Dear colleagues,

We are excited to be writing to you just as the Global Partnership for Education (GPE) has made the decision to fund three new years of the CSEF programme! Getting here has been a long process. It is a result of ongoing civil society engagement by national coalitions since the initiation of CSEF, as well as intense proposal development work led by GCE in close collaboration with CSEF partners. The decision demonstrates the genuine commitment of GPE to the principle of citizen and civil society participation in education sector policy dialogue and social accountability. It is crucial for the work of the global education movement and of civil society across Africa, Asia and the Pacific, Latin America, the Caribbean, Middle East and Eastern Europe, and it is the first time that funding for three full years of CSEF (2016-2018) have been approved, which is an incredible precedent.

We are experiencing an interesting and critical period of time, and with the CSEF funding now secured, there are lots of opportunities ahead. On November 4th the education community adopted the Education 2030 Framework for Action (FFA) at the UNESCO Special High Level Meeting in Paris. Prior to this, in September, the Sustainable Development Goals (SDGs) were agreed at the 70th Session of the UN General Assembly in New York. The contribution of the civil society community to shape the global agenda and goals was invaluable and well recognised, and civil society coalitions passionately engaged in the various consultation and dialogue processes that led to these agreements. With the development of the related indicators now under way, civil society has a crucial role to play in adapting the international frameworks at national level, and holding governments accountable for implementation. In this newsletter we explore a few examples of engagement in post-2015 processes from national coalitions through CSEF.

As we move towards the end of the year, the Global Partnership for Education (GPE) is in the process of finalising their new Strategic Plan 2016-2020, which is a result of comprehensive consultation processes to which many civil society coalitions contributed. The Plan, which will be signed off at the GPE Board meeting in December 2015, aspires to align with the SDG 4 agenda and cover the full spectrum of the education sector, with a particular thematic emphasis on quality and learning, inclusion and equity, and financing and governance systems. The next phase of CSEF will also emphasise these thematic priorities.

In this issue of the newsletter, we also bring you an interview with Zaida Cabral from the Movimento de Educação Para Todos (MEPT) – a CSEF-funded coalition in Mozambique advocating for girls’ education, including the right of pregnant girls and school-aged mothers to continue their schooling. We feature some fantastic examples of civil society participation in policy processes and dialogue from CSEF coalitions in Albania, DRC, Indonesia, Togo and Zimbabwe. It is encouraging to see increased civil society participation in Local Education Groups – in Albania and Zimbabwe, the coalitions have now successfully overcome barriers they had long faced in terms of LEG engagement. At the end of June 2015, globally coalitions reported active engagement with 310 relevant education sector policy dialogue and review forums – this is up from 261 in January. In the same period, CSEF coalitions were responsible for at least 178 submissions to government, parliamentary or technical working groups. For example, TLCE in Timor Leste proposed an increase to the 2016 education budget, which the government has committed to consider, and in Cape Verde, RNCEPT submitted recommendations for improvements to pre-school education, which were accepted by the government. More information about what took place in the previous months can be found in the latest CSEF progress report.

We also share with you some great new resources from the Global Initiative for Economic Social and Cultural Rights (GIESCR) and partners on how to tackle issues of privatisation in education, as well as a step-by-step manual on ‘Leadership, Organising and Action’ from a GCE training workshop that was held in Johannesburg earlier this year. We hope you’ll find these tools accessible and useful.

It is the collective efforts of coalitions across CSEF that make this programme so unique and effective, and serve as a strong example of the power of citizen-led advocacy. Keep up the good work – and please keep sharing your stories!

In solidarity,

The GCE secretariat

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From WEF to UNGA: civil society campaigning for education 2030

GCE welcomes the new, ambitious, and inclusive global development agenda, which was finally adopted on September 25th at the UN Summit for Sustainable Development by 193 Member States. The standalone goal on education is both human rights-led and reflects the full spectrum of education. The Education 2030 Framework for Action (FFA), adopted on November 4th in Paris, includes concrete targets, strategies and guidance on implementation at all levels. These historic events come after two years of consultations and negotiations, and the vision of rights-led, inclusive and equitable education would not have been achieved without the sustained efforts of civil society. The international education community has inputted into all post-2015 processes, including key moments such as the 2015 World Education Forum (WEF) in Incheon, Korea, in May, the Oslo Summit on Education for Development in early July, and the Third International Conference on Financing for Development (FFD3) held in Addis Ababa in July. For more information read GCE’s financing briefing, Muntasim Tanvir’s blog on the financing conference in Addis, and response to the SDG outcome document.

CSEF coalitions have utilised CSEF resources and tools to boost their engagement in these processes. They have been a part of the post-2015 dialogue, via local, national and regional consultations with their governments, partners, members, and fellow citizens. Submissions on the post-2015 agenda were made to civil society working groups and other education fora by coalitions in countries such as Bolivia, Cambodia, Dominican Republic, Honduras Indonesia, Mongolia, Nicaragua, Papua New Guinea, Somalia, Vietnam and Zambia. For example, Foro Dakar-Honduras led their national efforts to influence the post-2015 agenda via meetings with the Presidential Commission, parliamentarians, UN agencies and the Local Education Group. In Benin, the coalition (Coalition Béninoise des Organisations pour l’EPT) used national TV and radio to raise awareness and ignite interest in the new education agenda, and PEAN in Papua New Guinea featured in several radio debates discussing education beyond 2015. Coalitions also made oral submissions to key dialogue processes, such as representatives from the Cameroun Education for all Network (CEFAN), who spoke on the need to link education sector reviews with post-2015 objectives. NCE Nepal and CSCEFA in Nigeria are just two coalitions amongst others whose advocacy, research and recommendations influenced government position. Ram Gaire and Chioma Osuji have written a joint piece about their respective coalition’s involvement in the SDG process, and you are encouraged to read this inspiring post on the Global Partnership for Education blog.

GPE strategic plan 2016-2020: CSO representatives driving citizens’ inputs

The Global Partnership for Education (GPE) is about to finalise its new Strategic Plan 2016-2020. GPE is one of the co-conveners of the 2030 education agenda under the leadership and coordination of UNESCO. The new vision statement in GPE’s 2016-2020 Strategic Plan will therefore align with the SDG4 on education. To ensure that the Plan responds to expectations from various actors involved in education, GPE organised a number of stakeholder consultations including a month-long online member survey, face to face discussions at international events, a series of webinars, individual audio-conference calls, and technical and thematic meetings focusing on key issues raised.

Since it is vital to ensure that civil society’s voice is heard in GPE policy discussions, the CSO representatives on the GPE Board mobilised their respective constituency members to take part in activities run by GPE, such as the online survey and a webinar. They collaborated with GCE in hosting a videoconference call in August which several CSEF coalitions attended to discuss, reflect upon and align their inputs. The CSO northern constituency held a number of calls within their constituency, including a webinar with Karen Mundy, Chief Technical Officer of GPE, to discuss the strategy.

A CSO paper was submitted to GPE highlighting the issues faced by civil society. This paper made several recommendations including:

- Making Local Education Group (LEG) processes more inclusive of civil society, for example by introducing minimum standards and monitoring of LEG engagement.
- Strengthen aid effectiveness and country ownership through increased focus on systems strengthening, alignment to national systems, and domestic financing.
- GPE’s mandate to be expanded to bring it in line with new SDG agenda, but this must be done in conjunction with increased commitments from donor partners.
- Better demonstrate additionality of financing to education, rather than substituting existing resources which has increasingly been the case over the past few years. This is especially important at a time when GPE is expanding its scope and mandate.
- Clarify policy position on the role of the private sector, based on GPE’s underlying principles on the right to education.

The GPE Board met last October to review the comments received alongside the results of an Independent Interim Evaluation (2010-2014) of the Global Partnership (available here). Some important results of this meeting included:

- Commitment to equity-based financing for upper secondary education.
- Agreement on the need for minimum standards for civil society engagement on LEGs and mechanisms for monitoring such participation.
- Recognition of education as a public good throughout the Strategic Plan.

The GPE Board will finalise and endorse the Plan during their meeting on 8-10 December 2015.

You can follow GPE discussions, including the GPE strategic plan 2016-2020, by:

- Keeping actively in touch with and asking questions of the Southern CSO representatives on the GPE Board by emailing: Cheikh Mbow (CSO 2 Board member) on cheikhmbow@gmail.com and Janet Muthoni Ouko (CSO 2 Board Alternate) on muthoniuoku@elimuyetu.net.
- Accessing information about this process and other GPE-related matters that are being shared through the Southern CSO groupspaces email list for GPE discussions which is managed by GCE. If you are not on this list, please email jeanpaul@campaignforeducation.org.
Citizen participation in sector planning processes through the Local Education Groups

There are many ways for citizens to influence education policy and planning, and through the CSEF programme we see a variety of approaches being put into practice. One important mechanism is to engage with the Local Education Group (LEG) – or equivalent mechanism – where the government, donors and other key stakeholders come together around sector planning processes. In practice, the LEG exists in different sizes (members can range from below 10 to over 100!) and shapes (can include limited or diverse stakeholders; can be led by governments, donors or multilateral agencies), and can have different names (i.e. Education Coordinating Group in Zimbabwe, Sector Development Committee in Liberia, Education Local Consultative Group in Bangladesh etc.). In the context of the Global Partnership for Education (GPE), the LEG is a key governance function at national level and a main space for dialogue around Education Sector Plans and GPE funding applications.

However, local civil society engagement with LEGs and sector planning processes is not guaranteed. Across the CSEF programme, 35 coalitions currently report that they hold seats on Local Education Groups (or their equivalent). Some are able to use the LEG to exert influence and bring about actual change, while others are excluded from these fora, or they may hold a seat, but are not listened to. There is no one-size-fits-all strategy to overcome the existing challenges, but there are many positive examples of civil society advocacy efforts that have led to increased recognition and enhanced dialogue with the government. This is a focus of GCE’s Planning Matters in Education – a civil society toolkit, which is being used by coalitions to engage with sector planning and LEG processes.

There are multiple examples of how CSEF supported coalitions have used different strategies to effectively penetrate the LEG, and below are just a few of these:

**Last year, NEW Indonesia** used the change in administration as an opportunity to push for more space for civil society, by holding local meetings, a national symposium, and increasingly frequent meetings with government ministers.

**ACCE Albania** successfully implemented strategies to operationalise the LEG in Albania. Since 2014, the coalition has conducted two consultative meetings with the Ministry of Education and Sports, during which representatives of the coalition submitted documents that served as a guiding tool for the creation of the LEG, which now exists and is called the Donor Partner Group.

**Over the past years ECOZI Zimbabwe** has scaled up efforts to gain access to the LEG, particularly by engaging key education partners such as UNICEF and GPE. Finally, in February this year, the Ministry of Primary and Secondary Education invited ECOZI to a LEG meeting. Initially participation was secured as ‘guest’ status, but the coalition has since negotiated full membership.

**Coalition Nationale de l’Education Pour Tous en République Démocratique du Congo (CONEPT-DRC)** has consistently mobilised citizens to take an active part in processes to influence policy dialogue and the development of a new Education Sector Plan, including through media engagement, and by organising broad-based consultations. Jacques Tshimbalanga, CONEPT’s National Coordinator, has written more about this for the GCE blog, which you can view here: [http://blog.campaignforeducation.org/](http://blog.campaignforeducation.org/)

**In Sri Lanka, the Coalition for Educational Development (CED)** has started developing a working relationship with the Ministry of Education as a preliminary step to gain access to policy making spaces which have so far been closed to CSOs. The Ministry has expressed their willingness to work with CED, and the coalition continues to pursue this.
New resources for civil society education coalitions: Using human rights tools to tackle the negative effects of privatisation on the right to education

For the past 18 months, a number of international, national and local organisations have worked together to research and assess the effects of the growth of privatisation in education from a human rights perspective in 8 countries. These include Morocco, Ghana, Uganda, Kenya, Brazil, Chile and Nepal, and in the UK, organisations have examined the impact of development aid to support to private education in developing countries. This work, led by the Global Initiative on Economic Social and Cultural Rights (GI-ESCR) in Partnership with the Privatisation in Education Research Initiative (PERI) and the Right to Education Project (RTE), has led to statements and recommendations from key UN rights bodies, and contributed to reports by the Special Rapporteur on the Right to Education to the UN General Assembly and the Human Rights Council on the impact of private actors on the right to education.

These efforts have fuelled national advocacy and dialogue with governments, private actors and other stakeholders on the issue of privatisation – and created an effective methodology that civil society can use to tackle issues of privatisation in education in their countries. The methodology can easily be replicated by coalitions, including those with no prior experience of using human rights mechanisms. The three short briefs below provide an introduction to this work and explains how to get involved.

• Private actors in Education & Human Rights: a practical methodology to tackle the negative effects of privatisation in education on the right to education
• Case Studies on: Parallel Reporting to Tackle Privatisation in Education
• How to use Human Rights Mechanisms

More resources can be found here: http://bit.ly/PrivatisationMethods, and for questions please contact Sylvain Aubry at the GI-ESCR: sylvain@globalinitiative-escr.org

Training Workshop: Leadership, Organising and Action

Following the World Education Forum in Dakar in 2000, a movement of robust civil society networks and coalitions arose – and has continued to rise – across the world. These networks have played an important role in holding governments accountable for the commitments made in Dakar. Now, in 2015, there is still a long way to go to achieve education for all. As the world embarks on implementing the recently agreed Sustainable Development Goals, civil society’s role in ensuring accountability is more critical than ever. This prompted GCE and Open Society Initiative of Southern Africa (OSISA) to organise a training workshop to strengthen leadership, organising, and action within national civil society education coalitions to continue building unified, representative and more effective citizen engagement.

The training took place from 13-18 April in Johannesburg, South Africa. Participants included representatives from a range of civil society coalitions, networks and teachers unions across Botswana, Kenya, Malawi, Mozambique, Namibia, Nigeria, South Africa, Swaziland, and Zambia. ANCEFA and GCE staff also attended.

Through this training, which was led by experienced practitioners from the Leading Change Network, participants were able to practise a unique framework for organising and mobilising citizens around a common cause of social justice. This specific approach has been used in numerous campaigning and advocacy efforts around the world, from building civil society in China and fighting corruption in Serbia, to organising the Arab Spring and the liberation struggle of the Palestinian people.

The training, which also incorporated a Training of Trainers component, emphasised practical tools and mechanisms – such as the public narrative – aimed at building the spirit of activism, and strengthen platforms for civil society engagement around shared causes. A detailed training manual accompanied the workshop; this can be accessed here.

In 2016, GCE plans to produce a learning tool about stakeholder representation within coalitions, movement-building and leadership, which draws on learning from this training event and experiences and lessons from across the CSEF coalitions. For information about the training, or to get engaged with the upcoming tool, please contact Kjersti at kjersti@campaignforeducation.org.
Improving education policies for girls

Interview with Zaida Cabral, Coordinator of Movimento de Educação Para Todos (MEPT)

Zaida Cabral is the Coordinator of Movimento de Educação Para Todos (MEPT) in Mozambique. MEPT is one of the 54 national civil society coalitions supported by the CSEF. In this interview, she tells us why girls’ education is one of the main focus areas for the coalition, and a key campaigning issue for members.

Q: How has the Mozambican government demonstrated its commitment to girls’ education?

Zaida: Since our independence in 1975, the government has considered education as a fundamental right of all citizens and as a crucial step towards development and to reducing poverty and inequality. However, Mozambique went through a 16-year civil war just after independence, and during the conflict schools in certain areas were closed down because of insecurity and destruction of infrastructure. Despite this, the country has since made significant progress in the education sector and received considerable support from external partners, including for ensuring girls’ education. The inclusion of a gender goal in the government’s Education Sector Plans has helped Mozambique to progress towards gender parity in primary education since 2000, even though there is still a way to go for the poorest girls. Furthermore, a government policy created conditions for expanding access to post-primary education and helped ensure inclusion and equity in access to school as well as retention of both girls and boys. This is very important to MEPT which has been advocating with CSEF support for inclusive education to become a reality, especially for marginalised groups like children with disabilities, girls, orphans and the poorest.

Q: Which challenges remain around the issue of girls’ education?

Zaida: Despite all the efforts made by the government, donors and civil society actors like MEPT, girls still face considerable challenges when it comes to fully accessing their right to education. The low retention rates of girls in primary and secondary school is among the most critical issues in this area. Many girls in Mozambique drop out of school either because of poverty or because they fall pregnant at an early age. Most girls do not return to school after giving birth due to financial restraints and domestic duties, as well as the lack of re-entry policies for young mothers.

Q: Is the government taking these issues seriously?

Zaida: In 2003, the government approved the Despatch 39/GM/2003 - a piece of legislation for the protection of girls in schools against sexual harassment and abuse, including within school environments. Unfortunately, this legislation doesn’t include measures to prevent pregnant schoolgirls from dropping out or to support them to return to school once they become mothers. This is in addition to the pressures they face from teachers, headmasters, parents, relatives and the community. These gaps in policy show how much work there is to be done - but the challenges go beyond politics. Some schools are still not in favour of allowing pregnant girls in school. In addition, there are strongly entrenched socio-cultural beliefs, traditions and dominant patriarchal behaviours in most of our communities which all assert that a girl’s primary role is to take care of families and raise children. It is crucial to make our government, policy-makers and citizens aware of the need to allow pregnant girls to continue school.

Q: How is MEPT campaigning around this issue, and what have you achieved?

Zaida: Through the support we receive from CSEF and other funders, MEPT has mobilised citizens to put pressure on the government to commit to inclusive girls’ education and help enhance early reading, writing and numeracy skills. Since 2012, along with other member organisations, we have advocated for the revision of Despatch 39/GM/2003, based on analysis of this legislation, which highlighted important gaps such as not preventing girls from dropping out, and discrimination against pregnant school-girls. The report was submitted to the Ministry of Education requesting specific revisions and we also used Global Action Week 2015 as an opportunity to raise the issue, resulting in the initiation of policy dialogue with the new Education Minister. This led to the creation of a Working Group to revise the Despatch, on which several MEPT members participate.

Q: What are your plans moving forward on campaigning around girls’ education?

Zaida: MEPT will continue to work with members to put pressure on the government to revise the Despatch through our participation in the established Working Group. Our engagement with the Local Education Group (LEG) and various working and thematic sub-groups (coordinated by the Ministry of Education and Human Development) is also boosting this advocacy work. With funds from CSEF, Big Lottery and NORAD, and in collaboration with ActionAid, we currently also run projects through engagement with School Councils promoting girls’ quality education and collating good practices on girls’ retention.

For more information, please contact MEPT:
http://ancefa.org/?Mozambique&lang=en

Mozambican primary school children perform play about inclusion
Events, November and December 2015:

- UNESCO Special High-Level Meeting, for the adoption of the Education 2030 Framework for Action (FFA), Paris, France, 3-4 November
- 38th UNESCO General Conference, Paris, France, 3-18 November
- World Innovation Summit for Education (WISE), Doha, Qatar, 3-5 November
- Global Campaign for Education (GCE) Board Meeting, Paris, France, 5-6 November
- ANCEFA General Assembly and Pan African Education Policy Forum, Dakar, Senegal, 10-12 November
- ASPBAE Basic Leadership Development Course (BLDC), Ho Chi Minh City, Vietnam, 17-22 November
- 1st Asia-Pacific Meeting on Education 2030 (APMED), Bangkok, Thailand, 25-27 November
- Latin America and the Caribbean regional events, managed by CLADE, including dialogue between civil society and parliamentarians; workshop on monitoring the right to education; and seminar on consequences of privatisation in education; Sao Paulo, Brazil, 30 November-4 December
- Global Partnership for Education (GPE) Board meeting, Dakar, Senegal, 8-10 December
- Teacher Task Force for EFA: 8th Policy Dialogue Forum, Caracas, Venezuela, 14-17 December
- CSEF Asia and Pacific Regional Consultation, managed by ASPBAE, Siem Reap, Cambodia, 9-11 December

Please note that the list above is not exhaustive - only a sample of key upcoming opportunities and events.

Resources

Quality education
- GCE position statement: Vote for QUALITY education (2015)
- Every Child Needs a Teacher: Closing the Trained Teacher Gap, GCE and El (2013), policy report on the need for trained teachers to achieve quality education
- The Right to Learn: Community participation in improving learning, Save the Children (2013)

Read more about GCE’s campaigning around teachers and quality education here.

Equality and inclusion in education
- Mother-Tongue Education: Policy Lessons for Quality and Inclusion, GCE (2013), policy briefing highlighting the importance of mother-tongue education particularly in early years
- Make it Right for Girls, GCE and RESULTS (2011), Policy report on the right to education for girls
- Even it Up: Time to End Extreme Inequality, Oxfam (2014) focusing on the challenge of tackling the world’s growing inequality

Read more about GCE’s campaigning around education for persons with disabilities here.

Financing in education
- Education Aid Watch (GCE, 2015), report compiled by GCE and its members in donor countries, demonstrating that while a few donors have stepped up to provide significant and good quality aid, others have neglected their pledge, which has led to overall inadequate support for the goals that the whole world agreed 15 years ago
- Fund the Future: an action plan for funding the Global Partnership for Education, GCE (2014), briefing on the role of GPE in financing education
- A Taxing Business, GCE (2013), briefing on domestic financing and tax justice for education, for use in coalitions’ advocacy work
- A budget guide for civil society organisations working in education, Commonwealth Education Fund (CEF, 2008)
- Government Spending Watch, Website run by Development Finance International and Oxfam with data and analysis of government spending in more than 50 countries

Coming shortly:
- Domestic financing toolkit - early 2016

Read more about GCE’s campaigning around education financing here.

Privatisation in education
- Global Initiative on Economic Social and Cultural Rights (GIESCR), Privatisation in Education Research Initiative and the Right to Education Project: New resources for civil society education coalitions: Using human rights tools to tackle the negative effects of privatisation in education:
  - Private actors in Education & Human Rights: a practical methodology to tackle the negative effects of privatisation in education on the right to education
  - Case Studies on: Parallel Reporting to Tackle Privatisation in Education
  - How to use Human Rights Mechanisms
- Gain or Drain: Understanding Public Private Partnerships in Education (2013), ASPBAE primer on PPP in Education.

Coming shortly:
- Private Profit, Public Loss, report by GCE and partners on consequences of privatisation in education - 2015
2030 Education Agenda

- To read about what coalitions have been doing during this years Global Action Week, go to http://actionweek.campaignforeducation.org/en/around-the-world.
- For more information about GCE positions, background, and updates on post-2015, go to: www.campaignforeducation.org/en/campaigns/education-post-2015

Education in conflict and emergencies

- **GCE position statement**: Vote for SAFE education (2015)
- Resources site for education activists managed by Education International: **Education in Crisis**
- Protecting education from attack: **Safe Schools Declaration**, signed by 37 States at Oslo conference in May 2015, and **Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict**, developed by the Global Coalition to Protect Education from Attack, under leadership of Norwegian and Argentinian governments.

Civil society participation

- **Leadership, Organizing and Action** - manual from training workshop organised by the Global Campaign for Education, held in Johannesburg, South Africa, April 2015.
- **Planning Matters in Education**, GCE (2014)
- Resource list of guidelines and tools for engagement with national education sector processes from the German Backup Initiative – Education in Africa, Backup Education (2014)
- **Youth Education Advocacy Toolkit**, Plan International (2014), resource for young people to become advocates for their right to education
- **Participatory Advocacy Toolkit**, VSO (2012)

CSEF learning materials:

- **Citizen participation & the right to education**, NEW and UPDATED CSEF information and results brochure, GCE (June 2015)
- **CSEF results leaflet**, GCE (December 2014)
- **CSEF poster with good practice examples**, GCE, June (2014)
- **CSEF results report**, GCE (June 2014)
- **CSEF information brochure**, GCE (updated June 2014)
- **Civil society advocacy: good practice and case studies from Africa**, GCE (updated June 2014)
- **Civil Society Advocating for the Right To Education: stories and lessons learned from Latin America and the Caribbean**, CLADE (updated 2013)
- **Persuading Powers: Stories from Education Coalitions in Asia Pacific**, ASPBAE (2012)
- **CSEF film**, GCE (2012)

CSEF blogs:

- “How civil society influences education policy in Bangladesh”, published on GPE’s blog site, August 2015: http://www.globalpartnership.org/blog/how-civil-society-influences-education-policy-bangladesh
- “From Nepal to Nigeria: Shaping the 2030 Education Agenda”, published on GPE’s blog site, October 2015: http://www.globalpartnership.org/blog/nepal-nigeria-shaping-2030-education-agenda

Coalition Resources produced through CSEF (2013-2015)

Through the support of CSEF coalitions have produced a number of publications, materials, tools, and monitoring and tracking research, studies and analysis for use in their advocacy and policy work. These have covered a range of thematic focus areas, depending on the priorities of each coalition. The links below provide overview tables of the various resources produced per coalition, with an emphasis on a) publications and tools, and b) research, monitoring and analysis. Both tables contain information about the specific resources, including title, brief description and focus area, category (i.e. whether a newsletter, toolkit, budget analysis etc), and language availability. You can access the resources here:

- Publications/tools
- Research/monitoring/analysis

Coalitions that are interested in accessing any of these resources can contact GCE: kjersti@campaignforeducation.org or Louise louise@campaignforeducation.org

CSEF bi-annual report (January-June 2015) can be downloaded here. CSEF newsletters can be accessed here.

Read more about CSEF here

Other recent and interesting resources

- Right to Education project: Website and blog. Subscribe to their e-bulletins here

GCE communication and discussion tools

There are various mechanisms and tools to stay informed, exchange learning and engage in dialogue with other education coalitions and partners, for example:

- The GCE online discussion forum
- The civil society list-serve on GPE matters

GCE’s facebook page (www.facebook.com/campaignforeducation?fref=t) and twitter (@globaleducation)

For more information about the resources, lists and forums above, or to share your materials through the CSEF newsletter, please contact Kjersti at kjersti@campaignforeducation.org. Go to the GCE website (www.campaignforeducation.org) for more resources by GCE and partners.