual inflation of 3% in 2010, through to 7% in 2014. The next section looks at the resource mobilisation plan.

Resource mobilisation plan

This section deals with an overview of strategies ANCEFA shall undertake to mobilise **resources** that will be needed for successful implementation of the strategic plan. This is considered after noting that the previous strategic plans (of 2002-2005 and 2006-2008) could not be adequately implemented due to inadequate funding. For instance, during the last strategic plan (2006-2008) ANCEFA raised a total of Euros 2,100,904 a figure that was far short of the projected budget. However, before proceeding it is good to have a clear picture of expected income and the financing gap.

Expected Income and Funding Gap

ANCEFA projects a total income of US\$5, 708,000 from a number of sources including committed donors from ongoing projects, administration fees and membership fees. The table 2 below presents the picture of expected income.

Table 2: Expected Income 2010-2014

N	Source of Income	2010	2011	2012	2013	2014	Total
1	Wellspring Advisors	130,000	130,000	-	-	-	260,000
2	OSISA/OSI	100,000	-	-	-	-	100,000
3	CSEF	2,400,000	2,400,000		-	-	4,800,000
4	RWS	450,000	-	-	-	-	450000
5	Administration fees	50,000	13000	-	-	-	63000
6	Membership fees	7000	7000	7000	7000	7000	35000
	Totals	3,137, 000	2,550,000	7000	7000	7000	5 708 000

From the table above, it is clear that with a projected income of US\$ **5,708,000** against a budget of **US\$ 12 327 050**, the funding gap is at **US\$6 619 050**. Obviously, ANCEFA needs to work hard to diversify its funding sources in order to raise the budget shortfall. The section below focuses on ANCEFA resource mobilisation plan for the strategic plan period.

Objective of resource mobilisation plan

The objective of the resource mobilisation plan is to increase the funding base of ANCEFA by 400% in order to reduce ANCEFA's funding gap by 2014. Such a huge funding increase will ensure that ANCEFA has adequate funds to implement activities projected in the 2010-2014 strategic plan.

The following are the expected results

- Donors supporting ANCEFA increase from 8 in 2009 to at least 15 in 2014
- New income generating activities for ANCEFA explored annually
- ANCEFA Annual income increases by at least 50%

Resource mobilisation strategies

ANCEFA will undertake a number of resource mobilisation strategies that will help diversify ANCEFA's sources of resources. These strategies are described below.

a) Mobilisation of donors

Donors will continue to be the major fundraising strategy for ANCEFA in the foreseeable future. In the next five years ANCEFA will strive to mobilise donors to support the strategic plan. The following activities will be undertaken:

- Hosting donor round table at least once a year
- Visiting at least 3 new donors a year including patrons of foundations, philanthropists and managers of business institutions/companies like cello phone companies, computer companies, and bank managers etc.
- Writing funding project proposals to donors: ANCEFA will encourage all program staff to write proposals for their programmes. This entails that fundraising will be decentralised to give all the officers freedom to raise funds through proposals independently while reporting to the Secretariat.
- Using eminent Africans and celebrities as well as partners organisations (to form consortia) during visits to donors

b) Project Administration Charges

ANCEFA will ensure that it gets at least 20% of total project budget as administration charge. To realise this ANCEFA will undertake the following.

- Develop a funding policy that will include 20% administration charge of all donor supported projects.
- Sensitise donors during donor roundtables and visits about the funding policy
- Ensure that all contracts with donors factor in the 20% administration charge

c) Membership Contribution

Another source of income from ANCEFA will continue to be membership contribution. The constitution of ANCEFA provides for affiliated members to remit annual contribution as specified by the General Assembly. In order to generate more funds from this source, ANCEFA will undertake the following:

- Enforce payment of membership through monthly reminders to National Coalitions
- Lobby at the next AGM in 2011 for an increase in annual membership contribution to at least US\$500 per national coalition

National Coalitions are also expected to get funding for implementation of policy related activities from the Civil Society Education Fund (CSEF) which is partly being managed in Africa by ANCEFA on behalf of GCE. In 2009 Coalitions are expected to get a total of US\$2.4 million dollars for implementation of policy related projects. In 2010 Coalitions are expected to get slightly more than US\$2.4 million following approval of around US\$11.1 million for coalitions across the globe.

d) Income generation Activities (IGA)

The final source of income for ANCEFA will be income generating activities. The strategy for ANCEFA will be to undertake at least two IGAs per year from the following menu of IGAs:

- Bidding for research and consultancies for INGOs, UN Agencies, Regional and sub Regional Blocks, Donor agencies and Government Institutions. In line with this ANCEFA will develop a policy that will encourage staff at regional and sub regional levels to bid for consultancies and that they will be rewarded with a percentage share of at least 40% the professional fees, while the other percentage goes to ANCEFA coffers.
- Organise fundraising events with celebrities and companies. These will include: Music Shows, Sports Events, and Celebrity Dinners. ANCEFA will work to organise at least 1 such event a year
- Get fees from capacity building training workshops for coalitions, journalists, parliamentarians, and leaders of Government organisations, and international organisations. ANCEFA will ask that participants for workshops organised by ANCEFA pay a tuition fee of at least US\$100 per workshop.
- Sale of reports: ANCEFA will earmark some of the reports from research studies and some of its publications for sale. ANCEFA will enter into agreement with proprietors of bookshops to sale such publications on behalf of ANCEFA.
- Call for donations: ANCEFA will raise funds also from appeals made to individuals and institutions for donations. A designated account will be opened for this purpose.

Budget for Resource mobilisation plan

For the strategies for resource mobilisation described above to be effectively implemented, ANCEFA will need to set aside some funds. The table below gives a projection of money that will be required.

Table 3: Budget for ANCEFA Resource mobilisation plan 2010-2014

SN	Fundraising	Activities	2010	2011	2012	2013	2014	Total
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	Strategy	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	
1	Mobilisation of Donors		22000	25500	27500	30500	34500	140000
		Roundtables	10,000	11,000	12,000	13,500	15,000	61500
		Donor visits	5,000	6,500	7,000	8,000	10,000	36500
		Proposal writing	1,000	1,000	1,000	1,000	1,000	5000
		Using eminent people/partners	6,000	7000	7,500	8,000	8500	37000
2	Project Administration Charges		2200	1200	1200	1200	1200	7000
		Develop policies	1,000	0	0	0	0	1000
		Sensitise donors	1,000	1,000	1,000	1,000	1,000	5000
		Develop contracts	200	200	200	200	200	1000
3	Membership Contribution		300	300	1850	350	400	3200
		Monthly member reminders	300	300	350	350	400	1700
		AGM lobby	0	0	1500	0	0	1500
4	IGAs		17500	22000	25000	27000	29000	120500
		Bidding Consultancies	1,000	1,000	1,000	1,000	1,000	5000
		Fundraising shows	10,000	13,000	15,000	16,000	17,000	71000
		Workshop fees	1,500	2,000	2,500	3,000	3,500	12500
		Distribution of publications	2,000	2,000	2,000	2,000	2,000	10,000
		Call for donations	3,000	4,000	4,500	5,000	5,500	22000
Totals			42000	49000	55550	59050	65100	270700

From the table above, a total of **US\$ 270, 700** will be required for ANCEFA to implement the fundraising plan. It is suggested that part of this money will be raised from ANCEFA core funds as generated from project administration charges, donations, workshop fees, sale of publications and call for donations.

Funding projections

Consequent to the implementation of the resource mobilisation plan, ANCEFA hopes to generate **US\$ 7927, 500**. The breakdown of this funding projection is presented in the table that follows.

Table 4: Funding projections from the Fundraising plan for 2010-2014

S N	Fundraising Strategies	Funding sources	Funding Projections					Total
			2010	2011	2012	2013	2014	
1	Mobilisation of donors	New Grants for project proposals	500,000	750,000	1,000,000	1,500,000	2,000,000	5,750,000
2	Project Administration Charges	Project admin charges	50,000	75,000	100,000	150,000	200,000	575000
3	Membership Contribution	Membership fees	9000	10500	12500	20,000	25,000	77000
4	IGAs	Consultancy fees	10,000	15,000	20,000	30,000	30,000	105000
		Fundraising shows	20,000	150,000	250,000	350,000	350,000	1150000
		Workshop fees	10,000	12,500	15,000	18,000	20,000	75500
		Bank donations	20,000	30,000	35,000	50,000	60,000	195000
		Totals	649000	1043000	1432500	1218000	1335000	7927500

The success of the 2010-2014 strategic plan will only be measured after the plan is implemented and evaluated. This section provides the framework for implementation, monitoring and evaluation of the plan. Key questions for this section are: how will the plan be implemented? Who will be responsible for implementation? What mechanism will be there to monitor and evaluate the plan? What risks and assumptions would affect the strategic plan implementation?

IMPLEMENTATION

The ANCEFA strategic plan will be implemented over a five year period from 2010 to 2014 with a possibility of a mid-term evaluation. In this sub section we highlight how the plan will be implemented and give details in terms of who will be responsible for implementation, and capacities required for successful implementation. What are the key risks and assumptions for implementation?

How will the Strategic Plan be implemented?

The strategic plan will be systematically implemented in ways that will ensure progress towards its strategic objectives.

- A strategic plan implementation matrix (See appendix 1) and overall budget (see appendix 2) have been developed to guide development of programmes, project proposals, annual work plans and budgets.
- Annual review and plans and budgets will be developed at the beginning of each year. These will be developed according to the strategic areas and objectives, taking emerging issues on board. The ANCEFA Board and Secretariat will ensure that Program staff members align their plans and budgets to the strategic plan.
- Planning and budgeting will ensure that there is a balance of implementation for all the four strategic priority areas
- Activities will only be implemented if there is funding for them.
- Throughout implementation, there will be emphasis on results in line with the strategic plan implementation matrix.
- To ensure results based implementation action plans and budgets will be output and impact based. Action plans and budgets that will not be specific on outputs and expected outcomes or impact will not be approved by the ANCEFA Board.

Who will be responsible for implementation?

Implementation of the 2010-2014 ANCEFA strategic plan will involve a number of stakeholders and institutions. The key stakeholders will include ANCEFA Board, ANCEFA Staff, ANCEFA Member National Coalitions and Donors. These stakeholders will play different roles:

- The ANCEFA Board will be responsible for general policy direction for the overall strategic plan implementation. Their duties will include approving ANCEFA Secretariat annual work plans and budgets and providing oversight.
- ANCEFA staff at regional and sub regional secretariat levels will help develop annual work plans and budgets, and coordinate day to day implementation and reporting of the strategic plan activities at national coalition level. ANCEFA Secretariat will be responsible for coordination of all the activities being implemented.
- ANCEFA member national coalitions as well as Teachers unions will implement, document and report on country or community based activities.
- Donors will be requested to provide financial and technical support for implementation of the activities.

- During implementation ANCEFA will network with strategic organisations in order to accelerate progress. These will include likeminded organisations at international, regional and sub regional levels (like INGOs like GCE, Education International, PAMOJA, FEMNET, PAALAE, Oxfam, Action Aid, Save the Children, etc, UN Agencies like UNESCO, UNICEF etc, Parliamentary Institutions, Inter-governmental organisations like AU, SADC, ADEA, COMED, ECOWAS, COMESA, EAC, etc, and professional bodies like ADEA, Language Body, Universities, Journalists Institutions, Companies and others).
- ANCEFA will also work with individuals including consultants and celebrities. At national level ANCEFA will collaborate with government institutions like Ministry of Education, Ministry of Finance, Ministry of gender, Ministry Responsible for Persons with Disabilities, Parliamentary institutions, and the Judiciary, where necessary.

What capacities will ANCEFA require for successful implementation?

During implementation ANCEFA will need to have high level of capacity in order to deliver the goods. The capacity will be in form of skills and resources.

Among others the following will be urgently required:

- Adequate staff at Secretariat level. ANCEFA should have enough members of staff at Regional and Sub Regional Secretariat Levels, as well as a supporting structure at National Level. Among the key staff to help in the implementation will be the following:
 - **Regional Secretariat Level:** The following will be key recommended positions
 - The Regional Coordinator- For General Policy & Programme Direction
 - The following Program Managers
 - Finance and Administration Officer
 - Fundraising Officer
 - Policy Research & Documentation Officer
 - Campaigns and Communications Officer
 - M & E and Projects officer
 - Program Support Staff will also be required:
 - 2 Accounts Assistants
 - 2 Programme Assistants
 - 2 Transport Assistants
 - **Sub regional Secretariat Level:** Each of the five sub regional offices should have at least 2 members of staff including
 - Program Coordinator
 - Finance and Admin Assistant
 - **Supportive structure at National Level-** National Coalition Coordinators
 - Currently, ANCEFA has inadequate staff. As a result some of the staff members are combining responsibilities, which is not good if ANCEFA would like to implement the strategic plan activities efficiently. There will be need to develop clear job descriptions of staff, and based on that undertake staff restructuring and recruit new staff.
- For efficient implementation the ANCEFA staff should have all the skills necessary in all the program areas: Campaigning for inclusive education financing, ensuring national accountability, promoting quality of teaching and learning, and institutional capacity development.

- The ANCEFA Board should also have adequate skills especially in policy oversight, fundraising, administration, diplomacy, monitoring and evaluation.
- Administrative skills will be required from staff including Programming, Planning, budgeting, fundraising, research, accounting, communication and documentation, public relations, monitoring and evaluation.
- Regular staff capacity audits and professional development will enhance the skills and capacities of ANCEFA staff and Board.
- The following resources will be necessary
 - Office equipment, furniture and materials to aid operations
 - Finances to implement activities
 - Adequate secretariat space
 - Transport and communication facilities

What risks and assumptions would affect the strategic plan implementation?

The following are some of the risks and assumptions that need to be born in mind during implementation of the strategic plan.

- Global Economic Crisis
- Political instability especially in CAFS
- Donor support availability
- ANCEFA membership
- Strong Partnerships
- Natural Disasters
- Democracy, Freedoms and Rights
- Terrorism

MONITORING AND EVALUATION

A critical component of this strategic plan is how it will be monitored and evaluated. At the heart of the strategic plan is to yield results and make desired impact in order to help accelerate progress on the EFA goals in Africa.

ANCEFA will require a strong M&E system based on the developed Strategic Plan Implementation Matrix and Budget (see appendixes 1 and 2) to ensure efficiency and effectiveness in programme implementation.

M&E will be mainstreamed in each programme activity with clear documentation and reporting system across the Network and membership. Currently, ANCEFA does not have a clear and strong M & E system.

At the beginning of the strategic plan implementation, ANCEFA should endeavour to develop an M & E system and have an M & E Manager in place.

Central to the ANCEFA monitoring and evaluation system will be the following.

(a) Continuous Monitoring and Evaluation:

This will be achieved through:

- a. Activity tracking & reporting
- b. Monthly reporting
- c. Quarterly reporting
- d. Annual reporting

- e. Staff Appraisals
- f. ANCEFA AGM

(b) Periodic Programme and Financial Reviews:

ANCEFA will conduct Annual reviews of the strategic plan, as well as Mid Term and End of plan Evaluation with the support of External Reviewers/Evaluators or auditors. Terms of reference for these reviews will be clear on areas of focus which should be aligned to the result areas for the strategic plan. In some cases specific evaluation will be conducted for particular projects or programmes.

(c) Strong Documentation and Communication system

- a. Using evidence based data and soft media (e.g. video) to document and report on progress made in implementing ANCEFA's programmes.
- b. Have resource centre in each ANCEFA office
- c. Regular publications in print and on line e.g. through website and newsletters.
- d. Maintaining basic documents. These will comprise:
 - Quarterly reports
 - Annual reports (Activity reports?)
 - Newsletters including e-newsletter)
 - Audit reports
 - Mid Term Evaluation reports
 - Project progress reports
 - End of project evaluation reports
 - Coalition General Assembly Reports
 - ANCEFA General Assembly reports

(d) Capacity strengthening strategies for M & E

- a. Recruiting Staff responsible for M & E
- b. Developing M & E tools
- c. Networking with Institutions that have experience or expertise in M & E
- d. Exchange visits for staff on M & E
- e. Updated filing system- print and online.

In concluding this strategic document, it is critical to take a recap of some of the issues pointed out. Education is a human right and is central for development of individuals and societies.

At the turn of this millennium world leaders made a pledge to provide education for all to millions of illiterate citizens of the world by 2015 in order to ensure that everyone has access to this education. Rich nations and institutions promised that they would release the billions of US\$ required for EFA. Today, only five years to the deadline, while 40 million more children are now going to school than it was in 2000, millions of people still remain illiterate. 774 million adults are illiterate and 75 million children are not in school.

The tragedy is in Africa especially south of the Sahara. Nearly, 33 million children are out of school in Sub Saharan Africa. This represents 45% of the world's out of school children, of whom 54% are girls. Many children suffer from exclusion in provision of education especially disabled children, orphans, girls, and children in countries in conflicts. Hundreds of millions of adults can neither read nor write. Governments and rich nations and institutions are not living up to the promise of adequately financing EFA. A funding gap of around 10 billion US\$ is not a joke.

While it is becoming more unlikely that EFA goals will be achieved come 2015, it is time not to feel resigned, but rather be more responsive in ensuring that millions more see the inside of a classroom by 2015.

ANCEFA has developed this strategic plan to respond to this terrible situation with the hope of contributing towards reducing the number of people who are not literate. While a lot needs to be done a single organisation like ANCEFA can only do as much, and not everything. ANCEFA hopes to make a great difference by focusing on just four key areas, namely- campaigning for increased financing for inclusive education for all, ensuring national accountability, promoting quality of teaching and learning, and strengthening ANCEFA institutional capacity.

As has been noticed, this 2010-2014 strategic plan requires a lot of financial, technical and human resources for it to be fully implemented. On its own ANCEFA cannot implement the strategic plan successfully. While acknowledging the support ANCEFA has enjoyed from its well wishers, there could not be a more appropriate time for the ANCEFA general membership to make an urgent appeal for financial, technical and material support from its donors, international partners, and other well wishers. As ANCEFA implements this strategic plan, it will be good for other actors to play their role in educating Africa's peoples. Indeed, **together we can achieve EFA goals in Africa.**

**APPENDIX SECTION FOR ANCEFA
STRATEGIC PLAN
2010-2014**

APPENDIX 1: ANCEFA STRATEGIC PLAN IMPLEMENTATION MATRIX 2010-2014

Strategic Areas	Specific Objectives	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Baseline 2009	Output Target 2010	Output Target 2011	Output Target 2012	Output Target 2013	Output Target 2014	Priority
A. Campaigning for the Financing of Equitable and Inclusive Quality Education For All	1.To ensure that by 2014 funding for education is increased in at least 20 countries in Sub Saharan Africa resulting in increased access to education for marginalised groups	a. Gathering and consolidating evidence regarding challenges in education financing and quality education for all in targeted countries	1. Conduct a desk analysis on financing for education access by marginalized groups (children with disabilities, girls & boys in poor and Nomadic areas, Orphans and Vulnerable Children and Minorities) with particular attention to CAFS.	Informative data on the status of financing for education for the marginalised children in Africa available for policy consideration	Desk analysis carried out by 2011; a follow up done by 2014 to establish progress; at least 1000 copies of the initial study printed and distributed by 2011, and at least 1000 copies of the follow up review printed and distributed by 2014	Disjointed data on children with disabilities' access to education	ToRs for the analysis developed; and lead research consultants selected and hired	Desk analysis concluded by selected coalitions and at least 1000 copies of high quality report on access to education for children with disabilities produced and disseminated	Follow up made on emerging issues from the analysis in at least 10 countries	Follow up made on emerging issues from the analysis in at least 10 countries	A follow up comprehensive analysis conducted and at least 1000 copies of the review report printed	P1
			2. Work with national FAWE chapters and CAMFED through national coalitions to conduct an analysis on progress made on gender responsive budgeting	Up to date data available on how far countries are implementing gender responsive budgets in the education sector	Analysis on gender responsive budgeting conducted in at least 15 more African countries by 2013	Analysis carried out in 6 countries	3 more countries supported	5 more countries supported	4 more countries supported	3 countries supported	Desk review of matters arising from country analysis	P1
		3. Support 23 national coalitions to track policy gaps & budgets for neglected EFA Goals(Literacy, ECCD,TVET for youth)	Gaps in policies and budgets for neglected education goals identified and discussed with policy makers	23 national coalitions supported to identify policy and budget gaps by 2013	At least 3 national coalitions supported	5 countries supported	5 countries supported	5 countries supported	8 countries supported	-	P1	
		b. Capacity building of social actors concerned with financing for quality inclusive	1. Conduct a regional civil society trainer of trainers workshop on international financing frameworks including macroeconomic policies (with support from ADEA who have done similar trainings in the past).	A team of experts is built to train others on international frameworks and macroeconomic policies	At least 20 people trained on international frameworks by 2011	Few people with limited understanding of international financing frameworks	TOT Workshop developed and Training Consultant Identified and hired	Training workshop conducted				P1

		education for all											
			2. Facilitate sub regional training workshops for journalists on Education and international financing frameworks	Journalists equipped with skills on reporting on international frameworks	4 sub regional training workshops for journalists facilitated; at least 20 journalists trained per sub region	Journalists with limited knowledge on international financing frameworks ; limited reporting on education financing issues	Trainee journalists identified and training workshop venues for all sub regions established	Two sub regional journalists training workshops facilitated	Two sub regional journalists training workshops facilitated				P2
			3 Develop and disseminate a training toolkit on inclusive education for teachers	Toolkit available for building the capacity of teachers in inclusive education methodologies	Training toolkit on Inclusive education developed by 2011	Teachers lacking capacities to take care of children with special needs	TORS and experts for the toolkit identified	Toolkit developed and launched					P3
			4 Support country level training workshops for NGOs and Education Ministry Budget Officers on Gender budgeting in education	More countries adopt and practice gender responsive budgeting for the education sector	At least 3,000 representatives of NGOs and Education Ministries from 12 countries trained in gender budgeting by 2013	Limited gender responsive budgeting in most countries in Africa	TORS for training workshops developed and participating countries identified	Training workshops in 4 countries	Training workshops in 4 countries	in 4 countries			P1
			6 Support coalitions to set up National Civil Society Education Fund (NCSEF)	Coalitions advocacy and citizen watch work are funded	Number of NCSEF established at country level	23 countries supported, but yet to establish the NSCEF	At least 23 coalitions supported by 2014	5 coalitions supported	5coalitions supported	5 coalitions supported	8 coalitions supported		P1
		c. Campaigning and lobbying for financing for inclusive quality education	1. Convene a regional advocacy forum on financing for inclusive quality education for all and make regular follow ups on commitments made at the forum by stakeholders	Stakeholders renew commitment to prioritise spending for inclusive quality education for all	1 high level regional advocacy workshop by 2011; ongoing follow ups for 3 consecutive years	Little commitment by countries to increased spending in education	Preparations for high level forum started	High level regional advocacy forum convened	Follow ups on commitments in countries	Follow up made on commitments from regional forum	Follow ups on commitments from regional forum		P1

		for all in Africa										
			2. Host a Policy roundtable with IMF/WB on the impact of their policies and conditionalities on financing for inclusive quality education in Africa and follow up on commitments made	Unfavourable policies by International Financing institutions like IMF/WB changed	1 roundtable hosted by ANCEFA by 2014	-	-	Preparations started	Roundtable with IMF/WB hosted by end of the year	Follow ups on commitments from roundtable	Follow ups on commitments from roundtable	P1
			3. Interface with EFA-FTI Secretariat on the progress on financial support towards FTI eligible countries	EFA-FTI becomes more efficient in administering funding to eligible countries	5 interface meetings between ANCEFA and FTI-Secretariat held by 2014	Inefficiency in administering funding to FTI countries (budget falls short, delays in disbursement etc)	1 interface meeting held	1 interface meeting held	1 interface meeting held	1 interface meeting held	1 interface meeting held	P1
			4. Champion Africa Education Week & Celebrate ANCEFA Day to drum up support for inclusive education for all in Africa	Increased international support & pressure for inclusive education for all	4 annual celebrations annual celebration of ANCEFA Day & Africa Education Week held by 2014	Low level international advocacy for inclusive education in Africa (in Africa CSOs jumpstarted by the international campaign agenda)	TORs and Task force set up for the Celebration	1 st annual celebration with main event in one of the African countries	2 nd annual celebration with main event in one of the African countries	3 rd annual celebration with main event in one of the African countries	4 th annual celebration with main event in one of the African countries	P2
			5. Support national coalitions to use community media to disseminate messages on inclusive education and build champions and friends of education at community level	Increased community/public awareness on need for quality inclusive education especially for vulnerable groups and girls	30 coalitions supported to use community media by 2014	Inadequate public awareness and lack of accurate information on inclusive education	6 countries supported	6 countries supported	6	6 countries supported	6countries supported	P2
			6. Support national coalitions to undertake budget and election	Increased advocacy resulting in	15 coalitions supported to undertake	Limited funding for inclusive	3 countries supported	3 countries supported	3 countries supported	3 countries supported	3 countries supported	P1

			cycle campaigns lobbying for increased financing for inclusive quality education in their countries	increased political commitment and budget allocation for inclusive education	budget and election cycle campaigns	education							
		d. Documentation and dissemination of case studies /good practices on inclusive education	1. Produce and distribute IEC materials (posters, leaflets, brochures, etc) tackling themes on inclusive education and financing	Increased community/public awareness on need for quality inclusive education especially for vulnerable groups and girls	At least 150,000 various types of IEC produced and distributed by 2014	10,000 IEC produced	30,000 IEC materials produced and distributed to stakeholders and coalitions	130,000 IEC materials produced and distributed to stakeholders and coalitions	30,000 IEC materials produced and distributed to stakeholders and coalitions	30,000 IEC materials produced and distributed to stakeholders and coalitions	30,000 IEC materials produced and distributed to stakeholders and coalitions		
Strategic Areas	Specific Objectives	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Baseline 2009	Output Target 2010	Output Target 2011	Output Target 2012	Output Target 2013	Output Target 2014		
B. Ensuring accountability for the right to quality inclusive education for all in Africa	2. By 2014, promote accountability among government, civil society and donors in delivery of education services in at least 60% of African countries where ANCEFA has membership	a. Producing high quality alternative data on progress towards the right to education to be used for holding stakeholders accountable and advocating for change.	1. Conduct a regional Post Dakar EFA Review with particular focus on Policy development, Progress on the EFA goals, goal by goal, Quality Inclusive education, Education Financing, Accountability & Good practices	ANCEFA able to influence policies using high quality credible data on EFA goals	Review conducted by 2014; 1000 copies printed and distributed	Outdated data from UNESCO GMR; ANCEFA Education Watch Report with incomplete data on EFA goals	Comprehensive review of EFA covering the period between 2001-2010 conducted; 1000 copies of the review printed and distributed	Follow up on issues emanating from the review	Follow up on issues from review	Follow up on issues emanating from the review	Follow up on issues from the review		P1
			2. Conduct tracer studies on implementation of regional and sub regional protocols on	An independent monitoring mechanism supportive to the Sub	Tracer studies carried out in 4 sub regions by 2014	One official study carried out by SADC in 2007	1 study conducted ; at least 1,000 copies of report printed and	3 studies conducted in at least each sub region; at least 3,000 copies of	Follow up on issues with countries and	Follow up on issues with countries and	Follow up on issues with countries and sub regional bodies		P2

			education e.g. Algiers Declaration, AU Second Decade of Education SADC Protocol on education and training in line with NEPAD Africa Peer Review Mechanism targeting countries that ratified the protocols.	regional bodies on Education is created			distributed	report printed and distributed	regional and sub regional bodies	regional and sub regional bodies		
			3. Conduct a research on deliberative democracy and citizenship education in Africa	ANCEFA members apply knowledge on principles of deliberative democracy and citizenship education in their policy interventions	1 study conducted by 2010 in partnership with PATC and university of Alberta	N/A	1 study conducted in 3 targeted countries where ANCEFA membership exists; At least 1,000 copies of the report produced & disseminated to ANCEFA member coalitions	Follow up on the study findings with coalitions, including capacity building for use of principles of deliberative democracy and citizen education	Follow up on study findings			P1
		b. Intensify the process of building a critical Mass or social movement in Africa capable of engaging and influencing policy makers	1. Set up ANCEFA Regional policy think-tank that will provide policy analysis support to ANCEFA structures at regional, sub regional and national levels	Enhanced and high quality policy thinking within ANCEFA; improved policy dialogue between CSOs and Govts in Africa	Regular meetings and reports of the ANCEFA Regional policy think tank	Policy ideas and alternatives not well articulated by CSOs	Policy think-tank set up; at least two meetings held; report produced and salient points shared with ANCEFA board, staff and members	two meetings held; report produced and salient points shared with ANCEFA board, staff and members	two meetings held; report produced and salient points shared with ANCEFA board, staff and members	two meetings held; report produced and salient points shared with ANCEFA board, staff and members	two meetings held; report produced and salient points shared with ANCEFA board, staff and members	P1
			2 Establish new national coalitions with particular focus in Lusophone countries, Northern States and Conflict Affected Fragile States (CAFS).	Strong and broad based coalitions are built in targeted countries	At least 15 new coalitions established and functioning by 2014	33 national coalitions affiliated to ANCEFA as of 2009	3 new coalitions established and provided with start up funds	3 new coalitions established and provided with start up funds	3 new coalitions established and provided with start up funds	3 new coalitions established and provided with start up funds	3 new coalitions established and provided with start up funds	P1
			3 using available	Reliable tailor	4 different	Lack of	2 000 copies of	Two different	Modules in	modules in	Meeting to	P1

			manuels develop training modules for social actors in critical areas for policy engagement such as Strategic Planning & Fundraising, Policy Analysis & Advocacy, Budget Analysis & Tracking, Coalition Governance and Coalition Building	made modules responsive to needs of CSOs supports coalition building efforts	modules produced; 4,000 copies printed and distributed to national coalitions by 2014	user friendly modules ; Two manuals drafted	drafted modules printed and distributed to national coalitions; new modules developed	modules developed and 2,000 copies printed	use by coalitions	use by coalitions	review training modules held	
			4 Train coalitions and their membership on right to education, n Coalition Governance, Coalition Building, Strategic Planning & Fundraising	Capacity for Coalition Governance, Coalition building, Strategic planning and Fundraising enhanced among newly established Coalitions	At least 600 members from 20 newly established coalitions trained by 2014	Limited knowledge and skills for coalition building, strategic planning & fundraising leading to ineffective campaigns	120 members from 5 newly established coalitions trained	120 members from 5 newly established coalitions trained	120 members from 5 newly established coalitions trained	120 members from 5 newly established coalitions trained	120 members from 5 newly established coalitions trained	P2
			5 Train members of national coalitions in Budget Tracking	Increased capacity among CSOs to do successful budget tracking and budget related campaigns	At least 600 members from 20 coalitions trained in budget tracking by 2014	Limited knowledge and skills for budget tracking among CSOs	120 members from 5 coalitions trained	120 members from 5 coalitions trained	120 members from 5 coalitions trained	120 members from 5 coalitions trained	120 members from 5 coalitions trained	P2
			6.Work with PAMOJA to update and distribute copies of School Governance Manual	Communities empowered with knowledge and techniques for school governance	School Governance Manual updated and 25,000 copies printed and distributed by 2014	First edition of Governanc e Manual produced and in use	Review of the First edition of the Governance Manual together with PAMOJA	Printing & distribution of 5,000 copies of updated manual to SMCs through Coalitions	Printing and distribution of 5,000 copies of updated manual to SMCs through Coalitions	Printing and distribution of 5,000 copies of updated manual to SMCs through Coalitions	Printing and distribution of 5,000 copies of updated manual to SMCs through Coalitions	P3
		c. Creating strategic alliances with	1. Identify strategic allies and make courtesy visits to their offices	ANCEFA's lobbying space for inclusive education is	ANCEFA creates strategic alliances with	Limited number of allies (ANCEFA	Strategic alliances created with AU/NEPAD,	Partnership meetings	Partnership meetings	Partnership meetings	Partnership meetings	P1

		bodies/ individuals of influence		expanded	key institutions & individuals by 2011	not yet a member of AU and AU ECOSOC)	ADEA/COMED SADC, FAPE, CEMAC, ECOWAS, ECOSOC					
			2. Identify ANCEFA Ambassadors and EFA Champions from among celebrities (soccer, music, film stars, religious, writers) and involve them in EFA policy forums and campaigns	ANCEFA enhances its advocacy messages through celebrities	Key celebrities are involved in ANCEFA major campaigns by 2014	Music Starts used in a few campaigns by ANCEFA	Soccer celebrities involved in 2010 World Cup/Africa Cup through jingles/Tele ads	Celebrities involved in various campaigns/workshops at regional & sub regional levels	Celebrities involved in various campaigns/workshops at regional & sub regional levels	Celebrities involved in various campaigns/workshops at regional & sub regional levels	Celebrities involved in various campaigns/workshops at regional & sub regional levels	P1
			3. Introduction of Education Journalists Award in partnership with regional/sub regional media bodies	Journalists are motivated to write high quality analytic stories about EFA in Africa	5 annual Journalists Award ceremonies held by 2014	Not done by ANCEFA	1 st Award Piloted in Southern Africa with MISA/SABC	2 ND Annual Journalists Award ceremony held at Regional Level	3rd Annual Journalists Award ceremony held at Regional Level	4 th Annual Journalists Award ceremony held at Regional Level	5th Annual Journalists Award ceremony held at Regional Level	P3
		d. Direct engagement with targeted international bodies and governments on their roles in promoting the right to quality education for all in Africa	1. Strategically engage Africa Union and sub regional political economic bodies on EFA.	ANCEFA interfaces with and influences AU and sub regional bodies to enforce implementation of regional and sub regional agreements on EFA	An engagement strategy developed which features initial partnership meetings held, Stakeholder workshop organised and Support projects for AU and each of the 4 sub regional bodies (SADC, CEMAC, ECOWAS)	Side meetings attempted during forums but with little follow up	ANCEFA Strategy for Au and sub regional bodies developed and implemented	ANCEFA Strategy for AU and sub regional bodies implemented	ANCEFA Strategy for AU and sub regional bodies implemented	ANCEFA Strategy for AU and sub regional bodies implemented	ANCEFA Strategy for AU and sub regional bodies implemented	P1
			2. Coordinate solidarity statements/petitions at regional or sub regional level in support of national coalitions that are lobbying for policy change in their countries	Policy issues at national level gain regional/sub regional support thereby enhancing impact	Regular solidarity statements/petitions made	Regular solidarity statements/petitions made	Regular solidarity statements/petitions made	Regular solidarity statements/petitions made	Regular solidarity statements/petitions made	Regular solidarity statements/petitions made	Regular solidarity statements/petitions made	P1

			3 Support coalitions to engage legislators and legal practitioners to conduct Justiciability/litigation initiatives, anti-corruption projects and publishing shadow reports on Education rights.	Children rights to education are protected leading to increased attendance in schools	10 coalitions supported by 2014	To countries engaged in Justiciability initiatives	2 coalitions supported	2 coalitions supported	2 coalitions supported	2 coalitions supported	2 coalitions supported	P1
			4. Facilitate sub regional forums where coalitions can share case studies/good practices and develop sub regional advocacy plans.	Increased sharing of good practices	4 sub regional forums by 2014	Not done		2 sub regional good practice forums for national coalitions		2 sub regional good practice forums for national coalitions		P1
Strategic Areas	Specific Objectives	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Baseline 2009	Output Target 2010	Output Target 2011	Output Target 2012	Output Target 2013	Output Target 2014	Priority
C. Promoting Quality Teaching and Learning	3.To mobilize public pressure at local, national and regional levels for governments and international partners to formulate, implement and review policies on quality education by 2014.	a. Gathering evidence through field research/ surveys addressing issues of teaching and learning in countries in Africa	1. ANCEFA selected Coalitions visit in India (ASER and PRATHAM) to note experiences on household reading assessment for advocacy.	Technical support from experienced NGOs given to ANCEFA members piloting the project	One visit conducted in to India by at least three members		TORs and tools for the visit developed; Visit to India Conducted; new tools documented	Selected coalitions apply tools by ASER and PRATHAM	Selected coalitions apply tools by ASER and PRATHAM	Selected coalitions apply tools by ASER and PRATHAM	Selected coalitions apply tools by ASER and PRATHAM	P1
			2. Conduct a children reading assessment at household level with attention to gender disaggregation.	Up to date evidence on children reading skills and learning is available for	Reading assessment commissioned by 2011 ; results used to inform decisions on	Scanty information on learning outcomes from ANCEFA	TORS and tools for the assessment developed ; Assessment commissioned in sample	Report of the assessment produced; 1000 copies printed and disseminated;	Follow up on issues from the assessment t.	Follow up on key issues from the assessment t	Follow up on key issues from the assessment	P1

				advocacy.	policy and curriculum design for African countries	Education Watch.	countries in collaboration with MLA experts, ASER and PRATHAM youth organisations and coalitions					
			3. Undertake a desk analysis of quality of education (including for neglected EFA goals of ECD, Youth and Adult Education) and develop a position paper especially in relation to teacher training, recruitment & remuneration; contractual teachers; and curriculum development	Deeper analysis on quality of education available	Analysis conducted by 2011; issues for policy advocacy identified	Organisations like UNESCO, ADEA, EI, World Bank etc have done some studies but analysis not aligned to ANCEFA policy work	TORs for desk study formulated	Desk study conducted	Advocacy campaigns on issues identified	Follow up on issues	Follow up on issues	P1
		b. Using research evidence to mobilise pressure for improved quality of teaching and learning in countries in Africa	1. Produce campaign messages and materials to be used for advocacy and lobbying for improved quality teaching and learning	ANCEFA advocacy for quality teaching and learning is supported by focussed and high quality campaign messages and materials	Campaign materials developed by 2012; materials used in subsequent years for advocacy till 2014	None	-	Campaign materials and messages developed; at least 5 000 copies of materials produced		materials used in ANCEFA campaigns	materials used in ANCEFA campaigns	P1
			2 Support national coalitions to conduct focused campaigns (including working with the media) on quality of education addressing all the EFA goals	Countries implement new policies/legislation on mother tongue instruction in schools leading to improved access and quality of education	By 2014 10 national coalitions are supported by ANCEFA to undertake focussed campaigns targeting policy makers, teachers and communities on	N/A	-	-	Focussed national campaigns carried out by 1 coalitions	Focussed national campaigns carried out by 2 coalitions	3 coalitions follow up on progress and successes on children learning achievements in schools	P3

Strategic Areas	Specific Objectives	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Baseline 2009	Output Target 2010	Output Target 2011	Output Target 2012	Output Target 2013	Output Target 2014	Priority
D. Institutional Strengthening Of ANCEFA	4.To build a strong, vibrant and responsive institution that will efficiently monitor EFA Implementation in Africa by 2014	a. Strengthening and broadening the resource base of ANCEFA to efficiently implement strategies, programs and projects	1. Develop a funding policy and undertake fundraising activities.	Funding Policy exist to guide ANCEFA in its resource mobilisation drive; Increased annual income for ANCEFA	Funding and Partnership Policy Manual in place and in use ; Fundraising activities undertaken; New Funding available for the strategic plan	No policy/manual in place	TORs and consultant identified to develop the funding policy manual; Fundraising activities undertaken	Funding policy Manual drafted and adopted, and shared with partners; Fundraising activities undertaken	Funding policy Manual in use; Fundraising activities undertaken	Funding policy Manual in use; Fundraising activities undertaken	Funding policy manual in use; Fundraising activities undertaken	P1
			2. Secure office space for the Regional and sub-regional secretariats (including setting up new office in central Africa) with conference Facilities and adequate logistics and equipments	Convenient Working Environment for ANCEFA Staff at Regional & Sub regional Levels	5 bigger officers, 1 at regional Secretariat, and 4 at sub regional offices identified and secured by 2011	Smalls spaces, and hosted by Member Coalitions	Identification of office space starts at regional and sub regional levels	5 bigger offices secured and occupied by staff	5 bigger offices maintained and occupied by staff	5 bigger offices maintained and occupied by staff	5 bigger offices maintained and occupied by staff	P1
		3. Restructure and maintain staff	ANCEFA maintains a dedicated, dynamic and skilled staff	New staff and new structure in place	Shortage of staff leading to some officers combining responsibilities; At least 12 staff members in place	Staff restructuring exercise undertaken	Staff maintained	staff recruited and maintained	staff recruited and maintained	staff recruited and maintained	staff recruited and maintained	P1
			b. Strengthening governance and manageme	1. Review governance and management policies and systems of ANCEFA including Constitution, Human Resources Manual,	Robust governance manuals and systems in place to guide ANCEFA	New policies in place by 2010	Draft copy available	Review and adoption of the policies ; Implementation of new policies started	Implementation of New polices continued	Implementa tion of New polices continued	Implementa tion of New polices continued	Implementati on of New polices continued

		nt of ANCEFA	Financial Policies, M/E System, Communication system etc.	operations								
			2. Hold regular ANCEFA General Assembly	Enhanced consensus among ANCEFA members on policy issues for Advocacy in Africa	One General Assembly Every Three years	2 nd General assembly held	-	-	General assembly held	-	--	P1
			3. Hold regular Board meetings	Regular monitoring/reporting of ANCEFA strategies/Policies	Number of board meetings held annually	One meeting held	At least one board meeting	At least one board meeting	At least one board meeting	At least one board meeting	At least one board meeting	P1
			4. Hold regular staff meetings	Regular monitoring/reporting of ANCEFA Programs, & projects	Number of staff meetings held annually	At least one meeting for Program staff held annually	1 meeting held	1 meeting held	1meeting\ held	1meeting held	1 meeting held	P1
			5. Facilitate training & Learning visits for ANCEFA staff & Board in areas of Board governance, policy & budget advocacy, movement building program management, office management, & financial management	Enhance the skills capacity of ANCEFA Board and Staff in program management	Number of staff and board members that undergo the training and learning visits as well as type of skills acquired	N/A	3 members trained	3 members trained	3 members trained	3 members trained	3 members trained	P1
			6. Support program monitoring, evaluation and learning	Efficient tracking of program results	M/E and learning system developed and implemented by 2010		M/E and learning system developed and implemented	M/E and learning system implemented				
		c. Strengthening ANCEFA Documentation & Communication	1 Develop ANCEFA branding materials, guidelines and templates	Enhanced visibility of ANCEFA in communication and documentation products	Materials and guidelines developed	New logo	Branding guidelines developed and adopted	Branding guidelines implemented	Branding guidelines implemented	Branding guidelines implemented	Branding guidelines implemented	P1

		mechanism										
			2 Establish a strong documentation/Communication unit in ANCEFA regional and sub-regional offices	Increased Information and documentation of members and partners on Education policy and research findings	Modern, Functioning Documentation Unit & Resource Centre at regional & sub regional levels	Documentation done haphazardly	Design of resource centres made and adopted	2 resource centres set up	3 more resource centres set up	Resources centres maintained	Resources centres maintained	P1
			3 Publish and distribute ANCEFA IEC materials (Interactive website, Newsletter, Directory, Calendars, T-shirts, posters, Clocks, pens, notebooks, badges, cloths, flags etc)	EFA campaign messages published in a variety of promotional materials	At least 20,000 promotional materials printed and distributed by 2014	Few IEC materials printed & distributed	5,000 promotional materials printed and distributed	P1				
Strategic Areas	Specific Objectives	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Baseline 2009	Output Target 2010	Output Target 2011	Output Target 2012	Output Target 2013	Output Target 2014	

APPENDIX 2: DETAILED BUDGET FOR ANCEFA STRATEGIC PLAN

Focus Area	Specific Objective	Strategy	Activities	2010 USD	2011 USD	2012 USD	2013 USD	2014 USD	Total USD	Priority N°
A. Campaigning for the Financing of Equitable and Inclusive Quality Education For All	To ensure that by 2014 funding for education is increased in at least 20 countries in sub-Saharan Africa resulting in increased access to education for marginalised groups	a) Gathering and consolidating evidence regarding challenges in education financing and quality inclusive education for all in targeted countries	1. Conduct a desk analysis on financing for education access by marginalized groups (children with disabilities, girls & boys in poor and Nomadic areas, Vulnerable Children and Minorities) with particular attention to CAFS	4,275	17,680	-	-	21,400	43,355	P1
			2. Work with national FAWE chapters and CAMFED through national coalitions to conduct an analysis on progress made on gender responsive budgeting	17,922	30,160	24,360	18,444	25,252	116,138	P1
			3. Support 23 national coalitions to track policy gaps & budgets for neglected EFA Goals(Literacy, ECCD, TVET for youth)	65,920	66,560	67,200	44,944	-	244,624	P1
		Total Strategy (a)	88,117	114,400	91,560	63,388	46,652	404,117		
		b) Capacity building of social actors concerned with financing for quality inclusive	1. Conduct a regional civil society trainer of trainers workshop on international financing frameworks including macroeconomic policies	8,189	88,816	-	-	-	97,005	P1

quality inclusive education for all	2. Facilitate sub regional training workshops for journalists on Education and international financing frameworks	-	175,136	176,820	-	-	351,956	P2
	3. Develop and disseminate a training toolkit on inclusive education for teachers	9,219	62,608	-	-	-	71,827	P3
	4. Support country level training workshops for NGOs, parliamentarians, journalists and Education Ministry Budget Officers on Gender budgeting in education	6,438	56,160	56,700	57,240	-	176,538	P1
	5. Support coalitions to set up National Civil Society Education Fund (NCSEF)	-	51,220	51,713	52,205	135,676	290,814	P1
	Total Strategy (b)	23,845	433,940	285,233	109,445	135,676	988,138	
c) Campaigning and lobbying for financing for inclusive quality education for all in Africa	1. Convene a regional advocacy forum on financing for inclusive quality education for all and make regular follow ups on commitments made at the forum by stakeholders	4,841	148,824	-	-	-	153,665	P1
	2. Host a Policy roundtable with IMF/WB on the impact of their policies and conditionalities on financing for inclusive quality education in Africa and follow up on commitments made	-	8,414	38,325	-	-	46,739	P1

			3. Interface with EFA –FTI Secretariat on the progress on financial support towards FTI eligible countries	9,837	9,932	10,028	10,123	-	39,919	P1
			4. Champion Africa Education Week & Celebrate ANCEFA Day to drum up support for inclusive education for all in Africa	4,069	118,144	119,280	120,416	121,552	483,461	P2
			5. Facilitate sub regional caucuses for Ministers of Finance, Parliamentarians and Ministers of education on financing for inclusive quality education	4,841	406	190,470	192,284	-	388,001	P1
			6. Support national coalitions to undertake budget and election cycle campaigns lobbying for increased financing for inclusive quality education in their countries	41,200	41,600	42,000	42,400	42,800	210,000	P1
			Total Strategy (c)	64,787	327,319	400,103	365,223	164,352	1,321,784	
TOTAL FOCUS AREA A				176,748	875,659	776,895	538,056	346,680	2,714,038	
B. Ensuring accountability for the right to quality inclusive education for all in Africa	By 2014, promote accountability among government, civil society and donors in delivery of education services in at	a) Producing high quality alternative data on progress towards the right to education to be used for holding stakeholders accountable and	1. Conduct a regional Post Dakar EFA Review with particular focus on Policy development, Progress on the EFA goals, goal by goal, Quality Inclusive education, Education Financing, Accountability & Good practices	-	245,000	-	-	262,150	507,150	P1

<p><i>services in at least 60% of African countries where ANCEFA has membership</i></p>	<p>accountable and advocating for change.</p>	<p>2. Conduct a tracer study on implementation of regional and sub regional protocols on education, eg Aliqiers Declaration, AU Education Decade(AUED) in line with NEPAD Africa Peer Review Mechanism</p>	-	110,000	-	-	-	110,000	P1
		<p>3. Conduct a research on deliberative democracy and citizenship education in Africa</p>	64,427	-	-	-	-	64,427	P1
	<p>Total Strategy (a)</p>		64,427	355,000	-	-	262,150	681,577	
	<p>b) Intensifying the process of building a critical Mass or social movement in Africa capable of engaging and influencing policy makers</p>	<p>1. Set up ANCEFA Regional policy think-tank that will provide policy analysis support to ANCEFA structures at regional, sub regional and national levels</p>	44,600	46,384	46,830	47,276	47,722	232,812	P1
		<p>2. Establish new national coalitions with particular focus in Lusophone countries and Conflict Affected Fragile States (CAFS).</p>	61,800	62,400	63,000	63,600	64,200	315,000	P1
		<p>3. Using available training manuals, develop modules for social actors in critical areas for policy engagement such as Strategic Planning & Fundraising, Policy Analysis & Advocacy, Budget Analysis & Tracking and Coalition Building</p>	12,000	36,000	12,000	-	-	60,000	P1

	4. Train coalitions and their membership on right to education, Coalition Governance, Coalition building, strategic planning and fundraising etc	52,942	47,216	47,670	48,124	48,578	244,530	P2
	5. Train members of national coalitions in Budget Tracking	60,770	61,360	61,950	62,540	63,130	309,750	P2
	6. Work with PAMOJA to update and distribute copies of School Governance Manual	65,251	14,560	14,700	14,840	14,980	124,331	P3
Total Strategy(b)		297,363	267, 920	246,150	236,380	238,610	1,286,423	
c) Creating strategic alliances with bodies/ individuals of influence	1. Identify strategic allies and make courtesy visits to their offices	10,300	11,388	11,498	11,607	11,717	56,509	P1
	2. Identify ANCEFA Ambassadors and EFA Champions from among Celebrities (soccer, music, film stars, religious, writers) in EFA policy forums and campaigns	23,175	20,800	21,000	21,200	21,400	107,575	P1
	3. Introduction of Education Journalists Award in partnership with regional/sub regional media bodies	18,540	29,120	34,650	41,870	43,870	168,050	P3
Total Strategy (c)		52,015	61,308	67,148	74,677	76,987	332,134	
d) Direct engagement with targeted international	1.Strategically engage Africa Union and sub regional economic communities on EFA	115,000	55,000	55,000	115,000	55,000	395,000	P1

		international bodies and governments on their roles in promoting the right to quality inclusive education for all in Africa	2. Coordinate solidarity statements/petitions at regional or sub regional level in support of national coalitions that are lobbying for policy change in their countries	2,575	2,600	2,625	2,650	2,675	13,125	P1
			3. Support coalitions to engage legislators and legal practitioners to conduct Justiciability/litigation initiatives, anti-corruption projects and publishing shadow reports on Education rights.	28,428	27,664	27,930	28,196	28,462	140,680	P1
			4. Facilitate sub regional forums where coalitions can share case studies/good practices and develop sub regional action plans	-	241,072	-	245,708	-	486,780	P1
			Total Strategy (d)		146,003	326,336	85,555	391, 554	86,137	1,035,585
TOTAL FOCUS AREA B				559,807	1,010,564	398,853	702,611	663,884	3,335,718	
C. Promoting Quality Teaching and Learning	<i>To mobilize public pressure at local, national and regional levels for governments</i>	a) Gathering evidence through field research/ surveys addressing	1.ANCEFA selected coalitions visit in India (ASER and PRATHAM experiences on house hold reading assessment for advocacy	25,596	-	-	-	-	25,596	P1

governments and international partners to formulate, implement and review policies on quality education by 2014.	addressing issues of quality of teaching and learning in countries in Africa	2. Conduct a children reading assessment at household level with attention to gender disaggregation	-	82,264	15,750	15,900	16,050	129,964	P3
		3. Undertake a desk analysis of quality of education (including for neglected goals of ECD and Youth and Adult Education) and develop and disseminate a position paper especially in relation to teacher training, recruitment, & remuneration; contractual teachers and curriculum development			144,638			144,638	P1
	Total Strategy (a)		25,596	82,264	160,388	15,900	16,050	300,198	
	b) Using research evidence to mobilise pressure for improved quality of teaching and learning in countries in Africa	1. Produce campaign messages and materials to be used for advocacy and lobbying for improved quality teaching and learning	-	-	42,000	2,650	2,675	47,325	P1
		2. Support national coalitions to conduct focused campaigns on quality of education addressing all the EFA goals.	-	-	52,500	53,000	107,000	212,500	P1
		3. Undertake and participate in international Campaigns for education quality	24,000	24,000	24,000	24,000	24,000	120,000	
		Total Strategy (b)		24,000	24,000	118,500	79,650	133,675	379,825
	TOTAL FOCUS AREA C			49,596				680,023	

				106,264	278,888	95,550	149,725				
D. Institutional Strengthening Of ANCEFA	To build a strong, vibrant and responsive institution that will efficiently monitor EFA Implementation in Africa by 2014	a) Strengthening and broadening the resource base of ANCEFA to efficiently implement strategies, programs and projects	1. Develop a funding policy and undertake fundraising activities	62,360	30,000	50,000	30,000	30,000	202,360		
			2. Secure office space for regional and sub regional offices	88,000	88,000	188,000	88,000	88,000	540,000	P1	
			3. Restructure and maintain staff	666,900	666,900	666,900	666,900	666,900	3,334,500	P1	
		Total Strategy (a)			817,260	784,900	904,900	784,900	784,900	4,076,860	
		b) Strengthening governance and management of ANCEFA	1. Review governance and management policies and systems (ANCEFA Constitution, HR Manual, Financial Policies, M& E System and Communication System)	76,330	-	-	-	-	-	76,330	P1
			2. Hold regular ANCEFA General Assembly	-	-	106,496	-	-	-	106,496	P1
			3. Hold regular Board meetings	40,458	40,851	41,307	41,637	42,030	206,283	P1	
			4. Hold regular staff meetings	52,762	54,314	54,836	55,359	54,811	272,081	P1	

	5. Facilitate training & Learning visits for ANCEFA staff & Board in areas of Board governance, policy & budget advocacy, movement building program management, office management, & financial management	16,686	16,848	17,010	17,172	17,334	85,050	P1
	6. Carry out regular external Financial audit	20,600	20,800	21,000	21,200	21,400	105,000	P1
	7. Program Monitoring, Evaluation and Learning	30,000	30,000	46,500	30,000	80,100	216,600	P1
Total Strategy (b)		236,836	162,813	287,150	165,367	215,674	1,067,841	
c) Strengthening ANCEFA Documentation & Communication mechanism	1. Develop ANCEFA branding materials guidelines and templates	10,661	-	-	-	-	10,661	P1
	2. Establish a strong documentation/Communication unit in ANCEFA regional and sub-regional offices	5,150	10,400	15,750	26,500	26,750	84,550	P1
	3. Publish and distribute ANCEFA IEC Materials (Interactive Website, Newsletter, Directory, Calendar, T-shirts, Clocks, pens, notebooks, etc)	69,360	87,000	57,000	57,000	87,000	357,360	P1
	Total Strategy (d)	85,171	97,400	72,750	83,500	113,750	452,571	
TOTAL FOCUS AREA D		1,139,267	1,045,113	1,264,800	1,033,767	1,114,324	5,597,271	

ANCEFA STRATEGIC PLAN GRAND TOTAL BUDGET	1,925,418	3,037,600	2,719,435	2,369,984	2,274,613	12,327,050	
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**APPENDIX 3-ANCEFA STRATEGIC PLAN 2010-2014
OPERATIONAL PLAN FOR 2010**

Strategic Area	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Target 2010	Approved Budget (US\$)	Time-frame		Responsible Officers
							Quarter	Due Date	
A. Campaigning for the Financing of Equitable and Inclusive Quality Education For All	a. Gathering and consolidating evidence regarding challenges in education financing and quality inclusive education for all in Africa	1. Commission a desk analysis on financing for education access by marginalized groups (children with disabilities, girls & boys in poor and Nomadic areas, Orphans and Vulnerable Children and Minorities) with particular attention to CAFS.	Informative data on the status of financing for education for the marginalised children in Africa available for policy consideration	Desk analysis Initial study carried out by 2011; a follow up done by 2014 to establish progress; at least 1000 copies of the initial study printed and distributed by 2011, and at least 1000 copies of the follow up review printed and distributed by 2014	TORs for the analysis developed; Start field work by second half of the year	4 275 17 680	Q3	September	Policy Research & Documentation Officer, RWS and CSEF Project Officer and Sub Regional Officers
		2. Work with national FAWE chapters and CAMFED through national coalitions to conduct an analysis on progress made on gender responsive budgeting	Up to date data available on how far countries are implementing gender responsive budgets in the education sector	Analysis on gender responsive budgeting conducted in at least 15 more African countries by 2013	3 more countries supported	17 922	Q3	August	Policy Research & Documentation officer/ Sub Regional Officers
		3. Support 23 national coalitions to track policy gaps & budgets for neglected EFA Goals(Literacy, ECCD,TVET for youth)	Gaps in policies and budgets for neglected education goals identified and discussed with policy makers	23 more national coalitions supported to identify policy and budget gaps by 2013	5 more countries supported	65 920	Q3 & Q4	November	RWS & CSEF Project Officers and Sub Regional officers

b. Capacity building of social actors concerned with financing for quality inclusive education for all	1. Conduct a regional civil society trainer of trainers workshop on international financing frameworks including macroeconomic policies	A team of experts is built to train others on international frameworks and macroeconomic policies	At least 20 people trained on international frameworks by 2011	TOT Workshop TORS developed and Training Consultant Identified	8,189	Q2 to Q4	Dec	M/E & CSEF Project Manager
	2. Facilitate sub regional training workshops for journalists on Education and international financing frameworks	Journalists equipped with skills on reporting on international frameworks	1 sub regional training workshops for journalists facilitated; at least 20 journalists trained	Trainee journalists identified and training workshop venues established	-	Q4	Nov	Sub Regional Coordinators
	3. Facilitate country level training workshops for Education NGOs on international financing frameworks including macroeconomic policies	Improved knowledge and skills of coalitions members on international financing frameworks and how they affect national education budget and policies	10 country level training workshops carried out by 2013; at least 30 coalition members trained per country	Countries identified for the training workshops	-	Q4	Oct	ME/CSEF Project officer & Sub Regional officers
	4. Develop a training toolkit on inclusive education for teachers	Toolkit available for building the capacity of teachers in inclusive education methodologies	Training toolkit on Inclusive education developed by 2011	TORS and experts for the toolkit identified	9 219	Q3	August	ME/CSEF Project officer
	5. Support country level training workshops for NGOs and Education Ministry Budget Officers on Gender budgeting in education	More countries adopt and practice gender responsive budgeting for the education sector	At least 3,000 representatives of NGOs and Education Ministries from 12 countries trained in gender budgeting by 2013	TORS for training workshops developed and participating countries identified	6, 438	Q3	Sept	CSEF Project officer & Sub Regional officers
	6. Support coalitions to set up National Civil Society Education Fund (NCSEF)	Coalitions advocacy and citizen watch work are funded	Number of NCSEF established at country level	At least 23 coalitions supported	-	Q1-Q4	Dec	CSEF Project officer & Sub Regional Officers
c. Campaigning and lobbying for financing for inclusive quality education for all in Africa	1. Convene a regional advocacy forum on financing for inclusive quality education for all and make regular follow ups on commitments made at the forum by stakeholders	Stakeholders renew commitment to prioritise spending for inclusive quality education for all	1 high level regional advocacy workshop by 2011; ongoing follow ups for 3 consecutive years	Preparations for high level forum started	4,841	Q4	Dec	Regional Coordinator and Campaigns and Communications Officer
	2. Host a Policy roundtable with IMF/WB on the impact of their policies and conditionalities on financing for inclusive quality education in Africa and follow up on commitments made	Unfavourable policies by International Financing institutions like IMF/WB changed	1 roundtable hosted by ANCEFA by 2014					

		3. Interface with EFA –FTI Secretariat on the progress on financial support towards FTI eligible countries	EFA-FTI becomes more efficient in administering funding to eligible countries	5 interface meetings between ANCEFA and FTI-Secretariat held by 2014	1 interface meeting held	9,837	Q3	August	Regional Coordinator & policy Research & Documentation officer
		4. Champion Africa Education Week & Celebrate ANCEFA Day to drum up support for inclusive education for all in Africa	Increased international support & pressure for inclusive education for all	4 annual celebrations annual celebration of ANCEFA Day & Africa Education Week held by 2014	TORs and Task force set up for the Celebration	4,069	Q3	July	Regional coordinator & Campaigns and Communications Officer Manager
		5. Facilitate sub regional caucuses for Parliamentarians, Ministers of Finance and Ministers of Education on financing for inclusive quality education	Pressure mounts at sub regional level for Parliamentarians, Ministers of Finance and Education to allocate more funds for inclusive education	4 sub regional caucuses for Parliamentarians, Finance & Education Ministers held by 2014	Preparations started	4,841	Q3	July	Sub Regional Officers
		6. Support national coalitions to work with teachers unions to undertake budget and election cycle campaigns lobbying for increased financing for inclusive quality education in their countries (lobby against IMF conditionalities, lobby for gender budgeting)	Increased advocacy resulting in increased political commitment and budget allocation for inclusive education	20 coalitions supported to undertake budget and election cycle campaigns	4 countries supported	41,200	Q3 & Q4	September	Sub Regional officers / CSEF Project officer
Strategic Areas	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Target 2010	Budget	Quarter	Dates	Responsible Officer
B. Ensuring accountability for the right to quality inclusive education for all in Africa	a. Producing high quality alternative data on progress towards the right to education to be used for holding stakeholders accountable and	1. Conduct a regional Post Dakar EFA Review with particular focus on Policy development, Progress on the EFA goals, goal by goal, Quality Inclusive education, Education Financing, Accountability & Good practices	ANCEFA able to influence policies using high quality credible data on EFA goals	Review conducted by 2014; 1000 copies printed and distributed	At least 23 Coalitions supported through CSEF to conduct a comprehensive review of EFA covering the period between 2001-2010 conducted; 1000 copies of the review printed and distributed	131,377	Q3	August	Policy Research & Documentation Manager / CSEF Project Officer & Sub regional Officers

advocating for change.	2. Conduct a tracer study on implementation of regional and sub regional protocols on education e.g. Algiers Declaration, AU Second Decade of Education SADC Protocol on education and training in line with NEPAD Africa Peer Review Mechanism	An independent monitoring mechanism supportive to the Sub regional bodies on Education is created	Tracer studies carried out in 4 sub regions by 2014	TORs for tracer study developed and shared with partners	0	Q4	Nov	Policy Research & Documentation Officer & Regional coordinator
	3. Conduct a study on deliberative democracy and citizenship education in Africa	ANCEFA members apply knowledge on principles of deliberative democracy and citizenship education in their policy interventions	1 study conducted by 2011 in partnership with PATC and university of Alberta	1 study conducted in 3 targeted countries where ANCEFA membership exists; At least 1,000 copies of the report produced & disseminated to ANCEFA member coalitions	73,594	Q2-Q4	May-Sept	Policy Research & Documentation Manager/ Sub Regional officers
b. Intensifying the process of building a critical Mass or social movement in Africa capable of engaging and influencing policy makers	1. Set up ANCEFA Regional policy think-tank that will provide policy analysis support to ANCEFA structures at regional, sub regional and national levels	Enhanced and high quality policy thinking within ANCEFA; improved policy dialogue between CSOs and Govts in Africa	Regular meetings and reports of the ANCEFA Regional policy think tank	TORs for Policy think-tank developed and think tank set up; at least one meeting held; staff and members	44,600	Q3	September	Regional Coordinator & RWS Project Officer
	2. Establish new national coalitions with particular focus in Lusophone countries, Northern States and Conflict Affected Fragile States (CAFS).	Strong and broad based coalitions are built in targeted countries	At least 15 new coalitions established and functioning by 2014	3 new coalitions established and provided with start up funds	61,800	Q3-Q4	Dec	RWS Project Officer & Sub Regional officers
	3. Using available manuals develop training modules for social actors in critical areas for policy engagement such as Strategic Planning & Fundraising, Policy Analysis & Advocacy, Budget Analysis & Tracking, Coalition Governance and Coalition Building	Reliable tailor made modules responsive to needs of CSOs supports coalition building efforts	4 different manuals produced; 4,000 copies printed and distributed to national coalitions by 2014	At least 1 module developed, printed and distributed	12,000	Q4	October	RWS and CSEF Project Officers

		4. Train coalitions and their membership in Coalition Governance, Coalition Building, Strategic Planning & Fundraising	Capacity for Coalition Governance, Coalition building, Strategic planning and Fundraising enhanced among newly established Coalitions	At least 600 members from 20 newly established coalitions trained by 2014	TORs for the trainings drafted and preparations started		Q4	Nov	RWS Project Officer & Sub Regional officers
		5. Train members of national coalitions in Budget Tracking	Increased capacity among CSOs to do successful budget tracking and budget related campaigns	At least 600 members from 20 coalitions trained in budget tracking by 2014	120 members from 5 coalitions trained through CSEF/RWS projects	60,770	Q4	Nov	RWS Project Officer and Sub Regional Coordinators
		6. Work with PAMOJA to update and distribute copies of School Governance Manual	Communities empowered with knowledge and techniques for school governance	School Governance Manual updated and 25,000 copies printed and distributed by 2014	Review of the First edition of the Governance Manual together with PAMOJA	65,251	Q2-Q4	Dec	Campaign Officer & CSEF Project Officer
	c. Creating strategic alliances with bodies/ individuals of influence	1. Identify strategic allies and make courtesy visits to their offices	ANCEFA's lobbying space for inclusive education is expanded	ANCEFA creates strategic alliances with key institutions & individuals by 2011	Strategic alliances created with AU/NEPAD, ADEA/COMED SADC, FAPE, CEMAC, ECOWAS	10,300	Q3 to Q4	July-Nov	Regional Coordinator/ Campaigns and Communications Officer
		2. Identify ANCEFA Ambassadors and EFA Champions from among celebrities (soccer, music, film stars, religious, writers) and involve them in policy forums and campaigns	ANCEFA enhances its advocacy messages through celebrities	Key celebrities are involved in ANCEFA major campaigns by 2014	Soccer celebrities involved in 2010 World Cup/Africa Cup	23,175	Q2 & Q3	May-August	Campaigns and Communications Officer
		3. Introduction of Education Journalists Award in partnership with regional/sub regional media bodies	Journalists are motivated to write high quality analytic stories about EFA in Africa	5 annual Journalists Award ceremonies held by 2014	TORs developed and agreed with stakeholders		18,540	Q4	Oct
	d. Direct engagement with targeted international bodies and governments on their roles	1. Strategically engage Africa Union and Sub Regional bodies	ANCEFA interfaces with and influences AU and sub regional bodies to enforce implementation of regional and sub regional agreements on EFA	Conduct initial meetings, a regional workshop and support activities	Hold Initial meetings with AU and facilitate a stakeholder meeting on Africa Union Education Strategy	115,000	Q3-Q4	July-Dec	Policy Research and Documentation Officer & Regional Coordinator

	in promoting the right to quality inclusive education for all in Africa	2. Coordinate solidarity statements/petitions at regional or sub regional level in support of national coalitions that are lobbying for policy change in their countries	Policy issues at national level gain regional/sub regional support thereby enhancing impact	Regular solidarity statements/ petitions made	Regular solidarity statements/ petitions made	2, 575	Q3-Q4	Jun-Dec	Campaigns & Communications officer and policy Research & Documentation Officer and Sub Regional Officers
		3. Support coalitions to engage legislators and legal practitioners to conduct Justiciability/litigation initiatives, anti-corruption projects and publishing shadow reports on Education rights.	Children rights to education are protected leading to increased attendance in schools	10 coalitions supported by 2014	2 coalitions supported	28, 428	Q3-Q4	Jun-Aug	Sub Regional Officers/ RWS Project Officer,
		4. Facilitate sub regional forums where coalitions share case studies /good practices		At least four sub regional forums conducted by 2014	TORS developed and preparations initiated	0	Q4	December	Regional Coordinator & RWS Project officer
		5. Project Documentation and sharing with partners	Good practices documented and shared with partners	Case studies documented and shared annually	Produce print and electronic documentaries on the RWS project; Produce ANCEFA Video	65,000	Q3 & Q4	September	RWS Project Coordinator Campaigns & Communications officer / Policy Research & Documentation officer
Strategic Areas	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Target 2010				
C. Promoting Quality Teaching and Learning	a. Gathering evidence through field research/ surveys addressing issues of quality of teaching and learning in countries in Africa	1. ANCEFA selected Coalitions visit in India (ASER and PRATHAM) to note experiences on household reading assessment for advocacy.	ANCEFA members start using new tools on household assessment gained in experiences from India learning visit	One visit conducted in to India by at least three members	TORs and tools for the visit developed; Visit to India Conducted; new tools documented	25,596	Q2	May	Policy Research & Documentation officer & Campaigns and Communications Officer
		2. Conduct a children reading assessment at household level with attention to gender disaggregation.	Up to date evidence on children reading skills and learning is available for advocacy.	Reading assessment commissioned by 2011 ; results used to inform decisions on policy and curriculum design for African countries	Assessment tools developed and agreed with partners	0	Q4	NOV	Regional Coordinator & Policy Research & Documentation Officer
		3. Undertake a desk analysis of quality of education (including for neglected EFA goals of ECD, Youth and Adult Education) and develop a position paper especially in relation to teacher training, recruitment & remuneration; contractual teachers; and curriculum development	Deeper analysis on quality of education available	Analysis conducted by 2011; issues for policy advocacy identified	TORs for desk study formulated	0	Q4	Oct	Policy Research & Documentation officer

Strategic Areas	Strategies	Activities	Expected Outcomes	Output Indicators by 2014	Output Target 2010	Budget	Quarter	Dates	Responsible Officer
D. Institutional Strengthening Of ANCEFA	a. Strengthening and broadening the resource base of ANCEFA to efficiently implement strategies, programs and projects	1. Develop a funding policy and undertake fundraising activities.	Funding Policy exist to guide ANCEFA in its resource mobilisation drive; Increased annual income for ANCEFA	Funding and Partnership Policy Manual in place and in use ; Fundraising activities undertaken; New Funding available for the strategic plan	TORs and consultant identified to develop the funding policy manual; Donor roundtable to sell the Strategic plan conducted	62,360	Q3 & Q4	Feb	Regional Coordinator, Finance and Administration Manager and Policy Research and Documentation Officer
		2. Secure office space for the Regional and sub-regional secretariats (including setting up new office in central Africa) with conference Facilities and adequate logistics and equipments	Convenient Working Environment for ANCEFA Staff at Regional & Sub regional Levels	5 bigger officers, 1 at regional Secretariat, and 4 at sub regional offices identified and secured by 2011	Identification of office space starts at regional and sub regional levels ; at least one office secured	44,000	Q3-Q4	July	Finance and Administration Manager & Sub Regional Officers
		3. Restructure and maintain staff	ANCEFA maintains a dedicated, dynamic and skilled staff	New staff and new structure in place	Staff restructuring exercise undertaken	333,450	Q3-Q4	Jun-Dec	Regional Coordinator & Finance and Administration Manager
	b. Strengthening governance and management of ANCEFA	1. Review governance and management policies and systems of ANCEFA including Constitution, Human Resources Manual, Financial Policies, M/E System, Communication system etc.	Robust governance manuals and systems in place to guide ANCEFA operations	New policies in place by 2010	Constitution, HR Manual, M&E system Reviewed and approved	76,330	Q3 & Q4	June-Dec	CSEF Project /M& E Officer & Regional Coordinator
		2. Hold regular ANCEFA General Assembly	Enhanced consensus among ANCEFA members on policy issues for Advocacy in Africa	One General Assembly Every Three years	Follow up made on major decisions made at the recent General Assembly	0	Q3	July	Regional Coordinator & Sub regional officers
		3. Hold regular Board meetings	Regular monitoring/reporting of ANCEFA strategies/Policies	Number of board meetings held annually	Follow up on decisions made at recent Board meeting & One meeting held	40,458	Q4	Dec	Regional Coordinator
		4. Hold regular staff meetings	Regular monitoring/reporting of ANCEFA Programs, & projects	Number of staff meetings held annually	Follow up made on recent staff meeting; meeting of Staff held	52,762	Q3-Q4	June-Sept	Regional Coordinator & Finance and administration Manager

		5. Facilitate training & Learning visits for ANCEFA staff & Board in areas of Board governance, policy & budget advocacy, movement building program management, office management, & financial management	Enhance the skills capacity of ANCEFA Board and Staff in program management	Number of staff and board members that undergo the training and learning visits as well as type of skills acquired	At least 3 members trained	8,000	Q3-Q4	Aug-November	Regional Coordinator, Finance and Administration Manager
		6. Support program monitoring, evaluation and learning	Efficient tracking of program results	M/E and learning system developed and implemented by 2010	M/E system in place; monitoring visits conducted to at least 3 countries	30,000		Q3-Q4	M/E officer, Sub Regional Officers
	d. Strengthening ANCEFA Documentation & Communication mechanism	1 Develop ANCEFA branding materials, guidelines and templates	Enhanced visibility of ANCEFA in communication and documentation products	Materials and guidelines developed	New branding materials such as logo and guidelines developed and adopted	10,661	Q3	September	Regional coordinator & Campaigns and Communications officer
		2 Establish a strong documentation/Communication unit in ANCEFA regional and sub-regional offices	Increased Information and documentation of members and partners on Education policy and research findings	Modern, Functioning Documentation Unit & Resource Centre at regional & sub regional levels	TORs for Documentation unit drafted	5,150	Q4	Oct	Policy Research & Documentation Officer
		3 Publish and distribute ANCEFA IEC materials (Interactive website, Newsletter, Directory, Calendars, T-shirts, posters, Clocks, pens, notebooks, badges, cloths, flags etc)	EFA campaign messages published in a variety of promotional materials	At least 20,000 promotional materials printed and distributed by 2014	At least 1,000 promotional materials printed and distributed	69,360	Q4	December	Campaigns & Communications officer
						3,262,917			