TRANSFORMING EDUCATION SYSTEMS THROUGH SOCIAL ACCOUNTABILITY

LEARNING AND EXPERIENCE EXCHANGE OF
OC2 GRANTEES IN ASIA PACIFIC

26th to 30th August 2024, Kathmandu, Nepal

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

WHY A LEARNING EXCHANGE EVENT?

The Operational Component 2 (OC2) of EOL aims to *'Strengthen civil society roles in promoting transparency and accountability of national education sector policy and implementation'.*

In the EOL extension phase 2024-2026, 14 national civil society organisations/alliances are implementing an OC2.3 project. Five of these are in the Asia Pacific region. They all participated with their respective alliance partners/networks in the five-day OC2 Learning and experience exchange event in Kathmandu, Nepal in August 2024.

The OC2 learning and experience exchange event in Asia Pacific was part of three OC2 learning and experience exchange workshops on social accountability in education organised across the EOL regions with the purpose to:

Strengthen OC2 grantees' synergy of purpose, values, and skills through learning from experiences in social accountability, including generation and use of actionable data, and involvement of marginalised groups in knowledge creation, particularly for gender and social inclusion.

It was expected that by the end of an OC2 learning event, **OC2 grantees would have...**

- Identified lessons learned and practices in establishing/strengthening of social accountability mechanisms in education, including designing and using of tools/methods considering context, education topic, and involvement of specific marginalised groups.

- Have analysed what works and what does not work when working with different marginalised groups on social accountability and making local data actionable in political dialogue and influencing.

- Have co-created generic change pathways on social accountability in an EOL context.

- Have shared strategies and efforts on learning in EOL, including collaborative priorities and engagements.

It was expected that **EOL would have...**

- A deeper understanding of the OC2 portfolio, and its diversity, best practices and lessons learnt in social accountability, with the purpose of identifying areas for further documentation, sharing and peer learning as we go forward.

- Identified and documented the added value of OC2 grantees in the EOL portfolio and identified possible course correction to the operational components of EOL.

- Identified or strengthened learning collaboratives among OC2 grantees across regions for further experience exchange, peer learning and collaboration.

This Narrative

This narrative is intended as a **sharing and learning document** - both for OC2 grantees across the regions, other EOL grantees, EOL grant agent staff, learning partners, and the Global Partnership for Education. It contains:

- Key reflections and learning of OC2 grantees in their process of developing as reflective learning organisations with adaptive practices.

- Key reflections, lessons learnt, and practices in establishing/strengthening of their social accountability mechanisms.

- Tools and strategies used by OC2 grantees in AP in their social accountability mechanism.

- The way forward for collaborative learning between the OC2 grantees.

The narrative is not to be regarded as minutes of the workshop nor a summary of all that took place during the workshop.

CONTENT

Photo credit:
Frontpage: Students looking happy in a classroom. Nepal, June 2023. Credit: UNICEF Nepal/Laxmi-Prasad-Ngakhusi
Photos in the report: Private.

Organisations/alliances

REAP - Reframing Education Accountability in Pakistan
Consumer Rights Commission of Pakistan - CRCP

CSE – Civil Society Empowerment for Accountable Education, Nepal
Dalit Service Society Organisation - DSSO

Multiply-ED, Philippines

Education equality through multilevel evidence-based advocacy for public investment, Bangladesh

BECOMING STRATEGIC & ADAPTIVE LEARNING ORGANISATIONS

Working with Learning Questions

Learning questions can probe curiosity in other organisations' work and help us to become more reflective practitioners. Participants formulated and shared learning questions to kick off the learning and sharing and supported the facilitation and priorities during the workshop.

Social Accountability in education

- What is the correlation between strengthening CSOs, data collection and social accountability mechanism?
- How do organisations deal with the disconnect between existing government (policy makers) and civil society at grass root level?
- What are the specific actions that ensure to have marginalised groups at the policy table?
- How can we make social accountability mechanisms sustainable?
- How do you ensure to feed back to the citizen groups you work with after policy dialogue?
- How have marginalised groups been mobilized to be active voices in the policy making processes at local level?
- What is considered to make evidence-based data actionable? When do we know that the data has been actionable?
- What does a successful inclusion and engagement of marginalised community look like?
- How can CSOs make best application of government data and evidence in policy advocacy?

Organisational Learning

- How to spark curiosity to turn learning into a habit?
- How to make learning partnership more engaging and inclusive?
- How do we institutionalise learning?
- What are the processes to transfer learning into action?
- How do we design a robust M&E framework to monitor civil society advocacy?
- How to distil learning into knowledge?

Why do organisations need to learn?

- To **strengthen performance**: the ability of organisations to implement their strategy.

- To **improve effectiveness**: the extent to which their strategies and programs meet the needs of the target group and foresee situations that need to be changed – in time.

- To **increase impact**: how organisations ensure lasting and sustainable change in education policy and social accountability.

If organisations are not achieving what they are expected to and there are no results or impact, they need to reflect on **why**: Is the implementation of poor quality? Does the strategy not meet the needs of the environment and context and has become irrelevant? Or didn't they respond in time to emerging changes? If they do not learn, they become increasingly irrelevant and do not add value.

Therefore, EOL wants to weave learning into change and promote a learning culture with grantees to make them more strategic and enable them better drive education advocacy.

One of the ways to integrate learning in grantees' own organisations and in EOL across the portfolio is to distil and use learning while we implement.

How do we learn?

There are at least two overall ways of learning. We learn either through engaging with programmed or compiled knowledge or we learn through action learning, which is the process of learning from experience and reflecting upon it.

Action Learning is the process of consciously learning from own experience to improve future practice.

Why should organisations be strategic?

- A strategic perspective is essential for an organisation because they live in an environment of:
  - An increased pace of change
  - Discontinuous change
  - Complexity
  - Unpredictability

- To be pro-active is not necessarily logic or rational, but is creative and 'made of the stuff that dreams are made of'.

- But some leaders in organisations are reactive, treating issues and problems day by day e we are always two steps behind.

- We do not make time to reflect and think, plan strategically and adapt.

Organisations are integral part of communities, societies and the global system. They are nodes of organised activity drawing resources from a network of individuals, organisations, communities, and institutions and, at the same time producing knowledge and services for the network.

Organisations are therefore dependent on the overall network of individuals for resources to survive, to contribute to satisfying needs and demands and, in the process, to exert influence on the nature of the network.

However, organisations exist in a climate of turbulence with…

- Rapid socio-economic change, and in many areas an increasing pace of change.

- Discontinuous change – unexpected shifts in direction, breaking with existing trends.

- Increase in dynamic complexity in social and economic areas.

- Increasing unpredictability of social and economic future patterns and an increasing potential instability in social, economic and institutional life.

Therefore, they need strategies to constantly adapt and change.

Change happens in two ways:

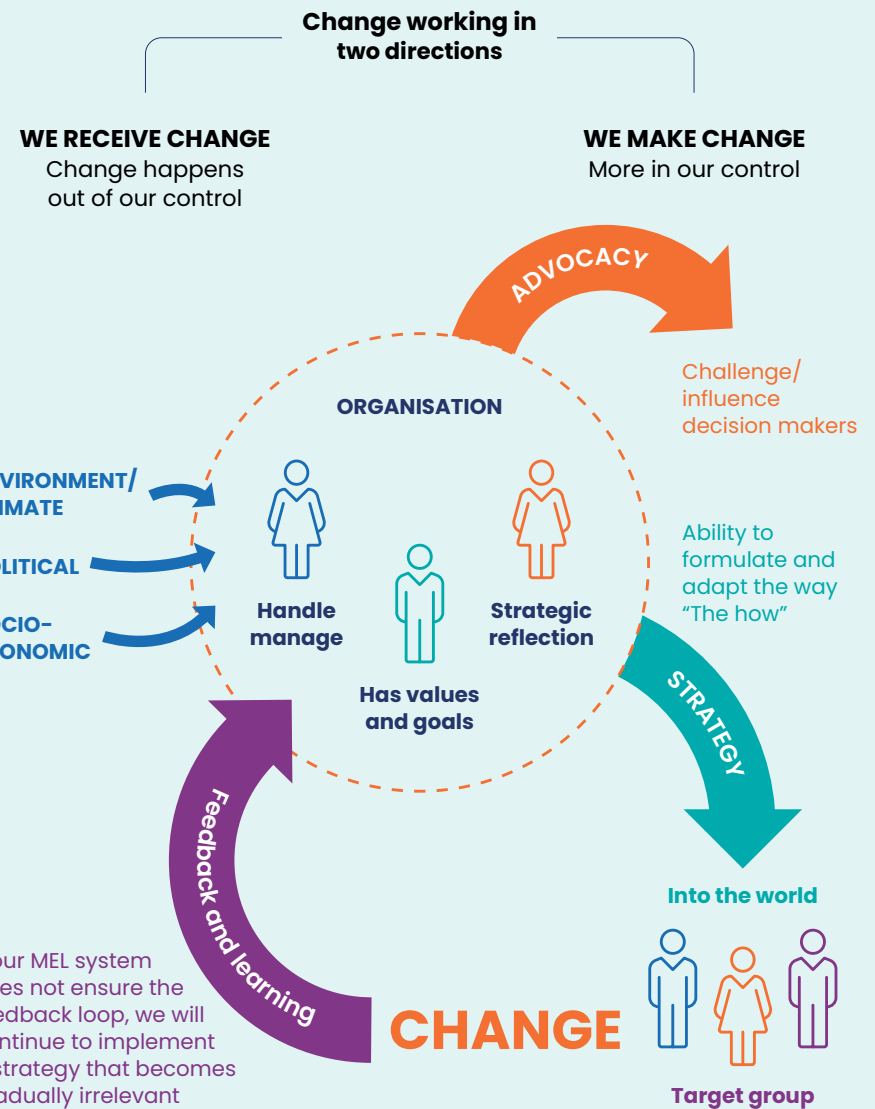**1 From the environment to the organisation.** We receive change. They happen 'Outside our control'.

We need strategic reflection about what is coming at us, which we cannot ignore and to which we must respond.

2 From the organisation to the environment. We make change! Reflection on practice about what we have experienced and from which we learn to do things differently to improve our performance, effectiveness and impact.

When designing learning systems in teams and organisations, make sure that time is set aside to engage both in strategic reflection and reflection on own practice.

Without an effective M&E system, we may continue to implement a strategy that becomes still less relevant to those we want to reach or influence.

- A learning organisation pays constant attention to learning - it is part of the value.

- Learning processes go beyond problem solving around immediate problems. Longer-term solutions by understanding the entire system over time are sought. Thers is an effort to distinguish symptoms and deeper causes.

- Learning works with questions, and questioning current assumptions, values and practices of the organisation. It does not ignore certain patterns – nothing is 'un-discussable'.

Change working in two directions

WE RECEIVE CHANGE
Change happens out of our control

WE MAKE CHANGE
More in our control

ADVOCACY

Challenge/ influence decision makers

ORGANISATION

ENVIRONMENT/ CLIMATE

POLITICAL

SOCIO- ECONOMIC

Handle manage

Has values and goals

Strategic reflection

Ability to formulate and adapt the way "The how"

STRATEGY

Feedback and learning

Into the world

If our MEL system does not ensure the feedback loop, we will continue to implement a strategy that becomes gradually irrelevant

CHANGE

Target group

From flexibility to strategic adaptation

Adaptations can be driven by:
- **Learning from previous actions** (internal drivers) - e.g. the Action learning cycle
- **Adaptation to changing conditions** (external drivers)

It can be:
- **Reactive** to changes or problems experience
- **Proactive** in trying new things or anticipating opportunities

Active forms involve more experimentation, and openness to changing intended outcomes

Passive adaptive management	Active adaptive management
Regular monitoring to detect unpredictable challenges and adjustment to remain on track to desired outcomes	Experimentation to test alternative strategies, addressing imperfect knowledge and reducing uncertainty.

What does this mean for M&E?

- Collecting monitoring data intentionally for learning and not just accountability

- Looking for closer 'real-time data' or indicators to inform change in strategies

- Focusing measurement of outcomes and not outputs or activities

- Measuring for unexpected outcomes, not only those anticipated

- Embracing failures as a) examples of experimentation and b) opportunities to learn

Adaptive Management and practices

- So how reflective and adaptive are the five participating OC2 grantees according to themselves?

- Are they learning from practice, altering strategies, trying new approaches, or grasping opportunities - also when they were not foreseen or planned?

Several reflection exercises over the five days prompted the organisations/ alliances to map and reflect on lessons learnt over the cause of their project and how this learning has been the basis of strategic adaptations and change of direction.

"

Adaptive management is not really much more than common sense. But common sense is not always in common use"

(Holling 1978: 136)

Karkhana Samuha & DSSO – The CSE project

- The program with EOL is different from what they were used to doing.

- The program is learning-oriented. Our experience from the pilot carried out in Kathmandu valley will be adapted as per the local context of the project location.

- Engagement is being carried out with the government and CSOs based on the learning.

- We are in the initial days of the programme, so we are open to adapting and altering the project in future.

- Modelling is a well-known approach for advocacy.

I–SAPS & CRCP – The REAP project

- Sharing experiences is common in the REAP alliance.

- Activities are changed considering the local scenario and conditions at the grassroot levels.

- Example: While establishing the Civil Society Education Networks (CSENs), the criteria was 50% female participation from marginalised communities. However, meeting that criterion was not possible due to cultural practices. Thus, CSENs were formed, adopting a strategy that the males participating from those communities would encourage women participation.

- Changing our approaches and strategies can sometimes meet resistance from donors and government stakeholders. Especially because of the familiarity of government stakeholders with the existing systems and processes. This may lead to difficulty in obtaining approval for necessary modifications. Our experience is that unforeseen opportunities at times instigate questions from donors on why the opportunities were not anticipated beforehand during the elaboration of the proposal.

- Short time frames may also not allow the change.

IID & the Youth Networks – The E!Quality project

- The organisation has the practice of learning from experience and adapting.

- We work with the 5 R Approach which is in essence like the Action learning Cycle:
  - Recognize the lessons learned
  - Record the lessons learned and changes made
  - Relay the lessons to wider stakeholders
  - Reciprocation from the partners is ensured
  - Reuse of lessons learned (replicate).

- We work with different stakeholders: youth networks, parliamentarians and CSO alliances and we utilize the relationships with the policy makers.

- With the complete change of political landscape in Bangladesh right now, there is an opportunity to change the approach of our advocacy initiatives and who we target and the opportunities we grasp. We have already started adopting these and we will change project strategy for the EOL project.

- There is now a need of organised public policy discourse and an opportunity of organising the youth voices into something progressive. It is an opportunity since Bangladesh is currently youth centric.

MACDI

- We evaluate what works and what doesn't work to draw lessons learned.

- We have a feasible approach and solutions are identified.

- We use the opportunity to expand the focus from service delivery to policy influencing, which is new for us and has emerged with the EOL project. We want to involve the CSOs and focus on inclusive education policy advocacy to promote accountability and transparency of the government.

- New strategies have been set considering the risks and learning from the engagement with EOL since Year Zero.

CYAN & G-Watch

- We practice learning by doing and adapting along the way - adjusting to the need of society and focusing on the outcomes.

- We try to find loopholes with every engagement and learn from the alliance partner G-Watch, who have more expertise in Social Accountability.

- We try to think out of the box.

- For instance, while writing the proposal, CYAN were not aware of the existence of School Governance Councils, but we have gotten greater results with SGC's engagement. CYAN train them to monitor government projects.

- Previously, we used the same approach with all education stakeholders. Now, we use a differentiated approach working with different communities and marginalised groups like LGBTQI, Indigenous Population, Religious communities etc.

- We learnt from the use of the tool; Commitment tracker, where we track the commitments from the Duty Bearers. So now we are introducing a similar tool; Action tracker to track which actions work best. This will provide us with the evidence.

Mapping of Organisational Learning - Biography of OC2 Grantees 2019-2024

Working with biographies or timelines of organisations

In order to identify lessons learnt, the organisations/alliances were tasked to analyse where they have come from and what they have learned. They went through an exercise of identifying turning points in the life of their organisation/alliance. They recorded key triumphs/successes and the reasons for these and the crises/challenges/problems and the cause(s) for each of these and how the organisation responded. They included both organisational turning points as well as programmatic or contextual turning points for the organisations/alliances.

The learning process allowed people and organisations to become more conscious of where they have come from and develop a perspective on why they are what they are, and actively learn from past successes and mishaps. It helped to analyse:

- What are we strong on? What works?
- What have we learned from our successes? Are we developing on/building on these strengths?
- What have we learned from our crises or failures? Are we taking action to avoid these in the future?
- What must we adapt and do differently in the future? What does not work?

It provided people with new eyes to read where they are at – seeing wood and not only trees. It is an exercise that organisations can use as part of developing new strategic plans, and when introducing newcomers into the past chapters and tales of the organisations' lives. MACDI and Karkhana Samuha has only just started implementing in an EOL context, whereas CYAN, I-SAPS and IID have a longer experience with EOL.

MACDI Biography

Successes / Reasons

Built partnership/working relationship with stakeholdrs at loval and national level
Close working with local stakeholders

Accepted in new phase
Built contextual knowledge to revise the project content for more relevence and quality

Maintained effective working relationships with all stakeholders
Keeping regular contact with the stakeholders

Mobilization and full support of stakeholders in 3 provinces
Inclusion of ideas and contributions of local stakeholders to adapt to the local context

Active engegement and collaboration with stakeholders while developing the work plan

2020 — 2023 — 2024

Failures / Causes

Failure in getting the grant at the first stage
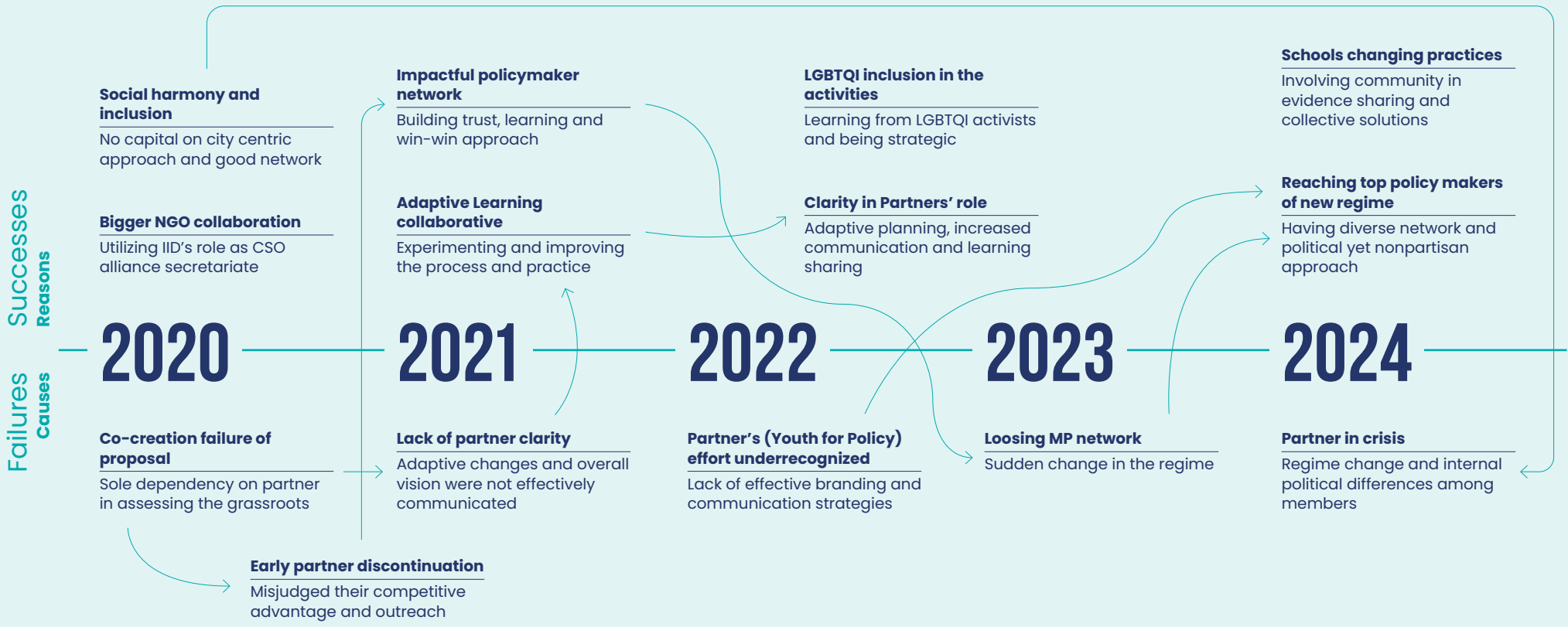Unclear roles of each stakeholder involved in the project

Failure in mobilizing gender expert in gender mainstreaming section

Less representation of religious minorities in CSENs
Reluctance and unavailability of people to represent

IID Biography

Successes / Reasons

Social harmony and inclusion
No capital on city centric approach and good network

Bigger NGO collaboration
Utilizing IID's role as CSO alliance secretariate

Impactful policymaker network
Building trust, learning and win-win approach

Adaptive Learning collaborative
Experimenting and improving the process and practice

LGBTQI inclusion in the activities
Learning from LGBTQI activists and being strategic

Clarity in Partners' role
Adaptive planning, increased communication and learning sharing

Schools changing practices
Involving community in evidence sharing and collective solutions

Reaching top policy makers of new regime
Having diverse network and political yet nonpartisan approach

2020   2021   2022   2023   2024

Failures / Causes

Co-creation failure of proposal
Sole dependency on partner in assessing the grassroots

Lack of partner clarity
Adaptive changes and overall vision were not effectively communicated

Partner's (Youth for Policy) effort underrecognized
Lack of effective branding and communication strategies

Loosing MP network
Sudden change in the regime

Partner in crisis
Regime change and internal political differences among members

Early partner discontinuation
Misjudged their competitive advantage and outreach

Karkhana Samuha Biography

Successes / Reasons

Started as an independent entity with a separate board and team
Realized the need of work in humanitarian sector especially in education sector in Nepal

Published first digital toolkit for digital literacy
Increased access during Covid

Carried out a program in all 7 provinces for the first time during pandemic
The previous work profile of Karkhana provided the credibility to get the program

First community of practice of teachers (TeaCoP) was formed promoting learning in class though play
Ecalization that scaling up is possible through constant engagement of teachers

Karkhana Samuha and DSSO were selected for EOL Year Zero Invited to share the recommendations and suggestions on behalf of CSO in Joint Review Meeting

Partnership with Kathmandu and Lalitpur Metropolitan City to advise of STEAM integration
Karkhana Samuha's past experience in STEAM program design

Selected for EOL OC2-3
Tried not to make the project results and approach complex

Expanded Teachers' Community of Practice to more than yo teachers in 3 provinces
Teachers showcased and advocated for learning through play

Formally invited to be a part of EU Education Partners Group
EU is one of the biggest contributors of GPE fund

Development of CSE toolkit
Effective engagement in data driven advocacy, civic mobilization and policy making within Nepal's education system

2020 2021 2022 2023 2024

Failures / Causes

Couldn't engage with federal and local government to systematically help teachers and students during the crises
Didn't share the access and skilis to engage with local government - Wasn't planned

2 projects had to be completely redesigned and not effective because of Covid
Travel wasn't possible during the pandemic

Founding board exited and had to have a new board
New mission and direction

Conflict of interest for some BoD with the new director

Karkhana Samuha was not selected for EOL OC2 project in 2022
Complex components in proposal which might have made the project unrealistic

Multiple partners

Lengthy approval process of social welfare council Nepal
SWC's unfamiliarity with advocacy projects

SWC's decision for projects: 60% hardware components and 40% software components

Engagement of private sector in learning collaborative
Challenges to convince about CSE-EOL program objectives and outcomes.

Different agenda

CYAN & G-Watch Biography

Successes / Reasons

Got accepted in EOL-testing waters

Able to organize accountability teams – 257 volunteers and 47 school accountability teams (to monitor government projects on education)

Students, teachers, parents and other education stakeholders were organized through participatory monitoring

Funding availability

Area coordinators from respective area

Policy wins at local level- mental health ordinance, RPMD dumpsite relocation, gender policy and students' representation in school board

Advocacy activities conducted by local stakeholders

Evidence based advocacy initiatives

Formulation of education reform agenda

Formulated from monitoring findings and collective analysis of recommendations

Got accepted for OC2 again

Strengthened partnership with local unics

Synergy and alignment of Multiply Ed and Department of Education agenda

100% functionality of school governance councils in Pasig

Increased organizational capacity

Assessment of issues between CYAN and G-Watch

Strategic planning based on the issues identified.

2020 — 2021 — 2022 — 2023 — 2024

Failures / Causes

Bacolod dropped as X-Ed site

Area coordinator did not deliver

Step back from advocacy activities in Legapi and Cebu

Hostile duty bearer- blocking entry points to local government

Backlogs on implementation of advocacy and communication engagement at local level

Focus of volunteers and team was diverted to national election campaigns

Change of administration and other government officials

Unclear expectations from the role of advocacy, communication and engagement officers

Dynamics between CYAN and G-Watch

Reason- lack of communication

Different expectations- working with young people

![I-SAPS Institute of Social and Policy Sciences — Informing Policies, Reforming Practices]

I-SAPS & CRCP Biography

Successes / Reasons

Established Civil Society Education Networks (CSENs) at district level
Necessity of forums for enhanced community and civil society collaboration and engagement to execute social accountability

Leveraging procedural engagement for improved education service delivery
Increased community participation at policy formulation and implementation at grassroot levels
CSENs and CSOs were equipped with social accountability tools

Increased budget allocation in REAP intervention district
148 applications submitted by communities to the government (Public pressure created)
106 actions caken to address communities needs (government's action)
Effective engagement between CSENs, communities and government

Establishing Provincial Education Networks at provincial levels
Successfully bridging the gap between communities and service providers through procedural engagement
Engaging parliamentarians and top education sector decision makers

2021   2022   2023   2024

Failures / Causes

Initial engagement of marginalised groups in some project areas
Cultural constraints and trust deficit

Less representation of religious minorities in CSENs
Reluctance and unavailability of people to represent

SOCIAL ACCOUNTABILITY MECHANISM: E!QUALITY — IID BANGLADESH

The IID social accountability mechanism is divided into three different elements:

1 **Structure of the mechanism**
Create a communication pathway between Policy makers (senior bureaucrats, parliamentarians), service providers (School Management Teams, teachers, elected political leaders) and people (youth volunteer groups, CSO partners, teachers, parents etc.).

2 **Pathway to social accountability**

- Evidence collection through surveys, group discussions and other methods.
- Evidence sharing sessions with the policy makers through different platforms like townhall meetings, policy breakfast. The problems identified through data collection are shared and solutions are discussed.
- Empowering citizens in social accountability plans.
- Learning support to CSOs and youths through capacity building workshops on issues.
- Community engagement for policy advocacy initiatives.
- Development of youth leadership capacity through initiatives like policy hackathons and youth camps.

3 **The 5 R Approach used for a robust social accountability mechanism**

- Recognize the lessons learned
- Record the lessons learned and changes made.
- Relay the lessons to wider stakeholders.
- Reciprocation from the partners is ensured.
- Reuse of lessons learned (replicate).

An example could be how IID changed the way they work with minority groups, as they realized the initial plan was not relevant for that specific target group.

4 **Levels of implementation**
IID is maintaining social accountability at three levels, which helps to balance hopes and complications.

- Village level- easy to make change.
- District level- learning sharing from the village level for replication.
- National level- partner with huge number of CSOs and contribute or attribute to the change.

Learning questions to IID

WHAT'S THE CAPACITY OF CSOS TO RECORD AND DOCUMENT THE LOCAL LEVEL SESSIONS AND SHARE THAT WITH IID?

- CSOs at the local level take notes during review and share the notes with IID.
- CSOs also share a monthly report to IID.
- IID supports them for better documentation of the reviews.

CLARIFY THE COMPONENTS OF THESE TRIANGLES AND HOW DO YOU ENSURE THE PARTICIPATION OF PEOPLE, SERVICE PROVIDERS AND POLICY MAKERS?

- IID starts with the capacity building of each component.
- It means involving young people, local communities, local non-government organisations, policy makers and bureaucrats in this initiative. For instance, they collect evidence and bring people, local government and policy makers into the town hall for an evidence-based interaction.
- They leverage personal connections within the local level to make the change and promote individual interactions based on the context.

ARE THE PARLIAMENTARIANS SPECIFIC TO EDUCATION AND THE GEOGRAPHICAL AREA?

- When possible, the parliamentarians brought are specific to education and geographical area.

WHAT WILL HAPPEN TO THIS SOCIAL ACCOUNTABILITY MODEL ONCE IID IS GONE?

- Synergy, coordination and multiplying the effect are key to sustainability.
- Having multiple partners for initiatives like Youth for Policy.
- Connecting all programs to a larger objective.
- Maintaining relationships has helped achieve contributions.

WHAT IS THE ALIGNMENT BETWEEN THE DIFFERENT TIERS: LOCAL, DISTRICT AND NATIONAL LEVEL AND HOW WILL YOU SCALE UP THIS ALIGNMENT?

- The learnings from village levels are shared at the district level.
- At national level, partnership is created and maintained for national level advocacy.

- Youths from local levels are trained and made to participate in creating a youth manifesto and in policy hackathon. Both initiatives let them interact with the policymakers.

- Youths identify the issues at all 3 levels and come up with the solutions, which are shared with national level parliament members. Strategies from the local level are also used at the national level for advocacy.

- For scaling up, interconnection with other programs and partners is necessary.

WHY ARE YOU NOT USING EXISTING DATA OR CO-CREATE THE DATA WITH GOVERNMENT?

- We use government data for budget audits. IID selects the promises made by the government related to the topics of the E!quality project, and analyse provincial spending on those.

- In other cases, the government is either short of data or the data available is unreliable. During the pandemic, the government data was unable to show the learning loss in children. But the survey carried out by IID showed such gaps. So, government data should be complemented with our own evidence.

- Furthermore, data collected during the projects serve as the benchmark to track their progress.

IID

Social Accountability Mechanism
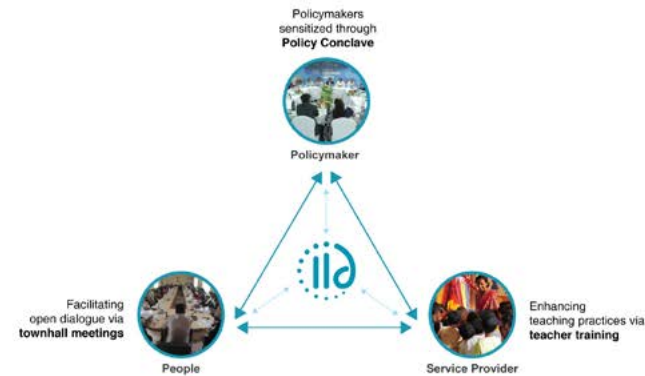
Strengthening the E!Quality social accountability mechanism

Identified gaps:

1. Horizontal inclusion.

2. Monitoring/ tracking plan to action. There are gaps within the organisation and within the coalition.

3. Stakeholder monitoring: Commitments from CSOs, NGOs and policy makers are not tracked.

4. Capacity gap within the communities, stakeholders and policy makers. Because of change of policymakers, communities sometimes lose track of their rights.

5. Organisation capacities: Facilitation capacity and training of trainers should improve. Some of this was realized in this learning event.

Measures to strengthen the mechanism addressing the gaps:

IID wants to reach a measurable impact with informed, inclusive and democratic accountability. IID works with initiatives, not projects, so this vision is beyond EOL.

• Scaling up within the national level; replicating in other geographical areas- currently working with 2/3 of the marginalised groups.

• Regional collaboration of EOL partners- social accountability mechanisms at the regional level.

• Transforming learning culture to learning society- ensuring regular learning by everyone (partner).

• Addressing the learning collaborative issues.

• Synergy with different organisations, especially youth.

IID Knowledge Products & Tools

OVERVIEW & CASE STUDIES

Booklet on IID's Pathway to Social Accountability. Empowering Accountability through Community Leadership, 2024 by IID.
The booklet provides a comprehensive overview of social accountability tools used by IID to promote accountable governance.

Find out more ⟶

https://iid.dev/social-accountability-booklet/

IID Case Study by PRIA International, 2024.
EOL commissioned the regional learning partner, PRIA International to document the social accountability mechanism and approach of three OC2 grantees in Asia Pacific, IID, I-SAPS and CYAN. It formed part of a Systematization study on Social Accountability.

Find out more ⟶

https://oxfam.app.box.com/s/wm1xmapqojx9g88ec6tfezvtu27mbht5

IID Action Research Case Study, 2024 by MDF/ACER.
One of EOLs Global Learning Partners, MDF/Australian Council for Education Research (ACER) went through an action research process with three EOL grantees, including IID. It explores the advocacy and policy influencing (API) activities of IID, and the process, results and impact of action research project, they conducted.

Find out more ⟶

https://oxfam.app.box.com/s/7cxdk3wvx1a3vv3etcixhpqbkr3rb8xv

INQUIRE TOOLS

Community Score Cards enable citizens to monitor the quality of community-based public services. It allows citizens to analyze services based on personal experiences, express satisfaction, and suggest improvements.

Social Audit engages citizens or civil society organisations to demand accountability and transparency in public policy and budget cycles.

Public Expenditure Tracking Surveys (PETS) track the flow of public resources from government to frontline service delivery points, enabling citizens to monitor public funds and ensure effective service delivery.

Independent Budget Analysis (IBA) aims to make public budgets more transparent and influence fund allocations by reviewing budgets to assess alignment with government commitments.

Gender Responsive Budget Analysis ensures budgets are planned, executed, and monitored in a gender-sensitive manner, addressing the different needs of men and women.

Public Revenue Monitoring informs citizens about government revenue and expenditure, promoting transparency and accountability.

Citizen Charters provide information about available services, charges, responsible personnel, service standards, delivery duration, and grievance redressal mechanisms, enhancing service accountability.

INFORM TOOLS

Youth Manifesto to prioritize youth solutions, and list of demands to policy makers.

Youth-led awareness campaigns to educate people and empower them to participate in decision-making and hold authorities accountable.

Learning report is a dynamic document that IID consistently updates, capturing lessons learned from various activities and sharing them with CSO networks.

INVOLVE TOOLS

Policy Breakfast for high level policy discourse under Chatram House Rules.

Policy forum organized by youths to amplify grassroot voices through community policy discussions.

Townhall Meeting to connect people with local policymakers and service providers on community issues.

Hello MP to connect people with members of parliament through video conferencing.

Public Hearings facilitate exchanges between citizens and officials on community affairs, enabling citizens to raise concerns and officials to gain insight into citizen experiences and opinions.

CAPACITY BUILDING TOOLS

Policy Camp to empower youth with residential training full cycle advocacy.

Policy Conclave is a multiday residential camp aimed at sensitizing lawmakers to grassroots issues and prioritizing solutions.

Collaborative Accountability Training aims to enhance the capacity of CSOs in policy advocacy for social accountability.

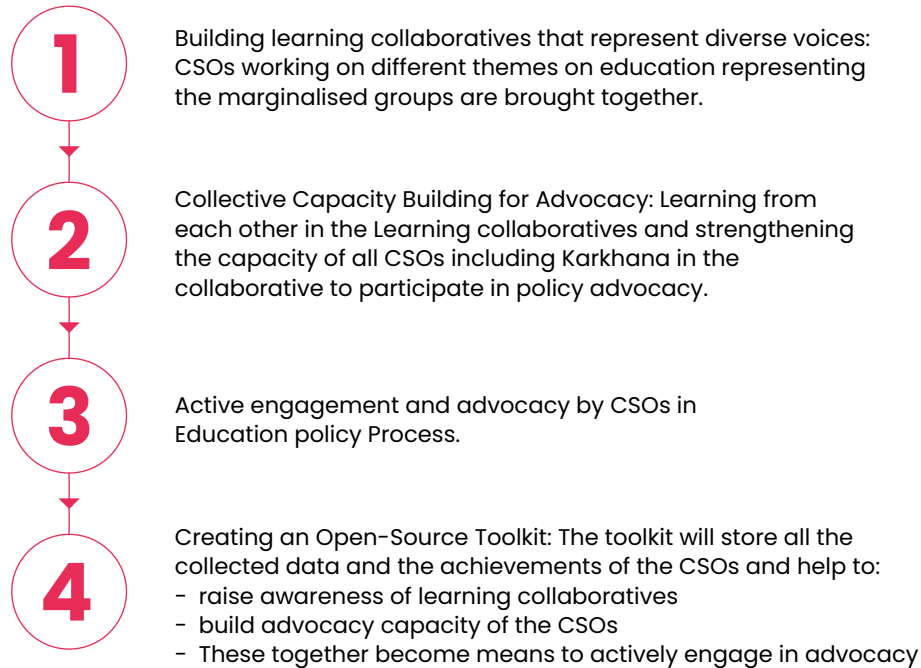# SOCIAL ACCOUNTABILITY MECHANISM: CSE—KARKHANA SAMUHA & DSSO

Overall Working Approach
- Building Community of Practice to strengthen the practice of different communities like teachers, lawyers, CSOs.

- Scaffolding the learning of community by producing learning resources.

- Building a digital space for the communities' continuous learning.

Karkhana Samuha has prepared their Theory of Change for their EOL project, CSE. The project was delayed due to lack of approval from government authorities, so things are only starting up now.

Theory of Change

1 Building learning collaboratives that represent diverse voices: CSOs working on different themes on education representing the marginalised groups are brought together.

2 Collective Capacity Building for Advocacy: Learning from each other in the Learning collaboratives and strengthening the capacity of all CSOs including Karkhana in the collaborative to participate in policy advocacy.

3 Active engagement and advocacy by CSOs in Education policy Process.

4 Creating an Open-Source Toolkit: The toolkit will store all the collected data and the achievements of the CSOs and help to:
- raise awareness of learning collaboratives
- build advocacy capacity of the CSOs
- These together become means to actively engage in advocacy

**The toolkit is being tested for its feasibility at this stage.**

Current Status
- Working in 3 provinces

- Piloted a learning collaborative in Kathmandu. Learning from the pilot collaborative will be implemented in 2 other provinces, Madhesh (2 learning collaboratives will be formed and Karnali (1 learning collaborative will be formed).

- Karkhana Samuha is not only targeting to hold the local governments accountable, but to support them with policy implementation as well.

- The learning collaboratives are designed on human centric approach and are focusing on basic principles.

- Different themes are in discussion in the learning collaborative:
  - Inclusive Education (Primary focus)
  - ICT in education in Nepal
  - Private Sectors' role in education
  - Climate education (integrating in curriculum and localization of the curriculum)

Questions to shape the Learning Collaborative

- What do we want?
- Who can make it happen (stakeholder mapping, understanding of education plan, cycles and procedures)
- What do they need to hear?
- Who do they need to hear it from?
- How can we make sure they hear it?
- How do we begin to take action?
- How do you tell it's working?

Challenge: Generating consensus among organisations with different objectives and philosophies.
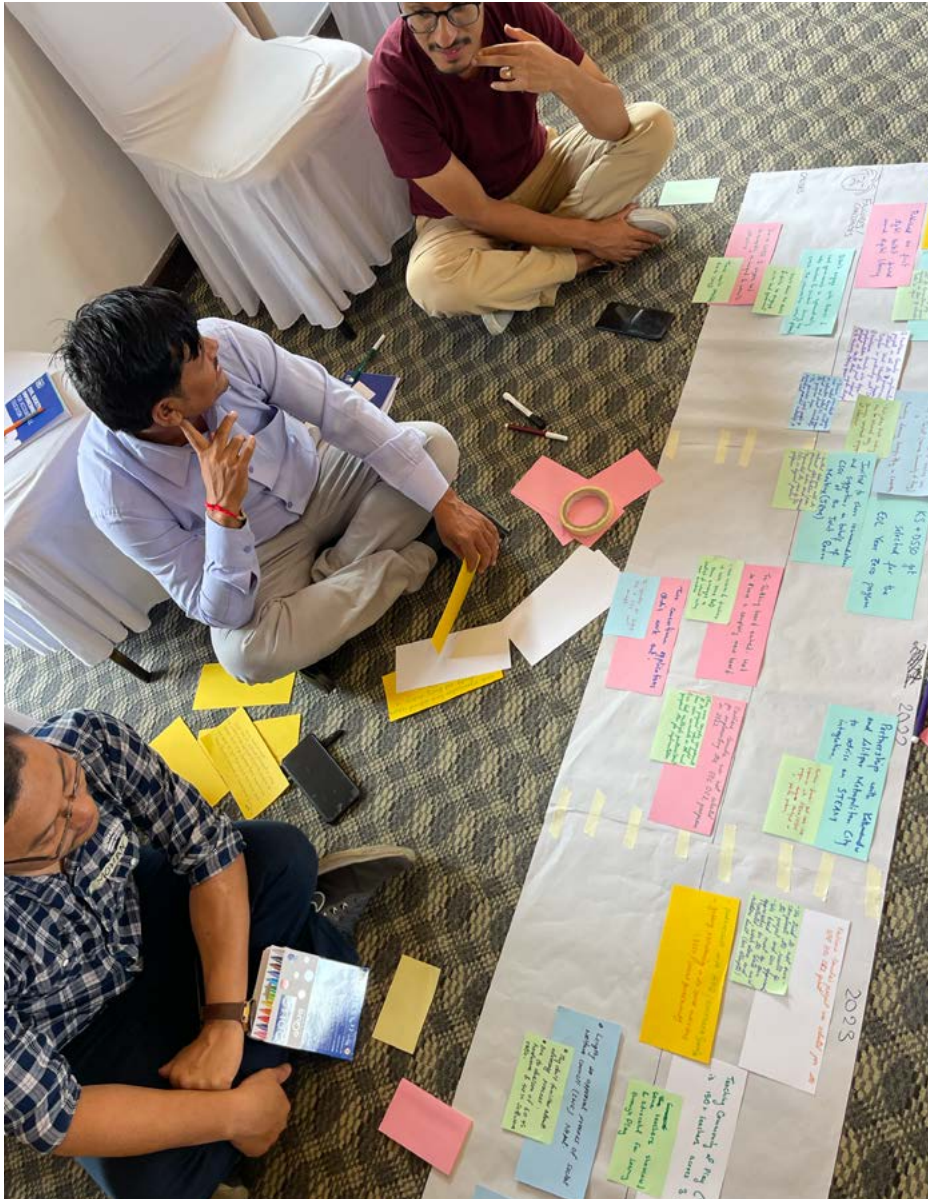
Learning questions to Karkhana Samuha

WHAT IS THE MOTIVATION FOR THE CSOS TO JOIN THE LEARNING COLLABORATIVES AND COME WITH THEIR RESOURCES, KEEPING IN MIND THAT THE CSOS ARE IN THE SAME FIELD COMPETING FOR GRANTS?

• As an innovative organisation it is difficult to raise the voice in policy influence so forming a collective voice will help them strengthen their voice in policy making. This was the same approach they followed in year zero and they were successful in becoming a part of the Local Education Group.

• We support capacity strengthening of the CSOs for their active participation in education processes like Education sector plan development. One such support is exposing the CSOs to the experiences of the people involved in these processes.

• We ensure to pass on the opportunities to the CSOs at local level.

• They may get recognition and visibility in the wiki space.

• Youth volunteers are encouraged to participate as they learn to use different monitoring tools, and it gives them the space to talk to their policy makers.

• We seek a coexistence between the national education coalition and us to ensure a balance.

WHAT IS COMMUNITY OF PRACTICE AND HOW IS IT DIFFERENT FROM LEARNING COLLABORATIVES?

• Learning Collaborative is a community of practice.

• CoPs are focusing on strengthening the capacity of the caucus for advocacy.

• Learning collaboratives are now focused on understanding the education planning processes, the actors, the way they engage in these practices etc.

HOW DO YOU USE THE DIGITAL SPACE TO ENSURE SUSTAINABLE LEARNING WHEN ACCESS IS NOT UNIVERSAL?

• Cellphone penetration in Nepal has increased massively, which was the driving force for creating the digital space.

• The resources designed don't necessarily have to reach to each person but to the people working in education particularly CSOs in education advocacy.

Strengthening the CSE social accountability mechanism

HOW DOES YOUR DESIGN CATER FOR DIFFERENT CONTEXTS? WILL ONE SIZE FIT ALL?

• We adopted human centric approach, and the learning collaboratives are designed to get the solution of how they will work.

• Each learning collaborative will focus on their own problem and will be context specific to that area.

• The tool will be tested and adjusted by the learning collaboratives as per their context.

EXPLAIN ABOUT LOCAL CONTEXT FOR THE USE OF ICT AND WHAT DO YOU WANT TO DO WITH THE TOOLKIT?

• ICT in education is different from the toolkit. ICT in education is linked to curriculum and infrastructure in school and it is by government policies.

• We are trying to use ICT technology to strengthen the advocacy capacity of the Learning Collaboratives.

• CSOs will use their access to the internet to access the toolkit. They are testing if they will be able to use the toolkit for advocacy.

IDENTIFIED GAPS:

1 **Bias on digital literacy.** Building an open-source toolkit is a core agenda of the project. The toolkit might be biased towards people with digital literacy and who can use the digital platforms well.

Measures to address gap:
• Multiple media of dissemination like TikTok and Facebook to make it more accessible and in local languages.

• Keeping the design simple and not too heavy.

2 **Representation.** There is a risk that representatives from the NGOs and CSOs are dominated by men. The project hasn't been able to get the voices from Dalit women, women with disability and LGBTQ groups.

Measures to address the gap:
• Intersectionality and representation in the LCs should be ensured by criteria.

• Intensive stakeholder mapping and exploring the opportunity to engage the stakeholders or groups that aren't registered yet.

3 **Duty bearers' capacity:** Government authorities are not always capacitated enough to identify and understand a problem from a civil society point of view.

Measure to address gap:
• Strengthening government official's capacity in the importance of civil society involvement.

4 **Scalability:** Two Learning Collaboratives in Madesh and one Learning Collaborative in Karnali will not be enough to generate the evidence of scalability to be used to advocate in all contexts.

Measures to address gap:
• Continuous engagement with the CSOs for joint advocacy.

• Increasing the advocacy capacity.

• Learning sharing session for CSOs for cross learning.

• Increasing local CSO's capacity to generate evidence and fundraising.

5 **Language barrier:** Languages like Maithili and Bhojpuri are not the written language of communication for the natives- facilitators do not have a strong grasp of these languages which might be a problem while implementing.
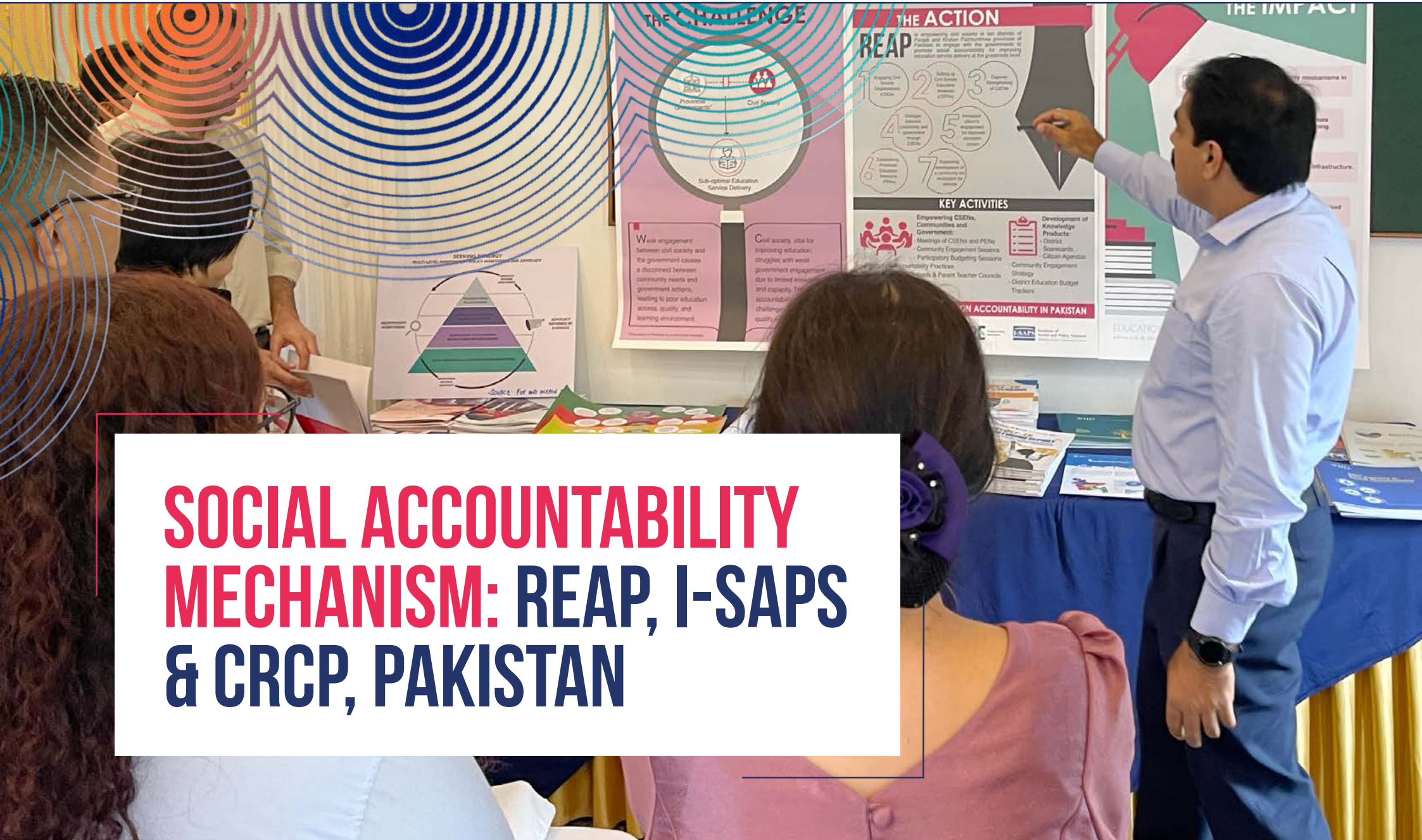
SOCIAL ACCOUNTABILITY MECHANISM: REAP, I-SAPS & CRCP, PAKISTAN

The I-SAPS Social Accountability Mechanism

Context
- 26 million children out of school in Pakistan.

- Quality education is a concern (first phase of REAP focused on access).

- No participation of civil society in education planning and policy for 75 years.

- Disconnect between government and community: No participation from grassroot levels in education planning and policy making at federal level (top-down approach).

- No culture and structure for social accountability: CSOs interaction with government was absent.

THE CHALLENGE

Provincial Governments*

Civil Society

Sub-optimal Education Service Delivery

Weak engagement between civil society and the government causes a disconnect between community needs and government actions, leading to poor education access, quality, and learning environments.

Civil society, vital for improving education, struggles with weak government engagement due to limited knowledge and capacity. This hampers accountability and magnifies challenges in delivering quality education.

* Education in Pakistan is a Provincial mandate.

THE ACTION

REAP is empowering civil society in ten districts of Punjab and Khyber Pakhtunkhwa provinces of Pakistan to engage with the governments to promote social accountability for improving education service delivery at the grassroots level.

1. Engaging Civil Society Organizations (CSOs)
2. Setting up Civil Society Education Networks (CSENs)
3. Capacity Strengthening of CSENs
4. Dialogue between community and government through CSENs
5. Increased citizen's engagement for improved education system
6. Establishing Provincial Education Networks (PENs)
7. Supporting development of a community-led ecosystem for schools

KEY ACTIVITIES

Empowering CSENs, Communities and Government:
- Meetings of CSENs and PENs
- Community Engagement Sessions
- Participatory Budgeting Sessions
- Procedural Accountability Practices
- Engagement with Schools & Parent Teacher Councils

Development of Knowledge Products
- District Scorecards
- Citizen Agendas
- Community Engagement Strategy
- District Education Budget Trackers

REAP: REFRAMING EDUCATION ACCOUNTABILITY IN PAKISTAN

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

I-SAPS Institute of Social and Policy Sciences

THE IMPACT

- Established social accountability mechanisms
- Capacitated communities on evidence-based education planning
- Upgraded school facilities especially infrastructure
- Optimized education budget allocation
- Anchored marginalised community voices
- Accelerated gender responsive education planning

Pre-primary school students attend an early childhood education class in Punjab, Pakistan 2018.
Copyright: ITA

What does I-SAPS do?
• Advocacy with government officials.

• Community mobilization and awareness raising.

• Setting up structures for social accountability: Civil Society Education Networks (CSENs) at local levels and Provincial Education Networks (PENs) at provincial levels.

• Engagement with different communities through CSENs like bar associations, trade unions for their capacity building and policy dialogues.

• Participatory development of social accountability tools like community score cards, taleemi agenda, education budget trackers and monitoring reports.

What worked?
Procedural Engagement - Using of existing government structures and entry points to reach the authorities in a strict environment like Pakistan.

• Need identification by the community (CSENs).

• Consultations and consensus development.

• Identification of relevant entry points.

• Application to relevant authorities to access data. A diary number is received, when the application is received by the authority. It is then mandatory for them to respond to the issue.

• Follow up of the application.

• Facilitation and monitoring.

Transforming available data to actionable data - Using government data to seek accountability
• Education Management Information System (EMIS) data does not upset government officials as it is their own data. I-SAPS use this data to create a conducive environment with public stakeholders.

• Right to Access to Information Act secure citizens' access to data.

• CRCP (the alliance partner of I-SAPS), I-SAPS and CSENs validate the data accessed and create the evidence.

• Use of actionable evidence for social accountability- the grievances of communities are presented before chief education authority at district level.

Learning questions to I-SAPS and CRCP

Challenges
- Initial reluctance to accept the concept of social accountability.
- Frequent turnovers of government officials.
- Absence of grassroot level education networks to anchor community voice.

Responses
- Sensitizing stakeholders through engagement and trust building.
- Engagement with second tier government.
- Establishment of CSENs and PENs at district and provincial level for policy influencing.
- First phase of REAP focused on access. The second phase of REAP focuses on quality. This shift is gradual.
- Provincial Civil Society Education Networks (PENs) were established with a motive of amplifying communities' voice at policy level.

HOW WERE YOU ABLE TO CONVINCE THE GOVERNMENT FOR THE CHANGE USING THEIR DATA?

- Adapting procedural engagement. People are made aware of the entry points to the system.
- The disconnect between the government and civil society is because of the technical terms like net enrolment ratio and gross enrolment ratio. CSENs with the technical support of I-SAPS simplify these terms for the communities to understand. CSENs (lawyers, traders) will go to the education authority with evidence and create a pressure to ensure the response. The diversity of the CSENs ensure their credibility.
- They take the raw data from EMIS, analyse, make the data presentable through infographics, and take the communities to the authorities and policy makers.
- Local Policy dialogue/ provincial policy dialogue taking the actionable data with the policy makers.

WHAT IS A DIARY NUMBER AND IS IT DIFFICULT TO GET THIS NUMBER?

- A unique number provided by the government to the application issues they get- this is procedural engagement. But citizens need information on how to get this number.
- If CSOs want to influence local level policy processes, they need to create pressure at a certain time of the year to bring the desired change in the budget.
- Government is also unaware about citizens' right to information. Their capacity is built on how to deal with the communities.
- The government is receptive to the communities as they are questioning based on the procedures.
- CSENs in Gujarat leveraged their relationship with the minister to get their demands met.

WHO ARE THE CSEN MEMBERS AND HOW WILL YOU SCALE UP CSENS. IS THERE A SUSTAINABILITY STRATEGY?

- CSEN member are representatives of local CSOs and work with community elders, school representatives and people who are respected in their community and recognized by district education authorities.
- Sustainability strategy: Developing community ownership and capacity which enables these representatives to own the achievements. Use of media to highlight the needs of the communities.

HOW DO YOU ENSURE EDUCATION OF GIRLS AND WOMEN EDUCATION IN COMMUNITIES WITH RELIGIOUS EXTREMISM? HOW ARE YOU FACING THE CHALLENGE OF EXTREMISM AND WHAT'S THE GOVERNMENT VIEW ON IT?

- We adapt where and when needed: In Buner, a district facing serious law and order issues and religious extremism, it was not possible to meet the criteria of 50% women's participation in CSEN. We adapted the criterium to 40%.
- The government revisited the school curriculum and removed content related to religious hatred and gender stereotypes.
- Communities themselves are pushing for girls' education.
- In districts with religious extremism and attacks, I-SAPS is advocating for transport facilities so that girls can reach school safely. In the absence of women drivers, male drivers are being trained on gender sensitivity and government provides a caretaker to the girls to and from school.

Strengthening the REAP social accountability mechanism

IDENTIFIED GAPS:

1 **Vertical Integration:** no vertical integration at the national level as most of the policy planning is carried out at provincial level.

Measures to address gap:

- Working in 10 districts should help scalability. The project scaled up in the extension phase from previously 6 districts.

- Institutionalization and sustainability from the beginning is key.

- It has been a long-term partnership and it is not confined to one project. The gap that I-SAPS has as a think tank to mobilize and engage the networks can be closed by CRCP's presence.

- CRCP is in continuous contact with the community and takes the consumers' say at the policy level.

- I-SAPS is working at the national and policy level and CRCP is working at grassroot levels.

- Once created CSENs and PENs can work on their own, once notified and identified by the government.

- There are LEGs at the federal level as well as at provincial levels in Pakistan. Getting involved in the provincial LEG with I-SAPS' learnings and data, we can illuminate the members with the facts and take the finds to a higher level of influence.

2 **Community Participation for improved quality education is a gap.**

Measure to address gap:

- Use the existing tools or create a new one if they do not fit the context.

- Document success stories for civil society involvement. Then engage the government authorities at district and provincial level targeting and advocating for institutionalizing the CSENs and PENs. Just as government has institutionalized School Management Committees and Parent Teacher Associations.

- The project started by I-SAPS have ownership by the government.

3 **Limited coverage/ definition of marginalised groups.**

Measures to address gap:

- Expand the focus to other marginalised groups like trans-gender communities, religious marginalised groups.

- Revisit community engagement strategy.

- Government has started separate schools for trans-gender communities; These are technical and vocational education centers for the group to have some skills.

- Pilot interventions like community facilitation center is in place to support the trans community in getting birth certificates and other documents. However, religious groups dominate the policy making so that they are reluctant to accept other marginalised groups with different gender identities and sexual orientation, like LGBQI+.

SOCIAL ACCOUNTABILITY MECHANISM: MULTIPLY-ED CYAN & G-WATCH, PHILIPPINES

Strategies

• Vertical integration

• CSOs oversight in the linkages between decision making levels.

• Presence at the national level to advocate for the issues that cannot be addressed at the local levels.

• Between the alliance, G-Watch applies its technical expertise in monitoring process and CYAN carry out the advocacy. G-Watch provide technical support and guidance to CYAN and each area coordinator for Multiply Ed has a mentor form G-Watch.

Seeking synergy

Multi-level independent policy monitoring and advocacy.
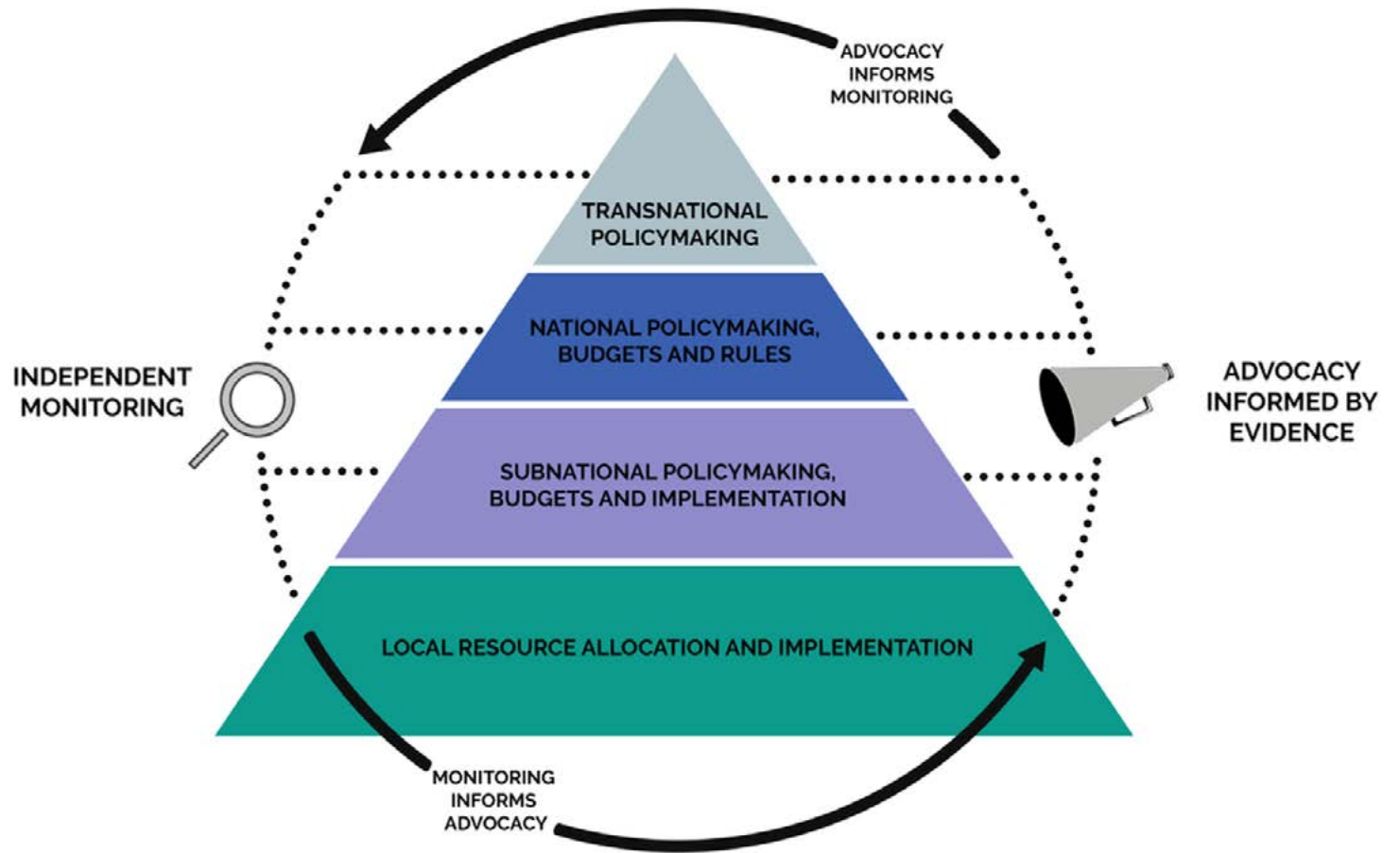
Monitoring Process

1. **Identifying critical standards and set goals: Standards mapping**

2. **Developing monitoring tool**
   - Participatory process
   - Stakeholders like citizens and students are involved in translating the standard and finalizing the tool
   - Government authorities are also invited to discuss
   - Pilot testing and orientation to the student volunteers

3. **Monitoring: Data collection using the tool**

4. **Post monitoring activities:**
   - Data processing and analysis
   - Results consolidation
   - Results presentation and sharing with the school volunteers for their recommendations and inputs
   - Problem solving sessions with stakeholders and duty bearers
   - Commitment generation from the duty bearers

5. **Advocacy and engagement**
   - Commitment trackers to track the fulfilment of commitments made by the government and officials and constant follow up to gain the solution for the issue.

Learning Questions to CYAN and G-Watch

HOW IS THE VALIDATION PROCESS OF DATA TAKING PLACE AND HOW DO YOU FOLLOW UP THE COMMITMENTS?

- Acknowledgement from the duty bearers.

- Questions for different levels in the monitoring tool; students, teachers, parents and school management, elected village councils. Triangulation of the data helps in validation.

- Result validation also occurs during the sharing session where details from different monitoring teams are shared.

- To follow up on the commitments, office visits and meetings are carried out. In education forums like dialogues, advocacy engagement, the duty bearers share what they have done for the commitments.

- Relationships with the technical staff in the government officers are built and they are involved in the commitment generation.

HOW ARE THE STANDARDS GIVEN BY THE GOVERNMENT TRANSLATED?

- During the second phase, when creating the monitoring tool, we go through the standards defined by the authorities in the policies and programs and identify what can be checked at the school level.

- We simplify the terms and translate to local languages so they are made understandable for communities to grasp.

HOW DO YOU ENSURE THAT ALL THE TOOLS THAT HAVE BEEN DISSEMINATED GET BACK TO YOU AND THE DATA THAT YOU RECEIVE IS COMPLETE?

- The national team develops the monitoring tool. There are 5 area coordinators in different areas who make sure that all the volunteers are properly coordinated.

- After briefing orientation and a seminar, volunteers are tasked to present the project to the school principal. If needed, the area coordinator goes there to support them.

- There is a group chat to stay connected to everyone. There is a head coordinator in every monitoring team.

- When volunteers can't do it, there is a core team with area coordinators that help them with data collection.

WHAT DOES THE VOLUNTEER CYCLE LOOK LIKE?

- Recruitment of volunteers happens during monitoring process.

- There is a School Governing Council in every school which is like a student government, we meet them to explain the project and consult with them to select the volunteers.

ONCE YOU HAVE THE DATA, HOW DO YOU ENSURE THE POLICY USING THE DATA? AND WHAT DO YOU DO IF THE DUTY BEARERS DO NOT RECOGNIZE THE DATA?

- The participatory monitoring approach is explained, even though the sample size is small. The size is also validated by other sources of data.

DO YOU CARRY OUT A TREND ANALYSIS WHEN YOU HAVE ALL THE DATA ON THE SPECIFIC DATA?

- The data from local level are aggregated at district level and national level.

Strengthening the Multiply-ED's social accountability mechanism

IDENTIFIED GAPS:

Technical capacity to understand the government bureaucracy and politics, to effectively monitor and organise the policy dialogues.
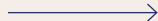
Measures to address the gap:
- Expanding CYAN's presence from 5 areas to other areas to reach the critical mass - to fight the authoritarian tendency of the government.

- Capacity building for local learnin.

- Adversarial approach: coordination with other groups and initiatives like Human Rights Commission, media engagement and strategic alliance with government accountability institutions.

- Advocacy and communication: Develop guideline or framework for advocacy and engagement.

- Coordination was mostly done for capacity building with E-NET (Education Coalition). CYAN will explore the agendas where we can work together.

- A diversified group of champions are lacking within each level of governance. This is the first time X-Ed has engaged with Department of Education secretary level.

Multiply-ED Knowledge Products & Tools

CYAN Case Study by PRIA International, 2024.
EOL commissioned the regional learning partner, PRIA International to document the social accountability mechanism and approach of three OC2 grantees in Asia Pacific, IID, I-SAPS and CYAN. It formed part of a Systematization study on Social Accountability.
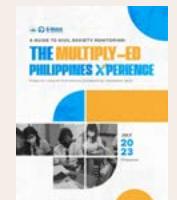
Find out more ⟶

https://oxfam.app.box.com/s/ wmkbp1wqynnf3w297qg5hs629uhkfno9

A Guide to civil society monitoring: The Multiply-Ed Philippines Experience, July 2023:
A comprehensive yet simple step-by-step guide to Multiply-Ed's take on employing civil society monitoring and other social accountability tools to promote an education governance as a strategy towards Vertical Integration. The guidebook elaborates the steps undertaken and the tools used to employ Vertical Integration in enhancing accountability in education governance. All the tools used by CYAN and G-Watch in the monitoring and engagement process are inserted in the guidebook.

Fint out more ⟶

https://www.g-watch.org/sites/default/files/ resources/x-ed-manualdraftv3compressed.pdf

SOCIAL ACCOUNTABILITY MECHANISM: MACDI, VIETNAM

Accountability Mechanism and CSO Participation in 3 provinces

Context
- Gap between policy and marginalised populations
- Lack of data collection and monitoring for the inclusion of children with disability (CWDs)
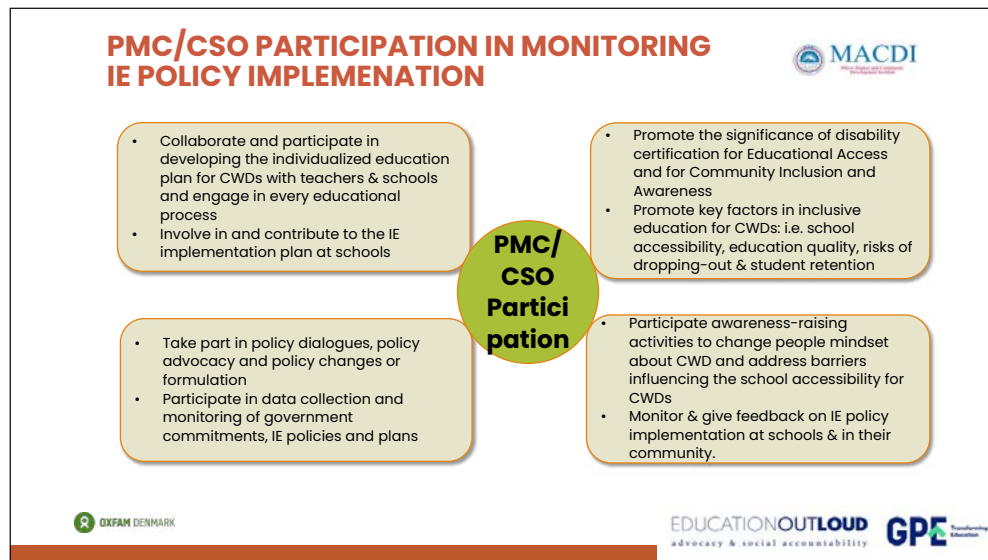- Lack of monitoring mechanisms

1. **CSOs engagement to monitor education policies and foster social transparency and accountability**
   - CSOs will act as agents of promoting good governance, transparency and accountability.
   - CSO structure to be set up at each school. This consist of Association of Parents of Children with Disability (APCWD), Association of People with Disability, Teachers who teach CWD, Women Union, and Youth Union.

2. **Policy Monitoring Councils (PMCs) will be established at district levels to:**
   - Monitor the alignment of schools' education plans and budget for inclusive education with the current policies.
   - Monitor the approval of education plans and budgets by local government.
   - Policy advocacy at local as well as higher levels for their implementation.
   - Collaborate and participate in developing the individualised education plan for CWDs with teachers & schools and engage in every educational process.
   - Take part in policy dialogues, policy advocacy and policy changes or formulation.
   - Work and collaborate with existing structures in Vietnam to maintain accountability: at district level: District People's Committee and District Bureau of Education and Training. Provincial level: Provincial People's Committee and Provincial Bureau of Education and Training at provincial level.
   - Regular follow up to track the progress and documentation.

3. **Capacity building of PMCs**

4. **Preparation of a monitoring toolkit**

5. **Capacity building of government officials**

6. **Website for knowledge gathering**

7. **Pilot testing for the toolkit Dialogue with policy makers**

PMC/CSO PARTICIPATION IN MONITORING IE POLICY IMPLEMENATION

MACDI

PMC/ CSO Partici pation

- Collaborate and participate in developing the individualized education plan for CWDs with teachers & schools and engage in every educational process
- Involve in and contribute to the IE implementation plan at schools

- Promote the significance of disability certification for Educational Access and for Community Inclusion and Awareness
- Promote key factors in inclusive education for CWDs: i.e. school accessibility, education quality, risks of dropping-out & student retention

- Take part in policy dialogues, policy advocacy and policy changes or formulation
- Participate in data collection and monitoring of government commitments, IE policies and plans

- Participate awareness-raising activities to change people mindset about CWD and address barriers influencing the school accessibility for CWDs
- Monitor & give feedback on IE policy implementation at schools & in their community.

OXFAM DENMARK

EDUCATIONOUTLOUD advocacy & social accountability GPE Transforming Education

Learning Questions to MACDI

AT WHAT LEVEL ARE PARENTS OF CWD AND CWDS INVOLVED IN POLICY INFLUENCING?

- At first school to community level and then to district level.

- How do you level up inputs from parents to policy level?

- Policy monitoring Councils (PMCs) have representation of parents of CWDs, teachers, and other associations.

- PMC dialogue at district level and if that does not work, they dialogue at the provincial level.

- MACDI will provide technical support and prepare a tool to create the monitoring mechanism.

- Composition of PMC and how the PMC works?

- Selected members from each association in the school committee will sit on PMC. PMC will report to the national level.

- Dialogue and feedback meetings at the national level. Representatives from MOET to advocate for policy change and dialogue for policy implementation.

IN NEPAL SCHOOLS HAVE DIFFERENT COMMITTEES LIKE SMC, PTM, ARE THERE SUCH MECHANISM IN VIETNAM?

- They have but are not targeted to CWDs. They are not technically equipped.

HOW WILL PMCS WORK AT DIFFERENT LEVELS AND WHY ARE THEY PLACED GEOGRAPHICALLY TO HAVE AN IMPACT AT BOTH MICRO AND MACRO LEVEL?

- In Vietnam there is department of education at all levels; national, provincial, district and commune level so it will be easy to coordinate.

- There is a committee in the district that approve the school plan for a district.

- These committees will identify issues like lack of accessible toilets and ramps. They advocate for the budget with the district education authority and if the issue is not resolved, they can go to the provincial level.

WHAT WAS YOUR LENS WHEN YOU DESIGNED THE INCLUSIVITY FRAMING OF THE PROJECT? DID YOU LOOK FOR ANY OTHER BASIS OF EXCLUSION?
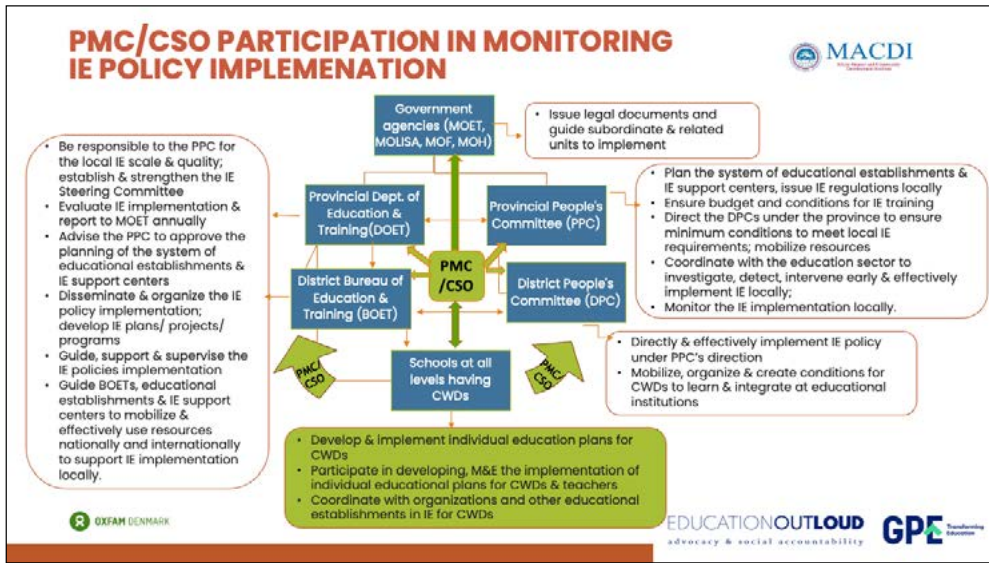
- CWDs are easier to work with when you want to involve citizens in monitoring and influencing in a context like Vietnam. It is seen as less political and an easy understandable form of marginalisation.

- There are cross-cutting elements such as gender, for which the associations for women are involved in the project.

- Children from ethnic minorities are also considered. Schools are selected because of large numbers of CWDs and children from ethnic minorities.

- Different provinces have been selected; the focus is also on the children from difficult circumstances.

ARE THERE DIFFERENT SCHOOLS FOR CHILDREN WITH VISUAL IMPAIRMENTS AND HEARING IMPAIRMENTS? SPECIALIZED SCHOOLS. AND DO YOU ALSO LIMIT THE TYPES OF CWDS?

- There are special schools for CWDs as per the level and intensity of disability. A disability certificate is provided to a child with disability and their school admission is also determined by that.

Classroom in Vietnam. In the Escuela Nueva model, children sit in small groups and work together during the school day. Vietnam, November 2023. Credit: GPE/Koli Banik

Strengthening the MACDI social accountability mechanism

IDENTIFIED GAPS:

1 Feedback platform using digital techniques

Measures to address the gap:
- Develop a digital feedback platform
- Social media products
- Produce knowledge material, such as booklets and handbooks
- Disseminate documentation of evidence and lessons learned

2 Participation in the National Education Coalition of Vietnam

Measures to address the gap:
- Enhance the capacity of collaboration and coordination with the NEC in Vietnam
- Widen the recognition of MACDI among stakeholders in education
- Involve the state government steps by steps in MACDI's activities so that they understand the project, and strengthen their support

3 Challenges of replication of the model

Measures to address the gap:
- The government is planning to produce Inclusive Education Planning. MACDI will back the government with the data for the same so that they can produce it better.
- Align activities and objectives with the government's national strategy
- Partners have been involved from the beginning and we will align with them as well.

4 Convincing the government about CSO's participation in monitoring

Measures to address the gap:
- The Government hasn't approved the project yet.
- Cannot do it alone. The purpose of getting CSO participation in monitoring is not only MACDI's purpose.
- MACDI can provide a platform for the CSOs to participate in monitoring mechanisms.
- Cocreating the tools and mechanisms along with the government can help.

LOOKING ACROSS THE SOCIAL ACCOUNTABILITY EXPERIENCES OF OC2 GRANTEES

Common features of the five mechanisms

- Multilevel working approach
- Evidence collation and citizen-led data collection
- Bottom-up approach
- Inclusion of marginalised groups
- Community engagement
- Capacity building of civil society groups, policy makers and government officials
- Youth engagement
- Engagement with government
- Evidence-based advocacy & policy influence

Differences in ways of doing things

- Focus of the project/ organisations
- The way of engaging with the multilevel actors
- Use of pressure groups and how they engage with communities
- Different challenges in the contexts
- Working with different marginalised groups
- Working structures: Some alliances are working within and with existing structures, while others are working with new and innovative structures
- Scalability and sustainability strategies and models are different
- Not all countries have horizontal cross sharing platforms
- Media used for knowledge dissemination

Challenges

- Apathy/ reluctance within marginalised communities for engagement and social and cultural constraints
- Gender inclusion in certain contexts
- Frequent turnover of government and officials
- Lack of CSOs coordination
- Shrinking civic space - scrutiny from the government

Collaboration and Coordination with National Education Coalitions (NECs)

It is important to work with the NECs because...
- Collaborating is an opportunity to learn
- The NECs can take a lead to transform data and evidence to advocacy
- Engaging with NECs can help lift our work in ground to national level
- Cumulative efforts with NECs will produce more results

But there are challenges...
- There is a need to finetune the way of collaboration as we work at different levels
- Some NECs are party politically motivated and there is little room for non-political CSOs to push their agenda through
- NECs are registered in the same governing body as the CSOs, but there is a difference between an implementing organisation and a network
- Sometimes NECs get too involved in community work, whereas they should leave that to members on the ground
- NECs are often protecting their space. They feel that because of the historical entitlement as a stakeholder in education, others should not claim their space and use their own networks

OC2 added value to the work of NECs:
- OC2 grantees are more grounded in the marginalised areas. Coalitions are (or should be) functioning at national level
- OC2 grantees have better footprint in the communities and preparing them to actively participate in social accountability
- OC2 grantees have a deeper and wider reach

WORKPLAN FOR LEARNING COLLABORATIVE ON SOCIAL ACCOUNTABILITY IN ASIA PACIFIC

Topics suggested by participating grantees include
- Volunteer Engagement
- Engage with marginalised sectors
- Right to information
- Digital innovations
- Youth-led advocacy
- Vertical intervention
- Gender inclusivity model
- Inclusive education
- Translating government data into something understandable actionable

Modality of work
- Quarterly sessions: 8 quarters for 2.5 years
- Virtual and physical set-up
- Virtual sessions should be restructured in such a way that is more interactive/ engaging
- For physical (2 meetings - 2025 and 2026): 1 host can be from old grantees (Philippines) and 1 from new (Vietnam?)
- If no experts to facilitate, Dorte (EOL) is suggested
- Hybrid modality can be considered, to encourage more participants to attend
- 3 topics to be covered per physical meeting

Expected Outputs
- Lessons learned that can be transformed into something usable
- Video, infographics, policy briefer, articles, blogs, guidelines
- A follow-up session can be arranged after this event
- Only do the doable things

December 2024	**March 2025**	**June 2025**	**September 2025** (Philippines)	**December 2025**	**March 2026** (location TBD)	**June 2026**	**September 2026**
Modality Virtual	**Modality** Virtual	**Modality** Virtual	**Modality** Physical (Tentative)	**Modality** Virtual	**Modality** Physical (Tentative)	**Modality** Virtual	**Modality** Virtual
Proposed topics* Topics can be the same as for the physical LC, with physical LCs serving as a culmination of virtual LCs discussions	**Proposed topics*** Topics can be the same as for the physical LC, with physical LCs serving as a culmination of virtual LCs discussions	**Proposed topics*** Topics can be the same as for the physical LC, with physical LCs serving as a culmination of virtual LCs discussions	**Proposed topics*** Youth-led advocacy & Volunteer management Vertical Integration	**Proposed topics*** _	**Proposed topics*** Campaign to right to info Translating government data into something understandable Engaging marginalised sectors (PWDs, gender inclusion, indigenous peoples)	**Proposed topics*** _	**Proposed topics*** _

Annex 1

Reflection on learning process during the workshop

When we want to develop into reflective practitioners and organisations, we need to ensure that we reflect and capture learning regularly to be able to adapt the process and methodology on the way. This is the same for a learning and experience exchange workshop like the one with OC2 grantees in Kathmandu Nepal.

Participants were provided with learning questions for reflection at the end of each day. The mornings started with capturing that reflection in terms of *what was significant for you about what you saw, heard, felt and learnt during the day.*

This enables participants to remember what took place and what it felt like before moving on to something else. And it enables the facilitator to ensure continuous relevance of the content and methodology and adapt. It also informs the facilitator on what has been most important for participants and why. This knowledge can be used to close some gaps in the workshop or when going forward with learning processes.

Reflection on Day 1

On action learning and reflective and adaptive practices
- The Action Learning Cycle was a game changer, and we will apply the cycle in professional and well as personal life.

- The exercise on identifying learning styles provided self-awareness on the learning inclination.

- The methodology and the energy of the training was impressive.

- The first day learning process was leadership training; the process of learning style identification gradually unfolded the leadership principles, which was helpful in identifying the paths of the action learning cycle. The evolvement of the process was intriguing.

- This type of training allows self-reflection, which is ignored in the office setup assuming that everything is going well. The training emphasised that there are areas to improve on in our organisations. The way of incorporating the learning into practice is to be learned.

- Discussion on the learning styles, institutional learning and knowing how the team prefers to learn and can complement each other was significant.

- The facilitation was fantastic, and the session was empathetic. There was a cooperation and inputs from all participants from the on-set.

- I learned how to facilitate a training session and make it participatory to bring out the best outcome. I can use that at the grassroot levels, where there are no multimedia and presentation facilities. The barrier of technology should not be an issue. It was a good approach to empower team members to prepare them to deliver.

- Learning and facilitating methods were significant. We could get knowledge of how to engage in processes when adapting our strategies. There is not one way to do it, but different methods can be adopted.

- EOL and Oxfam's commitment to learning and the way you value learning have made the core of this project is significant. The major takeaway from the session is not to shy away from failures but to learn from them including learning from others' experiences.

- The significant part was how to engineer learning into outcomes. We often focus on activities and outputs.

- The area of change from the action learning cycle can be related to our results framework.

- The approaches that used during the sessions, the flow of activities and the diversity within the team were significant. It felt like everyone, and everything is a part of the learning process.

- The workshop provided a chance to press the emergency stop button; reflecting on the things that have been done is useful for the initial stage of the project. There is a need to be proactive, but sometimes the ground reality requires being reactive.

- We can apply the methodology used in this workshop while sitting with the stakeholders. The session on action learning which taught the way to get out of the vicious loop was significant, especially how it evolved.

On IID's Social Accountability Mechanism
- IID's presentation on their social accountability mechanism was significant.

- Practices in different countries, scenarios in different organisations and approaches to project implementation were the standout. It was realized that the issues are the same at the project level and approaches are the same: participatory processes, monitoring and evaluation.

- The way of mobilizing youth through policy hackathons by IID was significant.

- 5R approach by IID was interesting. Once the learning is disseminated there is a scope for upscaling the learning.

- Our effort in engaging the marginalised communities is our strength as OC2 grantees.

Reflection on Day 2

On mapping organisational learning - biographies

- The organisational timeline/biography exercise provided an open space for sharing practices and receiving well-thought learning questions from other organisations. It was an opportunity to reflect on what we do not do.

- The timeline exercise can be adopted into our learning practice.

- The timeline exercise was significant, and it was an opportunity to learn from others' successes and failures. This provided a space to sit down and analyse the reasons for failures so that strategies can be adapted.

- It was a good opportunity to reflect on the successes and failures, however the biography exercise would have been more meaningful and result oriented if we had had more time.

- CYAN's internal issues in the partnership with G-Watch, and how they navigated through the crisis was a learning point. The biography session provided a feeling of ease and a safe space to admit and look at the failures.

- Most of the time, we look at the achievements. But yesterday we analysed failures and challenges as well, which will help in adapting the strategy.

- The event has provided a realisation of how to learn from experience. This led to a discussion on the loopholes of the existing Learning Collaborative on social accountability between three OC2 grantees in Asia. We did not regulate and moderate it, so there was so much information to share that it lost its objectives.

On I-SAPS social accountability mechanism

- I-SAPS cycle of the challenges, action and the impact and their use of data for advocacy was interesting.

- The example of breaking barriers in Pakistan to make the voices of women count was significant and motivating and could be used in the context of the Philippines.

- Participatory monitoring, involving the CSOs and getting the authorities to work was significant. Budget tracker is a tool that can be adapted in Vietnam as well.

- Pakistan's model was interesting to learn from. I-SAPS is using procedural engagement which was significant to learn. Sometimes we need to be more strategic when designing our approach to fit the context.

- The organisations' problems and challenges are similar and the session brought out different problem-solving methods.

- Clarity of I-SAPS presentation on their Social Accountability mechanism was significant as it has been difficult to understand from their proposal.

- We could draw up a hybrid/generic social accountability mechanism.

Reflection on Day 3

On presentations by NCE Nepal and TaxEd Alliance

- The main idea of policy influencing is the same in many contexts even though the context, scenario and infrastructure of organisations/coalitions are different.

- The media fellowship initiative from TaxEd stood out the most. It is a new strategy for us, and we might want to contemplate and apply the idea as till now we have been engaging with media during policy forums only.

- IID is quite active in social media for campaigns, but we might add mainstream media. Fine tuning of the approach can be done based on this learning.

- Monitoring and regular follow up for policy influencing was significant in the presentation by the Nepal NCE.

- Advocacy includes the long-term process- using telephones and text messages to generate 23 motions by NCE. So offline methods can also be used to engage with the community members.

- Acknowledging the political challenges while doing accountability work. Assessing when to use a constructive approach and when to go the adversarial way.

- Media fellowship by Tax-Ed Alliance was significant. Media is a mature sector and it is not focusing on the youth. We

must include these types of inclusive approaches such as media fellowship in Bangladesh.

- I went through the knowledge products of I-SAPS, IID and CYAN and learned that documentation of the tools and knowledge products are important for sustainability and visibility.

- Media's value in advocacy and social accountability and challenges of their engagement in education was significant. Media is mostly looking for the weaknesses rather that the work that is being done by CSOs, so it is important to sensitize them.

- How to diversify the tax landscape should have been included in the presentation by the TaxEd alliance.

- Budget tracking and analysis of all tiers of government were significant tools as presented by TaxEd alliance.

- Research and policy brief for social accountability and policy influence was significant.

- The presentations were too lengthy. They tried to cover more broadly than going in depth on the issue. So, it left no time for discussion. We should look at this when doing presentations. Less is more.

- The two presentations were a missed opportunity for learning. We could have had a discussion on synergy if presentations were shorter and more in-depth.

Reflection on Day 4

On identifying gaps and strengthening of the social accountability mechanisms

- The exercise of visioning, identifying gaps and measures to overcome them was significant. It was hard to identify the gaps and present those and now we have a better understanding that it is necessary to bring the discussions into action.

- It was a good time to stop and learn from all the organisations and adjust to make the best out of our social accountability mechanism.

- Following up and monitoring the government commitments is a learning. We will make some adaptations to the existing framework to apply that method from the Philippines.

- Utilization of volunteers for data collection was a significant learning from CYAN and G-watch. We will try to pilot this approach in a district in Pakistan and will be in touch the colleagues for guidance.

- The idea of a Policy Monitoring Council in Vietnam was innovative. We will try to create a Policy Advocacy Council in the area, as we lack strategies in advocacy.

- Building trust with the government takes a long time. Providing them a safe space rather than using the government data to confront them was significant learning from Pakistan.

- It was nice to realise that the gaps we identified were similar of others like IID as well. We will get help from the colleagues to address these gaps. In Bangladesh, youth in policy spaces is not as sustainable as it is in the Philippines. Others can learn from CYAN on this.

- Looking across and identifying similarities and differences in SA mechanisms helped us to identify the common gaps in different contexts.

- The process was helpful for EOL also to understand the social accountability mechanisms better. This will help in strategic planning process.

- There was a deep dive in the context of the countries, inclusion of disability in Vietnam and LGBT inclusion in Pakistan. Vertical integration fits Philippines' context but some expertise will help us maximize the effect of the SA mechanism.

- As a new OC2 grantee, the identification of gaps by others who are already implementing the SA mechanism helped us identify and avoid the risks.

- Having an extended engagement over a couple of days has provided some insights into methods to apply when engaging with the CSOs in learning collaboratives.

- There has been a learning point on how to navigate through the difficulty of working with the government in especially Philippines and Vietnam.

- There was a progressive sharing among us, and we had time to do adaptive planning. Previous learning has been related to funds or projects only, but now adaptive planning will be more holistic and based on the ground reality.

- Data management and joint monitoring are crucial for SA and advocacy, learning sharing is important.

- Openness on sharing conflict between OC1 and OC2, conflict in alliances, challenges and mistakes and gaps. Ideas can be used in future opportunities.

Annex 2

Overall Evaluation Learning Event

Content
- The content was relevant. It informed our learning collaboration on the ground.

- Informative sessions, especially on the theory of learning from experience processes.

- Helpful to see existing and ongoing works from OC2 colleagues as a new EOL grantee.

- Interesting: Covered most of the program's thematic areas including community engagement, social accountability, action learning cycle etc. and was delivered in an interactive and timely manner.

- Major takeaways in the content of establishing and strengthening social accountability in education: Monitoring tools and commitment tracker, Involving marginalised groups, social media engagement, documentation.

Facilitation and methodology
- Learning processes were real. Interactive sessions enabled everyone to contribute.

- Making learning/ thinking visible. Practicing the approach of pasting all the flipcharts across the room was very useful for referring back to the processes as we went through.

- The space for knowledge products and learning materials was very useful.

- It gave us the time to reflect with the team. The timeline activity gave us the opportunity to reflect on the journey through the years and learn from it.

- It provided a safe space for everyone to be open about challenges and failures, which is not common in workshops.

- Reflection questions everyday gave an opportunity for everyone to share their thoughts and be heard each morning.

- Active and participatory learning; motivated everyone to contribute.

- Safe and brave space. Strong solidarity to push inclusive and accountable education in the region.

- The space provided opportunity for technical and uncomfortable discussions.

- We got a space for planning a continued commitment for learning between us.

- Strong engagement and learner-centered methodology including use of diagrams, charts, visual aids, videos.

Logistics
- Natural, friendly and beautiful environment, responsive coordination, excursion, food and starting time of event is good.

- Food was good, thanks to the Karkhana Samuha team working to arrange all this.

Things that could be better
- Content: there could have been a deeper dive in one or two thematic areas. Hopefully this can happen in our further collaborative learning.

- Language barrier for some participants provided challenges in expressing thoughts and ideas clearly. We all have English as second or even third or fourth language.

- The learning collaborative discussion could have been more moderated if we had received some prompts to work on it before.

- The 'Open Space for Learning' was a little unclear.
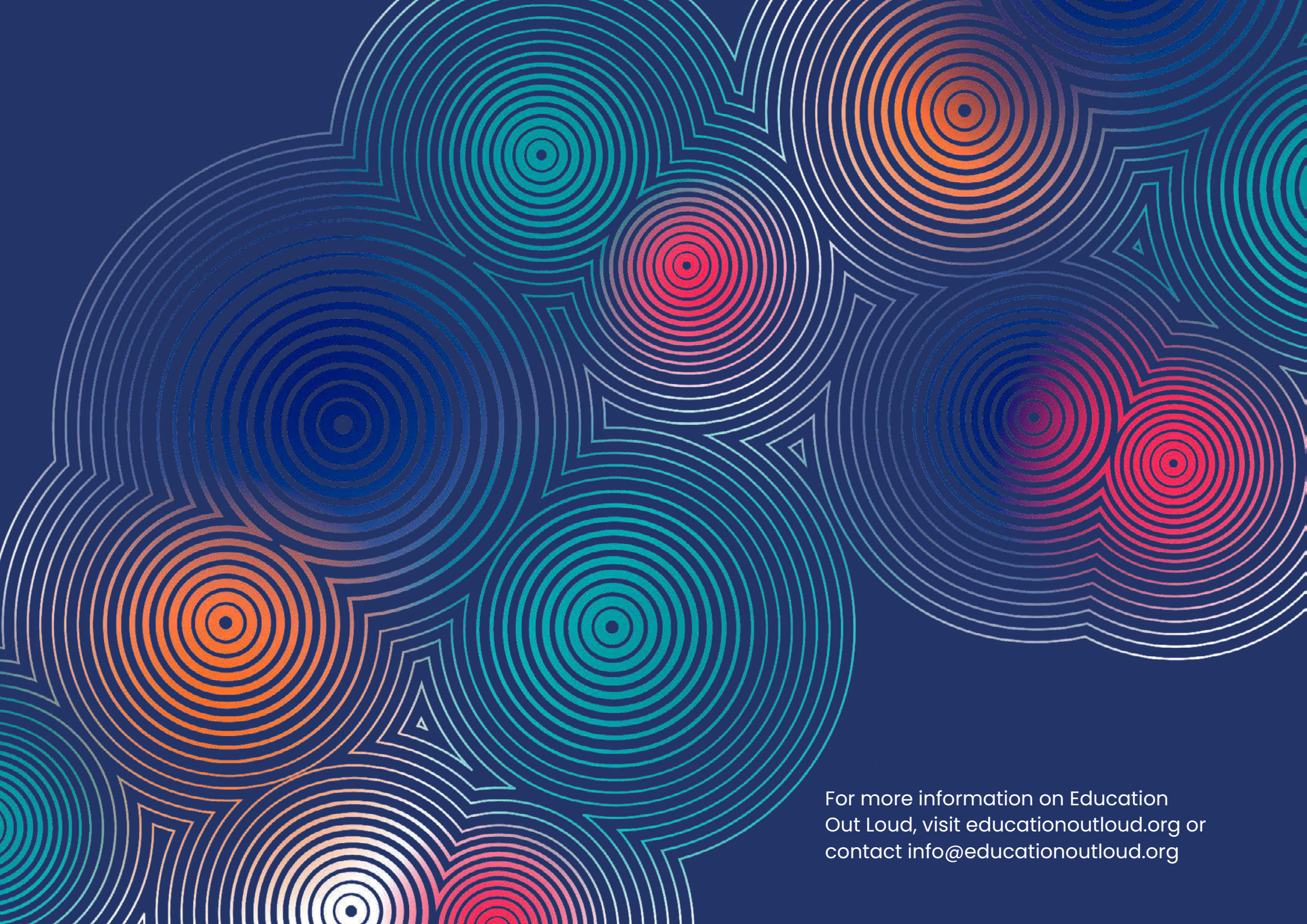
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