Civil Society Action Coalition on Education For All (CSACEFA)

Strategic Plan

2019 to 2023

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1. INTRODUCTION

A. Background

The purpose of this Strategic Plan for 2019 - 2023 is to establish the overall strategic direction to guide Civil Society Action Coalition on Education For All (CSACEFA) over the next five years. This plan will provide guidance to the Facilitating Committee, Management, Staff and Partners of CSACEFA as we make choices about program direction; set fund raising priorities, allocate the use of limited human and financial resources and develop long term action plans. The Civil Society Action Coalition on Education of CSACEFA's activities with its vision, mission and strategic priorities will contribute to its effectiveness and efficiency.

This document has three aims:

- To decide the key areas we need to focus on to achieve CSACEFA's goals.
- To communicate CSACEFA's strategic goals and objectives in a visual style to all stakeholders to help engagement with Policy and Decision Makers, leaders of organizations and beneficiaries.
- To explain how CSACEFA's goals will be achieved.

The successful implementation of this Strategic Plan will help CSACEFA provide top-quality advocacy to a growing number of Policy and Decision Makers and provide support to beneficiaries and communities. It will strengthen and increase CSACEFA's role as a positive change catalyst.

CSACEFA developed this Strategic Plan with the support of Global Campaign for Education, Africa Network Campaign on Education For All (ANCEFA) and MacArthur Foundation. This Strategic Plan provides CSACEFA with a five-year roadmap for programmes and organizational development. The document was developed with broad involvement and guidance from the CSACEFA Board, Members, Staff, Development Partners and other education stakeholders. Through out the implemtation of the document, the Board, Members and staff will review progress every six months, and will review and update the plan annually as need may arise. 06565+

The Strategic Planning team met to reflect on the vision, mission, core operating values and assumptions underlying the organization's approach to its work. The staff helped in

coordinating the planning process and provided important support and analysis to complete this plan. The Team conducted the environmental scans including an internal organization assessment and interviews with several community stakeholders. The environmental scan and organizational assessment helped the organization understandboth the challenges and opportunities it is likely to face over the next five years and set the context for the choices reflected in this Strategic Plan.

B.ORGANIZATION

i. History

CSACEFA as a Coalition was founded in 1999, in the build-up to the World Education Forum in Dakar, to provide a platform to unify and coordinate Civil Society voices in relation to the global education agenda. After Dakar, the organizations that had come together to form CSACEFA committed to continue their collaboration and working to build a Civil Society Coalition that could hold governments and decision-makers accountable for the commitment contained in the Education For All Agenda. Since then, the Coalition has grown considerably, in particular through the expansion and consolidation of a National Civil Society coalition, acting independently but in solidarity to mobilize citizens, and call on governments to realize the right to education through provision of universal, quality, free and public basic education to children and adult learners. In 2011, CSACEFA attended the General Forum in Paris and agreed to continue working together beyond the 2015 deadline to achieve the Education For All goals, as a global Civil Society Coalition for the right to education.

In 2000, 40 organizations registered with CSACEFA and as at December 2018 the coalition has 638 registered organizations made of National and Local Non-Governmental Organizations, Teacher Organizations, Parents' Associations, Women's Groups, People With Disability (PWD) Organizations, Youth and Student Groups, and Academic or Research Institutions. Each of these groups/Organizations are independent, but are all united by their commitment to the right to education, and to achieving change through the mobilization of citizens and Civil Society. CSACEFA's collective work over time has included cross-national and global campaigns, as well as participation in shared programmes to build Civil Society capacity, influence and impact. A key vehicle for cross-national campaigning has been Global Action Week on Education (GAWE),

organized annually by CSACEFA around the anniversary of the Dakar World Education Forum since 2001 and increasing in scale since 2003 including 84 national civil society coalitions, 11 regional networks, and 14 international NGOs.

CSACEFA remains the world record holder for the World's Biggest Lesson, held during Global Action Week on Education in 2008 with a total of 8.5 million participants, while 14 million people took part in "The Big Read" in 2009. In 2010, CSACEFA organized the 1GOAL campaign around the World Cup, as an official NGO partner, and mobilized millions of people around the world to use the opportunity of the global sporting event to draw attention to the need to achieve the right to education for all.

At the same time, CSACEFA has focused on building the strength of its National Civil Society Coalition members to influence the direction of education policies and delivery in their communities through building their reach, their skills in monitoring, research and policy analysis, and their capacity to engage with and influence policy makers. In particular, CSACEFA has pursued this through developing and implementing the Real World Strategies programme (2006-2010) and the Civil Society Education Fund (CSEF, 2009 to present), The Northern Education Initiative (), The Education Crisis Response () The Girl Education Project (GEP1) and the Northern Education Initiative Plus (NEI+) (2015 To present). Through CSEF, CSACEFA has been
working very closely with regional and International Non-Governmental Organizations (INGO) and partners across Africa, Asia Pacific, Latin America, the Caribbean and the Middle East. Since its formation, the Coalition has helped to advance progress towards the right to education through mobilizing the power of citizen voices. We helped to shape reforms of the Global Partnership for Education (Formerly Fast Track Initiative) as it became more of a genuine partnership, focused on supporting country led strategies. We helped to shape the post-2015 education goal and targets, bringing grassroots Civil Society voices and perspectives into the debate through our role in the Education For All steering committee, the Drafting of the Ministerial Sector Plan towards domesticating the Sustainable Development Goals 4, and is permanent member of the Local Education Group/National Education Group (LEG/NEG). Global Action Week on Education, Celebration of International Day of the Girl Child (IDGC) has helped raise the profile of crucial aspects of the right to education in Nigeria.

This 2019-2023 strategy builds on the history, growth and successes of the Coalition since 1999, as well as learning from its challenges, in setting our direction as a Coalition committed to ensuring that everyone realizes their right to quality education.

C. STRUCTURE /GOVERNANCE

The Civil Society Action Coalition on Education For All is a membership organization, the Coalition is governed by a General Assembly which is the highest decision making body of the Coalition. The Annual General Forum holds every year with all members with full right to attend or be represented. CSACEFA activities are coordinated by an eight (8) member Facilitating Committee (FC) drawn from 6 geopolitical zones and the FCT and a representative of International Development Partners (IDPs) elected for a maximum of 2 terms of two years each. The FC is led by a National Moderator. The Moderator is elected by the members of the committee in a democratic process while the Policy Advisor serves as the Head of the Secretariat- as well as the Secretary to the Committee. [Please find organogram as Annex A]CSACEFA operates a National, Zonal and State structure with a National Secretariat in Abuja. The work of the Secretariat is coordinated by the Policy Advisor who reports to the Facilitating Committee.

2. FOCUS AREAS OF CSACEFA'SPROGRAMMES/PROJECTS

Following several developments in and outside the education sector, additional programme areas were developed and added as follows:

1. Formal Education (ECCDE, Primary, Post Primary and Post secondary)
2. Adult and Non-Formal Education (Adult Literacy and Numeracy, Displaced and Out of school Children)
3. Institutional Capacity Building
4. Vocational Technical and Entrepreneurial Education
5. Education in Emergencies (Conflict and Disaster Areas)
6. Research and Development
7. ICT in Education

A. PARTNERS/FUNDERS

Since inception, CSACEFA has been working and partnering with several National and international NGOs, Partners. CSACEFA has effectively engaged with the following partners and Donors UNESCO, PACT, VSO, FME, NERDC, NUT, NMEC, USAID, DFID, MDG/DRG, UNMC, AUSAID, MacArthur Foundation

B. COVERAGE

CSACEFA is registered with the Corporate Affairs Commission, the National Planning and Budget, The Special Control Unit on Money Laundry, Ministry of Education, as a National Civil Society Organization/Coalition within the laws of the Federal Republic of Nigeria. Membership of the coalition is spread across the 36 states of the federation and the Federal Capital Territory (FCT), Abuja.

C. VISION, MISSION AND VALUES

I. VISION

A Nigeria guaranteed of quality Education for All

II. MISSION

To facilitate effective Civil Society participation in the provision of free, quality and inclusive education for all.

III. Values or Operating Principles:
- Service:
- Equity:
- Partnership/collaboration:
- Quality
- Transparency and Accountability:
- Volunteerism:
- Team Work
- Gender Sensitivity and Equal representation

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D. STRATEGIES

Members identified the following strategies for the Coalition towards achieving the set goal and objectives of the Coalition.

- Advocacy/ Policy Influencing
- Education budget tracking
- M & E
- Partnership/Collaboration/ Networking
- Capacity Building
- Resource mobilization
- Research/ Documentation/ Publication
- Media Engagement.

E. THE ORGANIZATION/ENVIRONMENTAL SCAN

I. The SWOT Analysis

Internal		External	
Strength	**Weaknesses**	**Opportunities**	**Threats**
- Knowledge diversification - Team work - International linkage, member of ANCEFA (African Network on Coalition for Education for All), and Member of Global Campaign on Education (GCE) - Advocacy skills of members - Capacity to write fundable proposals	- Limited resource mobilization experience. - Poor financial commitment of members - Absence of a permanent secretariat building - Inadequate secretariat staffing - Poor research capacity of	- Partnerships with International Development Partners (IDPs) on issues within and outside the context of EFA - Existence of member CBOs and NGOs across the states. - Readiness of donors/partners to provide for	- Dwindling funding - Staff turnover - Religious and ethnic unrest in Nigeria - Withdrawal of donors as a result of new donor direction and government policies - Climate change and natural disasters

• Collaborative and partnership ability of the Coalition networking for sharing of good practices. • Capacity driven network • Vibrant members with ability to create innovative changes. • Proactive facilitating committee • Enjoys goodwill and good name • Transparent leadership with adequate succession planning mechanism • Internal democracy • Noticeable unity within the coalition. Identified as a management contribution to shaping of educational policies in Nigeria • Strong relationship with Government and other education stakeholders. • Well furnished and equipped office • Legal backing-registered with	member organisation • Poor documentation • Limited experience in partnering with business entities • Weak representation in some States • Lack of Monitoring and Evaluation mechanism of state members. • Poor communication among members • Low staff and members motivation	mentoring • Availability of CAC and other national registrations for proposal writing grant making andlegal backing presence • Visibility to government and International Development Partners • Membership of key education committees at the National and State Levels monitoring and evaluation • Increasing call for ICT education in Nigeria • Increase partnership with the media • Reediness of development partners to partner with network/coalition • SDGs 2015-2023	• Dependency on donor funding • End of MDG/EFA funding • Inadequate obuy-in to post 2015 agenda • Increased competition for donor funds with private organizations and government agencies • Integrity issues around funding from private organization. • Constant leadership and Policy changes in Nigeria

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Government • Decentralized structure • Constitution and operational policies • Qualified staff at National Secretariat			

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II. The Way forward
a. The Internal Environment
1. Strength

To build on our strength, we will continue making maximum use of the resources we have including human resources, this will include coming up with strategies to keep human resources fully motivated. Though there exist guiding policy documents, we will continuously update these documents to ensure that they stay current and are in line with current best practices. We will strengthen team building activities to maintain the team spirit among members and staff, and work hard to better place the coalition for increased funding.

2. Weakness

To boost our financial standing, we will intensify resource mobilization efforts, ensuring that attention is not only placed on financial resources. We are hopeful that these efforts will yield positive outcomes that will result in the ability of the organization acquiring more funds from Development Partners. Capacity of internal stakeholders will be built on resource mobilization. These include, staff, Board members and member organizations will be made to understand their role(s) in mobilizing resources for the Coalition. Other trainings will be conducted for staff to build their capacity in different relevant areas to boost their performance.

b. The External Environment
1. Opportunities

With a range of opportunities open in our operating environment, CSACEFA will make efforts to utilize the opportunities around. To strengthen the support from government institutions around us, we will maintain very good relationship with them and also ensure that there is effective communication between us. We will continue to develop the Coalition to ensure that it meets international standards and be able to attract a diversity of donor funds.

3. Threats

To minimize the effects of these threats to our organization, we will intensify advocacy activities to government institutions as well as other external stakeholders. Strategies will be developed to curb staff attrition rate at the secretariat and within member organizations.

CSACEFA will leverage on existing strengths by maintaining transparency and accountability in all its activities while ensuring that identified weaknesses are strengthened. She will also take advantage of available opportunities and try to mitigate the impact of some of the threats to its existence.

F. STRATEGIC ISSUES FACING CSACEFA

A strategic planning team analyzed and identified the following strategic issues facing CSACEFA as a Coalition:

- How does CSACEFA ensure continuous sustainability of the organization as an entity?

- Should CSACEFA continue to focus only on issues affecting basic education when there is no other coalition well placed to advocate for issues affecting the education sector in general?

- How does CSACEFA improve its resource mobilization efforts without being too donor dependent?

- How does CSACEFA national secretariat begin the process of acquiring its own permanent office space?

- How does CSACEFA put in place an effective monitoring and evaluation system?

- How does CSACEFA improve its advocacy and policy influencing activities?

- Should CSACEFA continue with the current three tier structure?

- Should CSACEFA continue to expand its membership base in the light of poor membership commitment?

After much deliberation on the above issues, it was recommended that;

- The coalition should expand its scope of work by engaging with the private sector and tertiary institutions.
- For the coalition to mobilize resources, there is the need for public activities or events to be organized to attract fees for participation.
- For the coalition to acquire its own office space, there is need to pay an advocacy visit to past CSACEFA leaders that are positioned in the government and have tremendously contributed to the education development in Nigeria. In addition, the coalition can leverage on paying a courtesy visit to the FCT Minister to solicit for land in Abuja metropolis.
- Need to have desk officers in all the relevant Ministries, Departments and Agencies of education.
- The coalition should employ an M& E Officer as well as have an effective and functional M& E system.
- CSCAEFA should partner with organizations that can build the capacity of staff on M&E.
- The coalition can also have regular online meetings (on whattsApp.com, zoom.com, join.me) with zonal/State Coordinators.
- The Coalition should continue the process of using full time staff in the zones to coordinate, monitor, participate in education activities and send reports to the National Secretariat.
- Active states should support others that are inactive by conducting visits, meetings and building their capacity thereby representing the National Secretariat.
- The coalition should expand its membership base by building the capacity of State/Zonal Coordinators.
- The coalition should issue certificate to registered members upon registration and a letter of attestation upon renewal of annual Subscription

G. The CSACEFA Theory of Change

CSACEFA is driven by the conviction that education is a universal human right, and that quality education for all is achievable. This means that everyone can and

must have access to quality education, fully understood in all its aspects, as a right. As made clear by numerous human rights treaties and endorsed by almost every country in the world, it is the responsibility of the State to respect, protect and fulfill this right. A well-functioning, comprehensive public education system is therefore central to CSACEFA's vision, and government action to implement this is a necessity.If CSACEFA positively engages policy and decision makers, education stakeholders, and policy beneficiaries on policy actions, a qualitative, functional and inclusive Education will be achieved.

4. CONTEXT & VISION

A. The current context for CSACEFA's work

At the time of CSACEFA's founding in 1999, there was a strong consensus within the education community that education was to a large extent suffering from political neglect, and needed to be given greater priority by decision-makers. Within civil society, this perspective provided a large part of the momentum towards forming the Global Campaign for Education, with founding members seeing CSACEFA as a means to strengthen their own voices and the profile of their various campaigns in favour of education rights. Governments, Civil Society – including teachers – and other stakeholders agreed in 2000 on the Dakar Framework For Action on Education For All, which set out a broad agreement on the nature of the challenge; that is, the need to secure lifelong education from early childhood (EFA goal 1), through universal primary education (goal 2), and skills and youth education (goal 3) to adult literacy (goal 4), ensuring that this education was equally available to girls and women (goal 5) and of good quality (goal 6). While the Millennium Development Goals narrowed this agenda to just universal primary education (often interpreted as enrolment) and gender parity, there was nevertheless a degree of consensus around the broader agenda. There was also a growing recognition of the role and importance of civil society in achieving education goals, reflected in the explicit statements about civil society participation included in the Dakar Framework. Although there has been progress since then, this global agreement has not succeeded in making the right to education a genuine reality. The number of children who are not in primary and lower secondary school has fallen by more than 80 million (add source) (even as

populations have risen), while the gap in enrolment between girls and boys has narrowed, particularly at primary level.

However, there remains a long way to go: there are still 121 million children out of primary or lower-secondary school, and those who are excluded are disproportionately girls, children with disabilities, the poorest children and those who are most marginalized and excluded in society. Meanwhile, 758 million adults cannot read and write, and education systems in many countries are so poor that millions of children who are in school are not even learning the basics of reading and writing, let alone acquiring the richer set of skills, knowledge and values that make up a quality education. The failure to solve these difficult challenges points, in part, to a continuing lack of the necessary political will and of adequate and well-used investment for the whole agenda. National frameworks, action and financing–from both governments and donors – have not always been commensurate with the promises made, or with the full scale and breadth of the challenge. Some elements of the global policy frameworks could themselves be seen as contributing to failures. The biggest progress has been on primary enrolment and gender parity at primary level, the focus of the two education-related MDGs; the concentration of policy and financing on the narrower MDG agenda can be seen as contributing to the comparative neglect of early childhood care and education, lifelong learning, adult literacy and – crucially – the quality of education. Moreover, there are some serious concerns – such as educational equity– that were not fully taken account of in any of the previous frameworks, and which have become more marked over the last 15 years.

In the face of these persistent challenges to realizing the right to education and the education for all agenda in full, there are areas both of consensus and of difference– even if just difference in emphasis – within the education community. There is growing consensus, for example, on the role of civil society in Policy debates in the education sector, a shift to which CSACEFA has contributed. There are differences, however, in the framing and understanding of education that is emphasized in different contexts: education as a right in itself, an enabling right, and the means to achieve the "full development of the human personality", or education as a means to employability and economic growth. Other differences relate to approaches; for example, there is a difference in emphasis between improving quality through a focus on test scores as an

accountability mechanism, or through proper investment in the inputs needed, such as quality teachers, learning environments, materials and curricula.

In this context, the CSACEFA membership as a whole has identified various issues as crucial in framing the context for CSACEFA's work in the coming Five (5)years. They are not all discrete and separate issues; on the contrary, they are strongly interlinked. Three of the broader social and political trends that are particularly relevant to education relate to privatization of public space; inequality; and conflict and disasters as a determinant of educational access and quality. In terms of the nature and outcomes of education, quality is clearly a paramount concern, and has lagged behind access as a focus of effective intervention. Nevertheless, the access problem is still not solved, inequality again is a major driver of this.

The privatisation of public space, and more specifically the drive towards privatisation in and of education, is of key concern to the CSACEFA movement. Non-state providers have long been a feature of education systems all around the world, with NGOs and religious organisations, for example, educating huge numbers of children, often without charging fees. In recent years, however, there has been a qualitative and quantitative shift in private provision and the engagement of the private sector in education. This has been marked by a growing view that the for-profit private sector can provide a route to quality education for all – including the poorest – and has also involved an expansion in the phenomenon of low-cost private schools, as well as a shift towards a pro-private orientation in the discourse of many donors and some governments. Such a shift links to weaknesses and gaps in public systems and perceptions of the state having a shrinking role in education, as well as to increasing corporate influence in the education sector.

Despite good practice in some public systems (and clear evidence of the causes of problems in others), there are a number of private and governmental actors actively promoting greater privatization in and of education. CSACEFA does not oppose private schools, but is concerned that widespread privatization of education, and in particular the growing influence of for-profit providers, is undermining access, equity, inclusion, education with a public purpose, and a rights-based understanding of education. Any organization focused on achievement of the right to education must take into account the fact and the implications of increasing inequality over recent decades. This "virtuous

circle" requires a sustained and substantive focus on ensuring that education itself is provided in an equal and equalizing manner. Where this is not the case, massive disparities in educational access and quality will persist and in turn reinforce and exacerbate inequality of wealth, income and opportunity.

Conflict and disaster are increasingly significant determinant of educational outcomes. In many states in Nigeria since 2009, conflict is escalating and the impact is felt through displacement of families and teachers; destruction of school facilities; disruption of government systems; and through brutal direct attacks on schools, learners and teachers. Moreover, some governments use the threat of insecurity to massively expand military budgets, including at the expense of education spending. Natural disasters – including climate change and disease epidemics – can have severe effects, in terms of destruction, disruption and displacement. Such disasters have a particularly catastrophic impact in the country with poor systems, where the impact of environmental events or disease outbreaks can be deep and enduring. Many children become disabled as a result of conflict or natural disaster, which can jeopardize their access to quality education.

The CSACEFA Coalition has long been deeply concerned about the poor quality of education as evidenced by repeated CSACEFA policy resolutions on this issue throughout its history. Despite clear commitments dating back at least to Jomtien in 1990, many governments have failed to put in place the financing and the policies necessary to create quality education – including a well-trained, professional teacher workforce, appropriate curricula and the necessary infrastructure and tools, and safe, secure and inclusive learning environments. A particular problem has been the failure to ensure sufficient, well-trained, motivated teachers, with clear structures for professional development and who are equitably deployed.

These gaps explain the fact that today, over one hundred million children are in school without even learning to read and write, let alone acquiring the more complex set of skills, values and knowledge that are integral to a quality education, and that can lead to decent work, responsible citizenship, sustainable development and a culture of peace and human rights. These failings have in recent years given rise to much more discussion of education quality – but this has far too embraced a dangerously reductive concept of quality, focused narrowly on reading and writing outcomes, and even more narrowly on increased testing

as the key intervention to improve quality. This can serve to distort both the outcomes it seeks to achieve, and the broader purpose of education. CSACEFA understands education not just as preparing young people to pass tests, or to enter employment. Rather, quality education needs to be clearly defined in terms of an education that supports the development of all individuals – building critical and political skills, recognizing diverse identities, goals and needs – as well as one that helps to build a more equal and just world. There also needs to be a practical focus on the interventions that will deliver such an education, including, crucially, effective and comprehensive training of professional teachers in pedagogy, classroom management, child rights and inclusion, as well as on other key inputs. This should also include stronger emphasis on addressing other socio-economic factors – such as poverty or nutrition – in a comprehensive way. Furthermore, there must be more attention on equity in quality: systems in which some learners have well-trained teachers, access to ICT, excellent learning materials and broad curricula, while others have none of those, contributes to unequal societies.

Governments often make commitments, but lack the mechanisms to implement them. This can be an issue both of governance and of systems, ranging from lack of transparency, to poor management, to corruption. In many countries, the quality and capacity of decentralised systems is crucial but far from adequate. Remedying these problems requires increased, better targeted and better managed financing of the right to education. Despite the commitments made in 2000, the global financing gap for education remains a scandal to be addressed..

Since the financial crash of 2008, donor development assistance has fallen; but in this time donor financing for education has fallen deeper and faster than aid to other sectors. Nevertheless, the scale of financing is still not adequate and many governments are limited by weak revenue bases, indicating the need for tax reform and progressive revenue-raising, as well as, in many countries, a need for continued and expanded donor funds. Moreover, it is not just the scale of financing that is the concern, but its use: too much education financing is still not being spent to maximize quality and equity, or in a transparent and responsive manner. In this context, the financing available for civil society engagement on education is also of concern; the international community has not

sufficiently supported national civil society, although their participation and oversight is essential to ensuring investment is well-directed and effectively used.

The collection of and access to data and information in the education sector is a critical determinant of both Policy focus and funding. At present, global development actors, including the UN and – in the education sector – the Global Partnership for Education (GPE), are greatly interested in the idea of a "data revolution". Yet at the same time, some governments still devote very little resource and attention to research, data collection or dissemination of information. As this changes, it is important for civil society to recognize that this is not simply a technical issue but a political issue: what is measured is what gets attention. Moreover, when it comes to high-stakes testing, for example, the act of emphasizing certain metrics can have a hugely distorting effect not just on national policy and funding, but on classroom and school practice.

This creates a need for civil society to engage with debates around data and measurements; to be calling for the development and use of indicators – on quality, on equity, etc. – that can help to inform and drive education policy towards achieving the right to education; to argue against the over-reliance on metrics that promote reductive understandings of complex educational issues (like quality); and to be active in citizen-led data collection and qualitative research, and dissemination of findings.

CSACEFA and its individual members cannot operate and deliver on their mandate of making governments responsive and accountable without political space for Civil Society in the education sector. Civil society should be able to access not just decision-makers but decision-making at all levels. Yet in too many countries, such access is denied, particularly to national civil society organizations. In a number of countries, governments have taken more aggressive action to limit civil society activity, from restrictions on funding, 'political activity' or protest, to direct criminalization of civil society activity. Civil society always needs to choose the space in which it operates, for example judging the effectiveness of intervention in 'invited spaces' as opposed to 'claimed spaces', weighing possibilities of greater access to decision-making against the potential to be neutralized through the illusion of influence. But where governments are going to the extent of repressing or criminalizing Civil society voices and activity, resistance supported by cross-national pressure can play a role in opening any space at all.

B. STRATEGIC DIRECTION

The Coalition has agreed the following vision to guide its work to mid-2019 to2023 CSACEFA will influence governments to take the actions necessary to guarantee equitable quality education for all, on a lifelong basis, through effective and accountable provision of public education.

In relation to this vision, and in the light of the current context, the Coalition has identified six strategic focus

areas:

I. Quality education

CSACEFA intends to contribute to an increased political and policy focus on quality education and the policies and resources that are necessary to create and sustain quality education. CSACEFA will argue for a vision of quality education with rights and social justice are at its core, and that embraces process of education, teaching and learning along with outcomes. Our campaigns to achieve quality education will prioritize teacher issues at all levels, calling for investment in and policies to ensure well-trained, well-motivated professional teacher workforces. We will also campaign for curricula that are relevant to learners, that incorporate mother-tongue instruction and cross-cultural dialogue, and that contribute to the knowledge, understanding and promotion of human rights, sustainable development, peace-building and global citizenship; the creation of safe, supportive, flexible and inclusive learning environments and adequate materials; and the appropriate use of formative assessment to measure learners' progress and inform teaching and learning. This includes quality education from early childhood to adulthood.

II. . Equity, non-discrimination and inclusion in education and through education

CSACEFA will work to inform and draw policy attention to inequity, discrimination and exclusion in education –both in terms of access and in terms of quality – and the links to broader social and economic inequality. We will draw attention to non-discriminatory and inclusive education as an integral part of the human right to education and raise awareness of inequity and exclusion broadly, not simply in relation to specific excluded groups. Our campaigning will embrace inequity on the basis of identity - gender, disability, ethnicity,

etc.; on the basis of wealth or income; as a result of location, migrant status; or on other grounds, and we will call for governments to implement policies and programmes that actively target discrimination and promote inclusion. Our aim is to contribute to closing the massive disparities in education, ensuring that all learners are able to receive an education of good quality.

III.. **Strong, public systems, leadership and governance in the education sector**

CSACEFA will advocate for the state to effectively and responsively take up its role as the primary duty-bearer in education. This will include a focus on highlighting the negative impacts of privatisation of education and particularly the diversion of public funds into profit-making private providers; on reinforcing and monitoring state capacity and systems to implement commitments; on demonstrating best practices in strengthening public education; and on advocacy targeted at improving governance within the education sector.

IV. **Financing for public education**

CSACEFA will continue its long-standing focus on financing for public education, calling for increased domestic financing for education, both as a result of allocating a minimum of 20% of budgets (and actual spending) to education, and through 6% of GDP being spent on education (seeking legislation to embed this where possible). We will connect with broader campaigns (e.g. Global Alliance for Tax Justice), promoting progressive expansion of the domestic revenue base, including through progressive taxation, particularly challenging tax avoidance by multinational corporations. We will call on donors to meet a target of devoting at least 10% of quality aid to basic education, using harmonised/aligned modes and prioritising countries with the greatest needs. We will hold both governments and donors accountable for the financing pledges they have made, including in the context of GPE replenishment, demystifying budgets and tracking spending down to school level, challenging misuse of resources (linking with others such as the International Budget Partnership). This will also include a focus on how sensitively, appropriately, transparently and effectively education spending is allocated, calling for progressive allocation to redress disadvantage, aid to strengthen public systems, and avoiding any investments entrench or exacerbate inequality.

V. **Transparency, accountability and the role of civil society in the education sector**

Fundamental to CSACEFA 's vision of an effective education sector are the concepts of transparency, accountability and participation. We will work to demand greater transparency and accessible sharing of information by governments, including budget and spending data; this will include work to ensure that relevant and appropriate data is collected and shared, and that this is complemented by civil society research and tracking.

At the same time, we will be seeking to make use of and expand the space for participation of civil society and citizens at all levels – particularly learners (children, youth and adult), parents, teachers and others affected – in debate, decision-making and evaluation of government performance, challenging excessive influence of donors and the private sectors in education Policy and the marginalisation or criminalisation of Civil Society. This will involve building important alliances between, for example, civil society groups and teachers' unions, media organisations, government departments, parliamentarians and others, in order to increase responsiveness, accountability and transparency. CSACEFA needs to support expanded funds for civil society activity in the education sector, and support members to increase their capacity i to gather and share information.

VI. **Education in contexts of conflict or disaster.**

CSACEFA will seek to expand its focus on education in contexts of conflict or disaster, drawing attention to the need to invest in education in emergencies, to adapt to and mitigate the impact of conflict or disaster situations, to build resilience, to protect learners, teachers and schools from attack. Our work will also aim to ensure that interventions to secure education in emergency situations do not ignore or bypass the participation and voices of citizens: there needs to be greatly expanded space for the voice of civil society and in particular of learners and parents in conflict and disaster situations. We will work with appropriate allies and experts, linking CSACEFA 's civil society membership to relevant international actors as well as ensuring relationships with key domestic actors such as tribal, religious and community leaders.

CSACEFA remains committed to the lifelong right to education, from early childhood to adulthood, and will maintain this throughout our work on this strategic plan. We have a

constitutional commitment to 'basic' education, and interpret that, in this context, to include early childhood care and education, primary education, secondary education, adult literacy, and adult skills, vocational training and Tertiary Education. We remain committed to the broadest possible expansion of education.

C. INTERNAL CAPACITY DEVELOPMENT AREAS
1. Human Resource Management
2. Resource Mobilization
3. Monitoring and Evaluation
4. Advocacy and Networking
5. Information and Communication Technology
6. Governance

Human Resource Management Plan

Goal:	Improved Human Resource Management				
Strategies:	Training, Promotion of Staff				
Objectives	Activities	Person Responsible	Expected Outcome	Cost (₦)	Timeline
To Strengthen the capacity of Board, Management and staff by 2023	- Reviewing, developing, updating, implementing organizational HR policies and manuals. - Developing and implementing human resources (staff, volunteers) capacity strengthening plan - Providing knowledge and skills development opportunities (training workshops, study tour, shadowing) for board, staff , members and volunteers - Reviewing and revising staff and volunteers remuneration and incentives package	Facilitating Committee Admin & HR Officer	Policies and manuals reviewed, developed and updated Capacity building activities conducted for FCs , Members , Management and staff Staff incentive & package		

	- Establishing and maintaining structures for promoting team work among staff, members and volunteers - Updating knowledge and skills of senior management team to perform management responsibilities effectively - Developing, updating and implementing board and management operational guidelines - Providing support to board and its committees for effective operations - Reviewing CSACEFA Board operational manual constitution and Organogram.		reviewed Board operational manual Developed	

Resource Mobilization Plan

Goal:	**Generate fund for project**						
Strategies:	Fund raising, proposal writing, dues, donations						
	Objective	**Activity**	**Person Responsible**	**Expected Outcome**	**Timeline**		
	To generate resources	• Mapping to identify gaps • Need assessment • Develop a concept note to address the gaps.	National Moderator Policy Advisor	Have a baseline data of the issue	First Quarter			
		• Form a resource mobilization committee • Advocacy visit to relevant stakeholders/ donors	Resource Mobilization Committee	Resource mobilization strategy plan developed				
		• Fund Raising Meeting	Resource Mobilization Committee Chairman	Resource generated for project/program implementation			Third Quarter	
		• Mobilize member to payment of monthly dues	National Secretariat	Members pay their dues.	First Quarter		Third Quarter	Fourth Quarter

2019-2023 strategic Plan

D. INFORMATION COMMUNICATION TECHNOLOGY PLAN

Goal: ICT institutionalized in CSCAEFA

Strategy: Training and Acquisition of relevant technology and hardwares

Objective	Activities	Person Responsible	Expected Output	Timeline
To improve ICT skills of CSACEFA Staff	Purchase of ICT Equipments Installation Learning Maintenance	/National Moderator	ICT equipments purchased ICT equipment installed Csacefa staff skills in ICT enhanced	12 month
To build the capacity of Network members on ICT skills	Capacity building on ICT of members officers Provision of laptops and printers	State Focal persons National Moderators	Enhanced capacity on ICT Laptops provided	24 months

E. Institutional Capacity Building PLAN

Goal	Improved organizational efficiency and effectiveness				
Objective	**Strategy**	**Activities**	**Outcome**	**Cost (₦)**	**Timeline**
To increase the visibility of CSACEFA nationally and internationally by 2023	- Partnership, Collaboration & Networking - Media Engagement - Mapping & Assessment - Capacity building - Partnership, Collaboration &	- Engagement of government at all level in initiation inclusion and monitoring education activities - Initiate and participate in national and international meetings - Production and distribution of IEC materials - Annual General Meeting - Monthly/ Quarterly press briefings and round table discussions on education issues - Celebration of national and international days on education - Undertaking and updating and mapping of relevant organizations and donors for internal use - Sharing information with	meetings with government held. press briefing and round table discussion with media held. international and national day of education celebrated Number and type of capacity building intervention Number of policies and manuals reviewed, developed and updated Number of donor and partner mapped Number of staff and board members involved Number of staff with skills and able to write proposals Number and type of proposals written and marketed Number of IEC material	5,000,000 20,000,000	

	Networking - Media Engagement - Advocacy Visit/Meetings - Proposal development	partners on regular basis - Linking up with potential partners for joint bids - Recruiting and building capacity of staff and board for resource mobilization including proposal development - Organisation capacity assessment of CSACEFA National and its members organisation - Capacity building of CSACEFA on Advocacy, Project Management, Budget tracking, Resources Mobilization, M&E and Documentation and reporting - Procurement and installation of MIS - Recruitment of Qualified staff - BOT and Management Meeting - Reviewing and revising staff and volunteers remuneration and	produced and distributed No of CSACEFA members with improved capacity Number of policies and manuals reviewed, developed and updated Number and type of ICT facilities installed Number of AGM, BOT Meeting Held	10,000,000	
To Strengthen CSACEFA organization system and structure To strengthened the partnership with government MDAs, donor and Development partners to mainstream education into their program by 2023					

		incentives package - Procurement land for CSACEFA National offices in Abuja - Reviewing, developing, updating, implementing organizational policies and manuals (HR, Finance, Operations, staff orientation and child protection policies) - Producing and providing quarterly report of organizational and project activities			

F. MONITORING AND EVALUATION PLAN

Goal: determine the progress and achievement made in program and project implementation

Strategy: Capacity Building

Objective	Activities	Person Responsible	Expected Output	Timeline
To ensure availability of Data on projects and programs	Design, adapt or development of monitoring tools Training of Monitors on the use of tools. Design monitoring work plan	M&E Officer	Data is available for project analysis	Periodic and on Demand
To maintain a database for the Coalition	Create and maintain a database for the Coalition	M&E Officer and Research Officer	Created and maintained the Coalition database	Quarterly
To conduct data quality Assurance	Conduct data quality Assurance of available data collected	M&E Officer and Research Officer	data quality Assurance Conducted	Annually and on Demand
To maintain a the Coalition web site	Re-design, update ,upgrade and maintain the Coalition web site	Communication Officer	Re-design and maintained and hosted the Coalition	Quarterly

			web site	
To produce annual factsheets on the state of education in Nigeria	Produce and published annual factsheets on the state of education in Nigeria	M&E Officer and communication officer	Produced annual factsheets on the state of education in Nigeria	Annually

G. MONITORING AND REVIEW

i. Monitoring Progress

The progress of the plan will be reviewed every six months and there will be an annual update of the plan as well as Producing and sharing of progress reports.

APPENDIX I

CSACEFA Organogram

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                        │  Board of Trustees  │
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                                  ▼
                        ┌─────────────────────┐
                        │ Facilitating        │
                        │ Committees          │
                        └─────────┬───────────┘
                                  │
                                  ▼
                        ┌─────────────────────┐
                        │  National Moderator │
                        └─────────┬───────────┘
                                  │
           ┌──────────────────────┴──────────────────────┐
           ▼                                              ▼
  ┌──────────────────┐                          ┌──────────────────┐
  │ Zonal Coordinator│                          │  Policy Advisor  │
  └────────┬─────────┘                          └────────┬─────────┘
           ▼                                              │
  ┌──────────────────┐                    ┌───────────────┴───────────────┐
  │ State Coordinator│                    ▼                               ▼
  └────────┬─────────┘          ┌──────────────────┐          ┌────────────────────────┐
           ▼                    │ Program Manager  │          │ Admin & Finance Manager│
  ┌──────────────────┐          └──────────────────┘          └────────────────────────┘
  │      CSOs        │
  └──────────────────┘
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| Project Officer | M&E Officer | Research Specialist | Infor System/ Data Collector | | Admin. Officer | Finance Officer |
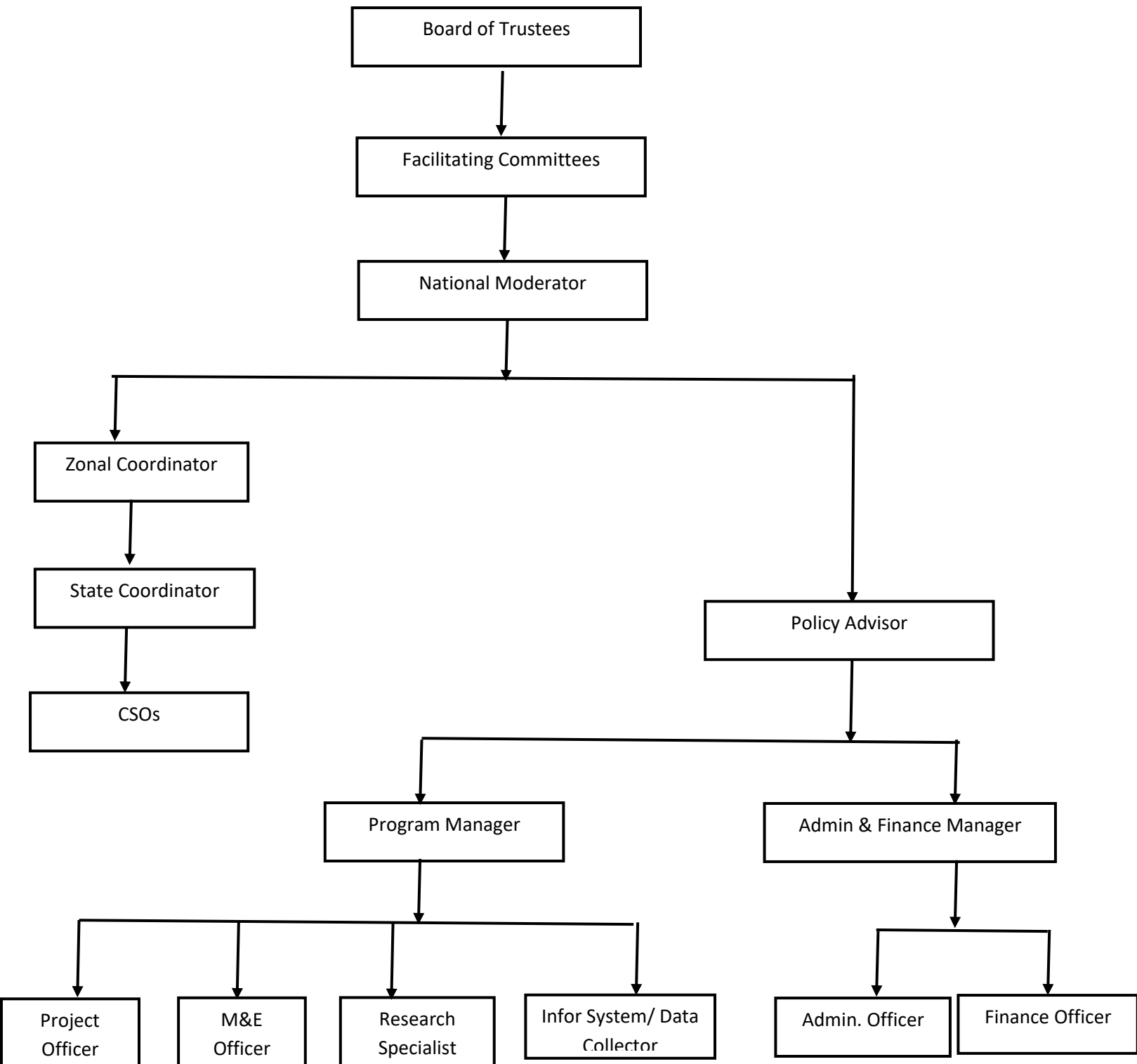
Appendix II
Operational Plan

Thematic Area	Quality Education				
Goal	Qualitative and sustainable education for all Achieved				
Objective	**Strategy**	**Activity**	**Indicator**	**Cost (₦)**	**Timeline**
To achieve 50% increase in the recruitment of qualified teachers by 2023	Advocacy and sensitization to relevant stakeholders and groups	Do an Annual desk review of existing material on number of qualified teachers. Produce fact sheets on the required number of teachers in Basic, primary, junior and senior secondary schools in Nigeria Conduct 15 Advocacy Visits 3 per year to Ministry of Education, NUT on teacher recruitment, TESCOM etc	No of materials reviewed. No of issues identified form the review No of qualified and unqualified teachers No of qualified teachers work force needed. No of times advocacy facts sheets published No Advocacy visits conducted. % increase in the Number of teachers receiving teachers retraining No teachers registered for in school training per year.	25,000,000 @ 5,000,000 per year	

To facilitate training and retraining programs for 10 thousand teachers by 2023	Partner with national Union of teachers, NUC, NCCE Liaising with development partners for support	Carry out advocacy visits to relevant stakeholders responsible for teachers training and welfare Hold sensitization and capacity building workshop for teachers in 774 local government Collaborate with NUT and NCCE to build the capacity of teachers	No of advocacy visits conducted to relevant education partners No of teachers sensitized on self improves and development No of Teachers whose capacity has been built	3.5 mill	
To achieve increase in budgetary allocation on education from 7% to 15% by 2023.	Advocacy visits to relevant government MDAs Participate in budget preparation Lobby for increase education funding	Collate the contacts of members of the National assembly Hold stakeholders meeting with relevant education stakeholders on education financing. Pay advocacy visits to national assembly committee on education and appropriation and other relevant committee's budget. Mobilize CSOs and Citizens to participate in budgetary process at all levels.	Number of contacts received Number of meetings held Number of advocacy visits conducted % increase in education budget Number of CSOs participating in budget preparation	1.2 mill	
	Awareness creation and sensitization	Production of Facts Sheets and IEC material. Development and production of fact	No of fact sheets developed and produced No of engagements with	800,000	

		sheets/ Policy briefs Engage with government and stakeholders in the	stakeholders presenting issues on the fact sheets		
	Budget tracking and advocacy	Train CSOs, Media personnel Stakeholders on Budget tracking Monitoring the disbursement and Utilization of education budget Participate in Media debates and discussions on budget utilization. Sensitize the public on budget implementation processes	No of CSOs trained and capacity built on Budget tracking Number of media Organizations and personnel reporting on education budget(s) No of CSOs engaging with media to discussing education budget Number of outreaches conducted to sensitize the public. % increase in education budget allocation per year.	N2.6m	
To increase the commitments of states governments to put-in their	Advocacy Visits to UBEB and taste House of Assemblies	Collate states that have not accessed the UBE funds Conduct 3 advocacy visits yearly to states government(National Assembly, SUBEB	No of state states yet to access UBE funds No of states that have accessed UBE funds No of advocacy visits		

matching grants.	CSOs/citizens Mobilization	Participate in the development of SUBEB work plans	conducted yearly		
		Participate in the bidding process that leads to the award of contracts	No of monitoring exercises conducted on UBEC funds implementation		
	Media Outreaches		No of media organizations and platforms identified and used for reporting		
		Monitoring the implementation of the UBE funds			
		Identify media organizations and platforms	No of media briefings and releases conducted		
		Conduct media briefing/Press release			
To encourage increased private sector partnership and financing of education by 2023

Advocate and Mobilize 10 Private sector organization to finance Education | Partnership and Collaboration

Advocacy | Mapping of Private sector organization

Conduct advocacy visits to at least 2 identified private sectors every year

Develop engagement plan with identified private sector organization. | No of private sector organizations mapped for engagement

No of advocacy visits conducted

% level of implementation of plan | N1.2m | |

Thematic Area	Education in Emergency				
Goal	Access to education for children in crisis areas				
Objective	**Strategy**	**Activity**	**Indicator**	**Cost (₦)**	**Timeline**
To partner with 5 IDPs for the provision of 1 million instructional Support materials in crisis and emergency areas.	Resource Mobilization Partnership Development Advocacy Visits	Develop concept notes and proposals Submit to IDPs Concept note/Proposal writing Identify potential Partners for collaboration Conduct needs assessment of children in crisis areas	No of proposals/concepts developed No of proposals/concept notes submitted No of IDPs partnering with CSACEFA No of instructional materials	2 Million	
To achieve an enabling learning environment for children in crisis areas.	Advocacy visits to relevant government Ministries and Agencies.	Carry out community mapping for the establishment of learning centers Conduct advocacy and community sensitization	No of mapping conducted No of advocacy visits conducted No of learning centres created.	1.5 Million	
To mobilize CSOs and Community	Community Mobilization	Train 300 CSOs on advocacy and sensitization	No of CSOs trained No of CSOs supported	2 Million	

Actor in Crisis Areas to support education delivery		Support 300 CSOs in community outreaches and sensitization			
To mobilize 30 community gatekeepers in 12 states to support education delivery to crisis affected children	Capacity Building Advocacy Sensitization	Identify community members Build the capacity of 30 community gatekeepers Establish community structures Conduct community advocacy visits Support 50 community gate keepers in the management of community education centers Conducted quarterly community training on the peace and conflict resolution.	No of community mobilized No of states engaged No community structures established No of gatekeepers trained	1.8 Million	

Thematic Area	Information Communication Technology				
Goal	Availability and use of ICT for teaching and learning in schools.				
Objective	**Strategy**	**Activity**	**Indicator**	**Cost (₦)**	**Timeline**

To increase the availability and use ICT by 20% in public Schools by 2023	Partnership and collaborations Advocacy Research and	Identification of relevant partners on ICT services. Initiate Education Partners Platform for continuous deliberation on education issues. Coordinate quarterly education partners meeting. Annual Coordination of Zonal workshops and symposium in the 6 Geo-Political Zones in Nigeria. Hold 5 annual Education ICT Conferences by the end of 2023. Identify and partner with private sector ICT organizations (NITAD, Zenox, Samsung etc) to improve service delivery.	No of partners engaged for the provision of ICT Services to schools No of ICT providers Supporting schools with ICT No of Schools having and accessing e-Libraries No of quarterly coordination meeting held No of zonal Workshops annually. No of conferences held by close of 203	50 Million	
-To make teaching and learning easy and accessible through the use	-Conduct survey to ascertain the number of schools	-Conduct research -Survey/ Mapping Disseminate result	-Percentage of school without ICT Compliance -Report of mapping survey -Report of dissemination		

of technology	without ICT compliance -Advocacy visit to relevant authority	-Develop Advocacy brief Conduct advocacy Facilitate the training of ICT Teacher	-Evidence of Advocacy briefs -List of private sectors supporting ICT -Report of training -Degree of ICT in Schools		
Thematic Area	**Adult And Non-Formal Learning**				
Goal	Functional literacy and Skills education for adults and out of school youths Achieved				
Objective	**Strategy**	**Activities**	**Indicator**	**Cost (₦)**	**Timeline**
- To achieve 20% increase in the number of learners within the non-formal centres in all states by July 2023 - To Advocate to all 36 states & FCT	- Mapping & Assessment - Advocacy - Partnership, Collaboration & Networking - Sensitization & Mobilizati	- Mapping and assessment of literacy and adult learning centre across the 36 state of the federation - Development of advocacy brief - Conduct Advocacy visit to traditional and religious leaders heads of LGAs,FMoE, some UBEC, SUBEB, Agencies for Mass Education and other stakeholders in education - Conduct advocacy visit/meeting	- Number of mapping & assessment conducted - Number of advocacy brief developed - Number of advocacy visit conducted - Number of sensitization meeting held - Number of literacy centre established -	6,900,000.00 5,000,000.00 5,000,000.0	

Agencies for Mass Education, functional Adult and Non- formal education classes and programme in their states by 2023	on - Media Engagement	for the establishment of literacy centre - Regular supervision and monitoring of the literacy centre to ensure quality and learner friendly environment.		0	
- To advocate for a conducive learning friendly school environment in all states including FCT by 2023					

Thematic Area	**Inclusive Education**					
Goal	**Objective**	**Strategies**	**Activity**	**Indicator**	**Cost (₦)**	**Timeline**

Increase in Enrollment of Special Needs Children	To promote access for every child	Campaign for enrolment/ retention/comp letion	Partner with role models to campaign for enrolment/ retention/completion to up to JSS 3 Engage Govt Budgets Monitoring Enrolments and retention in schools	Reports Pictures %Increase enrollment	1, 850,000	
All children of school age have access to education	To reduce discriminatio n against children with special needs by 30% in each sectorial district by the end of 2030	Advocacy Engagement with identify stakeholders Dissemination of National Policy on inclusive education	Advocate to traditional rulers, religious leaders, association of people with special needs, Policy makers, SBMCs etc Produced a bridged copy of National Policy on Inclusive Education	Commitment to inclusive education Advocacy Reports Increase number of special needs children	1, 850,000 11, 100,000	
Reduce number of out of school children	To promote the right of children irrespective of his/her physical	Sensitization Media engagement	Dissemination of the national Policy on inclusive education Seminar/workshop on inclusive education	Media report Picture List of seminar	925,000 1,000,000 77,	

	ability to quality education by year 2023 atleast by 50% of them in school		Press briefing Radio live programme Audience participatory programme	participants % Increase of children in school	700,000	
Improve and conducive environment in school for easy access to all learners	To Advocate for conducive environment for quality education by 2023 at more than 30% of the inclusive education schools in Nigeria.	Advocate for appropriate learning tools and equipment for inclusive education schools	Monitoring government budget draft to ensure inclusion of needed tools/equipment Monitor implementation of state budgets Monitor schools to make sure equipment are appropriately utilized Campaign for appropriate budget implementation	Physical evidence Picture Report Evidence in budget on provision	1,850,000 1,850,000 1,850,000	
Increase support towards enrolment, retention and	To uphold the right of nomadic children to	Advocacy campaign	Dissemination of the national Policy on inclusive education Seminar/workshop on	% increase in the number of nomadic children accessing	925,000	

| completion of nomadic children in schools (pastoral, fisherfolks, farmers, nomadic) | quality education by 30% by the year 2030 | Media Engagement

Local Languages | inclusive education

Press briefing

Radio live programme

Audience participatory programme | quality education | 1,000,000

77, 700,000 | |

Thematic Area	Vocational, Technical, Entrepreneurial Education					
Goal	**Objective**	**Strategies**	**Activity**	**Indicator**	**Cost**	**Timeline**
Institutionalized Vocational Technical and entrepreneurial skills in Schools Life Long learning skills, mentoring and counselling	To promote effective implementation for appropriate learning of VTE skills in every level of formal and informal education by 2023 By 2023 people should have	Monitoring implementation Research Advocacy Campaign	Site visit Basic research of VTE education in Nigeria Dissemination of baseline research report Development and production of advocacy kits on lifelong learning skills Conduct awareness session on VTE education in 774 secondary schools	Report Picture % Increase on number of people with lifelong skills Advocacy kits	1, 850,000 1, 850,000 3, 000,000 2, 850,000 ₦1, 850,000 ₦1,	

Goal	Objective	Strategies	Activity	Indicator	Cost	Timeline
			in Nigeria Advocacy visit to key stakeholders on TVE education and lifelong skills		850,000	

Thematic Area	**Formal Education**					
Goal	**Objective**	**Strategies**	**Activity**	**Indicator**	**Cost**	**Timeline**
Children and youth have access to quality and sustainable education	To increase by 20% the number of children accessing Quality Education by 2030	- Research/survey - Advocacy/Social Mobilization -Policy Dialogue -Rapid Assessment	-Conduct research survey/Mapping to ascertain the number of children who are out of school - Conduct Interviews -Disseminate results -conduct advocacy visits to FMoE, UBEC, traditional leaders, parent, Children.	- Percentage of teachers and students - Advocacy brief -Report of commitment made. - Percentage of children enrolled in school.		

access to basic skills in any stage of their lives to earn legitimate livelihood

				- Percentage of children and youth out of school segregated by sex, disability etc		
Improve funding of formal education	To increase by 15% budgeting allocation, release and utilization	-Budgeting tracking -Development of Advocacy brief -Advocacy meeting/visit -Monitoring	-Conduct budget tracking Disseminate result -Develop Advocacy to relevant MDAs (FME, UBEC, SUBEB, SOME)	-Percentage of budget allocation -Report of budget tracking - Number of school monitored -Advocacy Brief Report of Advocacy		

				Indicator	Cost	Timeline
				Commitment made -Evident of release of fund -Effective utilization of education fund		

Thematic Area	Research and Development					

Goal	Objective	Strategies	Activity	Indicator	Cost	Timeline
To have a proper data base for future planning and decision making and guidance			Development of fact sheet Organize stakeholder engagement meeting	Evidence of release fund. Effective utilization of education funds		
Facilitate the collection of	To influence Policy changes in	-Research	-Conduct research/survey and	-Report of		

| relevant reliable data for planning, decision making, program design and implementation. | education sector by 2023 | and survey

-Disseminati on

-Advocacy

Policy Dialogue

-Data Analysis- | mapping

-Disseminate result

-Develop advocacy brief

-Develop IEC materials

-Conduct Policy dialogue

-To hold Town hall meeting

-Train stakeholders on citizens engage strategies | data collection

Publication/ Policy brief

Report of Town hall meeting

-Percentage of government Policy implementatio n

-Number of training on citizens engagement | | |

Appendix
Stakeholders Matrix

Stakeholders	Interest	Strength	Weakness	Expectations	Potentials	Strategy for Engagement
Community Leaders/ Religious/ opinion leaders	Community mobilization	Closeness to the people Strong influence on the people to execute activities Closeness to Policy makers	Power of influence (Positive and Negative) Inadequate understanding of policies and guidelines in respect to Policy issues Power of influence	Educate their subjects Create awareness Understand their mandates and roles Create enabling environment for programs and project at community levels.	Community mobilization Commitment Ensure community support and sustainability	Face to face meetings Motivation Courtesy visits
Donors/Partners	Funding projects Provision of technical support	Technical skills Resources Influence Technology	Most times Intentions always not in line with national goals Dictate the programs for the organization/country Hidden interest	Provide funds technical support other logistics support	Align with country national aspirations	Proposal writing Grant making Transfer of technological know how

			Inadequate and untimely release of funding			Report sharing on other projects
Learners	Acquisition of Skills Acquisition of Knowledge Gainful career

Poverty Eradication

Quest for recognition

Self esteem | Direct beneficiaries

Peer educators or trainers

Power of publicity

The enthusiasm to learn | Majority dependents

Can easily be influenced

Lack resources | Commitment to learning | They are direct beneficiaries

Self-reliance

Could be employable | Counseling

Mentoring

Coaching

Discipline

Teaching |
| Media | Awareness creation Sensitizati | Wide coverage and reach | Over blow issues

Can be biased | Quality /Timely reporting of education issues | Strong allies

Ability drive | Collaboration partnership |

	on Education of the public Setting agenda on national education issues	Ability to influence Technical Know how Professionals	Can compromise Under reporting of issues Selective reporting	Uncompromised and unbiased reporting Ensure the right public education and sensitization Should be professional in their reporting	Policy home Power of influence on public opinion	Networking Lunch meetings Share reports Training and capacity strengthening Patronage of the media platforms
Private Sector	Promote business and make profit Business oriented and expansion Remain relevant	Financial and material Resources High network Knowledge	Too Profit driven Lack of interest for delivery of Corporate social responsibilities Pursue self interest	Support Collaboration Partnership Materials and financial support Should be more alive to the CSR	Promote good governance Drive development Promote social wellbeing/ welfare	Advocacy Partnership, collaboration and Networking Open communication platforms for engagement

	Maintain their good will					
Parents	Quality education wards and children Free education Security for children Better life style for their children Good health for their children	Power to influence their children Demand for quality service for their children Hold government accountable Have resources to educate their children Discipline the children	Low income earners Lack of control over their children Too many dependents Bad influence Parents indifference attitude to their children education. Low literacy level of some parents	Responsible parenting Participate in school activities Assess children performance in schools Participate in education curriculum development Monitoring of schools projects	Provide education for their children Provide good health for children Protect children Promote social well being of the child. Influence the child positively.	Face to face meetings Home visits Visit to churches and mosques

Civil society Action Coalition on Education For All (CSACEFA)