

Third Annual Reports: Web Updates

GTF086 IDASA

The overall purpose of the project is to broaden and improve access to basic education in sub-Saharan Africa by linking capacity-building, training, advocacy and policy dialogue into a fully integrated strategy to make interventions around transparent and participatory budget processes, quality basic education and access to information.

Activities and outputs to date:

- In Ghana a poor farm community in Assin Ahenkro, Central united with the School Management Community and their traditional leader, Queenmother Obaahema Abena Gyemfua II, compelling the traditional council to enact a by-law debarring children from selling, buying or loitering at the market during school periods, reducing truancy as a result.
- Ghana National Education Coalition Campaign collaborated with the Right to Information Coalition in Ghana in media efforts to pressurise government for the passage of the [Right to Information bill in Ghana](#).
- In conjunction with IDASA, The Uganda Debt Network hosted and co- facilitated a budget workshop for the benefit of all partners. This forum created space for partner sharing and learning, gaining capacity in [national budget analysis and tracking in education](#).
- Civil Society Coalition for Education (CSEC), Malawi held a meeting with Parliamentarians in which they highlighted the shortfalls in the budgeting process, that have led to poor budgeting and prioritising of the education needs and demands. The Coalition also held a live radio discussion on the need for an Access to Information law in Education and how failure to share information has negatively impacted on the rights of poorer communities.
- At community level, the Coalition in Malawi held one day training sessions on values of community engagement and participation in School Management Committees, targeting eight District Education Network representatives.
- Community dialogue meetings in Lugari, Malindi and Kisii Central regions in Kenya opened up space for improved women participation.
- In Swaziland, the involvement of the local leadership structures (Bucopho) in the community dialogues is an added advantage for the community. This goes a long way in contributing towards project sustainability.
- In March 2010, UDN in collaboration with other CSOs under the Civil Society Budget Advocacy Group (CSBAG) produced a CS position paper on the 2010/11 draft national budget proposals and the budget framework paper.
- Training workshops for School Management Committees and Parents and Teachers Association members were organized by Uganda Debt Network in the two districts of Bugiri and Kakatwi.
- The Zambian Partner, Zambia Civic Education Association (ZCEA), held meetings with members of the Parliamentary Caucus for Children to introduce the Brazilian-inspired Participatory Budgeting (PB) model in Constituency Development Funds (CDF). ZCEA also coordinated the Child Budget Network, through which CSOs sent in a written submission to the Ministry of Finance and National Planning (MoFNP) Budget Office.

The outputs achieved so far have propelled the advocacy initiatives and drive towards enhancing access to quality basic education at community, school and policy levels. The project efforts in the six countries will ensure more responsible education budgeting and prioritisation for poorer schools.

In 2011, the project will deepen the community level work, focusing on increased parental involvement in school management, hinging on pairing better performing schools with poorer performing schools in a bid to transfer knowledge and approaches. We will intensify advocacy at policy level, seeking to transform government budgeting practices and their impact on education funding norms and standards. As a pivot, access to information remains central to our messages as a driver of change.

For more information on the [Right to Know, Right to Education project activities](#) in our six partner countries, please visit: and to access [Annual Reports and Mid-Term Review](#)