

Status Report July 2020

EDUCATION OUT LOUD



INDEX

ABBREVIATIONS	3	4. CROSSCUTTING THEMES	25
1. EDUCATION OUT LOUD		Status on adaptive management measures taken during the Covid-19 crisis.....	25
- OVERVIEW OF CURRENT STATUS	5	Promotion of gender equality.....	26
2. STATUS OF EOL GRANTING		Support to fragile countries.....	27
PROCESSES	7	5. COLLABORATION WITH OTHER	
OC1- Strengthen national civil society engagement in education planning, policy dialogue and monitoring.....	7	ORGANISATIONS	28
OC2- Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation	7	6. EOL'S UPCOMING ACTIVITIES	
OC3- Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.....	8	FROM JULY 2020 ONWARDS.....	29
3. RESULTS OBTAINED TO DATE IN THE		7. ANNEX:	30
FRAMEWORK OF THE EOL PROGRAM	10	List of National Education Coalitions	31
Results related to civil society policy engagement and -changes.....	10	List of selected new policies approved in the first semester 2020.....	32
Results related to NECs capacities to promote equality generating education systems and defend marginalized groups' rights to education	20		



ABBREVIATIONS

ACEA	Arab Campaign for Education for All
ACTE	Alliance of CSOs in Tajikistan for Education - Tajikistan
AED	Association for Education development - Kyrgyzstan
ANCEFA	Africa Network Campaign on Education for All
ANECO	Afghanistan National Education Coalition Organization - Afghanistan
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT - Niger
ASPBAE	Asia South Pacific Association for Basic and Adult Education
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection - Moldova
BAFASHEBIGE	Coalition pour L'Éducation pour tous - Burundi
BEN-E	Basic Education Network Ethiopia - Ethiopia
CAMPE	Campaign for Popular Education - Bangladesh
CBO-EPT	Coalition Beninoise des Organisations pour l'EPT - Benin
CEFAN	Cameroun Education for All - Cameroon
CLADE	Latin American Campaign for the Right to Education
CONAMEPT	Coalition Nationale Malgache pour L'Éducation pour Tous - Madagascar
CNEPT/BF	Coalition Nationale EPT du Burkina Faso - Burkina Faso
CNT/EPT	Coalition Nationale Togolaise pour l'Éducation Pour Tous - Togo
CSEC	Civil society education coalition - Malawi
CSEF	Civil Society Education Fund
CSEP	Civil Society Education Partnership - Timor Leste
COESI	Coalition for Education Solomon Islands - Solomon Island
COMEDUC	Coalition des Organisations Mauritaniennes pour L'Éducation - Mauritania
CONCEPT/RDC	Coalition Nationale de L'Éducation pour tous en DRC - Democratic Republic of Congo
COSYDEP	Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualite - Senegal

CSACEFA	Civil Society Action Coalition On Education For All - Nigeria
CSO	Civil Society Organisation
ECOZI	Education Coalition of Zimbabwe - Zimbabwe
EFANet	Education for all Campaign Network - Gambia
EFA SL	Education for All Sierre Leone - Sierra Leone
EFASOM	Education for All Somalia Coalition - Somalia
E-NET	Civil Society Network for Education Reforms Inc. E-Net - Philippines
EOL	Education Out Loud
ESA	Eastern and Southern Africa
EYC	Elimu Yetu Coalition - Kenya
FENU	Forum for Education NGOs in Uganda - Uganda
FCAC	Fragile and Conflict Affected Countries
GCE	Global Campaign for Education
GISP	Global Independent Selection Panel
GMU	Global Management Unit
GNECC	Ghana National Education Campaign Coalition
GPE	Global Partnership for Education
ISP	Independent Selection Panel
KIX	Knowledge and Innovation Exchange
LAC	Latin America and Caribbean
LCN	Lesotho Council of NGOs - Lesotho
LEG	Local Education Group
LGBT	Lesbian, Gay, Bisexual and Transsexual
ME & EE	Middle East and Eastern Europe
MEL	Monitoring, evaluation and learning
MEPT	Movimento de Educação para Todos (MEPT) - Mozambique
NCE- NEPAL	National Campaign for Education - Nepal
NEC	National Education Coalition
NECOL	National Education Coalition of Liberia - Liberia
NEP	NGO Education Partnership - Cambodia
OC	Operational Component
PCE	Pakistan Coalition for Education - Pakistan



PEAN	Papua New Guinea Education Advocacy Network Inc - Papua New Guinea
RC	Regional Coalition
RECEPT GB	Rede de Campanha de Educação para Todos Guiné – Bissau – Guinea Bissau
REFAC	Rwanda Education for All Coalition – Rwanda
REPT	Regroupement Éducation pour toutes et pour tous – Haiti
RFW	Results-framework
RISP	Regional Independent Selection Panel
RIPEPT	Reseau Ivoirien pour la Promotion de L'Éducation pour Tous – Ivory Coast
RMU	Regional Management Unit
SCEFA	Sudanese Coalition for Education for All – Sudan
SDG	Sustainable Development Goal
SEN	Samoa Education Network - Samoa
SIC	Strategy and Impact Committee
SOLNEFA	Somaliland Network on Education For All – Somaliland
SWANCEFA	Swaziland Network Campaign on Education for All – Eswatini
TEN/MET	Tanzania Education Network / Mtandao wa Elimu Tanzania – Tanzania
ToC	Theory of Change
ToR	Terms of Reference
TPR	Technical Progress Report
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
VAEFA	Vietnam Association for Education for All - Vietnam
WCA	West & Central Africa
YCEFA	Yemeni Coalition for Education for All - Yemen
ZANEC	Zambia National Education Coalition - Zambia



1 EDUCATION OUT LOUD - OVERVIEW OF CURRENT STATUS

Education Out Loud is the GPE financed funding envelope of US\$55.5 million that supports civil society organisations (CSO) to carry out advocacy and social accountability work for the promotion of equality and transformative quality education in low and lower-middle income developing countries. A topic that has only become more relevant to address during the Covid-19 crisis due to the pandemic's inequality generating effects for the marginalized groups that do not count on social protection floors and the closure of schools worldwide.

The Education Out Loud Program has a duration of 5+ years and runs from mid-2019 to the end of 2024. Fifteen months of implementation have passed. Oxfam IBIS is the EOL Grant Agent for GPE and organizes call for proposals for grants; provides technical support; orchestrates learnings for national and international civil society organisations; and follows up on the grants' implementation to assure effectiveness in producing results and accountability.

Oxfam IBIS has set up the structure and operation mode of the EOL program with four Regional Management Units (RMUs) for West- and Central Africa in Accra; Eastern and Southern Africa in Kampala; Asia and Pacific in Kathmandu; and Latin America and Caribbean in Mexico City, respectively, as well as a Global Management Unit (GMU) in Copenhagen. Regional Independent Selection Panels (RISP) consisting of independent experts in education, project management, gender, civil society work and with knowledge to the regional contexts as well as a Global Independent Selection Panel (GISP) also form part of the EOL architecture. These panels take final decisions on which EOL grants are financed after the applications have passed through a technical screening process. EOL has also established a website, among other purposes, to

disseminate the calls for proposals; as well as a Grant Application System to handle the application process in a systematic way.

The EOL website www.educationoutloud.org exists in English and French and contains general information about the Education Out Loud programme; a News section that contains short articles about the evolution of EOL's Calls for proposals; as well as hands-on experiences from the EOL financed projects that could be of interest for other grantees.

Until July 2020, EOL had launched three Call for Proposals aimed to:

1. Strengthen National Civil Society Engagement in education planning, policy dialogue and monitoring.
2. Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.
3. Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

As a result of the first call for proposals for strengthening national civil society engagement, 47 National Education Coalitions have signed contracts with EOL and are currently implementing their projects. 27 of them went through a learning process and improved their project proposals before their implementation began. Under this first component, the Global Campaign of Education (GCE) was also invited to present a grant proposal.

The call for proposal launched under the second component aimed at strengthening civil society roles in promoting transparency and accountability of national education sector policy generated a huge number of applications (more than four hundred from

over fifty different countries) to be screened in the second semester 2020.

Finally, the call for proposal that was launched for transnational alliances of civil society organizations with the purpose of supporting the creation of a stronger global and transnational enabling environment for national civil society's advocacy and transparency efforts generated more than hundred applications that went through a thorough screening - and technical review process. The Global Independent Selection Panel finally selected ten international civil society organization alliances that were invited to prepare a full project proposal and they are currently in this process while going through a Year Zero-period which is a learning and institutional strengthening process.

The National Education Coalitions that received their grants under Component 1 are currently implementing their grants. However, the unforeseen Covid-19 crisis influences negatively the implementation level of planned grantee project activities, for example those related to civil society engagement in education planning, policy dialogue and monitoring. Both National Education Coalitions and the policy instances that they seek to influence are affected by lockdowns and the cancellation of physical meetings and workshops. At the same time, the expansion of the right to education is almost blown away from the national political agendas which in all countries is dominated by the concern on how to avoid the propagation of Covid-19 and how to ensure health sector capacity to manage the pandemic. Thus, the barriers for increasing the access to education for marginalized groups of students raises, while at the same time the NECs' messages for promoting inclusive education systems is becoming even more relevant.



The Covid-19 crisis is having a devastating negative effect on the proportion of children and young people that receive education worldwide and the most negative consequences have been for the poor and internet-disconnected children. The Covid-19 clearly shows the vulnerability of the marginalized populations when social protection floors are absent. Girls are particularly vulnerable and discriminated against when it comes to fulfilling their right to education and school lockdowns have only made the situation worse and increased the risks for girls of becoming submitted to early marriages, extended domestic work, violence and commercial sexual exploitation. And a potential risk is that marginalized children and adolescents, particularly girls, might not come back to school after the Covid-19 crisis, since their education has come further down on the priority lists in the economically crisis hidden families and countries.

In this dark scenario, it should yet be high-lighted that despite diverse difficulties, diverse EOL grantees are cleverly engaging themselves in policy dialogues and some of them have had the opportunity to participate in designing the school re-opening plans after the first Covid-19 wave had passed in some countries, and they have reached to contribute to many other policy changes for the benefit of the most marginalized groups of people's access to education.

Currently, all the National Education Coalitions supported by Education Out Loud grants have defined current learning needs and almost all of them now count on updated or new learning plans. The Global Campaign of Education, Regional Coalitions, Oxfam IBIS' RMUs and the NECs themselves are developing activities with the purpose of supporting the NECs to become more sustainable organisations; further prepared to discuss education thematic subject matters and to advocate for inclusive education systems.



2 STATUS OF EOL GRANTING PROCESSES

OC1- STRENGTHEN NATIONAL CIVIL SOCIETY ENGAGEMENT IN EDUCATION PLANNING, POLICY DIALOGUE AND MONITORING.

To date, 47 National Education Coalitions have been awarded a grant in the framework of this Operational Component (OC1) that provides support to strengthen national civil society engagement in education policy dialogues. The total amount awarded to the National Education Coalitions is 9,856,886 USD. The amounts awarded to the individual civil society organisation oscillate between approximately USD100,000 – USD300,000 – and these amounts includes the minor amount that those grantees that were recommended to improve their full proposal before implementation were provided during the Year Zero period.

As of June 30, 2020, forty-seven (47) NECs had signed a grant agreement with Oxfam IBIS for the implementation of their Grantee Project. Out of the 54 NECs (the full list can be found in the annex) that applied to EOL for a grant, 7 are still waiting final decision. It took five months from the call was

launched till the first grantee agreement was signed on basis of a full project proposal. Half of the applicants (27 applicants) have passed through a six months Year-Zero period that was recommended by the respective Regional Independent Selection Panel. During that period, as mentioned, they received a minor Year Zero grant (approximately 20,000-30,000 USD); as well as technical support from the Regional Management Units (RMUs) for improving their proposals and for institutional capacity building. The NEC grantees have also passed through a due diligence process.

The overall purpose of this component is to support the National Education Coalitions to become strong and inclusive actors that are capable to participate, discuss and follow up on the education policies and to promote increased equality in the education system and beyond.

Under EOL Operational Component 1, EOL also supported the Global Campaign for Education (GCE) and the Regional Coalitions (ACEA, ASPBAE and CLADE, respectively)

after the GPE costed extension finalised at the end of March 2020. GCE and RCs are provided EOL financial resources to enable them to guide strategically the National Education Coalitions in alignment with the regional and global civil society education movement's strategies.

OC2- STRENGTHEN CIVIL SOCIETY ROLES IN PROMOTING THE TRANSPARENCY AND ACCOUNTABILITY OF NATIONAL EDUCATION SECTOR POLICY AND IMPLEMENTATION.

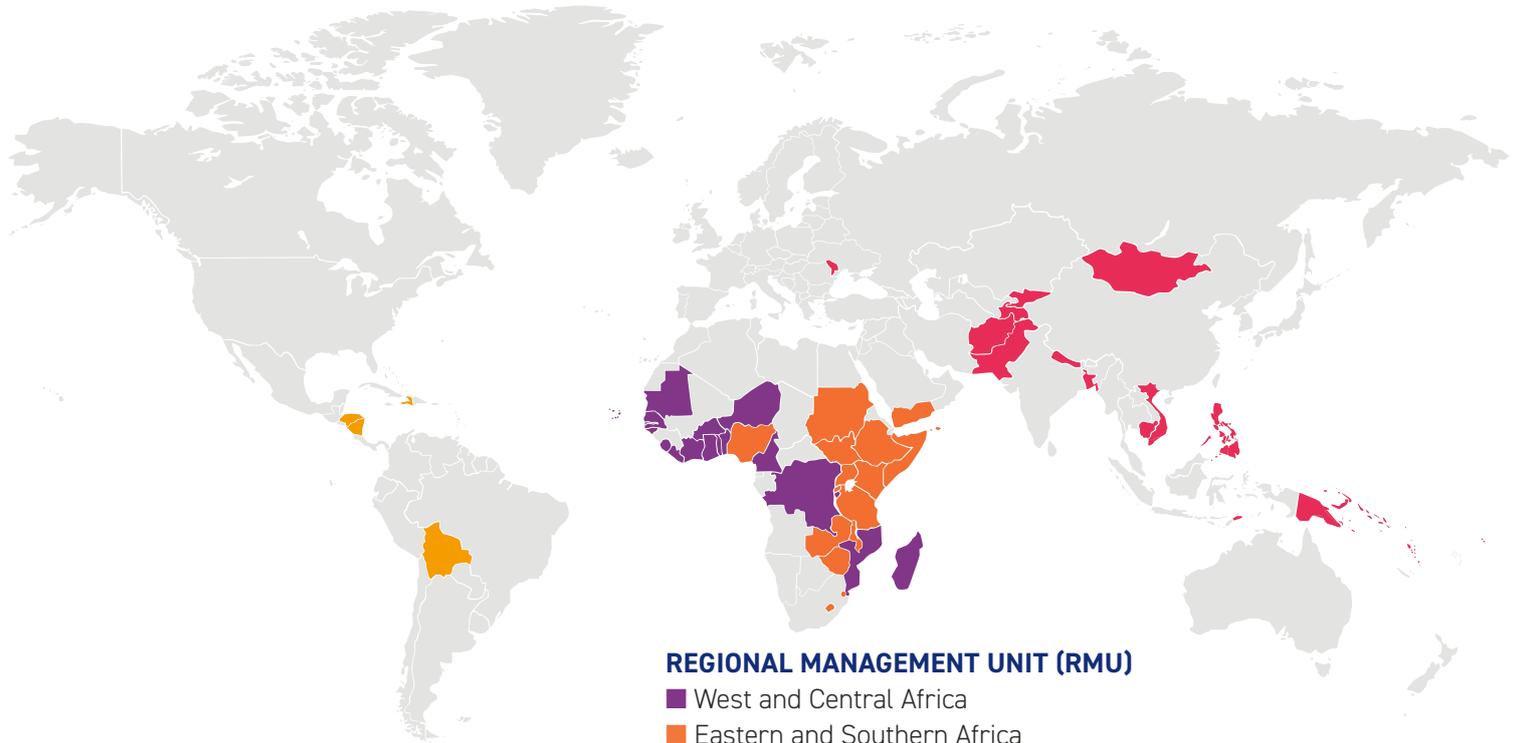
The call for proposal launched under this EOL Component 2 generated a large interest among the civil society organisations. The applicants could seek grants for a period of up to 36 months - including the six months Year Zero period – and with a budget between USD 450,000 and USD1,200,000. As with the former Call for Proposals under EOL, interested applicants could access information about the call online at www.educationoutloud.org; and here they could also access a link to the Grant Application System and become registered as Applicant and get access to the relevant

Education Out Loud: OC 1 – NEC Grantees					
As of June 30th, 2020	In total	West & Central Africa RMU	Eastern & Southern Africa RMU	Asia & Pacific RMU	Latin America & Caribbean RMU
Number of NEC Grants monitored by each RMU in the region	54	18	16	16	4
Number of NEC – Grantees that went through a Year Zero period with support from RMU and RC	27	13	10	2	2
Number of NECs with signed full project proposal contract with Oxfam IBIS	47	16	15	14	2
Number of NEC proposals in Year Zero with finished full proposal awaiting final decision	7	2	1	2	2

¹Cape Verde, Ghana, Yemen, Samoa, Moldova, Haiti and Bolivia.



OC1 – NATIONAL EDUCATION COALITION GRANTEES



REGIONAL MANAGEMENT UNIT (RMU)

- West and Central Africa
- Eastern and Southern Africa
- Asia and Pacific
- Latin America and Caribbean

Concept Note proposal information and templates.

The Grant Agent Oxfam IBIS received no less than 461 applications from 53 different countries in this call. 334 of them were found to comply with eligibility and other basic criteria and were assessed by the Regional Management Unites that have scored each Concept Note according to the pre-established criteria. From July onwards, the Regional Independent Selection Panel (RISPs) assess proposals; GMU identify technically acceptable Concept Note proposals for further development and seek to reach a balance of the entire concept note proposal portfolio, while it is finally the Global Independent Selection Panel (GISP) that assess and approve those Concept Notes that will be offered a Year Zero period. The Year Zero is the period of up to 6 months for capacity support focusing on the full proposal development and organisational capacity.

In general, the component aims to strengthen civil society roles in promoting

transparency and accountability of national education sector policy and implementation; and it has specific focus on social accountability and transparency in the national education sector. The projects funded under this call seeks to improve the transparency and accountability of the national education sector policy. It also seeks to increase the availability, sources and variety of information to formulate and act on relevant policy solutions; and finally it seeks to mobilize citizens as right holders to play an active role in monitoring implementation of education policies and finance and use this information to hold duty bearers at all levels accountable.

OC3 - CREATE A STRONGER GLOBAL AND TRANSNATIONAL ENABLING ENVIRONMENT FOR NATIONAL CIVIL SOCIETY ADVOCACY AND TRANSPARENCY EFFORTS.

The grants under EOL Component 3 are for international alliances of civil society organisations and are provided for a period of up to 36 months, including the six months Year-Zero period, and

with amounts between US\$450,000 and US\$1,200,000.

Ten alliances - selected by the Global Independent Selection Panel after the technical screening process of their Concept Notes - are currently in the Year Zero period after they were invited to prepare a full proposal without any guarantee yet that the full proposal will receive funding. The final decision on this will be taken by the Global Independent Selection Panel after screening. The ten alliances were selected among 109 submitted Concept Note after having passed through a screening process that involved the Regional Management Units as well as the Regional Independent Selection Panel (RISP) members, and finally the Global Independent Selection Panel (GISP) that selected the 10 project proposals to go forward. The selected applicants have also filled out Due-diligence Self-Assessment Forms and other required documents.

The objective of OC3 is to create a stronger global and transnational enabling environ-



ment for national civil society advocacy and transparency efforts. It aims to support transnational civil society alliances to carry out innovative multi-country advocacy to influence transnational and national policy frameworks. The applying alliances of civil society actors should include partners which work at a national or sub-national level in a GPE partner country and each alliance should consist of a minimum of 3 unique organisations.

The Concept Note submitted by the applicant should explain how the lead applicant together with alliance members would create civil society alliances representing diverse social actors and formed around identified strategic policy changes or areas related to Sustainable Development Goal (SDG) 4; increase transnational civil society alliance capacities, particularly in relation to advocacy; promote changes in global, regional or national strategic policies or practices through advocacy and campaigns; create or strengthen social accountability

mechanisms, spaces, institutions or commissions that follow up on global, regional or national commitments related to the right to equitable and quality education; and finally how it would establish or strengthen "Learning Collaboratives" on effective advocacy strategies.

A restricted OC3 application process has also been undertaken for GCE. In December 2019, the application guidelines were made accessible and GCE submitted a first full project proposal in February 2020. The proposal was assessed by the GISP in a meeting where other OC3 submitted proposals were also decided on. GISP recommended changes to the proposal and the revised proposal will be resubmitted in August 2020.



3 RESULTS OBTAINED TO DATE IN THE FRAMEWORK OF THE EOL PROGRAM

Education Out Loud strives to support civil society organisations to become more inclusive and skilled in promoting effective, inclusive and transparent national education policies and systems in low and lower-middle income countries.

During this reporting period, the unexpected and difficult Covid-19 situation affected all Grantee countries and it influenced negatively in Grantee implementation - and budget execution levels. Nonetheless, Education Out Loud grantees were active in finding their way to develop diverse activities and to participate online in important policy discussions when Covid-19 physical distancing measures impeded them to meet in person.

The overall goal of EOL is to “enhance civil society capacity to further GPE 2020 goals in learning, equity, and stronger systems, by improving the participation of civil society, their efforts to strengthen advocacy and to ensure transparency and increased effectiveness in national educational policy and implementation processes”.

This goal is foreseen to be realised through the following three objectives that intend to:

OC1

- strengthen national civil society engagement in education sector planning, policy dialogue and monitoring

OC2

- strengthen civil society’s role in promoting the transparency and accountability of national education sector policy and implementation, and

OC3

- create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education.

Various results have been obtained so far in relation to EOL objectives and outcomes. The results have mainly been produced in the framework of the EOL Operational Component 1 (OC1). This Component supports National Education Coalitions to become more representative of marginalized groups and to carry out their core functions related to create coordination and collaboration across civil society in the engagement of national policy settings and monitoring in diverse countries.

As mentioned above the NECs receive direct EOL funding through individual NEC grantee agreements, while EOL also provides resources to the Global Campaign for Education (GCE) and Regional Coalitions (RC) for their regional and global advocacy work as well as for the strategic and technical support they provide to the NECs. In the future, both EOL Operational Component 2 (OC2) grantees’ as well as Operational Component 3 (OC3) grantees’ will complement the work carried out under Operational Component 1 (OC1), since they aim to strengthen civil society roles in promoting transparency and accountability in national education sector policy design and implementation; and to create a stronger global and transnational enabling environment for national civil society advocacy and accountability efforts.

The EOL strategy that builds on the CSO grantees’ possibility to define (- as long as overall applicant guidelines are adhered to -) their own grantee project strategy and plan, has so far been very effective for producing results aligned with the overall Education Out Loud results-framework. The NECs have carried out activities that are aligned to their own strategies and which are relevant for the respective national context. The NECs also has the possibility to adapt their respective project if the context

changes dramatically, as under the Covid-19 crisis, or when the NEC itself acquires learnings from own project implementation; and realizes that objectives can be reached in a more effective or efficient way. This adaptive management feature is inbuilt in the overall EOL project design and generates a high level of flexibility to adjust the individual grantee project upon agreement between the grantee and the grant agent.

RESULTS RELATED TO CIVIL SOCIETY POLICY ENGAGEMENT AND -CHANGES

The Covid-19 crisis has restricted the achievement of results to date, yet the OC1 Grantees have still reached to produce important results related to civil society organisation’s policy engagements. They have reached to advocate for and to a certain degree influence policy changes, - with the overall aim of contributing to have inclusive, universal, free-of-charge, transformative, equality generating and effective education systems available in all countries and for all groups of people, including the marginalized groups.

EOL-supported National Education Coalitions report that so far, they have participated in a high number of policy-influencing and -generating activities, either on-line during the Covid-19 lockdown or in face-to-face meetings and workshops or through the development of other activities. Reaching policy changes takes long time for the civil society organisations, sometimes years, thus recent policy changes often build on a persistent civil society advocacy work and count on the contribution from diverse stakeholders. Results obtained at policy level are therefore often the culmination of an extended work carried out formerly by the civil society organisations - the last advocacy push so to speak - and EOL fully recognizes in this regard the work carried out in the preceding years when



the national education coalitions received the GPE funds through the Civil Society Education Fund (CSEF) managed by GCE at that time.

When EOL started up, none of the civil society organisations imagined they were going to discuss and help define policies related to safe re-openings of schools after a pandemic or education-in-emergency-initiatives due to a health crisis; which many of them have done successfully now. However, most other policy changes that civil society organisations at that time expressed they would like to see in their countries - (related to general education codes and laws; improved education financing; equity in education system; gender sensitive policies; inclusive education policies for displaced persons, minorities, pregnant adolescents', and persons with disabilities; early childhood development, decentralisation policies; coordination of educational and vocational training policies; and other policies) - are currently still pending, since the political agenda has been and still is overshadowed by the discussion of the Covid-19 health crisis management.

Currently, seven out of ten EOL supported NECs (69%) are represented in the Local Education Group (LEG) meetings where they contribute to the strategic discussion of education sector plans and the monitoring of the plans; as well as new policies. A total of 26 policy changes have occurred in fifteen different countries where the EOL supported NECs operate. As mentioned, the NECs have particularly been able to influence and advocate for safe school re-openings after the Covid-19 lock-down of schools. In the same line, GCE reports to have implemented a specific campaign to respond to the Covid-19 pandemic, which includes policy statements, blogs, webinars, communication and web resources for GCE members and partners.



INFORMATION ABOUT THE NECS' PARTICIPATION IN POLICY DIALOGUES AND - CHANGES

In the West and Central Africa Region, 13 out of 18 (72%) EOL supported NECs participate in LEG activities and find them of great relevance for influencing education policies. In Burkina Faso, Niger and Sierra Leone the respective NECs have had the possibility to discuss and influence policies related to different topics, such as continuity education plans as a response to Covid-19 restrictions; increased education budgets during the Covid-19 crisis for the production and distribution of education materials and for distance learning; as well as measures to make schools safe for the return of students after the school lock-downs. Mozambique's NEC has advocated for the long-discussed education plans (Five-Year Plan 2020-2024; and the Strategic Education Plan 2020-2029) that were approved recently. In Cameroon, the LEG meetings dealt with the preparation of Cameroon's Education Sector Plan and the Education and Training Sector Strategy was also discussed. In Gambia, the LEG meeting dealt with the approval of GPE Covid Funding to Support Gambia's Education Sector; while in Mozambique, the new grant procedures for the GPE fund was discussed, such as the GPE Initiative on Self - Assessment of the LEG. In Senegal, the discussion in the LEG dealt with the accelerated financing of Small- and Medium Enterprises under the Covid-19 and strengthening of the quality of civil society participation in the

National Group of Partners in Education and Training (GNPEF).

In Togo, the NEC has taken part in training of school directors on how to fill out new statistical collection sheets, that the Education Ministry has updated to enable schools to collect information i.e. on children with disabilities. The purpose is to promote school inclusion and gender equity, through the inclusion of data on marginalized groups in the ministry's statistical yearbook and the use of these data for decision taking.

In the Eastern and Southern Africa region, 12 out of 16 (75%) EOL Supported National education coalitions (Zimbabwe, Zambia, Sudan, Malawi, Nigeria, Somaliland, Yemen, Somalia, South Sudan, Lesotho, Kenya and Tanzania) participated in different LEG processes in which they could make contributions and submissions to education sector planning processes, especially in regards to the Covid-19 crisis; development of Standard Operating Procedures for the Safe Re-opening of Schools; and education emergency response plans during the COVID-19 Pandemic. The coalitions also made contributions to the Annual Education Sector Review and to different policies in their respective countries e.g. Early Childhood Education Policy in Somaliland. In Lesotho, the coalition advocated for the inclusion and regular participation of teacher formation in the LEG processes. Coalitions

in Sudan, Kenya, Tanzania, Zambia, Malawi, Nigeria, Somalia, Yemen, and Zimbabwe participated in Emergencies Sector Working group meetings in their respective Ministry of Education during the preparation of National Covid-19 Response Plans for education; and many of them contributed to the discussion of home learning approaches and plans for safe opening of schools.

Regional Coalition ACEA on the other hand, released a statement "Reconsidering Education in Emergencies Strategies in the Arab World" in April 2020, regarding the Covid-19 Pandemic. NECs in Countries like Tanzania, Zambia, Zimbabwe, Nigeria, Malawi and Kenya became members of the National Education Emergency Task Force for Covid-19 and have contributed with qualified opinions on best mechanisms to secure education during the pandemic. The Coalitions also contributed to the introduction of online learning during school closure and preparation of national guidelines for the response and recovery plan implementation. In Kenya, the coalition made oral and written submissions to the National Covid-19 task team and is running a campaign to mobilize stakeholders to influence school re-opening guidelines.

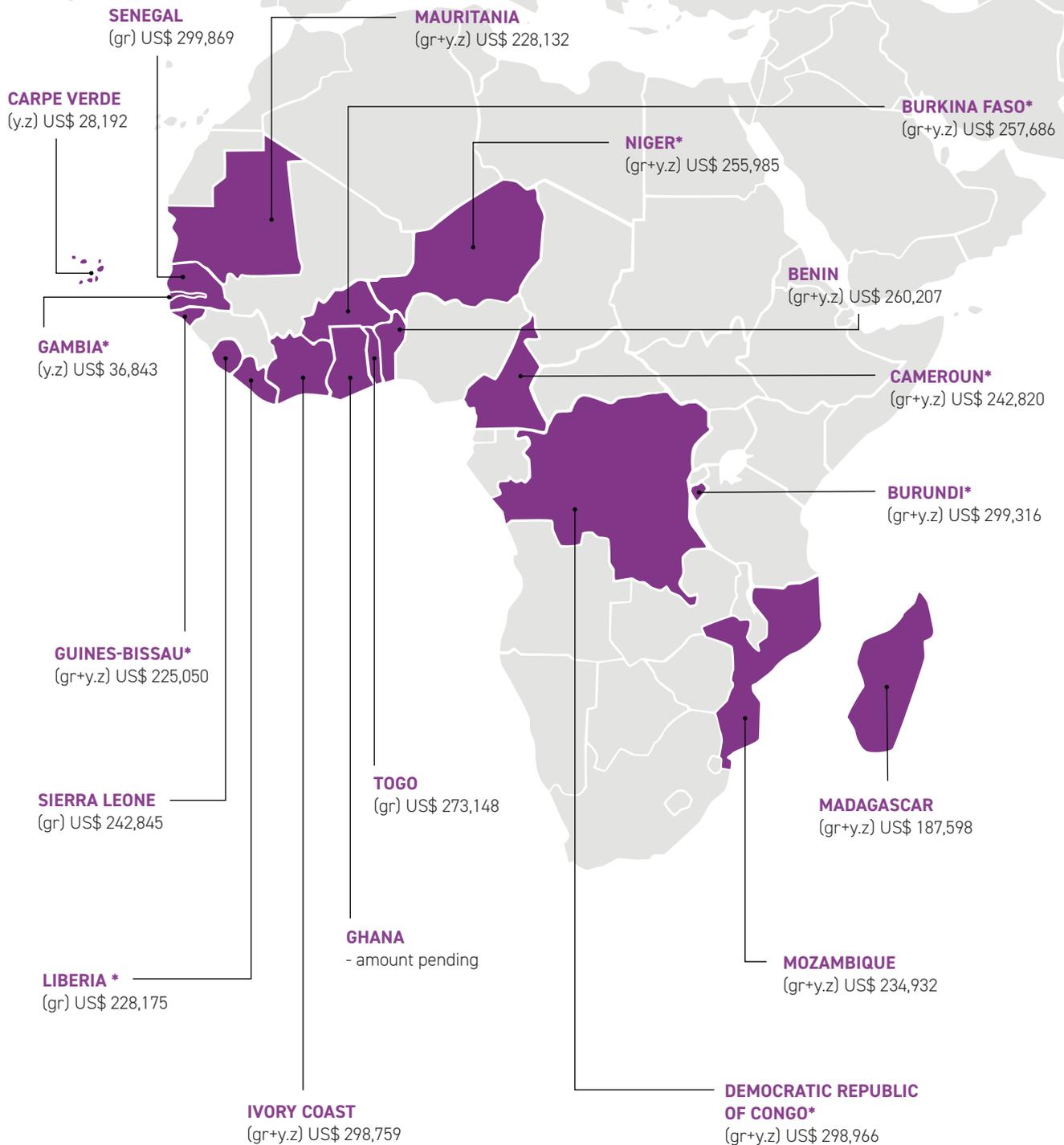
In Malawi, the national education coalition engaged the parliamentary committee on education to discuss the draft national budget with focus on

education. The engagement highlighted the missing link between the budget and how the government was going to provide the needed education amidst Covid-19. The coalition was appointed member of Covid-19 Education Task Force which presented a great opportunity for the Coalition to advance its mandate and in promoting that the right to education turns into a reality for every Malawian while ensuring their safety in the face of Covid-19. In Tanzania, the NEC has held a press conference to discuss issues related to the protection of teaching staff and students; it emphasised improvements and alternative pathways for vocational training; and discussed a grant proposal for the GPE emergency grant. The coalition is also active sharing information about the new fund that the Government has received from the World Bank under the Secondary Quality Improvement Projects - that include improvement of quality education, especially for girls - in order to increase the knowledge, transparency and monitoring of the fund's implementation in the country.

In Zambia, the NEC has become member of the working Group led by UNICEF that developed the Covid-19 emergency response plan. This further resulted in UNICEF funding to the NEC to coordinate the nationwide monitoring of school readiness for re-opening of schools amidst Covid-19 pandemic and the recommendations from this



WEST AND CENTRAL AFRICA



* fragile and conflict affected



exercise were discussed with Ministries and stakeholders. Kenya national education coalition, on its side, is also active in the discussion of the national Covid-19 response plan. It organised a webinar in partnership with ActionAid Kenya to discuss the state of education in Kenya in light of the Covid-19. The coalition also participated in 3 LEG processes and made submissions to the national Covid-19 response committee to include interventions in the Basic education Covid-19 emergency response plan targeting all regions in the country. The coalition also contributed to the proposal development of the GPE emergency grant.

Zimbabwe national education coalition is engaged with the ministry of primary and secondary education to come up with policy frameworks that guide the continuous provision of quality education during the Covid-19 crisis and the re-opening of schools. It has conducted four (4) thematic committee meetings and other coordination meetings to deliberate on alternative provision of quality education during the pandemic and presented two position papers on re-opening of schools to government, encouraging the government to establish a clear policy framework and guidelines for re-opening of schools. The provincial chapter also contributed to the development and launch of district and cluster level Covid-19 preparedness response plan and standard operating procedures for the safe re-opening of schools during the Covid-19 pandemic.

In Nigeria, the NEC represents the Civil Society in the

national post-Covid-19 school enrolment discussions. It was nominated to the expanded Technical Committee of the National Education Group responsible for the development of the policy framework, and the NEC has had the opportunity to review the National Proposals and frameworks on education. The Technical Committee is supported by GPE. Eswatini NEC has conducted a go-back-to-schools campaign working closely with parents and their Association to ensure that in the project implementing communities, no children are left behind in accessing education - in line with SDG4 and the National Education Sector Policy. Parents are now able to monitor implementation of the policy and raise issues related to the access to education with relevant education stakeholders.

Zimbabwe coalition is raising awareness on the provisions of the Education Act (No. 15; 2019). The Coalition - in collaboration with the Parliamentary Portfolio Committee on Education and the Child Rights' Coalition - has come up with a plan to roll out awareness raising meetings in all the provinces. The coalition is conducting awareness campaigns on radios, television, and press conferences. The Coalition has also come up with a schedule of 13 episodes - 1 season- soon to be shot and aired. The episodes focus on the Education Amendment Act and the SDG4 provisions. The Coalition has effectively and continuously engaged the Parliamentary Portfolio Committee on Primary and Secondary Education to promote that there is increased

education policy practice that guarantee that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (SDG 4). The coalition has also participated in the process of developing a work plan that will be followed by the Parliamentary Portfolio Committee on Primary and Secondary Education to finalize all pending education policies as expounded by the Education Sector Strategic Plan (2016-20) and discussed Education Financing Models for the Progressive Realization of Education for All and Education Financing During COVID-19. Finally, Malawi coalition report having lobbied government to increase the public budget allocation to education in line with the international recommendations.

In the Latin American and Caribbean Region, the National Education Coalitions are well informed and eager to take part in their respective Local Education Groups when they have the opportunity. They have been informed by CLADE regarding the political and thematic discussions taken place in regional and global arenas and organisations, such as in ECLAC (UN Economic Commission for Latin America and Caribbean), European Commission for Civil Society, High Level Political Forum and KIX.

The NEC (Foro Dakar) in Honduras was recently invited by the government to participate in the Forum "National Emergency COVID-19" which carried out four round table discussions and it has participated in two of the panels

on Economic and Educational Transformation, respectively.

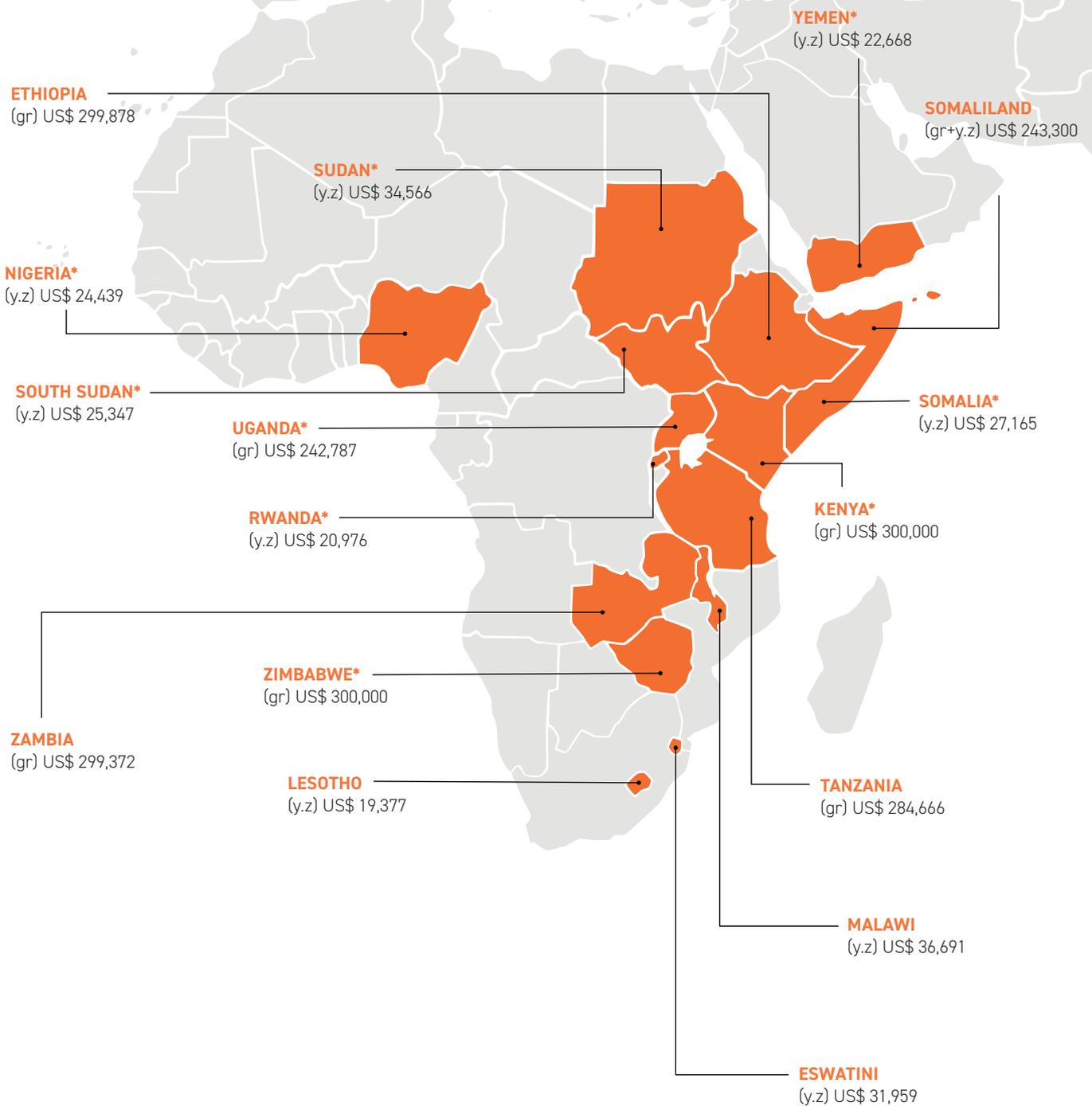
The NEC in Nicaragua is informing duty bearers regarding the marginalized groups' rights and access to education through documents called "Education Alerts" which seek to present data and events on the educational reality, such as on the situation of gender equality in the education sector; and the Covid-19 government response' effect. Both these NEC produced documents were presented on press conferences in March 2020 and shared with relevant education sector stakeholders (NGOs, government institutions, among others).

CLADE is disseminating information about the universal right to education during the pandemic and reports that it has carried out an online campaign for the implementation of the SDGs in the context of Covid-19. It has also circulated a Declaration on the same topic and participated with contributions to Voluntary Review reports and shadow reports. CLADE is also facilitating the participation of the NECs in diverse regional civil society coordination bodies, such as the LAC Civil Society Mechanism of Participation, and it enabled their participation in a meeting organized with the UN Resident Coordinators in June 2020.

In the Asian and Pacific Region, the NECs are active taken initiatives to influence policy processes and 11 NECs (Philippines, Mongolia, Vietnam, Nepal, Pakistan, Bangladesh, Afghanistan, Cambodia, Timor L'este, PNG, Vanuatu)



EASTERN AND SOUTHERN AFRICA



* fragile and conflict affected



have recently participated in the Local Education Groups. In Pakistan, the NEC (PCE) is member of Sindh's Local Education Group (LEG) and is disseminating findings of a PCE-study "Bringing all Girls to School – a case for more investment" to advocate for increased education budget in order to bring all the current "out of school-girls" to school and to complete education up to 10th grade. It includes an expenditure plan along with a policy guide for federal, provincial and federally administrative units. PCE has also engaged in providing technical input to Sindh government's COVID-19 education response plan; and carried out a mass media awareness raising campaign on psychosocial impacts of COVID-19.

In Afghanistan, the NEC (ANECO) is board member of CSOs consultative board on peace talks to represents CSOs in the education sector of the country. This gives an opportunity for ANECO to promote peace-education and the right to education with special focus on the girl's education. The NEC has also had the opportunity to formulate suggestions to the Covid-19 basic education response plan that the Ministry of Education prepared and that includes provision of online education in formal and non-formal education. In order to protect civil space, ANECO has also participated in diverse umbrella settings, coordination bodies, networks and unions that pronounce themselves against amendments in the NGO law. Meanwhile, the NEC in Nepal is engaged with other CSOs in the promotion of improved learning outcomes

of marginalized children through the preparation of an alternative learning implementation guideline. It has also participated in CSOs consultative meetings in relation to the Voluntary National Review (VNR) process carried out by the government as well as it has been engaged with parliamentarians on the issue of non-privatization of the education sector; and it has in general promoted an improved national education budget, ensuring education in emergencies, gender responsive budgeting and equitable quality education for all. It has also been engaged in the discussion of the Municipal Education Act in the Jaimini Municipality.

In Bangladesh, the NEC (CAMPE) is an important actor in the discussion of the education policies and plans, such as the Covid-19 School Sector Response plan, and it occasionally collaborates and provides technical support to parliamentarians. CAMPE has disseminated appeals for having at least 15% of the 2020-21 national budget allocated to education. It has also advocated for the withdrawal of a new Extra Value Added Tax (VAT) on internet use approved in June 2020 since it could limit the use of ICT for education purposes during the Corona crisis. The NEC is member of the Asia Pacific Forum for Sustainable Development and the SDG Education 2030 Steering Committee which is an advisory group of UNESCO; and it collaborates with the Teacher Association as well. CAMPE has developed a matrix on "who is doing what" in the education field to help minimise duplication and

make the best use of scarce resources.

In Mongolia, the NEC (AFE) is active in LEG meetings, lately mostly on-line, on topics such as Education Sector Development Plan; the Emergency Response Plan; Guidelines for school re-openings; COVID-19 prevention; and mitigation of impact. The government introduced distance education by online mode through legislative measures; and AFE provided inputs about how quality is ensured through online and remote modes of learning. AFE is continuously promoting the alignment of the long-term policy "Vision-2050" with the SDG 4 targets; for example, regarding the inclusion of marginalized children and youth in education and on equity measures in the education sector. ASPBAE also provides support by disseminating analysis of the education budgeting process, including the assessment of risks and opportunities for the effect on marginalized groups. In Timor Leste, the NEC (CSEP) reports being active in diverse LEG - and other meetings, public events, campaigns and advocacy activities for promoting improvements in the education sector. Recently, the NEC has participated in a meeting with the Ministry of Education, Youth and Sport (MEYS) and UNICEF to discuss the government proposal for accessing the GPE COVID-19 Response Fund. The NEC has also taken part in the discussion of the National Education Sector Plan (NESP) and the government's proposal for applying for GPE multiplier grants; and it has in general promoted the right

to education and the SDG4 on education.

In the Philippines, E-net is acting as consultation resource during Senate and Congress hearings related to education, i.e. on laws related to an Alternative Learning System and Inclusive Education for Learners with Disabilities; as well as on learning continuity interventions during the pandemic. As the lead of CSOs in Philippine's Open Government Partnership it has also facilitated the formulation of a Commitment Plan to ensure that Last Mile School learners in geographically isolated areas are given access to the Basic Education-Learning Continuity Plan. Together with ASPBAE the NEC has also been involved in advocacy on equitable financing to education, gender-responsive education budget, and the access to education of marginalized youth and in general in the promotion of education as a universal human right.

In Vietnam, the NEC (VAEFA) and its members are actively promoting education for marginalized groups, for example by sending recommendation letters to the Ministry of Education and Training (MOET) on expanding distance learning in provinces and at community level during the Covid-19 pandemic. The NEC has also participated the discussions on the upcoming Education Strategic Development Plan (ESDP) for the period 2021-2030. VAEFA and its members are promoting Early Childhood Education (ECE) and they have also provided comments to the ECE sector review report elaborated in the LEG. VAEFA has also been part of the Education Sector



LATIN AMERICA AND CARRIBBEAN

HONDURAS
(gr) US\$ 299,964

NICARAGUA
(gr) US\$ 253,140

BOLIVIA
(y.z) US\$ 24,827

HAITI*
(y.z) US\$ 32,265

* fragile and conflict affected



Group (ESG) discussion on the "back to school plan" when schools reopened after the first wave of the Covid-19 pandemic and it has also been engaged in the development of circulars on safe school re-openings and on how to manage distance learning. VAEFA has also been engaged in the consultation process for the development of a new circular on sign language.

The NEC (COESI) in Solomon Island continues to advocate for change in education budgets, policies and laws. In recent statements and in spotlight report the NEC intends to address Inclusive Education Policy, allocation of the education development budget, scholarships pro-

gramme, and the functioning of the Constituency Development Fund that COESI considers could be improved.

In Kyrgyzstan, the NEC (AED) participates in public hearings and discussions on policies that affect the education system, such as the budget resolution of the Kyrgyz Republic for 2021 and the budget forecast for 2022-2023. AED has conducted research on identifying the marginalized groups and causes of marginalization and has contributed to the National Voluntary Review (VNR) on SDG achievements. In Tajikistan, the NEC (ACTE) has advocated for inclusive education at all levels including adult education for 2021-2025 and has engaged with

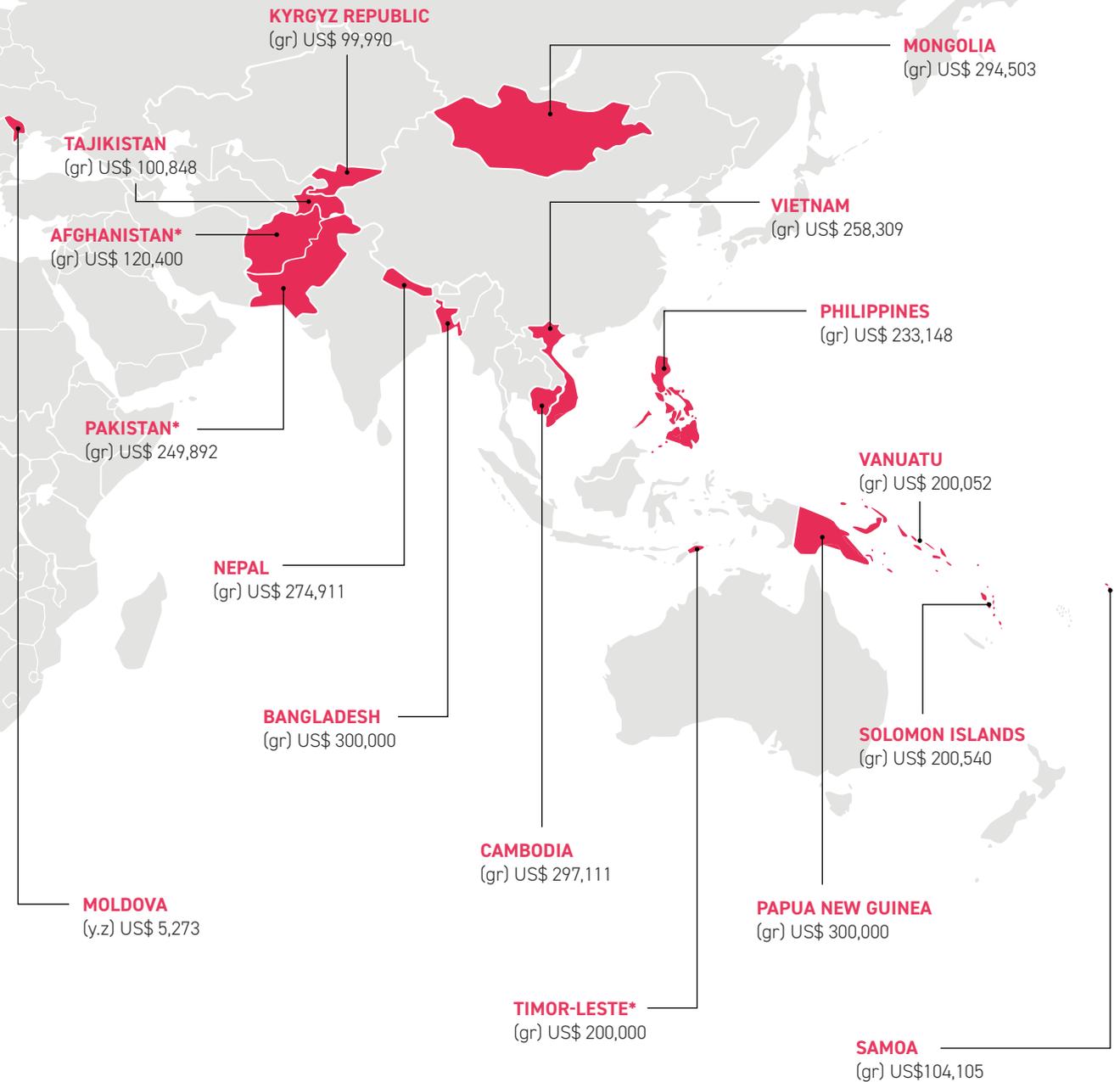
the Ministry of Education and Science and UNICEF. Meanwhile, the NEC in Cambodia (NEP) was invited by the government to represent NGOs/CSOs in the LEG to review and select the grant agent for the GPE Covid-19 Accelerate Fund and for the GCE Multiplier Fund. NEP also reports that it participated in the review of Terms of Reference of Education Sector Working Groups (ESWG), together with NGOs representatives and with donors and UN agencies like UNICEF, UNESCO, and other organisations.

In Papua New Guinea, the NEC PEAN participated in the discussion of the Papua New Guinea National Education Plan (2020-2029) that is ex-

pected to be approved soon. While the former National Education plan 2015-2019 did capture many SDG 4 topics, such as education accessibility that is dealt with in the Papua New Guinea Government Policy 'Free Education Policy'; other topics were absent, such as early childhood education. PEAN with its partners have also advocates for quality education through improved math, science and English curriculum for students. It seems that both 'Early Childhood Care' as well as focus on quality education will be in the new plan. PEAN will also continue to push for teacher's quality education and follow up on SDG 4 indicators.



ASIA AND PACIFIC



* fragile and conflict affected



RESULTS RELATED TO NECs CAPACITIES TO PROMOTE EQUALITY GENERATING EDUCATION SYSTEMS AND DEFEND MARGINALIZED GROUPS' RIGHTS TO EDUCATION

One of the main EOL strategies is to enable that diverse civil society organisations can defend the right to education for the most marginalized groups and ensure that the national education system has equality generating effects in society. The National Education Coalitions are important actors in this regard.

NEC Inclusivity

National Education Coalitions gather voices of diverse marginalized groups excluded from education so that they together can claim the universal right to education for all. The groups of persons that are commonly excluded directly or indirectly from the formal education system are: women/girls - due to the wide gender discrimination in society -, marginalised or illiterate young boys and girls (aged 15-24) that either live on their own without anyone taken care of them or in families that do not

have the resources to keep them in school; people living with disabilities; discriminated ethnicities, castes, nationalities or migrants, discriminated religious groups; indigenous people; internal displaced/refugees, LGBT persons or people living below the poverty line as defined by the respective government.

National Education Coalitions have the possibility to include organisational representatives of the diverse marginalized groups to participate in the coalition; and they also have the possibility to include explicitly in

INFORMATION ABOUT SELECTED MARGINALIZED GROUPS' PARTICIPATION IN NATIONAL EDUCATION COALITIONS

Number of NECs that respond "Yes" to the Question: "Does the NEC have participation of at least one organisation that represents the following marginalized group or specific interest group?" (Number of interviewed NECs: 54)

Marginalized groups	January 2020		July 2020		From January - July 2020
	Number of NECs responding "Yes"	Percentage of NECs	Number of NECs responding "Yes"	Percentage of NECs	
Women/girls	52	96%	54	100%	↑
Marginalized or illiterate young boys and girls (aged 15-24)	46	85%	48	89%	↑
People with disabilities	52	96%	53	98%	↑
Discriminated ethnicity and caste	16	30%	16	30%	→
Discriminated religious group	5	9%	5	9%	→
Indigenous people	22	41%	21	39%	↓
Internal displaced persons/refugees	21	39%	22	41%	↑
LGBT persons	8	15%	8	15%	→
People with discriminated nationalities or migrants	15	28%	15	28%	→
People living below poverty line as defined by the respective Government	41	76%	42	78%	↑
Students	42	78%	42	78%	→
Parents	42	78%	43	80%	↑
Teachers	52	96%	52	96%	→



their strategic plans, the fight for education of those marginalized groups that are mostly excluded in the specific country where the NEC operates. Inclusion of representatives of students, parents and teachers, respectively, in the NEC is also contributing to increase the inclusivity level of the NEC, since they are fundamental users of the education systems and often witness or even suffer from inequality and discriminatory practices in the education system's day to day functioning.

All 54 EOL supported National Education Coalitions have participation of at least one organisation that represents women/girls (100%). Likewise, people with disabilities are represented with at least one organisation in all except one NEC (98%). And in more than three quarters of the NECs, organisations that represent marginalized or illiterate young boys and girls (aged 15-24 years) as well as people living below the poverty line as defined by the respective government, respectively, were represented. The education system's daily "hands-on" users were also represented in most NECs: students (in 78% of the NECs); parents (in 80% of the NECs) and teachers (96% of the NECs). Other groups such as "discriminated religious groups" and "LGBT persons" are only represented in few NECs.

With their high level of representation of some of marginalized groups, the National Education Coalitions are important actors for informing policy makers and authorities in diverse policy arenas about the discriminatory situation that many of these groups experience in the education system. In order to become as effective as possible in their advocacy and social accountability efforts, the National Education Coalitions need to be technically skilled in the subject matters discussed in political fora and that affect

education policies; and they need to possess good strategic advocacy skills. Likewise, the NECs' sustainability, particular financial sustainability is fundamental for them to simply exist and to be able to be present, receive information, give opinions and in general act in the national contexts where international organisations might have difficulty in manoeuvring.

NEC Capacity building

National Education Coalitions vary in their structures and institutional capabilities; and they strive to improve their capacities and strategic influence. EOL RMUs have carried out meetings and workshops - some face-to-face before the Covid-19 outburst and some online - in order to help improve the strategic planning skills and the consistency in the NEC EOL grant project proposals during the Year Zero period. The same project proposals include strategies for improving further the NEC's capacities. To date, 48 EOL supported NECs (89%) also count on a learning plan, - either a newly elaborated plan or a renewed or updated learning plan. Data on current learning needs from all NECs is being systematized and categorized across the regions in the areas of Advocacy -, Thematic - and Organisational area. The Grant Agent will select learning partners in the second semester 2020, that in addition to GCE and RCs will further support the NECs in improving their expertise, capacities and skills, for example, to use own and others' lessons learned for adjusting their strategies and become even more strategic. In order to attract interested new learning partners, the RMUs launch expression of interest calls for interested organisations that are capable to fulfil the learning role. GCE and the Regional Coalitions (ACEA, CLADE, ASPBAE) also continue to support National Education Coalitions with information, development of techni-

cal capacities and particularly advocacy strategies, so that the education movement becomes as strong as possible at all levels (national, regional and global) in the fight for education for all. The National Education Coalitions recognize and appreciate to a high degree the support that they receive.

As mentioned, the EOL RMUs have provided support to diverse National Education Coalitions, particularly for helping to improve their project proposals during the Year Zero period. GCE on its part reports, for example, that it has produced a learning brief on legislation regarding financing of education; as well as a guideline for coalitions on how to produce case studies.

²NEC-data from June 2020,

³Some national laws do not recognize or defend different discriminated groups' freedom of expression or right to organize; so a law change would be required before any group in question could join the NEC in those countries.



INFORMATION ABOUT RECENT ACTIVITIES RELATED TO NECs' CAPACITY BUILDING

In West and Central Africa region the RMU has provided support and recommendations to all OC1 grantees (NEC) and twelve out of thirteen NECs under Year Zero successfully improved their proposals and have signed grant agreement for full project implementation. The NECs in the region count on a learning plan that includes activities for improving organisational and advocacy capacities as well as technical capacities to manage the thematic subject matters.

In Eastern and Southern Africa region, all 11 NECs that were recommended for Year Zero to improve their project proposals, have completed their proposals which have been approved by the RISP. The RMU supported the NECs to create a good environment for implementing the projects e.g. developing implementation plans, carrying out stakeholder analysis, risk analysis, organising human resources and developing a learning plan and performance monitoring plans. During the project preparation process, the NECs used different strategies and carried out consultations with stakeholders to develop inclusive proposals that take into account the diverse marginalised groups' situation. The NECs in this region also received support, guidance and information from GCE and regional coalition ACEA on topics such as the impact of Covid-19 on education, advocacy, budget tracking and financial monitoring. ACEA

has also provided essential support to the NECs in the Arabic speaking countries (Sudan, Somalia, Somaliland and Yemen) for the development of the proposals.

In Latin America and Caribbean region, the RMU organized a virtual workshop with NECs and CLADE on project design in order to support the elaboration of improved NEC project proposals to comply with the RISP recommendations. The workshop was positively evaluated, and the participants agreed totally that the workshop improved their project proposal, and that the feedback received during the workshop was pertinent. During this report period, the RMU also supported the updating of the NEC's learning plans and carried out webinars for the NECs. CLADE has also provided valuable support to the NECs. CLADE reports that Honduras and Haiti National Education Coalitions have both participated in a webinar called "Education Budget Advocacy in Times of Covid-19" in May 2020 as well as other webinars on this topic. The NECs from Latin America were also invited to an interdisciplinary online course on "The Right to Education" organized by GCE that took place from May to June 2020. The NEC in Bolivia and the NEC in Nicaragua both registered and participated actively in the course. CLADE has in general been very active in involving the NECs in diverse regional and global policy discussion areas in order

to sharpen their advocacy capacities.

In the Asia and Pacific region, two NECs - Samoa and Moldova - have been supported by the RMU to improve their project proposals during the Year Zero period, while the remaining 14 NECs are already implementing their Grantee Projects after introduction of minor changes recommended by the independent selection panel and signing of their respective contract with the Grant Agent. The RMU has provided guidance on how to improve the grant proposals based on their review; recommendations from the independent selection panel; analysis of present national context; streamlining the theory of change and project design; stakeholder analysis, etc. In addition to the ongoing project implementation guidance, the RMU also supported the learning plan development.

Since almost all of the NECs in this region were recommended to start up grant implementation immediately after the RISP decisions and as they have all included learning and capacity development activities in their respective grant project proposal, they are already in full swing developing diverse training activities, such as the following:

In Nepal, the NEC (NCE) is improving its capacity in relation to engagement in policy dialogues through its participation in ASPBAE organized activities. Their

NEC members' participation in several learning platforms has also enriched their understanding about ongoing global and regional debates in the education sector. In Pakistan, the NEC (PCE) members came together to discuss about and learn from others' experience about the psychosocial impact of Covid-19 and how to cope with the new conditions that the pandemic has created. The NEC in Afghanistan (AN-ECO) is taken part in ASPBAE organized activities related to SDG 4.7; and in Bangladesh, the NEC (CAMPE) carried out a capacity building workshop in Maherpur district followed up with interventions where the local government institutions were engaged in order to build a better understanding of the human rights' perspective on education. CAMPE also learned from providing support to ASPBAE's youth-led action research on the impact that COVID-19 has on marginalized youth.

In Tajikistan, the NEC (ACTE) members have joined webinars and virtual conferences organized by ASPBAE and other organisations to improve their capacity, such as a regional conference on the Education Financing in the context of COVID-19. In Mongolia, the NEC (AFE) developed two tools for advocacy actions. By working in teams and studying legal and regulatory documents related to the tool development, AFE visualised advocacy tactics and strategies for evidence-based policy influence. The NEC (AED) in Kyrgyzstan



mobilised researchers from a national university to design research and carry out studies and it informs that it has gained useful experience in analysing the progress of SDG 4 in the country; and it is now expecting a dialogue with the Ministry of Education and Science in relation to the Voluntary National Report. In the Philippines, E-net has strengthened capacity in budget advocacy and budget

tracking with support from Social Watch Philippines.

In Vietnam, the NEC (VAEFA) enhanced its advocacy capacity, especially on inclusive education for people with disability, education financing and adult learning by hosting and participating in the national level meetings, consultations and conferences. In Timor L'este, the NEC (CSEP) held meetings to

discuss institutional development, activity implementation strategies, advocacy engagements and to learn about monitoring or data collection. A virtual meeting involved marginalized youth representatives from three municipalities who will be supporting CSEP members in monitoring activities. The NEC (SEN) in Samoa has received capacity building support in relation to engagement in policy dia-

logue from ASPBAE. The NEC also learned from participating in the Pacific Forum on Sustainable Development and Voluntary National Reviews (VNR). In Solomon Island, the NEC (COESI) learned about how to engage in policy dialogues. ASPBAE provided them with webinar assistance, as well as documentation on the various stages of the VNR and High-Level Political Forum processes.

In all four regions, the respective RMU also supported the NECs in developing adaptive strategies for implementing their projects during the Covid-19 pandemic. Coalitions were encouraged to be innovative and develop strategies that can help them to influence policies and increase capacities in the special pandemic situation.

Learning agenda and collaboratives

The Grant Agent is currently in the process of establishing a learning agenda and new learning collaboratives where NECs can learn together and from each other sharing lessons learned, particularly on topics that

respond to the NECs' identified learning needs.

Data on learning needs from all grantees have been collected, consolidated and categorized across the regions, according to learning and capacity building in the following areas: a) Advocacy, b) Thematic areas, and c) Organisational areas. Learning partners take up an important part in the EOL learning agenda and in building grantees' capacities further as well as in establishing learning collaboratives. OC1 grantees have provided reflections on the establishment of new learning collaboratives and the

Grant Agent is currently in the process of analyzing the expressed learning priorities in order to cluster them for the learning collaboratives.

Although new EOL financed learning collaboratives on institutional capacity building have not yet formally been established, most of the NECs in all of the regions report that they have participated in a learning collaborative of some kind and many of them report that they have benefitted from the collaboration and learnt from each other.

INFORMATION ABOUT THE CIVIL SOCIETY ORGANISATIONS' PARTICIPATION IN DIVERSE KINDS OF LEARNING COLLABORATIVES.

In the West and Central African region, the three Portuguese speaking NECs (Cape Verde, Guinea Bissau and Mozambique) report that they have acquired learnings from their collaboration in an education network that has participants from Portuguese speaking countries.

In the Eastern and Southern

Africa, the RMU has supported the construction of learning collaboratives through the identification of learning needs during review of project proposals and due diligence assessments and identified gaps in learning plans. The RMU has analysed the areas included in the Coalitions plans and it was found that the coalitions' plans focus on

thematic capacity area (63%); organisational capacity area (94%) and advocacy capacity area (81%). The RMU has since put out a call for expression of interest (EOI) for learning partners. The RMU has received Expression of Interest from applicants, that will be assessed and finally the learning partners will be selected. The final selection

will be based on the coalitions' learning plans and needs.

Almost half of the NECs in this region report that they have participated in some kind of learning collaboratives at national, regional and local level focusing on a specific theme or as part of an interest groups. Seven coalitions (i.e. Uganda, Sudan, Somali-



land, Rwanda, South Sudan, Yemen and Tanzania) indicate that they have improved at least one of their capacities due to their participation in such learning collaborative in areas such as: communication, advocacy and influencing; virtual engagement; project management; strategic planning and institutional capacity building; reporting on child rights situation for the Universal Periodic Report; and best practices of promoting quality education during Covid-19.

Five National coalitions in this region report that they have also collaborated with civil society organisations in other countries, mainly neighboring countries. The NEC in Kenya has established partnership with "Each Rights" with the aim of collaborating on the promotion of strengthened public education systems and on research. Zambia NEC attended international meetings including the 6th African Regional Forum for Sustainable Development held in Zimbabwe and an ANCEFA learning session. The NEC in Zimbabwe attended the Education Coordination Group Meeting in March 2020 chaired by the Minister of Primary and Secondary Education. Yemen, Somalia and Sudan coalitions participated in webinars organized by ACEA in which Arabic speaking participants from more than 10 countries attended, represented by coalitions, human rights centres, networks and interest groups. The discussions and learning focused on Civil society organisations immunity, reality and expectations amidst Covid-19 pandemic and impact on education sector. ACEA reports that it has carried out

diverse activities for developing capacities to engage in policy dialogues in order to help the NECs increase their capacities in this field. ACEA has also developed a two-day on-line training regarding the Minimum Standards for Education in Emergencies as well as a training manual in Arabic on this topic. The NEC coalition in Rwanda attended the launch of a new Global Engagement Network focused on Building Cultures of Peace in Rwandan Schools, funded by the UK's Global Challenges Research Fund; as well as a series of World Bank/UNESCO/UNICEF peer learning webinars which examined the newest evidence on the safety of re-opening schools and highlight country-level actions on operational safety, building on the Guidance for COVID-19 pandemic prevention and Control in Schools as well as the Framework for Reopening Schools. In Tanzania, the NEC coalition conducted an online meeting to discuss governments' plans for re-opening of schools which brought together government officials, development partners, members and representatives of the Zimbabwe NEC in order to share ideas, knowledge and best practise for school re-openings.

In the Latin America and Caribbean Region, the NECs have established a learning collaborative that covers a bi-national collaboration between Honduras and Nicaragua and these two Central American countries have built an influencing agenda together. The NECs in the Latin American and Caribbean region mention that they also learn from what happens in the regional arenas from CLADE's partic-

ipation in these regional fora, such as ECLAC's "Group of Education, Academy, Science and Technology – GEACT" and other exchange forums where different stakeholders participate. The RMU has also facilitated the collaboration among the NECs in the region by inviting them to a virtual workshop and three webinars.

In the Asia and Pacific Region, the RMU has helped create the basis for the establishment of learning collaboratives, through the gathering of information on learning needs that have been systematized in a matrix during the NECs' development or improvement of their learning plans. This systematized information will help advance in the establishment of learning collaboratives and in the commissioning of learning partners.

Meanwhile, most NECs in the region have participated in diverse kinds of learning collaboratives. The NECs have for example participated in ASPBAE's regional virtual conferences, such as the much appreciated one on education financing held in June 2020.

In Pakistan, the NEC (PCE) reports having collaborated with and learned from a Special Talent Exchange Program on joint research and advocacy initiatives for inclusive education. The NEC (NCE) in Nepal has participated in a long list of learning collaboratives, where the issue of education in emergency and alternative learning approaches were central due to the Covid-19 crisis. The NEC in Bangladesh (CAMPE) has been active in the learning collaborative on Youth-led

action research on the impact of Covid-19 on marginalized youth; while the NEC (E-Net) in Philippines is participating in a learning collaborative with Social Watch Philippines on budget advocacy and -tracking and on gathering directives from government agencies. The NEC in Vietnam (VAEFA) has been active in a Network of NGOs supporting hearing impaired persons' education (sharing materials, information and discussing support and joint activities); and in a network on adult learning and education financing, among others. In Timor Leste, the NEC (CSEP) has taken part in ASPBAE organized activities and has for example learnt about the engagement in SDGs/SDG4 processes at the regional and global levels. Also the NECs from Pacific Island countries (COESI, SEN, PEAN, KOBLE) have participated in ASPBAE's virtual meetings and they have learnt about advocacy and policy processes in the COVID-19 context.

In its part, GCE reports that it has started multilingual communities of practice on education financing, education in emergencies and youth led advocacy work. GCE has also as part of the ongoing communication work disseminated newsletters highlighting success stories that others can learn from.



4 CROSSCUTTING THEMES

STATUS ON ADAPTIVE MANAGEMENT MEASURES TAKEN DURING THE COVID-19 CRISIS

In making a general balance in July 2020, it is estimated that NEC grantees and EOL offices have so far demonstrated a high level of adaptive management capacity under the current Covid-19 pandemic. The Covid-19 was not foreseen as a risk at any level of the EOL project, and how to cope with it had and will continue to be defined over the course of time.

The pandemic generated a totally new education reality for the school children due to school lock downs; as well as new policy responses to this deficit of education for huge groups of school children. In this chaotic situation, the National Education Coalitions were in general fast in orienting themselves regarding the new political agenda and in placing themselves in strategic positions in order to be able to promote that the education emergency plans took into account the most disadvantaged groups to the extent possible. As an example, in the East and Southern Region, the NECs in Tanzania, Zambia, Zimbabwe, Kenya, Malawi and Nigeria were all made members in National Education Covid-19 Emergency Task Force in their respective countries to discuss ways to ensure continuity of learning for students during pandemic and after/post pandemic.

It was important to have voices of marginalized groups' representatives participate in this discussion, since some of the marginalized groups that were already before the Covid-19 crisis discriminated against in the education system, experienced further discrimination and exclusion. School closures increased the violence against the girls resulting in more pregnancies and girls were subjected to home chores and left with no time for studies. People living with

disabilities were left out in the provision of online education or education through radios, television and pamphlets due to their inability in acquiring the learning materials from home. Children and young people coming from remote areas or poor families did not have the same access to computers and internet and were therefore discriminated against when the education options went on-line. Thus, the advocacy for inclusive and quality education became even more relevant. Unfortunately, some civil society organisations also experienced that the Covid-19 lockdown measures were taken further to not only limit social gatherings but also the freedom of speech and the right to organize.

However, a number of NECs rapidly started to contribute with inputs and with their knowledge and experience in the formulation of the National Education Emergency Plans and other policies; and in 15 countries the NECs reached to influence policies in order to expand the access to education for all.

NECs also experienced changes in other spheres, in Bangladesh, the NEC (CAMPE) realized the interest from a large number of teachers' association representatives to improve their ICT skills on online consultative forums and improve ability to facilitate online class by using ICT and low-tech mobile phone options.

It was particularly the National Education Coalitions that were already in full swing implementing their full proposals that were affected by the Covid-19 crisis, while the NECs in Year Zero process were less affected since they could continue to elaborate on their projects. The Covid-19 measures implied and continue to imply that diverse activities such as workshops and meetings are cancelled or redirected to be carried

out on-line when possible. This has caused delays in the project implementation and required that some grantee projects have had to be re-adjusted in order to reach the expected objectives and outcomes. Some activities have had to be postponed or cancelled and replaced by others more relevant and feasible in the new situation. Virtual meetings and teleworking from home has become the typical way of adapting to the new situation for the NECs.

However, sometimes it was not that easy to re-adjust. Traveling restrictions has delayed implementation of activities in some districts, at least one NEC had difficulty in having authorization for the release of funds because all authorizing board members were staying in their districts away from the secretariat, when prohibitions to inter district travel was introduced. In order to overcome the diverse challenges due to Covid-19, NECs, RMUs and GMU had to reorganize implementation protocols, schedules and activity plan, including delaying implementation of certain activities.

However, the Covid-19 crisis also generated some positive consequences, such as new political windows-of-opportunity for NECs.

In Kenya, Tanzania, Sudan, Zambia and Zimbabwe, for example, coalitions conducted different webinars on the state of education amidst the Covid-19 crisis and engaged in policy dialogue processes with policy makers and members of the civil society. These initiatives enhanced the capacity of the Coalitions in engaging in policy dialogues and also opened up more space for the civil society to participate.

In Sierra Leone, the registration of the NEC within Ministry of Basic and Senior Secondary Education through a Service Level Agreement for COVID-19 interventions,



enabled the Coalition to be part of education planning, policy dialogue and monitoring activities together with education authorities and other institutional actors, thus it had the opportunity to advocate in that process for the marginalized groups' right to education.

In Bangladesh, CAMPE conducted a rapid survey on the Impact of Covid-19 on Education and invited 120 senior government officials, legislators, representatives of think-tanks and civil society organisations to a webinar for the presentation of the results. Based on the webinar, CAMPE also submitted a memorandum to the Finance Minister requesting to retain current level of education budget and consider an education recovery plan for the next 2-3 years. It had also organised a virtual press briefing and submitted an Open Appeal to the Prime Minister.

In Mongolia, the NEC reported that it had the opportunity to submit concrete proposals for the emergency response plan. In Pakistan, the NEC members have been adopting innovative ways of achieving project objectives through online advocacy and research initiatives. Now it is looking at the possibility of using social media and online platforms to hold policy consultations with

the legislators and key officials. It will provide webinars for CSOs on education issues to build capacities and highlight issues that marginalized communities are facing in the current education system.

The coalition in the Philippines (E-net) took the opportunity to upgrade officers, staff and members in using social media platforms and ICT in general.

Virtual meetings are currently given the chance to participate for different stakeholders and member organisations from different parts of the countries who would not have got a chance to attend the meetings physically.

PROMOTION OF GENDER EQUALITY

The Grant Agent Oxfam IBIS continuously seek to promote gender equality at all levels in the implementation of the EOL project.

In the Grant Agent processes, the Application Guidelines request the interested civil society organisations to incorporate the human rights and the gender perspective in their applications; and in the selection process, both men and women skilled in analysing the gender perspective participate in the Independent Selection Panels.

During the due diligence grantee assessments, observations and feedback it is recommended to develop an organizational gender policy to guide and ensure full gender responsiveness in the operations. During Year Zero, the applicants are recommended to include strategies and activities for the promotion of gender equality in their project documents; and in the learning agenda development, the promotion of gender equality in the strategic planning is a learning need that has been detected and that will be addressed with capacity building activities. In the monitoring framework, the NECs are consulted regarding the participation women/girls' organisations and it is encouraging to see that all 54 consulted NEC grantees report having participation of organisations that represent women/girls; and almost all of them have included explicitly the women/girls' groups' interest in their strategy or workplan.

The NEC grantees on their part, particularly those that started early in the year with the implementation of the grantee projects, have carried out diverse activities for the promotion of gender equality, such as the examples mentioned below.

EXAMPLES OF GRANTEE'S PROMOTION OF GENDER EQUALITY AS PART OF THE GRANTEE PROJECT IMPLEMENTATION.

The NEC (NCE) in Nepal has lobbied together with six different local governments as well as the federal government for equity and gender responsive budgeting. An appeal to the parliamentarians regarding the gender responsive budget and promoting safe learning alternatives during Covid-19 was submitted at the national as well as province level. The NEC (PCE) in Pakistan in collaboration with

other CSOs has conducted a study titled "Bringing all Girls to School – A Case for More Investment", that provides an overview of Pakistan's current state of education financing. It estimates budget required to bring all out-of-school girls in school to complete education. The findings of the study are currently being shared with relevant authorities. The NEC (ANECO) in Afghanistan has advocated for gender

equity and equality through engagement in CSOs Peace Consultation Board meetings. The Rapid Response Survey designed by the NEC (CAMPE) in Bangladesh was gender sensitive and included specific questions about how girls and women are affected differently in relation to men and boys due to the pandemic. NEC (E-Net) in Philippines on its part has campaigned for Safe Schools for Girls and

Women; and the NEC (AFE) in Mongolia reports that the government of Mongolia re-introduced health education curricula that covers comprehensive sexual education such as gender identity, sexual orientation and related health issues. The NEC (AED) in Kyrgyzstan conducts research to identify marginalized groups including women and deepen analysis of public expenditure on education at



the national and local levels with equity and gender lens. The NEC (VAEFA) in Vietnam has shared findings on challenges faced by marginalized women in programmes for the development of skills for work and it has initiated dis-

cussions with the members who work on education for hearing impaired persons to develop awareness raising activities to address specifically the difficulties that hearing impaired young women face in education and

daily life. The NEC (CSEP) in Timor Leste reports that their organisation has been proactively involved marginalized women (youth) to participate in the monitoring activity in five municipalities. About 80% women involved in the mon-

itoring are developing their research skills and empowering themselves to be strong and confident advocates of education in the rural areas of Timor-Leste.

SUPPORT TO FRAGILE COUNTRIES

Currently, EOL provides support to grantees in a total of 22 different fragile countries. The support has either been provided through the financing of a Year Zero period where the grantee has had time to improve its capacities and its full project proposal; or through the financing of the grant for the implementation of their full proposal. In the African region, around half of the National Education Coalitions that have been supported by the EOL project are operating in fragile countries.

This means that many of the EOL Grantees have to operate and address inequality and exclusion in the education sector in country contexts affected by conflicts and disasters which can be very challenging. Education in Emergency is a topic that the NECs in these countries handle and that they can benefit from learning further about.

Although there are difficulties in supporting these countries, RMU has put in place different strategies to support the NECs in these countries;

- Provide support to the coalitions in identifying gaps during the due diligence processes and help build improved governance and finance practices, procedures and policies when needed to guarantee transparency and adequate finance management procedures.
- Provided effective support to the coalitions that go through a Year Zero period to

TABLE OF FRAGILE COUNTRIES WHERE THE CIVIL SOCIETY ORGANISATIONS HAVE BEEN SUPPORTED BY EOL FUNDS.

Region	Name of fragile countries where civil society organisations have been supported by EOL funds ⁴ .	Absolute number	% of supported NECs in the Region (through Y.Z. activities or full project)
West and Central Africa Region	-Burkina Faso -Burundi -Cameroun -Democratic Republic of Congo -Gambia -Guinea-Bissau -Liberia -Niger	8	44%
Eastern and Southern Africa Region	-Kenya -Nigeria -Rwanda -Somalia -South Sudan -Sudan -Uganda -Zimbabwe -Yemen	9	56%
Latin America and Caribbean	-Haiti	1	25%
Asia and Pacific	-Afghanistan -Pakistan -Papua New Guinea -Timor-Leste	4	25%
In total		22	41%

- guide them to develop a quality proposal
- Regular review of the project implementation work plans to identify areas that require support.
- Conducting periodic meetings, including

- virtual meetings, to follow up on project implementation progress
- Work closely with the RCs to support the NECs build strong governance procedures.

⁴Refers to List of countries and classification for the purpose of the GPE Results Framework, as of February 28,2020 – GPE Fragile or conflict affected (FY20).



5 COLLABORATION WITH OTHER ORGANISATIONS

RELATIONS WITH THE GLOBAL CAMPAIGN FOR EDUCATION AND REGIONAL COALITIONS

EOL maintains continued collaboration with the Global Campaign for Education (GCE) and the Regional Coalitions (RC). GCE and RCs are important actors for giving strategic direction to the international education movement so that the diverse civil society organisations can push in the same directions for policy changes that benefit the most discriminated and marginalized groups of people when it comes to fulfil their right to education. GCE and the RCs are also important and appreciated learning partners for national education coalitions.

GPE had provided a costed extension to GCE and RCs until the end of March 2020. From April 2020 onwards, GCE and RCs were supported by EOL funds. Oxfam IBIS has signed individual contracts with the Global Campaign for Education (GCE); ACEA; ASPBAE and CLADE.

EOL Regional Management Units, particularly, in Latin America and Caribbean, in Eastern and Southern Africa and in the Asia and Pacific Region as well as GCE Regional Coalitions (CLADE, ACEA and ASPBAE) continue engaging on issues such as capacity building for the NECs, learning partners, information exchange on planned activities, NEC's strategic planning and joint events.

GCE and RC also continuously share information with the NECs, which GCE and the coalitions have acquired through their participation in diverse international and regional networks that promote the universal right to education from different angles. They also provide strategic guidance to the NECs on topics such as

education financing, right to education, tax justice, ending violence in education and other issues.

GCE and the regional coalitions are working together with the Grant Agent to revise their activity plans due to Covid-19 and other matters.

RELATION WITH THE GLOBAL PARTNERSHIP FOR EDUCATION

EOL continues to benefit from effective collaboration and working relationship between the GMU and GPE's EOL team. Weekly meetings are carried out and upcoming activities are discussed and followed up on. In June, 2020 the EOL Coordination Team met with Grant Agent Oxfam IBIS to assess and discuss general progress in EOL implementation.

GMU has set up a Teams channel where relevant documents are shared between GMU and GPE, in order to facilitate communication. GMU and GPE's Communication Team have also had good collaboration in the process of renewing the EOL website this semester. GPE contributed recently with a pertinent article "Civil Society plays a crucial role in the Coronavirus response" that was disseminated through the EOL website. GMU and GPE also hold Reflection meetings in order to discuss the overall lines of the EOL project.

RELATIONS WITH KIX

KIX Programme team and EOL Programme team continue to exchange information on topics of mutual interest in their respective efforts to be good and effective Grant Agents for GPE. EOL for the management of grants to the civil society organisations' advocacy and social accountability work; and KIX for promoting the exchange of expertise, innovation and knowledge among

GPE partners in order to help the developing countries to improve their education systems. The Grant Agent of KIX is the International Development Research Centre (IDRC) in Ottawa, Canada.

In first semester 2020, the two programme managers met on-line and exchanged information on the development of their respective programmes. Also, the two programmes' respective monitoring officers met on-line in two occasions to discuss about the respective monitoring frameworks and the discussion was very fruitful to learn from each other.



6 EOL'S UPCOMING ACTIVITIES FROM JULY 2020 ONWARDS

The second half of 2020 will be characterised by review and selection activities related to the open calls under the Operational Component 2 and Operational Component 3, which were described previously in this report. However, gradually EOL will be moving to a third stage when not only the current 47 OC1 Grantees are implementing their grantee projects – that will continue until December 2021 – but when also OC2 and OC3 grantees start implementing their grantee projects and learning activities take centre stage.

As evidenced in this report EOL supports a wide range of different actors that are all committed to producing significant results and testing new approaches in the field of advocacy and social accountability. As grant agent, Oxfam IBIS is committed to ensure accountability in regard to the EOL results framework and in following up on the grantees' respective grant agreement. The remainder of 2020 and well into next year – if not longer – will also be marked by the need for further adaptive management, as the Covid-19 pandemic has dramatically changed the education agenda worldwide. This calls for grantees to critically review their approaches, activities and targets to ensure relevance and effectiveness of the support provided by EOL. And it obliges the grant agent to be responsive and flexible while maintaining a focus on overall objectives.

EOL will continue to support and follow up on the OC1 Grantee Projects in the four regions in order to facilitate a smooth and accountable implementation of the projects. Lessons learned from the National Education Coalitions will be gathered and disseminated, so that they can feed into the current projects and make them more effective and strategic.

At the regional and global level, the NECs' expressed learning needs will be systematized and different Learning partners are foreseen to be selected. Learning collaboratives will also be organized around different themes and topics in the second semester of 2020. As such EOL is striving to offer a collaborative space for joint learning. Across countries and operational components efforts will have a growing focus in the remainder of 2020 on reflection and learning not only with individual partners but more importantly by bringing together stakeholders for shared learning. Already in the first half of the year calls for expression of interest from potential learning partners were launched and this learning partner selection will continue as a major effort in the remainder of the year. Learning partners will normally work with groups of grantees to address common constraints and support enhanced capacities related not only to specific aspects of grant implementation but also contribute to a general strengthening of organisational capacities.

As efforts shift from grant making to implementation and learning also for OC2 and OC3 – and OC1 grantees are already in full swing implementing their grantee projects –, the role of the independent selection panels shall also be reviewed. ISP members took office in November 2019 with a one-year tenure and hence their contracts are to be reviewed and renewed with initial consideration on how EOL can be supported by a panel of external experts advising on overall strategic direction, i.e. drawing on the regular annual progress reports, TPRs and other EOL review findings.

While the EOL portfolio of OC2 and OC3 grantees is still evolving, the current EOL financing framework for national education coalitions and GCE including the regional

coalitions will come to an end at the close of 2021 (NECs) and first half of 2022 (GCE and RCs). This calls for growing emphasis on sustainability and exit as these grantees have been recipients of GPE funding for a number of years.

While a change in the overall scope of EOL is surely underway, the second half of 2020 will still include efforts relating to open calls. The OC3 second call for concept notes will be launched for interested transnational civil society alliances in mid-July 2020, giving the opportunity to applicants that were not selected at the beginning of the year in the first round to reapply; and to other interested alliances to apply for their first time under the OC3. The screening process will take place in September and first half of October 2020; and the Independent Selection Panels will take their decisions after reviewing the applications in October and November 2020. The ten OC3 first call applicants that were selected for going forward and developing a full proposal will submit these full proposal applications at the end of September 2020.

During the second semester 2020, the screening and selection process the OC2 applications that were submitted in June 2020 will also take place, involving Oxfam IBIS GMU and RMUs as well as the Regional Independent Selection Panels (RISP) and the Global Independent Selection Panel (GISP). The GISP will take decisions in September 2020 on which of the proposals will be invited to go forward into the Year Zero process.



ANNEXES



1 LIST OF NATIONAL EDUCATION COALITIONS

	Country	Organisation
RMU – West and Central Africa		
1	Benin	Coalition Beninoise des Organisations pour l' EPT (CBO-EPT)
2	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)
3	Burundi	Coalition pour L' Education pour tous BAFASHEBIGE
4	Cameroon	Cameroon Education for All (CEFAN)
5	Cape Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)
6	Democratic Republic of Congo	Coalition Nationale de L' Education pour tous en DRC (CONEPT/RDC)
7	Gambia	Education for all Campaign Network (EFANet)
8	Ghana	Ghana National Education Campaign Coalition (GNECC).
9	Guinea Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)
10	Ivory Coast	Reseau Ivoirien pour la Promotion de L' Education pour Tous (RIPEPT)
11	Liberia	National Education Coalition of Liberia (NECOL)
12	Madagascar	Coalition Nationale Malgache pour L' Education pour Tous (CONAMEPT)
13	Mauritania	Coalition des Organisations Mauritaniennes pour L' Education (COMEDUC)
14	Mozambique	Movimento de Educação para Todos (MEPT)
15	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)
16	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)
17	Sierra Leone	Education for All Sierre Leone (EFA SL)
18	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)
RMU – Eastern and Southern Africa		
1	Eswatini	Swaziland Network Campaign on Education for All(SWANCEFA)
2	Ethiopia	Basic Education Network Ethiopia (BEN-E)
3	Kenya	Elimu Yetu Coalition (EYC)
4	Lesotho	Lesotho Council of NGOs (LCN)
5	Malawi	Civil society education coalition (CSEC)
6	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria
7	Rwanda	Rwanda Education for All Coalition (REFAC)
8	Somalia	Education for All Somalia Coalition (EFASOM)
9	Samaliland	Somaliland Network on Education For All (SOLNEFA)
10	South Sudan	National Education Coalition in South Sudan
11	Sudan	Sudanese Coalition for Education for All (SCEFA)
12	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)
13	Uganda	Forum for Education NGOs in Uganda (FENU)
14	Yemen	Yemeni Coalition for Education for All (YCEFA)
15	Zambia	Zambia National Education Coalition (ZANEC)
16	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)



	Country	Organisation
RMU - Latin America and Caribbean		
1	Bolivia	Campaña Boliviana por el Derecho a la Educación
2	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)
3	Honduras	Foro Dakar
4	Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua
RMU - Asia and Pacific		
1	Afghanistan	Afghanistan National Education Coalition Organization (ANECO)
2	Bangladesh	Campaign for Popular Education (CAMPE)
3	Cambodia	NGO Education Partnership (NEP)
4	Kyrgyzstan	Association for Education development in Kyrgyzstan (AED)
5	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)
6	Mongolia	"All for Education!" National Civil Society Coalition
7	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'
8	Pakistan	Pakistan Coalition for Education (PCE)
9	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc
10	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)
11	Samoa	Samoa Education Network (SEN) Advocacy Project to Better Achieve SDG4
12	Solomon Island	Coalition for Education Solomon Islands (COESI)
13	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)
14	Timor Leste	Civil Society Education Partnership (CSEP)
15	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu
16	Vietnam	Vietnam Association for Education for All (VAEFA)



2 LIST OF SELECTED NEW POLICIES APPROVED IN THE FIRST SEMESTER 2020.

Overview of policy changes and coalition participation in West and Central Africa Region	
Country	Burkina Faso
Policy changed	The Education Cluster Strategic Advisory Group was launched. This group is aimed at providing strategic guidance on decision-making, development, and validation of strategic education documents from Ministry of Education. The Government also adopted a joint decree/order n° 2020-131 / MESRSI / MENAPLN modifying the 2019-2020 school calendar (29.05.2020).
Date of Approval	29 May 2020
Coalition participation in the policy change	On May 25, 2020, the NEC coordinator was appointed as a member of the "Strategic Advisory Group" of the Education cluster (GSC or SAG) on behalf of the civil society. The Coalition was accepted on the Education Cluster on April 29, 2020.
Country	Burkina Faso
Policy changed	Response plan for educational continuity during COVID-19 adopted by Ministry of Education and support programme for the implementation of the response plan for educational continuity.
Date of Approval	16 April 2020
Coalition participation in the policy change	A call was launched by the Coalition in the context of Covid-19 to all education stakeholders in Burkina Faso and mainly to government actors (Ministry of Education) to make the safety of learners and teachers an absolute priority, to develop initiatives at all levels of education and to protect the funding allocated to the education system to maintain the Right to Education for all learners. This advocacy paper was shared by the Coalition on April 2, 2020 within the local group of education partners. According to the Coalition, this document - which was widely disseminated on social networks - inspired national education authorities on the writing of Covid-19 education response plan in Burkina Faso. Following the call launched by the Coalition and the writing of the response plan, - on the basis of Coalition's proposals -, the Ministry of Education launched online courses, broadcast courses on public television, private television and radio stations in order to ensure education continuity. For greater equity, radio sets were bought and shared with students in high-challenge areas to allow them to stay in the learning process. For remote areas where access to radio and television is difficult, students in these areas have received photocopied learning materials for their lessons. Coordinator of the NEC was also invited to several Tv programs to comment and analyse on the Education Response Plan.
Country	Mozambique
Policy changed	Strategic Education Plan (2020-2029) - Version approved by the Council of Ministers on April 21, 2020. Former plans were also approved in 2020. The Government's Five-Year Plan 2020-2024 was approved; Economic and Social Plan, State Budget, Strategic Education Plan 2020-2029 were also approved.
Date of Approval	21 April 2020
Coalition participation in the policy change	The advocacy document of the Coalition with contributions and proposals for the Strategic Education Plan was raised and discussed together with the Ministry of Education and donors, during LEG meetings. During the drafting process of the new Strategic Plan, the Coalition was represented, and its representatives sought to present the proposals of the majority of members, as well as, the Coalition shared the documents sent by the Ministry of Education and Human Development requesting contributions from the Civil Society part of the network. At the same time, the Coalition provided an analysis of the key points that should be considered in the new Strategic Plan, with the issue of inclusive education and gender equity being one of the most developed points in the document. The Coalition shared a document with its contributions to the new Strategic Education Plan.



Overview of policy changes and coalition participation in West and Central Africa Region	
Country	Niger
Policy changed	Operational Program for the Implementation of the Global Response Plan to the Covid-19 pandemic. This was adopted by the Government of Niger on April 28, 2020 and is structured around five components. One of these components is entirely dedicated to mitigating the effects of the pandemic on the education system and supporting the resilience of the education sector. It is more fully detailed in the Education and Training Response Plan to the Coronavirus Pandemic (COVID-19).
Date of Approval	28 April 2020
Coalition participation in the policy change	LEG meetings addressed the new Government Covid-19 Response Programme which was supported by UNICEF and financed by GPE
Country	Sierra Leone
Policy changed	School-reopening measures to ensure education. (Sierra Leone has an Education Sector Plan 2018-2020 which started implementation on 20th August 2018 "Implementation of the Free Quality Education policy")
Date of Approval	April 2020
Coalition participation in the policy change	The coalition participated in a virtual meeting at the Ministry of Basic and Senior Secondary Education including all CSOs and Education Development Partners' Group members who constitute the LEG in Sierra Leone in April 2020: The focus was the establishment of the Education Emergency Taskforce (EET) to mitigate impact of the COVID-19 on children and learning. The Coalition is part of the planning committees established and member of the Education Development Partners group, which is the highest decision-making body on education issues in Sierra Leone. The Education Emergency Taskforce (EET) was expected to advise and support the government's education activities during COVID-19 as well as post COVID-19 period, specifically to support coordination, response and planning through four strategic pillars: (i) communications, (ii) continuous distance learning, (iii) school reopening readiness, and (iv) operations, planning and policy.

Overview of policy changes and coalition participation in Eastern and Southern Africa Region.	
Country	Zimbabwe
Policy changed	Policy framework and guideline for reopening of schools
Date of Approval	28 June 2020
Coalition participation in the policy change	Through participation in the Zimbabwe Education Cluster Thematic Committee Meetings, the Coalition was part of the education partners that developed the framework, together with the Ministry of Primary and Secondary Education
Country	Zimbabwe
Policy changed	Covid-19 preparedness response plan and operating procedures for the safe reopening of schools
Date of Approval	28 June 2020
Coalition participation in the policy change	Through participation in the Zimbabwe Education Cluster Thematic Committee Meetings, the Coalition was part of the education partners that developed the response plan and safe re-opening procedures, together with the Ministry of Primary and Secondary Education.
Country	Zimbabwe
Policy changed	Education Amendment Act (No. 15, 2019)
Date of Approval	06 March 2020
Coalition participation in the policy change	<p>The Education Coalition of Zimbabwe coordinated the Public Hearings on behalf of the Parliamentary Portfolio Committee on Primary and Secondary Education. The hearings were done in all the ten provinces of Zimbabwe targeting mostly the hard to reach areas in rural Zimbabwe, other than the usual public hearings that mostly are concentrated in urban centres. The Coalition also developed a model bill that was presented to the Parliamentary Portfolio Committee on Primary and Secondary Education, and over 70% of the model bill content was considered and taken on board in the Education Amendment Act. During debates in parliament representatives from the Coalition sat in the Speakers Gallery following up the discussions. The Coalition also met with the ruling and opposition Parliamentary Caucus leaders to lobby for certain provisions.</p> <p>After the enactment of the policy the Coalition and the Parliamentary Portfolio Committee on Primary and Secondary Education came up with an implementation plan and strategy for the 2nd Session of Parliament that include popularizing and raising awareness on the Education Amendment Act through a massive media campaign and physical feedback meetings with communities. The Coalition is recording television episodes meant to raise awareness on the Education Amendment Act and so far, it has shot nine episodes, and these episodes will be aired on national television in the next few weeks.</p>



Overview of policy changes and coalition participation in Eastern and Southern Africa Region.	
Country	Kenya
Policy changed	Kenya Basic education COVID- 19 Emergency response plan
Date of Approval	22 June 2020
Coalition participation in the policy change	<p>Elimu Yetu Coalition was part of the discussions that led to the adoption of the Kenya Basic Education COVID-19 Emergency Plan. While participating Elimu Yetu made both Oral and Written Submissions. This was through Kenya's local Education Group, the Education Development Partners' Coordination Group (EDPCG). While making written submissions Elimu Yetu Coalition recommended:</p> <ul style="list-style-type: none"> -that the plan should not be discriminatory in focusing on only areas that were identified previously as being vulnerable through other government initiatives for instance PRIEDE, as the pandemic affected all the parts of the republic of Kenya. - an assessment of existing assets and Infrastructure especially with matters related to online learning - A continuous assessment of the performance of the Initiative <p>Proposing an all-encompassing COVID-19 Management Committee.</p>
Country	South Sudan
Policy changed	Education Sector COVID-19 Preparedness and Response Plan (ESC19RP) (April- Sept20/March21) Reopening of schools Republic of South Sudan
Date of Approval	May 2020
Coalition participation in the policy change	The coalition influenced the guidelines by participating in meetings organized by the Ministry of Education and education donor groups. The NEC coordinator was actively engaged in Covid-19 ministry emergency task team on education and participated in all meetings organized by the Ministry of Education.
Country	Sudan
Policy changed	National COVID-19 Response Plan
Date of Approval	April 2020
Coalition participation in the policy change	The NEC participated in discussions to develop the National Covid-19 response plan. The stakeholders that participated in the discussions included WHO, Ministries, and diverse Education Stakeholders including NGOs, INGOs and media groups. The response plan focuses on Keeping Students Safe and Engaged in Learning in Sudan.
Country	Malawi
Policy changed	Guidelines for the re-opening of primary and secondary schools, teachers training colleges (TTC) during Covid-19 pandemic.
Date of Approval	June 2020
Coalition participation in the policy change	The NEC (CSEC) had engagements with the parliamentary committee on education to discuss guidelines for the re-opening of schools.
Country	Malawi
Policy changed	National education sector investment plan 2020-2030
Date of Approval	March 2020
Coalition participation in the policy change	<p>The Coalition participated in a LEG meeting that discussed and appraised the 2020/2030 National Education Sector Investment Program (NESIP). The meeting discussed the involvement of different players in the development process. It also considered if the input from the civil society was taken on board.</p> <p>The NEC (CSEC) was also directly engaged by the consultant that the government had engaged to develop the NESIP. CSEC therefore virtually hosted a CSO dialogue with the consultant where CSOs shared with the consultant critical issues for the sector. In addition, CSOs highlighted the importance of CSO involvement in policy processes.</p>



Overview of policy changes and coalition participation in Asia and Pacific Region.	
Country	Nepal
Policy changed	Municipal Education Act, 2076 Jaimini Chaitra, 2076
Date of Approval	March 2020
Coalition participation in the policy change	<p>NCE had conducted a discourse programme with the participation of Mayor, Deputy Mayor, Ward Chairs and other members of the executive council of the Jaimini Municipality, Baglung on 17th & 18th February, 2020. Discussion around the draft Education Act prepared by the Municipality was made in the meeting. In the meeting, President of NCE Nepal, Advisors and education expert hired by NCE Nepal had provided their feedback in terms of the education financing, role of government in monitoring of private actors, examination pattern, local education curriculum etc.</p> <p>After the discussion process, NCE Nepal member organisation in Baglung, Gaja Youth Club and NCE Nepal district coordination Committee Parbat continuously engaged during a month for the lobby and advocacy to the local government. As a result, suggestions regarding teacher's employment, public education strengthening, ECD management, safe learning space etc. have been well incorporated in the Act after the intervention of NCE Nepal in Jaimini Municipality of Baglung district.</p>
Country	Nepal
Policy changed	Decision regarding SEE examination from Ministerial Cabinet
	Guideline regarding student assessment, result publication and validation of SEE examination, 2077 2077/02/28
Date of Approval	10th June, 2020
Coalition participation in the policy change	<p>NCE Nepal held discourse program regarding the management of SEE Examination on 26th April with the participation of spokesperson of Ministry of Education, Science and Technology (MoEST), representative from Teacher Union and Education Expert. The discourse programme concluded that SEE examination can be made from the internal evaluation and government should need to make evaluation scheme for this internal evaluation.</p> <p>NCE Nepal also submitted CSOs lobby paper for conduction of SEE examination via internal grading system so as to reduce the psychological pressure on the students during the pandemic and also making examination of only Grade 8 and 12 as national level examination. The CSOs lobby paper was submitted to all the members of federal parliament via email on 31st May, 2020. Moreover, it was also shared with the Ministry of Education, Science and Technology (MoEST), Education Journalists, some local governments and CSOs working for ensuring right to education.</p>
Country	Nepal
Policy changed	School Student Alternative Teaching Learning Guideline, 2020 2077/02/28
Date of Approval	(10th June, 2020)
Coalition participation in the policy change	<p>After the outbreak of COVID-19, NCE Nepal had engaged in talks with Ministry of Education, Science and Technology for ensuring the alternative learning during the pandemic. Bilateral meeting with Minister of Education, Science and Technology was held during May, 2020 regarding learning alternatives. Besides, on 13th April NCE Nepal DCC Rupandehi made CSOs submission to Ministry of Social Development of Province no. 5 and Butwal Sub-Metropolitan City regarding safe and secure learning, education system management, child health, child rights, teacher management, alternative learning mechanisms ensuring the rights of children with disability and children from the vulnerable and marginalized communities etc.</p> <p>On 14th April, 2020 NCE DCC Parbat made CSOs submission to Ministry of Social Development of Gandaki Province and all the local government of Parbat Districts (namely Kumsa Municipality, Phalebaas Municipality, Modi Rural Municipality, Bihadi Rural Municipality, Jalajala Rural Municipality, Paiyun Rural Municipality & Mahashila Rural Municipality) regarding ensuring child rights during education in emergencies, deployment of teachers volunteers for ensuring learning, door to door teaching mechanisms, examination of evaluation patterns, education financing etc.</p> <p>On 12th April, 2020 submission was made by NCE DCC Makwanpur to Ministry of Social Development of Bagmati Province and Hetauda Sub-Metropolitan City regarding education in emergencies, ensuring safe learning environment, teacher management, socio-psychological counselling, ensuring right to education during pandemic etc.</p>



Overview of policy changes and coalition participation in Asia and Pacific Region.	
Country	Nepal
Policy changed	National Budget for the fiscal year 2020/21 2077/02/15
Date of Approval	28 May, 2020
Coalition participation in the policy change	<p>NCE Nepal organized a discussion on Budget in Education Sector on 26th May, 2020 and Equity and Gender Responsive budgeting on 25th May, 2020 with the participation of representative from Hon. Member of Parliament, Education Experts, Planning and Budget Division of Ministry of Education Science and Technology, Former Secretary of Ministry of Finance and Economic Analyst. The discourse programme came up with the conclusion regarding the need of increasing budget for education sector, teacher's management, equity and gender responsive areas etc. National budget 2020/21 increased funding to the directly gender responsive programmes in comparison to last fiscal year. After the plans and policies was announced by the government, NCE Nepal made a press release on 16th May, 2020 urging the government to allocate sufficient funds to the education sector with serious attention to respond to the COVID situation. The press release was shared with around 50 journalists, 560 CSOs and member organisations of NCE, members of federal parliament, MoEST and some local governments.</p> <p>Moreover, NCE Nepal also made a press release on 28th May, 2020 to draw the attention of the government that the current budget allocation for education sector seems insufficient to address the current need ensuring right to education and also minimizing the effects caused by the pandemic. Also, the release was shared with province governments and some local governments urging to allocate more budget at province and local level so as to ensure right to education.</p>
Country	Nepal
Policy changed	Plans and Policies of Nepal government for the fiscal year 2020/21 2077/02/01
Date of Approval	14 May 2020
Coalition participation in the policy change	<p>Discourse on preparations of the government regarding the plans and policies was made by NCE Nepal on 14th May, 2020 with the representation of spokesperson from MoEST, National Planning Commission (NPC), Centre for Education and Human Resource Development (CEHRD) and education expert. Through the discourse NCE Nepal suggested to ensure that the programs of government for this fiscal year should be more focused on addressing learning during the emergencies.</p> <p>Press release was made by NCE Nepal on 21st April, 2020 so as to ensure the Right to Education of Children during COVID-19 in the plans and policies of the government for fiscal year 2020/21. The release was circulated to all the members of Federal Parliament via email and it was also circulated to 546 CSOs and member organisations of NCE Nepal involved in education and child rights. A part from this, the release was also disseminated to around 50 journalists working in right to education. Journalists also contributed in amplifying the suggestions provided by NCE.</p>
Country	Nepal
Policy changed	COVID-19 Education Cluster Contingency Plan, 2020
Date of Approval	April 2020
Coalition participation in the policy change	<p>Soon after the outbreak of CoVID in Nepal, the Education Cluster was active with the preparation of a COVID related emergency plan. NCE Nepal as part of the Education Cluster contributed in the preparation of this plan by sharing of the information regarding the pandemic's effect, assessment of students and school dropouts and also the accessibility of virtual learning technologies via its district coordination committee members. COVID-19 Education Cluster Contingency Plan was prepared so as to respond to the current education needs created by pandemic situation. This was led by Centre for Education and Human Resource Development (CEHRD) and co-led by UNICEF and Save the Children. NCE Nepal together with other I/NGOs participated in face to face meeting of cluster on 18th March for review of COVID scenario and projection of the damage that education sector could probably face. Besides, NCE contributed in preparation of contingency plan and also discussion on draft plan was made virtually on 25th March. Besides, participation and contribution in a contingency plan discussion was made on 27th March. On 30th March, NCE Nepal together with other organisations contributed in preparation of virtual self-learning material. Besides, NCE also participated in a virtual meeting of 7th April for the regular update of response to COVID and also preparation of the further engagement plan.</p>



Overview of policy changes and coalition participation in Asia and Pacific Region.	
Country	Vanuatu
Policy changed	Vanuatu Education Training Sector Strategy Plan (VETSS) 2020 – 2030
Date of Approval	03 June 2020
Coalition participation in the policy change	The VETSS was reviewed and feedback was made by the KOBLE Board which comprised of six organisations (Vanuatu Teachers Union, Oxfam, Live & Learn, Vanuatu Teachers Association and Youth Challenge Vanuatu) as well as by ASPBAE.
Country	Afghanistan
Policy changed	Alternate Education Service Delivery COVID-19 Emergency Response Plan Ministry of Education
Date of Approval	March 2020
Coalition participation in the policy change	The NEC in Afghanistan (ANECO) has provided inputs to the Education in Emergency Working Group thereby contributing to the response plan.
Country	Philippines
Policy changed	Approved in the third and final reading in the Philippine Senate with 22-0 votes in favor of Senate Bill on Alternative Learning System - AN ACT INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM FOR OUT-OF-SCHOOL CHILDREN, YOUTH AND ADULTS, PERSONS WITH DISABILITIES, INDIGENOUS PEOPLES, AND OTHER MARGINALIZED SECTORS OF SOCIETY AND APPROPRIATING FUNDS THEREFOR.”
Date of Approval	4 May 2020
Coalition participation in the policy change	The features of the Approved bill that E-Net Philippines advocated for are the following: <ol style="list-style-type: none"> 1. Institutionalize an expanded Alternative Learning System (ALS) programme to provide more opportunities to those who cannot access formal education due to economic, geographic, political, cultural, and social barriers; 2. Every city or municipality will have an Alternative Learning System Community Learning Center; 3. Lessons will be done at the designated Community Learning Centers in cities and towns; 4. Utilize appropriate learning modes, such as: modular instruction, digital learning, face-to-face sessions, radio or television-based instructions, and workshops; 5. Create the proposed Bureau of Alternative Education, which will serve as the focal office on Alternative Learning System programmes under the Department of Education; and Mandate the budget department to create teaching positions for ALS teachers.
Country	Philippines
Policy changed	Department of Education Department Order 12, series of 2020, ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020-2021 IN THE LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY
Date of Approval	19 June 2020
Coalition participation in the policy change	Through the platform of Education Forum (Local Education Group in the Philippines), E-Net Philippines was invited to participate in giving inputs and recommendations in the designing of the Basic Education – Learning Continuity Plan. <p>These are the points in the E-Net Philippines recommendations sent to the Department of Education through the Learning Continuity Plan Delivery Team submitted last May 25, 2020 that are considered/consistent with the Department of Education Department Order 12, series of 2020:</p> <ul style="list-style-type: none"> • Ensure health and wellness of education frontliners and learners by providing psycho-social/psycho-emotional online sessions with the teachers to prepare them for teaching in this new normal and for learners and household partners attuned to their needs. • Hold a maximum of two-hour session in each learning topic. • Take the Full Advantage of Using Radio and TV programmes especially the government-owned Radyo ng Bayan and PTV4. In remote areas, the most accessible and convenient medium in learning delivery is through radio and TV programmes.



Overview of policy changes and coalition participation in Asia and Pacific Region.	
Country	Mongolia
Policy changed	Mongolia's Long-term Development policy vision 2050
Date of Approval	Approved on 13 May, 2020 by the Parliament Resolution no 52
Coalition participation in the policy change	<p>On 9 April, 2020 the NEC commented on the last draft document of Mongolia's Long-term Development policy vision 2050, and it was adopted on 13 May, 2020.</p> <p>Since back in 2019, in the 2019-Spotlight report on SDG 4 localization and implementation at the national level was finalized and distributed to the public. One of the recommendations was to renew Mongolia's long term policy document SDV-2030 due to non-alignment of this document with SDGs, especially with SDG 4 goals and targets. SDG/NGO network members also put proposals to improve policy document during the VNR country process in 2018-19.</p> <p>On 30 April, 2019 the Prime Minister established a working group to develop long-term policy document. On 19 December, 2019 the first draft of the document was sent to the NEC for comments and suggestions and substantial comments on the draft were submitted and they were incorporated well into the document.</p> <p>On 6 January, 2020 the second improved draft was sent to the NEC for further comments and feedback. The NEC organized half-day consultation regarding the document and worked in groups to develop comments and give feedback. They were compiled and sent to the Working group. The majority of the suggestions were considered in the draft document. It was handed in to the Parliament for discussion on 31 January, 2020 before its adoption in on May 13, 2020.</p>
Country	Mongolia
Policy changed	Law on COVID-19 prevention, fight, and mitigation of its socioeconomic impact
Date of Approval	29 April, 2020 by the Parliament
Coalition participation in the policy change	<p>The Human rights Forum members had a webinar on COVID impact on basic rights of the population and AFE National Coordinator presented her analysis of the impact of COVID on the Rights to education. The main recommendation was to amend education law to regulate distance learning to which whole education system was transitioned.</p> <p>As a member of Human Rights Forum the NEC called for an extraordinary meeting to discuss and develop the inputs to the proposed bill on 23 April, 2020.</p> <p>The following day, the NEC sent their proposals and comments on newly drafted law to the Parliament speaker. On 27 April the NEC shared its positions via social and traditional media to pressure the parliament.</p> <p>The law was passed on 29 April, 2020 and AFE's comments were taken into the consideration, according to the Law drafting committee chair when he gave an interview to the TV.</p> <p>On the COVID-19 pandemic response, the bill includes regulations to enact the government organisations and officials to take necessary measures for the protection of public health only according to the Constitution of Mongolia and international treaties as well as ensure that any decision they make respects the fundamental rights to be free from torture and inhuman, cruel and disrespectful punishments and discrimination. The draft law had several restrictions on human rights, especially freedom of speech, media, right to information, etc.</p>
Country	Bangladesh
Policy changed	COVID-19 Response and recovery plan – Education Sector
Date of Approval	May 2020
Coalition participation in the policy change	The government of Bangladesh has developed a COVID-19 Response and recovery plan for the Education Sector of Bangladesh; CAMPE, as part of the national coalition, contributed to the process of development through the LEG/ELCG mechanism.

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