



CIVIL SOCIETY PARTICIPATION AND THE GOVERNANCE OF EDUCATIONAL SYSTEMS

Project Profile

Donor organizations increasingly support the idea that civil society organizations should be part of the policy process behind the current push toward sector-wide programming. This initiative is significant, given that the international community often calls upon civil society to play an important part in holding national governments accountable. Thus it is now common for civil society organizations to have a seat at national meetings where education sector plans are discussed with donors.

Despite this

or-wide reforms often overemphasize the role of building capacity at the ministerial level rather than the community level. Accordingly, even where the role of civil society in the governance of the education sector is formally encouraged, steps to support the capacity of existing civil society organizations to participate effectively in policy-based discussions are important.

THE PROJECT

This research will explore the governance role played by civil society organizations in education sector reform programs in four case countries. IDRC will be specifically supporting research in Mali, while additional CIDA funding will support research in Tanzania, Kenya and Burkina Faso. In studying the Mali case the research team will begin to address, in a comparative fashion, the role played by civil society organizations in education and health policies building on the information coming from the work of the field research component of this project. This knowledge will help to generate a proposal for a longer term collaborative program of support for southern civil society organizations interested in

becoming more effective education policy advocates and partners.

PROJECT OBJECTIVES

This research will explore the governance role played by civil society organizations in education sector reform programs in four case countries.

Specifically this project aims to:

- Provide a baseline assessment of the current capacities of civil society organizations to engage effectively in the governance of the education sector by documenting their capacity to hold governments accountable, produce evidence-based policy suggestions, and/or relay concerns from communities to governments

