

SETTING PRIORITIES TO MEET OUR FUTURE CHALLENGES: ANCEFA THREE YEAR STRATEGIC PLAN FOR 2006/08

1.0 Introduction

The Dakar framework for action firmed up in April 2000 as the most important international consensus on education for all, spells out six broad goals with several targets building towards 2015. These goals have been the hallmark of EFA campaign in Africa since the World Education Forum and will continue to form the bases for Africa.

Four years after Dakar, civil society's African countries has been mixed. While there is some confusion about whether these development plans, sector review reports, Reduction Strategy Papers.

2.0 Context Analysis of the EFA status

It is important to point out from the onset that social development in Africa and that reaching outlined in the Dakar accord is a pre-condition Analyses of the current situation and comparing statistics of 1990's and those of the progress towards EFA goals. The worst hit of instance, in 1990 about 25% of African education. In 2002/3, the figure is still about primary school education, while in 2002/3, the percentage has increased to only 59%. This shows that UPE is still not assured as more than 100 million children (the world over) are still not enrolled in primary school, 55% of them are girls; majority of whom are in Africa. Most African countries are at risk of not achieving UPE by 2015 as school fees are still a major barrier to access. HIV/AIDS and armed conflict continue to exert pressure on education systems in the region.

Surprisingly, secondary and higher education enrollments have progressed more than primary school enrollments, despite emphasis on UPE. For instance, in 1990 only 28% had access to secondary education but the figure increased to 46% in 2002/3. Also, in 1990, only 21% completed

The Six Dakar Goals;

Goal 1: ECDE - expand and improve early childhood care and education especially for the most vulnerable and disadvantaged children.

Goal 2: UPE – ensure that by 2015, all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and are able to complete primary education that is free, compulsory and of good

Goal 3: Life Skills – ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill programmes.

Goal 4: Adult literacy – achieve 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.

Goal 5: Gender – eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015, with focus on ensuring girl's full and equitable access to and achievement in basic education of good quality.

Goal 6: Quality – improve all aspects of quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all

perception on progress made on EFA by some countries have achieved their plans, are separate EFA plans, chapters of national MDG action plans or sections of their Poverty

and trends in Africa

education is a strong basis for economic and a critical threshold of educated population as for economic take-off of the continent. dynamics of education sector in Africa by current decade show that there has been little the goals, is UPE or primary school level. For children did not have access to primary school 10%. Similarly, in 1990 about 49% completed

secondary education but in 2002/3, the figure has risen to 39%. This trend has important policy and practical implications especially for the current advocacy strategy for ANCEFA to look beyond UPE in terms of emphasis.

It is further projected that on the basis of current structural conditions of the systems in terms of access, survival and completion of primary education, 31 countries in Africa will not achieve UPE by 2015. The 2005 gender target has been missed and more countries are still at risk of not achieving gender parity by 2015. Quality on the other hand has remained too low, with enrolments in early child hood care and education almost static. In many countries, primary teacher numbers would have to increase by 20% a year to reduce the pupil-teacher ratios to 45:1. Teacher training must also be an area of interest since a good number of teachers in service lack adequate qualifications. On the literacy goal, 771 million people aged 15 and above live without basic literacy skills and governments and aid agencies give insufficient priority to adult literacy programs. Close to 50% of this number are in Africa. On education financing, 60% of the total bilateral aid to education, which stood at \$ 4.7 billion in 2003, still goes to post secondary education. This remains below the 1990 high of \$ 5.7 billion. Worst still, total aid to education accounts for only 2.6% of official development assistance, within which, the share to adult literacy is negligible.

A close scrutiny of the current education sector policies in Africa in relation to their comparative advantage towards efficiency and effectiveness connotes that the success of Education for All agenda is dependant on three factors namely;

- Sufficient level of human (teachers), material and financial resources.
- Effective and participatory management of education as well as efficient use of available resources.
- Successful implementation of an all inclusive and well targeted EFA plans of action – developed on the premise of quality indicators.

Debilitating levels of poverty facing Africa today makes access to quality education particularly bleak in rural areas, in urban slums and for children of communities who are at the bottom of the social ladder fairly difficult. The situation in these areas is fairly predictable - extreme poverty, low investment in primary education, low adult literacy, dysfunctional or poorly functioning schools, low learning achievements and high drop out rates. Therefore, the challenge for governments is to make public education relevant and of high quality so that parents and poor communities can reclaim their lost confidence in public and or community education.

In terms of planning, there seems to be some confusion whether we have separate EFA plans, or plans are chapters of national development plans, sector review reports, MDG action plans or sections of PRSPs. Significant political commitment is required to put *participatory and credible* plans in place. In Africa budget allocation to education still average between 5% and 10% with education often fairly low down on the list of national priorities – typically fifth or lower. Unless significant resources are mobilized into education, the MDG & EFA targets may not be achieved by 2015. Lastly, child labour is a major problem in Africa and yet policy makers, civil society and the public at large are not fully aware of the magnitude of the problem. ILO estimates that about 250 million children worldwide are engaged in child labour and about half of the said children are working full-time without any slightest chance to attend school.

Against this backdrop, ANCEFA during this plan period, must position itself to

- i) Review and monitor the implementation of the Dakar framework for action and provide independent data that member coalitions can use in their advocacy initiatives.
- ii) Strengthen the capacity of member coalitions to engage effectively with their governments in the planning, implementation and monitoring of EFA process.
- iii) Advocate for proclamation of basic education as a fundamental human right as an enabler right that helps to achieve other social rights.

3.0 Background and Mandate of ANCEFA

3.1 Formation and Identity

3.1.1 ANCEFA rose out of the need for civil society in Africa to speak with one voice and to set their own agenda on issues relating to education. ANCEFA is an umbrella network of up to 27 coalitions across Africa, with its headquarters in Dakar, Senegal. ANCEFA envisions a continent where all citizens, be they children, youth and adults have unhindered access to and participate effectively in quality education. ANCEFA exists to build capacities of EFA coalitions in Africa and facilitate constructive policy dialogue and engagement between coalitions, ministries of education and other actors across the continent.

3.1.2 Vision; a strong, dynamic, motivated and effective African Civil Society committed to the promotion of equitable access to quality education for all.

3.1.3 Mission; ANCEFA exists to promote, enable and build capacity of African civil society to advocate and campaign for access to free quality education for all. This will be achieved by building networks and coalitions of civil society in order to share information and learning, mobilize public opinion, address pertinent issues of concern, influence policy, and build sustainable partnerships in Africa and beyond.

3.1.4 Overall goal; To promote civil society participation in the entire EFA process with focus on universal access to quality education for all.

3.2 Strategic Objectives around which ANCEFA work:

3.2.1. Work towards ensuring that African governments elaborate and implement concrete, time bound and costed EFA action plans with support and participation of civil society.

3.2.2. Campaign for concrete strategies and actions from Africa regional bodies (AU, ECOWAS, SADC, CEMAC and NEPAD) to address education, HIV/AIDs, conflict and poverty in Africa. Lobby NEPAD, AU, and sub-regional bodies to create CSO voice and space and put quality education for all in their agenda.

3.2.3. Set up an African education watch in order to promote CSO monitoring mechanism and harness relevant CSO contributions to the UNESCO Global monitoring report. This review will help in assessing progress on EFA planning, implementation, financing and monitoring with focus on civil society participation in the entire EFA process.

3.2.4. Facilitate communication, consultation and experience sharing between national EFA coalitions, sub-regional/regional networks and all GCE affiliated organisations in Africa and mobilise support towards achieving EFA goals by 2015.

3.2.5. Help to build and strengthen national coalitions to create strong political pressure on governments to formulate credible EFA action plans and mobilize resources for their effective implementation.

4.0 Current Organizational Strategy and Profile

4.1 Management Structure of ANCEFA

General Assembly Meetings: the top decision making organ within ANCEFA is the GA which brings together all member coalitions. The Assembly meets every three years.

ANCEFA Board: answerable to the Assembly, ANCEFA is managed by a regional board elected directly by members. The board oversees, supervises, guides and directs activities undertaken by the regional secretariat. The board is composed of Nine members, one representative each for Eastern, Central and Southern sub regions respectively while Western Africa have two slots in the board, bringing the number representing the coalitions to five. The other four are drawn from the following categories;

- Teachers unions
- Academia
- Media
- Human rights activists

ANCEFA Regional Secretariat: under leadership of the Regional Coordinator, the secretariat is charged with responsibility of implementation of all ANCEFA campaign activities. The RC is currently supported by Program Manager, Finance Manager, an accountant and administrative secretary. For effective implementation of this plan six new core functions will have to be established; Communications and Networking Officer and five Program Officers based in the sub regions.

4.2 Institutional Capacity:

Functional Secretariat: ANCEFA has a functional secretariat since 2002 in Dakar (Sénégal) and sub-regional focal points in all the four sub regions. A satellite office in Nairobi was set up in January 2004 to coordinate RWS project for Eastern and Southern Africa.

Communications and Information Sharing: ANCEFA has a functional website (www.ancefa.org) and a quarterly newsletter – CESIRI KALAN.

Regional Secretariat: Currently, the regional secretariat based in Dakar Senegal has the following core staff: Regional Coordinator – as Team Leader, Program Manager, RWS Project coordinator based in Nairobi, Accountant and Administrative Secretary.

4.3 Collaborations and Partnerships

Donors and sister networks:

ANCEFA has been able to develop key partnerships with international agencies like ActionAid, Oxfam GB, GCE, FAWE, PAMOJA, UNESCO and other funding mechanisms such as Commonwealth Education Fund (CEF). In terms of partnering with sister networks, ANCEFA has on going partnerships with FAWE on mainstreaming gender in education policies and plans in 11 countries. While on the other hand working with PAMOJA on building capacity for effective school governance (a manual has been published in this area).

Engagement with UNESCO:

CCNGO Focal Point: For the last three consecutive years ANCEFA has served as the focal point for the UNESCO's Collective Consultations with NGOs in Africa. ANCEFA was nominated CCNGO focal point in Bangkok in 2002, in Porte Allegro in 2003, and Beirut in 2004. As a result ANCEFA has been able to occupy a new and crucial space within the EFA Working Group and High Level Group – the two main mechanisms recommended in Dakar. At the regional level, ANCEFA has been working very closely with UNESCO Africa regional office around processes such as CONFINTEA mid-term review, CSO preparations towards MINEDAF VIII (Lilongwe), MINEDAF VIII (Dar es Salaam), Dakar+5 review.

ANCEFA in the GCE:

ANCEFA represents African civil society in the GCE board. As a member of the board ANCEFA has been able to represent the GCE key lobby events/processes such as FTI, LIFE, Global Monitoring Report (research team on literacy) and the international taskforce on UPE and gender within the MDGs. Further to these, ANCEFA has been participating in the planning and coordinating processes of the Global Week of Action held every year under the leadership of the GCE.

4.4 Capacity Building of Member Coalitions:

Through RWS project, ANCEFA in collaboration with GCE, has been able to lead a capacity building initiative for 17 countries, in which the national coalitions have identified their capacity building needs and advocacy priorities. Joint sub-regional consultations have been held in July 2004 in Lusaka (Zambia) for Eastern and Southern Africa and Ouagadougou (Burkina Faso) for Western and Central Africa respectively.

4.5 Policy Documents and Advocacy materials:

ANCEFA has over the past four years developed key policy documents for advocacy and policy influencing. Some of these include papers on: Civil society perspectives and position to MINEDAF VIII, Mid-term review of CONFINTEA, NEPAD, FTI, and Position Paper for 2004/2005, joint position paper with GCE, UPE Report for EAC. Posters on Gender Check and EFA goals are in circulation.

4.6 International Policy Influencing:

Together with GCE, ANCEFA has had effective participation in key lobby events, opportunities and meetings. Such opportunities range from NEPAD education meeting in Maputo (part of the NEPAD campaign), FTI meetings in Amsterdam and Oslo where ANCEFA championed for FTI to be extended to more countries and its criteria made more flexible. These are already being done. ANCEFA also pushed for creating greater space for CSOs in FTI partners group. During the High Level Group meeting last year ANCEFA was part of the GCE team which held a side meeting with FTI education Ministers in Brazil.

MDGs and Millennium Campaign: ANCEFA is the focal point for this campaign in Western Africa, coordinating and or facilitating CSO involvement and leadership of the MDGs campaign. Our main interest is to make sure that EFA agenda is given priority in the MDGs campaign.

5.0 EFA issues and Campaign priorities for ANCEFA

5.1 Protecting the Fundamental Right to Education: African nations need constitutional frameworks and political cultures oriented to towards rights and basic needs of citizens. We must ensure that in constitutions, there are express provisions on education as one of the statutory entitlements. All the documents, from the Universal Declaration of Human Rights, through the Convention on the Rights of the Child, the African Charter and CEDAW, as well as Jomtien and Dakar Frameworks reaffirm the understanding that education is a basic human right. However, an analysis of most constitutions shows that this has not been translated effectively into national legislations.

The provisions must be made enforceable and expanded to include 12 years of basic learning with commensurate budget allocations every year. So all government policy documents should bestow elementary education as a fundamental right, allocate substantial funds to elementary education and reiterate commitment to close all gender and social equity gaps in accessing quality basic education for all citizens of the continent.

5.2 Cost and Financing of Education for All: Overall, financing & budget allocation to education continues to fall far short of the sums required to ensure access as set out in the Dakar Framework. Unless significant resources are mobilized into education, the MDG & EFA targets will not be met. The cost of education is disproportionately high for the poorest families as in most cases; poor households devote more than 50% of their non-food expenditure to schooling. When budgets are cut back so that the main ingredients of effective schools – teachers, books, and school facilities – can no longer be provided, education becomes inefficient. It is also important to note that there has been too much focus on primary education in the continent and efforts must be made to make public education accessible at all levels – primary, secondary, tertiary and university.

Our governments take responsibility for basic education, drop all user charges for primary education and initiate a scheme to provide requisite teaching and learning resources to all public schools. Governments must focus on national level resource mobilization to support EFA plans and initiate special funding mechanisms and sponsorship schemes to support education for all.

5.3 Donor Interest and Quality of Aid to Education in Africa: During the World Education Forum in Dakar in the year 2000, the international community, particularly donor groups made unequivocal commitment to support EFA, most importantly Universal Primary Education by saying that "no country with good plans on EFA shall fail for lack of funds". Despite growing commitment, at least in rhetoric, to "country ownership", too many donors still succumb to the temptation to superimpose their own priorities, initiatives and projects on top of national plans in the name of improving quality. The proliferation of parallel and sometimes competing donor initiatives, together with the failure to deliver predictable and coordinated budgetary support for agreed plans, plays a significant part in the policy incoherence and implementation failure that plagues our struggling education programs.

Access, retention, completion, transition and quality improvements should become top priorities in aid allocation decisions.

Technical assistance should be used to strengthen state capacity, through central ministries, to deliver quality education by implementing national priorities – but not to siphon donor support back home.

5.4 The Crippling Debt Burden and its impact on EFA: The debt burden is immoral since countries in Africa continue to overpay loans and interests on them. In terms of debt servicing African countries spend between 10 to 12% of their GDP. Efforts towards debt forgiveness must double. However, up to 60% of the accumulations accruing from debt relief must be channeled to finance delivery of basic education and primary health care.

Fundamental review of the debt situation to ensure debt swaps or rescheduling in the minimum and a framework for reallocation of debt accruals to education. Accelerated Debt cancellation which must by necessity be pegged on costed poverty reduction outcomes & provision of basic social services. Civil society networks must increase their capacity and visibility in monitoring use of resources accruing from debt along side others meant for education and other social sectors. Any new loans must be publicly negotiated with participation of civil society and ratified by Parliament.

5.6 Teacher Quality, Development & Motivation: The greatest challenge facing Ministries of Education today is to ensure that every classroom has a trained teacher who turns up every day to teach. This challenge becomes bigger in the face of HIV/AIDS onslaught on the sector and renewed pressure by Brettonwoods and International Finance Institutions on African governments to cut down their wage bill. To meet the challenges posed by teacher shortage on the quality of education in Africa, there is a very urgent need to rationalize the recruitment and deployment of teachers, especially between urban and rural areas and the narrowing of regional, national, provincial and district Pupil Teacher Ratios.

5.7 Governance and Greater Civil Society Participation: Management of education and or governance of schools today pose one of the greatest challenges facing education sector; ranging from stakeholder involvement, community participation and accountability. Prudent and proper management of resources allocated to education is equally important for the attainment of EFA goals. These resources must however be spent on priorities spelt out in national EFA Plans.

In order to improve governance and enhance genuine contribution and or participation of CSOs/CBOs, PTAs and SMCs we propose thus; Putting communities, parents and children at the heart of processes to monitor the effectiveness of education is key to achieving EFA. Involving communities, parents and children in holding schools to account for quality can encourage rapid improvements at very low cost. We must move to strengthen capacity to make decentralization work. Corruption and wastage must be brought to the bare minimum and public expenditure management reformed to include communities, civil society and other non-state actors.

5.8 Mainstreaming HIV/AIDS and Gender in EFA Process: The HIV/AIDS pandemic is causing unprecedented strain on education resources in Africa. It has led to serious erosion of parents' commitment to support education, teachers' availability and regular commitment to attend school, as well as children participation. Resources that would have been otherwise devoted to education currently go to treating teachers, parents and children. The AIDS pandemic is generating shortage and absenteeism on the part of both teachers and pupils never witnessed before.

Poverty reduction in Africa will depend largely on education, particularly that of girls and women. Relevant Education will increase access to services and resources, encourage participation in governance, reduce inequality, improve health, lead to sustainable environment and help in securing livelihoods. Major obstacles or challenges facing EFA will have to be addressed; meeting the gender parity in education, mitigating the impact of HIVAIDS, resolving recurrent conflicts and promotion of girls' education in Africa.

5.9 Research, Monitoring and Evaluation: Regular monitoring and evaluation of education to ensure **QUALITY** is assured, plans are implemented, expectations are met and outcomes achieved is fundamental to the success of EFA process. The incapacity of civil society, local community groups and education authorities to exercise control and oversight over education plans and budgets continues to mar our efforts towards attainment of quality education goals.

Strengthening M&E techniques in order for teachers, parents, children, education officials, community leaders and CSOs to play an effective role in jointly monitoring the implementation of education sector-policy frameworks is key to the attainment of EFA goals. Public debate and citizen action will be catalyzed and poor people will be empowered to articulate their own demands towards schools, local councils and district education officials, elected representatives, provincial and national authorities. If the implementation of education and school budgets is adequately monitored, then this will give a mutual advantage to education authorities and civil society groups to assess performance of policies and programmes of the central government, district boards, local authorities and schools.

6.0 Strategic Goals and Change Objectives

6.1 Advocate and protect the rights to education within the context of the whole EFA agenda, with a special focus on

- EFA Plans
- A renewed focus on Adult Literacy and excluded groups
- Bring renewed focus to the issue of women and girls education
- Moving beyond minimalist MDG agenda

6.2 Conduct research and develop an advocacy agenda specifically around

- Privatization and the WTO
- The need for quality teaching and quality teachers, including their training and conditions of service.
- Conflicts, disasters and emergencies

6.3 Conduct advocacy and policy influencing on the process of generating resources for EFA, specifically looking at:

- Pushing for actualization and expansion of the FTI
- Advocating against the IMF conditionalities which block new resources flowing for education
- Advocating for full, complete and unconditional debt cancellation to release resources for education
- Advocating for increased national budgets on education
- Developing budget and expenditure tracking mechanisms and capacity to ensure accountability.

6.4 Support greater citizen participation in governance and policy dialogue through

- Supporting involvement of coalitions in EFA processes at national level on policy issues
- Providing capacity for greater participation at local level
- Providing capacity for budget tracking and transparency and accountability

6.5 Strengthen capacity of member coalitions to engage effectively with their governments in;

- Planning and monitoring implementation of EFA plans
- Tracking education sector budgets
- Developing partnerships, building coalitions and networking
- Undertaking research, policy analysis and evaluation (education watch)
- Carrying out advocacy and policy influencing work

7.0 Institutional and Resource Implications for ANCEFA

Human resources

In order to be effective during this plan period, it is imperative for ANCEFA to expand the regional coordination unit by establishing and recruiting new positions as:

- Finance & Administration Manager – fundraise, ensure proper coordination and control of resource use.
- Communications and Networking Officer – improve communications and information sharing as well as proper linkages with members.
- Logistics and administration equipments and supports -

For effective coordination of its campaign efforts and closer linkage with member coalitions, ANCEFA will have to devolve its regional secretariat down to five levels with one full time programme officer or campaigns coordinator for each sub-region – Eastern (1), Southern (1), Western (2), and Central Africa (1). All the four sub-regional officers will be line managed and answerable to the regional Coordinator with dotted lines to the board member in the sub-region. They will therefore be housed within the coalition of the respective board member.

Financial resources

This plan will be costed to the last activity and a full budget outlay, outlining detailed resource requirements appended.

Internal Capacity building

A part from building capacity of its members as one of the strategic areas of focus during this period, ANCEFA will have to develop well targeted capacity strengthening initiatives and opportunities for secretariat staff both at the regional coordination unit and the sub regions.

Developing strong and robust organizational systems to facilitate and ensure;

- Proper coordination ANCEFA activities and member coalitions
- Develop clear information mechanisms and develop two-way communication strategy
- Develop a database on expertise and human resources
- Providing capacity building especially in the areas of research, policy analysis, advocacy and campaigns.
- Develop and use innovative tools such as report cards in advocacy work
- Develop a robust research, monitoring and evaluation and ‘education watch’ capacity.
- Develop a fundraising strategy and assist in raising new funds for ANCEFA work at all levels - national to International.

Building strategic engagements, partnerships and alliances in order to;

- Coordinate, support and participate fully in GCE - GWA and follow- up activities.
- Strengthen critical engagements with international bodies such as World Bank, IMF and UNESCO among others
- Build strategic links with all coalitions in Africa, fostering their emergence where they do not exist.

- Build alliances with GCE and other networks and coalitions in EFA both in Africa and beyond.
- Build links with sub-regional and regional bodies such as ECOWAS, EAC, SADC, COMESA, AU, NEPAD, ADEA, and COFINTEA in pursuit of EFA.

8.0 Implementation Plan and Log Frame

Campaign Priority I: Protecting Fundamental Right to Education

Strategic objective I: ensure that African constitutional Frameworks proclaim basic education as a human right.

Strategic objective II: provide analysis to inform national level campaigns by member coalitions

Broad Strategies	Activities	Resource requirements	Expected outputs	Indicative outcomes	Responsibility levels	Time limes	Assumptions
Policy Mapping and Analysis	-conduct reviews of laws and policies of selected countries	-experts -funds	-analysis reports -review workshop at every sub region	relevant policies and legislations reviewed to provide for education as a basic right in at least 15 countries	- ANCEFA secretariat - Sub regional focal points - Member coalitions	Year 1 – 3	
Policy advocacy with AU and sub regional blocs	-prepare education sector reform agenda -lobby AU, NEPAD, ECOWAS, CEMAC, SADC, EAC		-Policy dialogue sessions -Policy briefs Lobby and review reports -Regional Education watch	- AU lobbied to take on the full EFA agenda.	- ANCEFA Board - Regional secretariat	Year 1 - 3	

Campaign Priority II: Privatization, Teachers and Education in Conflicts

Strategic objective I: conduct analytical studies to inform campaigns on privatization of education, quality of teachers and education in conflicts and emergency situations.

Strategic objective II: initiate regional and national level campaigns to stop privatization of education and to improve quality of teachers

Broad Strategies	Activities	Resource requirements	Expected output	Indicative outcomes	Responsibility levels	Time lines	Assumptions
Conduct research and policy reviews	Study I; on privatization of education Study II; on teacher status and quality Study III; on education in emergencies and conflict situations	-Experts -Funds	- Study reports - policy briefs	- More emphasis on public education by national governments	ANCEFA secretariat Sub regional focal points	Year 1 – 3	
Mount campaigns on privatization, teachers and conflicts	Regional and sub regional forums with education players/actors		Forums held Forum reports	- commitment to recruit more teachers - teachers' pay improved - more support given to resolve conflicts	Regional secretariat Sub regional focal points	Year 1 – 3	

Campaign Priority III: Cost and Financing of Education for All

Strategic objective I: advocate against IMF conditionalities and push for the international community to allocate more resources to EFA in Africa

Broad Strategies	Activities	Resource requirements	Expected outputs	Indicative outcomes	Responsibility levels	Timelines	Assumptions
Advocacy & Campaigns	<ul style="list-style-type: none"> - push for expansion of FTI - lobby against IMF & WB unfavourable policies - campaign for unconditional debt cancellation - lobby for more donor aid to education 	<ul style="list-style-type: none"> - experts to conduct analysis - funds 	<ul style="list-style-type: none"> - ANCEFA review positions on FTI, IMF, WB, Debt and bi-lateral donors - campaign reports - school report cards 	<ul style="list-style-type: none"> - More resources through FTI - FTI expanded to cover more countries in Africa - IMF, WB drop conditions which bloc resource flow to education. - more effective donor aid 	<ul style="list-style-type: none"> ANCEFA board Regional secretariat Sub regional focal points 	Year 1 – 3	
Public Expenditure Monitoring in education	<ul style="list-style-type: none"> - campaign for increased national budget allocation to education - develop budget tracking kits - track education budgets in the region 	<ul style="list-style-type: none"> - experts to review selected national budgets - tracking manuals, kits and tools - funds 	<ul style="list-style-type: none"> - increased national budget allocation to education sector - reduced corruption, with more transparency in use of resources - members tracking national 		<ul style="list-style-type: none"> ANCEFA secretariat Sub regional focal points 	Year 1 - 3	

			budgets				
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Campaign Priority IV: Greater Civil Society and Citizens Participation in Management of Education and broader EFA Processes

Strategic objective I: support member coalitions to mobilise their constituencies and local communities to participate and engage effectively in EFA planning and policy processes at national, sub regional and regional levels.

Broad Strategies	Activities	Resource requirements	Expected outputs	Indicative outcomes	Responsibility levels	Timelines	Assumptions
Out reach and linkages	-build strategic links & work with ECOWAS, EAC, CEMAC, COMESA, SADC, AU, NEPAD, ADEA, CONFITEA, in pursuit of EFA	- experts -funds -skills	- sub regional policy workshops or forums - Policy briefs -structured partnerships	- Coalitions and sub regional focal points working actively with inter-governmental agencies. - ANCEFA influencing AU and NEPAD	Regional secretariat Sub regional focal points Member coalitions	Year 1 – 3	
Critical engagements at regional and national levels	-coordinate, support and lead mobilization for GCE-GWA activities -participate in MDGs/GCAP, social forum and debt campaigns	-Funds - skills	-reports -visible presence of coalitions in other social campaigns	-GWA activities made more relevant to national needs - ANCEFA and its members taking lead role in GWA events - GWA part of campaign plans and processes and not stand alone events.	Regional secretariat Sub regional focal points Member coalitions	Year 1 – 3	

				-education agenda made more visible in MDGs, social forums and Debt campaigns			
Capacity Building of Member Coalitions	-Organise sub regional training workshops -Cross country learning and exchange programmes	-funds -experts	Sub-regional training workshops held on; <i>-Budget tracking</i> <i>-coalition building</i> <i>-research and policy analysis</i> <i>-monitoring & evaluation</i> <i>-advocacy</i>	-strong EFA campaigners across Africa -members effectively involved in EFA campaigns at national level -stronger coalitions -cross boarder lessons	Regional secretariat Sub regional focal points Member coalitions	Year 1 – 3	

Campaign Priority V: Literacy, HIVAIDS and Gender

Strategic objective I: promote literacy and adult education for empowerment of local communities in Africa

Strategic objective II: mainstream HIVAIDS in all the EFA processes at national and regional levels

Strategic objective III: bring renewed focus to the issue of women and girls education in Africa.

Broad Strategies	Activities	Resource requirements	Expected outputs	Indicative outcomes	Responsibility levels	Timelines	Assumptions
Working with	- Engage with	-funds	-campaign	-putting literacy	Regional	Year 1 – 3	

others to mount literacy Campaigns	UNESCO LIFE process (literacy for empowerment) -participate in UNLD process -literacy decade activities	-partnerships -skills -experts	reports -literacy surveys	at the heart of EFA agenda -stronger partnerships with Pamoja, UNESCO, PALLAE and CONFINTEA. -increased literacy rates	secretariat Sub regional focal points Member coalitions		
Initiatives to mitigate impact of HIVAIDS on education	- analysis of the impact of HIVAIDS on education -developing modules for HIV/AIDS education in African Schools -campaign for support to affected & infected teachers and pupils	- funds -skills -experts	-sub regional study reports -generic modules for each sub region -policy developed in support of infected teachers and pupils -anti-retroviral drugs for schools	-infected teachers get support to continue teaching -affected pupils supported to attend school -HIV/AIDS education mainstreamed in the curriculum -	Regional secretariat Sub regional focal points Member coalitions	Year 1 – 3	
Promoting gender equity in education	- engendering EFA plans and policies - working with FAWE to promote gender equity in EFA processes	-Funds -skills -experts	-engendered plans and policies -stronger partnership with FAWE -analysis reports	- more women and girls accessing education -more budget allocation to women and girls education			

	-training members on gender analysis & engendering EFA plans and budgets		-sub regional training workshops	-greater progress towards gender equity targets			
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9.0 Detailed Resource Outlays and Budget Annex