

Progress Report **1st January – 30th June 2021** **EDUCATION OUT LOUD**



OXFAM
IBIS



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ABBREVIATIONS

ACEA	Arab Campaign for Education for All	COSYDEP	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite – Senegal
ACTE	Alliance of CSOs in Tajikistan for Education – Tajikistan	CSACEFA	Civil Society Action Coalition On Education For All – Nigeria
AED	Association for Education development – Kyrgyzstan	CSO	Civil Society Organisation
ALE	Adult Learning and Education	CYAN	Center for Youth Advocacy and Networking, Inc.
ANCEFA	Africa Network Campaign on Education for All	ECOZI	Education Coalition of Zimbabwe – Zimbabwe
ANECO	Afghanistan National Education Coalition Organisation – Afghanistan	EFANet	Education for all Campaign Network – Gambia
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT – Niger	EFA SL	Education for All Sierre Leone – Sierra Leone
ASPBAE	Asia South Pacific Association for Basic and Adult Education	EFASOM	Education for All Somalia Coalition – Somalia
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection – Moldova	E-NET	Civil Society Network for Education Reforms Inc. E-Net – Philippines
BAFASHEBIGE	Coalition pour L'Éducation pour tous – Burundi	EOL	Education Out Loud
BEN-E	Basic Education Network Ethiopia – Ethiopia	ESA	Eastern and Southern Africa
CAMPE	Campaign for Popular Education – Bangladesh	EYC	Elimu Yetu Coalition – Kenya
CBO-EPT	Coalition Beninoise des Organisations pour l'EPT – Benin	FENU	Forum for Education NGOs in Uganda – Uganda
CEMSE	Fundación Privada de Fieles Centro de Multiservicios Educativos – CEMSE	FCAC	Fragile and Conflict Affected Countries
CEFAN	Cameroun Education for All – Cameroon	GCE	Global Campaign for Education
CLADE	Latin American Campaign for the Right to Education	GISP	Global Independent Selection Panel
CONAMEPT	Coalition Nationale Malgache pour L'Éducation pour Tous – Madagascar	GMU	Global Management Unit
CNEPT/BF	Coalition Nationale EPT du Burkina Faso – Burkina Faso	GNECC	Ghana National Education Campaign Coalition
CNT/EPT	Coalition Nationale Togolaise pour l'Éducation Pour Tous – Togo	GPE	Global Partnership for Education
CSEC	Civil society education coalition – Malawi	HESA	Horn, Eastern and Southern Africa
CSEF	Civil Society Education Fund	HOPE	Helping Our People Excel
CSEP	Civil Society Education Partnership – Timor Leste	I-SAPS	Institute of Social and Policy Sciences
COESI	Coalition for Education Solomon Islands – Solomon Island	ISP	Independent Selection Panel
COMEDUC	Coalition des Organisations Mauritanienes pour L'Éducation – Mauritania	KIX	Knowledge and Innovation Exchange
CONEPT/RDC	Coalition Nationale de L'Éducation pour tous en DRC – Democratic Republic of Congo	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
		MoE	Ministry of Education



MSIS-Tatao	MSIS – Tohana sy ainga ho an'ny tambazotran'ny olompirenena (name of Ngo)
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
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nation 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



EXECUTIVE SUMMARY

During the first semester 2021, the Education Out Loud (EOL) Programme continued to provide support to civil society organisations to support them in their efforts for promoting effective and inclusive education systems with the aim of promoting education for all, particularly for marginalized groups.

The National Education Coalitions (NECs) continued implementing their projects in 33 countries in Africa, 16 countries in Asia and 3 countries in Latin America. The NECs are producing important results in each their national context which in many cases is complex due to state fragility and conflicts, and lately the COVID-19 situation that has had a tremendous negative effect on the national education systems and their ability to provide education for all. The pandemic has also had effects on the grantees' project implementation and has required project adaptations.

The EOL Programme also started up the implementation of grantee projects that support transnational alliances of civil society organisations working on placing different topics on the international and national political agendas, such as early childhood development, domestic education financing, learning outcome assessments; and the negative effect of child marriage on girls' education. Meanwhile, the EOL also finalized the selection round of national civil society alliances that will start implementing their projects in the second semester 2021. The EOL Programme also continued the financial support to the Global Campaign for Education and the Regional Coalitions ASPBAE, CLADE and ACEA that provide opportunities for knowledge sharing and strategic orientation to the national civil society organisations in their advocacy work.

The grantees produce a high number of results in their respective area of influence. During this first semester 2021, mainly due to the support from the EOL Programme, the civil society organisations were able to be present through the NECs in the national LEG (Local Education Group) meetings in 40 countries (28 countries in Africa, 11 in Asia and 1 in Latin America) where they could voice their concern for the marginalized groups' right to education and through this channel inform decision takers and authorities while also supporting the monitoring of national education programmes. In eleven countries (4 in Africa and 7 in Asia) different kinds of policy changes were approved through laws, directives and public administration guidelines that were influenced in one way or another by the civil society organisations and that help establish more effective and inclusive education systems in the countries.

The EOL Programme also reached to take first steps to start up collaborative learning opportunities in all the regions which might develop into fully-fledged learning collaboratives. These learning experiences are under development and the national education coalitions and other civil society organisations have been able to learn together, participate in peer-learning and learn from the experiences from each other and share knowledge. Exchange of information and learnings also occur through GCE and RCs. The 52 EOL supported national education coalitions were strengthened through the development of learning and mentoring sessions and training courses on a range of topics, from fund-raising and institutional strengthening, monitoring and adaptive management to advocacy for policy changes. The support was provided by the GA through the RMUs and different

learning partners, while GCE and RCs, on their part, also provided capacity development support and orientation.

During the reporting period, the Grant Agent also carried out two selection processes (selection of OC2-1 Full proposals projects selected among the 10 submitted proposals; and the selection of OC2-2 Year Zero candidates). Two Year Zero processes also started up with the mentioned OC2 – 2 Year Zero candidates and with OC3 – 2 Year Zero candidates, respectively. The GA strategy around the Year Zero process focused on supporting and strengthening capacity, collaboration and learning skills and each Year Zero grantee developed and implemented a Year Zero activity and learning plan while also preparing the full project proposal.

At the end of the reporting period, the EOL Programme Operational Component 1 was also submitted to a GPE Secretariat initiated Rapid Review used to collect information about the EOL progress as part of a preparatory work for an eventual costed extension of this component to enable EOL to continue supporting the National Education Coalitions.



1 EDUCATION OUT LOUD – INTRODUCTION AND OVERVIEW

Education Out Loud is the GPE fund for supporting civil society organisations in their efforts to advocate for improved national public education systems in low-income – and lower-middle income countries with the aim of ensuring that the public national education systems become stronger in producing equality and gender transformative quality education for all, including for marginalized groups.

The EOL programme is developed mainly through three different funding streams called Operational Component 1 (OC1); Operational Component 2 (OC2); and Operational Component 3 (OC3). The objective of OC1 is to strengthen national civil society engagement in education planning, policy dialogue and monitoring, and the grants under this component have been awarded to 50+ National Education Coalitions (NECs) that gather the voices of different civil society organisations and represent marginalized groups in their respective country. Grants under this OC1 Component have also been awarded for the Global Campaign for Education (GCE) and its Regional Coalitions (ACEA, ASPBAE and CLADE) that support the national civil society organisations with arranging knowledge exchanges and with policy orientation and technical assistance. The objective of Operational Component 2 (OC2) is to strengthen civil society roles in promoting transparency and accountability of national education sector policy and implementation. Grants under this Component 2 (OC2) are provided to national alliances of civil society organisations, while the grants under Operational Component 3 (OC3) go to transnational

alliances of civil society organisations. The objective of this ladder component is creating a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.

Under OC1, there are currently 52 full project proposals being implemented by the National Education Coalitions with grants between US\$100,000-US\$300,000. The total awarded grant amount allocated to the NECs is approximately US\$ 13 million to be implemented in 2020-2021. Grants have also been provided to GCE and Regional Coalitions under this component with a total awarded grant amount of approximately US\$ 2 million. Following a GPE Board decision, EOL is currently preparing for applying for a costed extension of OC1 in order to be able to continue providing grants under OC1 for the period 2022-2023.

Under OC2, 10 civil society organisations together with their consortium partners concluded their Year Zero period during which they had participated in learning activities and prepared full project proposals that were submitted during this semester and decided upon by the Global Independent Selection Panel in June 2021. The OC2 full proposal grantees are expected to start their project implementation in the beginning of the second semester 2021. The total amount awarded to them is approximately US\$5 million. Meanwhile, 10 other OC2 applicant candidates from a second selection round are still implementing activities during their Year Zero period and they are preparing for presenting their full proposals in September 2021.

Under OC3, GCE and four international civil society alliances started the implementation of each their full project proposal at the beginning of this reporting period; while 9 Year Zero grantee projects have been under implementation during this semester and are expected to submit their full project proposals end of July 2021, to be decided upon by the global independent selection panel (GISP).

EOL structure and functioning

EOL continues with the same structure. The EOL structure consists of different units, selection panels, learning partners and grantees. Oxfam IBIS is the EOL Grant Agent, and there is an EOL Global Management Unit (GMU) placed in Copenhagen and four Regional Management Units (RMUs). One of the RMUs is placed in West and Central Africa (WCA) in Accra and attends the grantees in this region; one works primarily with the grantees placed in the Horn, Eastern and Southern Africa (HESA) in Kampala; one is located in Asia and Pacific (AP) in Kathmandu, specifically; and one for Latin America and Caribbean (LAC) is placed in Mexico City. Regional Independent Selection Panels (RISPs) consisting of independent experts in education, project management, gender, civil society work and with knowledge to the regional contexts also form part of the EOL set up, as well as a Global Independent Selection Panel (GISP). It is required that the independent selection panel members are independent experts that have signed no-conflict-of-interest statements. These panels take final decisions on which EOL grants are financed



after the applications have passed through a technical screening process.

EOL is also counting on a network of learning pools and partners in each of the regions and globally. Learning pools consist of different organisations that are drawn upon to support capacity building and promote knowledge and learnings on different topics when there is a need among the civil society organisations.

The Global Campaign for Education (GCE) and GCE Regional Coalitions (RCs)

(ASPBAE, ACEA and CLADE) are both EOL grantees and learning partners that support the exchange of knowledge and learnings among their members. The majority of the EOL grantees are, though, National Education Coalitions with experience in working on education policies in the own particular national context, and which can contribute with this knowledge to regional partners; meanwhile the regional and global partners and grantees, such as GCE, RCs and the civil society international alliance grantees can provide information from their participation in regional and global institutional settings.



2 EOL GRANT AGENT PROCESSES AND GRANT AGREEMENTS

During the first semester 2021 – and while the National Education Coalitions, GCE and Regional Coalition grantees under EOL Operational Component 1 continued to implement their grants, additional grantees were selected under the two other EOL Operational Components (OC2 and OC3).

Below there is information about the selection processes and the grantees.

Overall, EOL has advanced in the call for proposals and granting processes; and currently only the Operational Component OC2 – second round (OC2-2) full proposal selection; and OC3 – second round (OC3-2)

full project proposal selection remain, both of which will take place in the second semester 2021. These final OC2 and OC3 calls and selection processes are somewhat delayed in relation to the original detailed timeline, and once carried out they will allow for simultaneously implementation of the EOL three components.

EOL 'CALL FOR PROPOSALS' STATUS AS OF 30 TH JUNE 2021		
		Status as of 30 th June 2021
OC1		
OC1 – Full proposals	Restricted call for National Education Coalitions	52 NEC full proposal grantee projects are under implementation
OC1 – Full proposals	Restricted Call for GCE and Regional Coalitions	1 GCE and 3 RC grants under implementation
OC2		
OC2 – 1st Round		
OC2 – 1 st Round Concept Notes	Open Call for National Civil Society Organisations	Concluded
OC2 – 1 st Round Year Zero Candidates	Year Zero period	Concluded with submission of full project proposals end of March 2021
OC2 – 1 st Round Full proposals	GISP Selection among 10 Year Zero grantees' project proposals	Concluded with the GISP Selection of OC2-1 full project proposals in May 2021
OC2 – 1 st Full proposals	Full proposals	Full proposal projects to start up from July 2021 onwards upon signature of contracts.
OC2 – 2nd Round		
OC2 – 2 nd Round Concept Notes	Qualified from OC2 – 1 st round submitted Concept Notes	Concluded
OC2 – 2 nd Round Year Zero Candidates	Selection of Year Zero Candidates	Concluded upon the RISP/GISP Selections of Year Zero Candidates in March 2021
OC2 – 2 nd Round Year Zero Candidates	Year Zero period	Under implementation
OC2 – 2 nd Round Full Proposals	To be selected among Year Zero Candidates	Full proposals to be submitted in September 2021.
OC3		
OC3 – 1st Round		
OC3 – 1 st Round Open call for Concept Notes	Open call for International Civil Society Organisation alliances	Concluded
OC3 – 1 st Round Year Zero Candidates	Selection of Year Zero candidates.	Concluded
OC3 – 1 st Round Full proposals	GISP Selection among 10 Year Zero candidates' projects	Concluded
OC3 – 1 st Round Full Proposals	Full proposal agreements	4 grantee projects under implementation
OC3 – Restricted Call for Full Proposal	GCE	Project under implementation
OC3 – 2nd Round		
OC3 – 2 nd Round Call for Concept Note	Open call for International Civil Society Organisation alliances	Concept Notes submitted in September 2020.
OC3 – 2 nd Round Year Zero Candidates	Selection of Year Zero candidates.	In January 2021, GISP selected the Year Zero Candidates
OC3 – 2 nd Round Year Zero Candidates	Year Zero period	Concludes with submission of full proposals July 31 st , 2021
OC3 – 2 nd Round Full Proposal	To be selected among submitted full proposals from the Year Zero Candidates	GISP decision to take place second semester 2021.

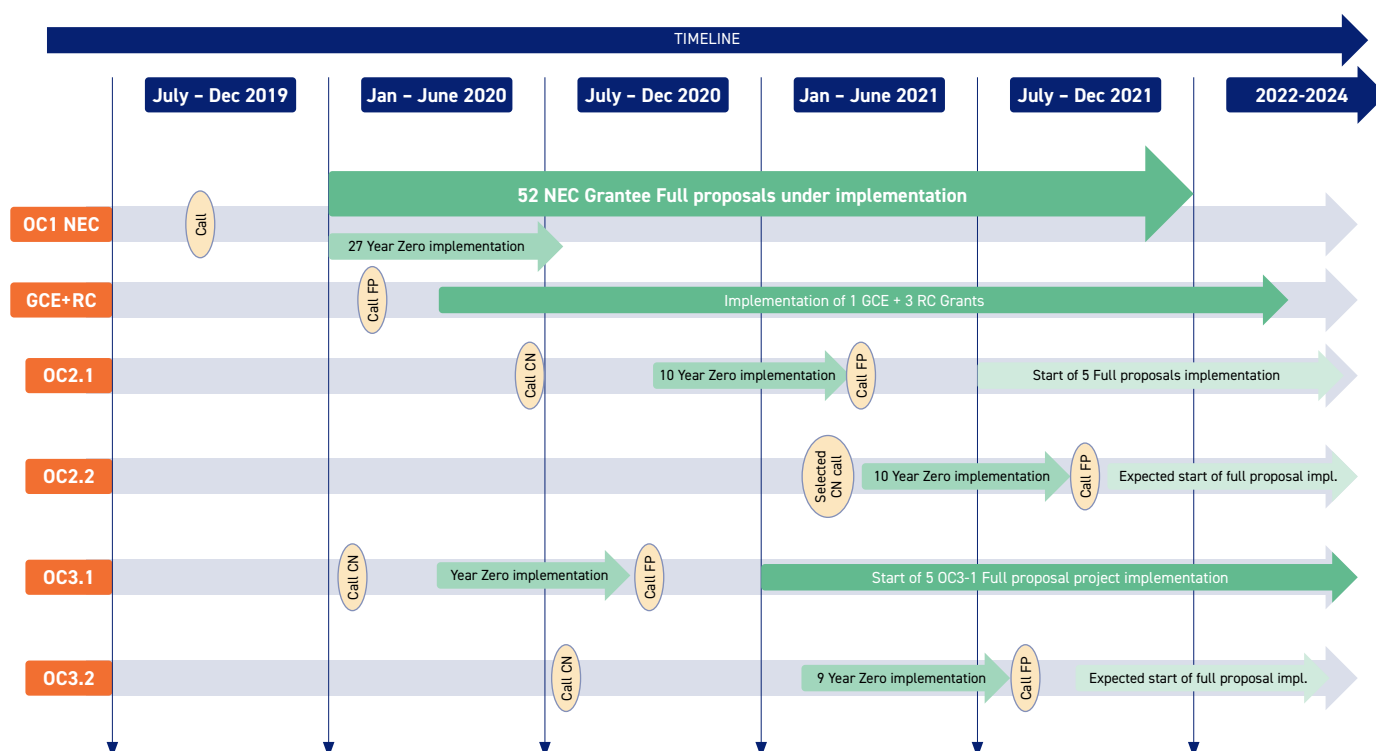
During the current reporting period, various screening, selection and implementation processes were taking place.

Two selection processes took place (selection of OC2-1 Full proposals projects selected among the 10 submitted proposals; and the selection of OC2-2 Year Zero candidates).

Two Year Zero processes started up (with the mentioned OC2 – 2 Year Zero candidates and with OC3 – 2 Year Zero candidates, respectively), involving a total of 19 Year Zero grantees. Meanwhile under the Operational Component 1, the 52 National Education Coalitions, GCE and three Regional Coalitions (ACEA, CLADE and ASPBAE) continued to

implement each their full grants, while five OC3 – full project proposals started their implementation (GCE and four other international alliances working on public education financing; early childhood development; learning outcome assessments; and the link between ending child marriages and girls' school attendance).

FIGURE: TIMELINE OF EOL GRANT PROCESSES



Information can be found below regarding the grantees that have been selected recently either for developing full proposals or those selected for participating in a Year Zero process.

Under **EOL Operational Component 2** – first application round (OC2-1), the ten Year Zero grantees that were developing their Year Zero projects during the

previous six months submitted their full project proposals on 31st March 2021. EOL Operational Component 2 complements at the national level the efforts of other grantees, particularly OC1 grantees, and they seek to increase the transparency and accountability of national education sector policy implementation at local and national levels. After screening and reviewing of the submitted proposals had taken place,

the Global Independent Selection Panel (GISP) selected those proposals that they found qualified for implementation. In the beginning of July 2021, five lead grantees of each their alliance signed each their project agreement with the GA; and they will start implementing their full project proposals in the second semester 2021.



TABLE: INFORMATION ABOUT OC2-1 FULL PROJECT PROPOSAL AGREEMENTS

COUNTRY	IMPLEMENTING ORGANISATIONS	INFORMATION ABOUT THE PROJECT AND THE CONSORTIUM OF GRANTEES
Liberia	Helping Our People Excel (HOPE) (lead organisation), CareFound-Liberia, and Paramount Young Women Initiative (PAYOWI).	<p>The project aims to promote gender equity and equality in education in Liberia. Despite the National Policy on Girls' Education in Liberia, implementation of the national policy is lagging behind. The alliance will promote an effective implementation of the National Policy on Girls' Education in all 15 counties of Liberia by 2023. Specifically, the project will focus on addressing the key barriers to girls' attendance, retention, and completion in secondary schools.</p> <p>Regarding the consortium: HOPE, CareFound-Liberia and PAYOWI are all national-level, women-led organisations with experience in advocacy, education, policy development, and gender mainstreaming. HOPE's vision is to ensure empowerment of women and children in Liberia and especially works with sexual and reproductive health and rights for women and girls as well as education and leadership development opportunities for children and youth. CareFound-Liberia was established to advance the rights of women and adolescent girls through holistic education, health, gender, and economic empowerment programmes. Paramount Young Women Initiative (PAYOWI) is dedicated to advancing the rights of adolescent girls and young women with a mission to uplift adolescent girls and young women by providing financial aid and scholarships, advocating for their rights, as well as provide trainings and promote awareness.</p>
Madagascar	MSIS-Tatao (lead organisation), Ravintsara, MonEPT, and Dinika sy Rindra ho an'ny Vehivavy (DRV) MSIS-Tatao	<p>The project will contribute to improve results and quality of basic public education services provided in public schools through the promotion of more effective use and distribution of resources and improvement of control mechanisms to prevent corruption in the sector. Madagascar is challenged by a high number of children out of school, and this project aims to address the multiple challenges causing this as well as generally improve transparency and accountability of basic education services in the country. The SCORE project, as the grantee project is called, focuses on supporting local CSOs and conducts interventions in 6 regions in Madagascar.</p> <p>Regarding the consortium: MSIS-Tatao has experience managing projects centered around citizen participation and transparency, monitoring of State performance, and inclusive and peaceful governance. Ravintsara is experienced in observation, monitoring, lobbying, and advocacy in the areas of citizen monitoring, prevention of corruption in public services, and election observation. MonEPT is a platform that brings together different organisations working on monitoring, and quality and inclusive education in Madagascar. Lastly, DRV is a platform mobilizing NGOs and Associations for the advancement of women in Madagascar specialized in the promotion of gender equality.</p>
Bolivia	Fundación Privada de Fieles CENTRO DE MULTISERVICIOS EDUCATIVOS (CEMSE) (lead organisation) and Fundación Acción Cultural Loyola (ACLO).	<p>The project aims to influence policies and public opinion on indigenous and other marginalized groups' right to an inclusive education for persons from different cultures, particularly in three selected regions in the country. Although Bolivia has recently made efforts to eliminate social stigmatisation based on ethnicity, culture, and gender in the education system, further efforts are needed to promote the implementation of the new policies in Bolivia, particularly those related to these topics.</p> <p>Regarding the consortium, CEMSE works to improve the quality of education and has experience working in close collaboration with educational communities in the public system. The organisation has a special focus on working with poor communities and promotes human development amongst Bolivia's most vulnerable populations. ACLO has experience working on education and capacity building with farming communities and indigenous peoples and works for sustainable social change in the Bolivian context – especially in the field of education.</p>
Pakistan	Institute of Social and Policy Sciences (I-SAPS) (lead organisation) and Consumer Rights Commission of Pakistan (CRCP).	<p>The project aims to strengthen the capacities and participation of civil society in promoting contextualized policy solutions and multi-level accountability of education policies, plans, and financing for having a more robust education system in Pakistan. In general, there is a limited participation of rights holders and civil society organisations to challenge accountability and transparency in the education sector. This project works to use education data to generate insights on key education challenges, build civil society's capacities to use accountability mechanisms and to have increased policy influencing in favour of marginalized groups.</p> <p>Regarding the consortium: Institute of Social and Policy Sciences (I-SAPS) is a policy research and advocacy institute working across Pakistan. Its mission is to create an effective interface between state, market, civil society, and rights holders for inclusive, equitable, and sustainable development. The organisation has experience in providing technical assistance for education reforms, sector planning and financing, as well as in procedural policy engagement for institutionalizing contextualized policy solutions to improve education governance. Consumer Rights Commission of Pakistan (CRCP) is a non-governmental research and advocacy organisation working to support citizens and civil society to secure their legally enforceable rights and to improve transparency and accountability by engaging governance and market institutions in a procedural interface. The organisation has experience managing projects and programmes focusing on CSO-led demand articulation and advocacy, and participatory local governance.</p>
Philippines	Implementing organisations: The Center for Youth Advocacy and Networking, Inc. (CYAN) (lead organisation) and Government Watch (G-Watch)	<p>The project aims to contribute to making education service delivery at the senior high school level resilient, responsive, and accountable. The project works to ensure responsiveness and resiliency to the changing needs of students and education stakeholders, especially of the most marginalized youth. Additionally, it aims to ensure accountability by establishing a youth-led, multisectoral, and multi-level approach to monitoring the Philippine government's Learning Continuity Plan. The COVID-19 pandemic has deepened existing inequalities in Philippine education, and this project works to ensure continuous access and quality education for senior high school students in the post-pandemic context.</p> <p>Regarding the consortium: CYAN is a youth-led, youth-serving non-governmental organisation that envisions a community where young people are empowered and able to have influence on societal change and to move forward towards a truly just and democratic society. The organisation works to build platforms for young people's empowerment, meaningful participation, and youth agenda-development. Additionally, it provides capacity building and technical assistance to youth organisations and promotes partnerships and networking to help them inform and influence policies. G-Watch has undertaken several pioneering works on social accountability and citizen monitoring and works on building monitoring capacities of public services. The organisation uses research to provide a bridge between the local, national, and global arenas in the field of transparency, participation and accountability.</p>



In addition to the mentioned five full proposal projects selected, also other grantees were selected under this component, namely ten Year Zero grantees that were invited to prepare for presenting a full project. Ten OC2 second round (OC2-2) Year Zero grantees were selected among 66 Concept Notes that had been prequalified after screening

and selection had taken place at RISP level during the first round of OC2-Concept Note presentation. In February 2021, a RISP meeting took place for the discussion of the proposals, followed by a GISP meeting on 26th March 2021, where final decisions were taken regarding which of the candidates were to be offered a Year Zero grant.

The selected Year Zero candidates were informed that they had been selected on 1st April 2021. During the Year Zero period, the candidates were provided support to build capacity and develop their full project proposal. The full proposals are expected to be submitted to the GA on September 31st, 2021.

TABLE: INFORMATION ABOUT OC2 - SECOND ROUND - YEAR ZERO CANDIDATES

COUNTRY	INFORMATION ABOUT YEAR ZERO CANDIDATES	PROJECT PROPOSAL TO BE DEVELOPED DURING THE YEAR ZERO
Benin	DEDRAS in Benin is the lead applicant of an alliance also including the two organisations Social Watch Benin and Woord en Daad. DEDRAS has expertise in influencing policies, capacity building, and social mobilization within the education sector. Social Watch Benin has experience in polling, citizen control of public action, and advocacy, while Woord en Daad has been a strategic partner of DEDRAS for the last decade working with education policy influence and capacity building.	The project to be developed aims to address low citizen participation in education policy monitoring and dialogue by strengthening the role and capacities of CSOs to monitor implementation of education policies and finances.
Democratic Republic of Congo	Centre de Recherche sur l'Anti-Corruption (CERC) is an organisation based in the Democratic Republic of the Congo. CERC has experience with engaging, mobilising, and empowering rural youth in DRC and has been responsible for a number of programmes focusing on youth.	The project to be developed will respond to the impact that corruption and lack of transparency has on young people's access to education and motivation to participate in their communities. The project aims to introduce Integrity Clubs in secondary schools to create a space for youth to discuss integrity as well as acquire skills and knowledge to empower them to become active citizens.
Ghana	School for Life in Ghana is the lead organisation for this project and has partnered with YEFL Ghana and Ghana Developing Communities Association (GDCA). School for Life has experience working with education, hereunder capacity building of CSOs and approaches to literacy. GDCA has experience with community mobilisation and social accountability work, while YEFL Ghana is experienced in mobilisation and empowerment of youth in rural areas.	The project to be developed will focus on citizen-led action for educational accountability and responsiveness. It aims to address the inequality in basic education for especially girls in remote rural areas.
Ethiopia	Emmanuel Development Association (EDA) in Ethiopia is the lead organisation of an alliance also consisting of Rift Valley Children and Women Development Organisation and ProPride. Both co-applicant members have experience in designing and implementing programmes focusing on education for marginalized and disadvantaged groups. EDA has implemented programmes in different fields focusing their work on vulnerable groups and has experience with the promotion of social accountability to ensure quality education.	The project, Voice of Citizens in Education (VoiCE), to be developed aims to address challenges in the education sector in Ethiopia through promotion of social accountability, transparency, and proactive engagement of citizen.
Mozambique	FACILIDADE-ICDS in Mozambique is the lead organisation for this project and has partnered with UWEZO – an organisation based in Tanzania. FACILIDADE-ICDS has experience with strengthening technical and organisational capacities of civil society, and in facilitating dialogue with parents and caregivers on learning outcomes. The partner, UWEZO, is experienced in influencing policy reform and in facilitating citizen-led assessments within the education sector.	The project to be developed during Year Zero aims to ensure equitable quality education for all by combining tools for learning assessments, data collection and budget monitoring. The project will be implemented in both Mozambique and Tanzania.
Tanzania	HakiElimu based in Tanzania is the lead organisation of an alliance also consisting of OCODE, Child Support Tanzania, Save Education and Future Development Foundation, MTWANGONET, and SAWA Wanawake. HakiElimu has implemented a variety of projects within the field of education and is experienced in policy analysis, citizen engagement, social accountability, and advocacy. The 5 alliance partners are all grassroots CSOs who are members of the Regional Education and Learning Initiative (RELI) Accountability Cluster.	The project to be developed aims to strengthen and coordinate civil society to monitor commitments, policy and budget implementation, and hold leaders accountable. The project has a particular focus on disability inclusion, girls' retention and transition, and the COVID-19 education response.
Uganda	Civil Society Budget Advocacy Group (CSBAG) in Uganda is the lead organisation of this project and has partnered with Initiative for Social and Economic Rights (ISER) and Uganda Society for Disabled Children (USDC). CSBAG has experience with establishing cooperation with Government and with engaging civil society actors in the budget process for education and financing of other social sectors. ISER is experienced in advocating for implementation of social and economic rights from a human rights-based approach, while USDC has expertise in advocacy related to children with disabilities.	The project to be developed aims to influence the Government to increase its investment in education and to improve transparency and accountability through citizen-engagement.

**TABLE: INFORMATION ABOUT OC2 – SECOND ROUND – YEAR ZERO CANDIDATES**

COUNTRY	INFORMATION ABOUT YEAR ZERO CANDIDATES	PROJECT PROPOSAL TO BE DEVELOPED DURING THE YEAR ZERO
Nicaragua	CODENI is a network of 23 organisations based in Nicaragua. The network focuses its work on the promotion and defence of children's rights in 54 municipalities in the country. CODENI is experienced in research, dissemination, and advocacy on children's rights, knowledge management processes, as well as monitoring public investment and policies on children and adolescents.	The project to be developed aims to enable the generation of knowledge and empirical evidence on the state of education in Nicaragua. Through this, the project aims to strengthen the role and capacities of civil society to exercise social control, follow-up, and monitor education policy.
Bangladesh	Institute of Informatics and Development (IID) in Bangladesh is the lead applicant of an alliance also consisting of 10 Minute School, Teach for Bangladesh (TFB), Multipurpose Socio-Economic Development Association (MSEDA), Udayan Swabolombee Sangstha (USS), and Youth for Policy. IID is a public policy institute focusing on learning analytics and multilevel policy advocacy models. The alliance partners come with a variety of experience working with e.g. teachers and online learning.	The project to be developed aims to enhance education equality and quality through multilevel evidence-based advocacy for public investment.
Nepal	Karkhana Samuha in Nepal is the lead organisation of an alliance also consisting of The Oda Foundation and Dalit Samaj Sewa Sangh. Karkhana Samuha works to promote local innovations to create global impact. The organisation is experienced in integrating Design Thinking into practices and in leveraging technology. The alliance members bring in on-the-ground experience working with hard-to-reach areas and marginalised groups.	The project to be developed aims to address the gaps and overlaps in the delivery of educational services stemming from the recent federalization of Nepal. By using Design Thinking practice, the project seeks to utilize strategic data to monitor government commitments and generate ownership of social accountability processes.

Under **EOL Operational Component 3 (OC3)**, EOL also provides grants to transnational civil society alliances – funded under EOL OC3 – that help to create a stronger global, regional and transnational enabling environment and that seek to create synergy between global, regional and national level advocacy strategies.

One of the grants under EOL OC3 that is under implementation since December 2020 is a Global Campaign for Education (GCEs) project (see text box below). This project seeks to promote an increase in the **public education financing** through support to civil society organisations' advocacy, research and monitoring.

During this reporting period, also four other international alliances signed full proposal contracts under EOL OC3-1. In January 2021, the lead applicant Zimbabwe Network of Early Childhood Development Actors (ZINECDA) signed a project agreement with the GA for developing a project with the purpose of **strengthening early childhood development education (ECDE)** national

and transnational networks to influence improvement of ECDE in South African Development Community (SADC) countries through sustained advocacy. Among the beneficiary countries are Zimbabwe, Malawi and Lesotho. In February 2021, the lead applicant Girls Not Brides signed the project agreement with the GA for developing a project that works towards the purpose of **ending child marriages which often hinder girls and adolescents to go to school**. This project focuses primarily on Burkina Faso and Niger. In February 2021, the lead applicant Street Child also signed a grant agreement with the GA. Their project focuses on learning assessment and quality and equitable education for marginalized children in Afghanistan, Bangladesh, Myanmar and Nepal. The project aims to **enabling civil society to make evaluations of the education policies**. Finally, also the lead applicant Action Aid International signed an agreement with the GA in February 2021, for developing a project that aims to **increasing domestic education financing** and plans interventions in Nepal, Senegal and Zambia. The aim is to enhance the policy dialogue

and create a change in the tax revenue and education budgets in the target countries. The logic is that the countries need to broaden their tax base in progressive and sustainable ways in order to ensure funds for public quality education. The partners in this alliance are Action Aid International, Tax Justice Network; the global alliance for tax justice; Education International and the Global Campaign for Education (GCE).

INFORMATION BOX OF EOL OC3-1 FULL PROPOSAL PROJECT: GLOBAL CAMPAIGN FOR EDUCATION (GCE) – EOL PROJECT

The GCE EOL Project "Campaigns and Advocacy Initiatives" aims to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts, particularly in relation to public education financing. GCE is the main grantee and co-grantees are its regional coalitions: the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the Latin American Campaign for the Right to Education (CLADE) and the Arab Campaign for Education for All (ACEA).

As part of the implementation of the grant, GCE works on expanding the use of the budget monitoring and pledge tracking online tool which was initially designed to be used by national education coalitions in Africa under the GIZ – German Backup Initiative. The use of the tool is being rolled out to GCE's national coalitions in more regions including Asia and the Pacific, Latin America as well as the Middle East. National coalitions in these regions are offered an opportunity and support to use the tool to collect evidence-based data and analyse national governments spending on education. Linked to this Education Financing topic, GCE will also develop a research initiative on debt mechanisms and education financing. The aim of this initiative is to understand the potential of the multiple debt mechanisms available, such as debt alleviation, debt cancellation or debt swaps for investment in education, to increase national education budgets. The research samples are drawn from Georgia, El Salvador, Lebanon, Gambia and Zambia, Nepal and Mongolia. GCE will also further develop and disseminate an education financing and advocacy e-learning course accessible from the GCE website.

GCE is also working on establishing an education financing observatory with the objective of tracking the performance of public education financing and to strengthen civil society participation, especially of GCE members, in the analysis of national, regional and international contexts and the implementation of actions to demand and improve the financing of education. GCE also seeks to tighten the links between national, regional, and global advocacy, while enhancing CSOs influence in key education policy platforms relating to education financing, GPE processes and recommending inclusive education solutions in times of emergencies or crises. Under this objective, GCE envisages that linkages between national, regional, and global level education financing advocacy and campaigns will be established, including the inclusion and building on national-level views in key regional and global level debates/events.

GCE also develops global campaigns as part of the project such as a campaign called One Billion Voices to help secure an increase in sustainable financing for education. The campaign provides a narrative on the global scale and severity of the education funding crisis which has been worsened by the COVID-19 pandemic and the resulting increase in debt and severity of austerity measures around the world. Part of the campaign is also the development of a Global Action Week for Education (GAWE). With the current COVID-19 pandemic crises, the GCE has focused its EOL programme deliverables on generating evidence-based information on the lasting negative impact that the pandemic is likely to have on education financing and identifies possible policy responses to mitigate this impact through its policy advocacy and campaign initiatives at national, regional and global levels.

GCE represents over 124 national and regional education coalitions and international organisations. Its membership comprises a huge variety of national, regional and international civil society organisations, teachers' organisations, parents' associations, women's group, disabled people's organisation, youth and student groups, academic or research institutions and child rights campaigners. Thus, GCE national coalitions encompass many thousands of civil society organisations and represent millions of individuals across the world.

INFORMATION BOX OF EOL OC3-1 FULL PROPOSAL PROJECT: ZIMBABWE NETWORK OF EARLY CHILDHOOD DEVELOPMENT ACTORS (ZINECDA) AND ALLIANCE PARTNERS "EARLY CHILD DEVELOPMENT AND EDUCATION"

The project will be implementing a transnational advocacy capacity building strategy which seeks to develop stronger and vibrant Early Child Development and Education (ECDE) in Southern Africa. The project seeks to strengthen CSO's to engage in transnational advocacy to make governments in Southern Africa more transparent and accountable to their citizens on ECDE issues. The project finds that transparent and accountable governments ultimately improve the development and implementation of sustainable, equitable, inclusive and gender responsive ECDE policies, legislation, and systems as well as improved ECDE financing by governments, CSOs and donors. The alliance consortium is made up of ECDE CSO national coalitions from Eswatini, Mozambique, Zambia, Lesotho (NECDOL), the Malawi ECD Coalition and the Zimbabwe Network of Early Childhood Development Actors (ZINECDA) in the implementation of the project. The design of the project is premised on the human rights-based approach (HRBA), whereby regional and global education frameworks such as SDGs, UNCRC and ACRWC guide implementation. HRBA is adopted including such issues as participation, accountability, non-discrimination and equality, empowerment and legality at national and regional level.

INFORMATION BOX OF EOL OC3-1 FULL PROPOSAL PROJECT: GIRLS NOT BRIDES – GLOBAL PARTNERSHIP TO END CHILD MARRIAGE

Child marriage is one of the main factors leading girls to drop out of school in many low-income countries; and keeping girls in school is one of the best ways to prevent child marriage. With the EOL supported project, the Girls Not Brides – Global Partnership to end Child Marriage aims at strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa.

Girls Not Brides' project focuses on Francophone West Africa – in particular Burkina Faso and Niger – a region with a high prevalence of child marriage and out-of-school girls and will bring together CSOs and actors working on education and child marriage in West Africa and around the world. By sharing learnings and strengthening collective advocacy for laws, policies and programmes that improve girls' access to quality education, the hope is to help end child marriage. The Global Partnership to End Child Marriage's vision is a world without child marriage, where girls and women enjoy equal status with boys and men and can reach their full potential. According to Girls Not Brides their strength and passion lie in their 1,500+ member organisations around the world. They work to end child marriage and ensure that all girls can stay in school, stay healthy and have the futures they dream of.



INFORMATION BOX OF EOL OC3-1 FULL PROPOSAL PROJECT: STREET CHILD – SOUTH ASIAN ASSESSMENT ALLIANCE

The grantee project focuses on the problem that a high number of children complete school but without foundational levels of learning which is a major problem in South Asia. Street Child and their alliances find that education authorities and diverse stakeholders tend to focus on inputs in the education systems over outputs and learning outcomes which lead to a chasm between investments and their impact. It is also found that there is a misallocation of resources and mismanagement of programmes that aggravate the marginalisation of children and communities. The project will seek to advocate for and create citizen-led assessments that are simple, scalable and sustainable to assess whether children are in school and achieving functional learning levels. The project sees assessments as a powerful political tool and considers that if people are able to measure what affects their lives then they are able to represent themselves, and reach across communities, countries and continents to identify, communicate, create constituencies and catalyse change. The citizen-led approach will allow for assessment in under-reached, under-resourced areas, and assures assessments can be accessed and analysed at all levels. The assessments will contribute to a creation of common language on learning among communities and civil society organisations to claim their right to learning. The South Asian Assessment Alliance comprises a close collaboration between Street Child and a network of national organisations including IID (Bangladesh), Ashoka (Myanmar) and ASER (Nepal) – with specialist support from the Pratham Education Foundation.

INFORMATION BOX OF EOL OC3-1 FULL PROPOSAL PROJECT: TAX AND EDUCATION ALLIANCE (THE TAXED ALLIANCE)

The goal is to sustainably increase the domestic financing of public education systems so developing country governments can achieve SDG4. The Alliance will enable civil society partners to contribute to a more strategic dialogue on domestic financing, linking particularly with Ministries of Finance and Education, Members of Parliament and other actors. The Alliance will focus on Nepal, Senegal and Zambia.

The project will in general increase capacity of the transnational Tax and Education Alliance, develop improved mechanisms and facilitate cross-sector dialogue between Alliance members at national and regional level with government and regional stakeholders to develop innovative responses to the issues of financing for education and tax justice; and build a comprehensive body of research to provide evidence for policy work that will generate recommendations and commitments by governments for tax and education financing reforms. The project expects to open up transnational policy debates to include civil society voices and link national policy setting for education budgets and tax reforms with international and regional frameworks and it will organize a comprehensive advocacy and influencing programme based on research evidence to bring about commitments by government to take action to reform domestic tax policy or practice. Through the project the alliance will work to ensure that the voices of citizens and marginalized groups are heard in national and international policy debates and to catalyse that COVID-19 will mark a positive turning point in domestic financing of education. The Alliance brings together ActionAid, the Tax Justice Network (TJN), the Global Alliance for Tax Justice (GATJ), nominated for the 2021 Nobel Peace Prize and its regional networks – Tax Justice Network Africa (TJN-A) and Tax and Fiscal Justice Asia (TAFJA) – together with Education International (EI) – with close practical links with the global education movement – the Global Campaign for Education (GCE) and their regional and national coalitions.

At the beginning of this reporting period in January 2021, the GISP also took decisions about which of the OC3 – 2. round applicants should go forward and be offered a Year Zero grant. Ten applicants – out of

those 173 concept notes that had been submitted in September 2020 – were offered a Year Zero grant and nine of them were interested in participating in the Year Zero process and prepare their full project

proposal for submission. The OC3 – 2. Round full proposals were finally submitted on July 31st, 2021.

TABLE: INFORMATION ABOUT OC3 – SECOND ROUND – YEAR ZERO CANDIDATES

ALLIANCE	PROJECT PROPOSAL TO BE DEVELOPED DURING THE YEAR ZERO
The GEAR alliance consists of four organisations. Students And Youth Working on reproductive Health Action Team (SAYWHAT) is the lead organisation of the alliance and is based in Zimbabwe. The other alliance members are Farming Communities Education Trust (FACET) based in Zimbabwe, National Action for Quality Education in Zambia (NAQEZ) based in Zambia, and Girls Activists Youth Organisation based in Malawi. SAYWHAT has experience with youth participation and intercountry coordination. The alliance partners all have expertise within the field of girls' education in rural and farming communities at the national level.	The alliance will develop a project aiming to ensure inclusive and equitable education systems for girls in rural and farming communities of Malawi, Zambia and Zimbabwe, as well as progressive frameworks on education at the national, regional, and international level.
Children Believe is based in Canada and is the lead applicant of an alliance also consisting of Child Fund Zambia, as well as 9 local partner organisations in Zambia, Ethiopia, and Ghana. Children Believe has experience in implementing education programmes globally and focuses their work on vulnerable children and youth's access to inclusive, equitable and quality education.	The project to be developed during Year Zero is called The Education Policy in the New Normal and aims to foster positive change in education policy and investment with a focus on rural, remote and marginalized contexts in Sub-Saharan Africa in the face of climate change, globalized economies, and health pandemics.
Le Partenariat is based in France and is the lead organisation of an alliance also consisting of FOUTA Education Au Développement (FEDD) in Senegal, AESVT in Morocco, SEN-EAD in Senegal, Club des Amis du Monde in Guinea, and Ligue Régionale des Parents d'Elèves based in Morocco. Le Partenariat and the alliance members have previously collaborated to support public policies and advocate for more inclusive education. The alliance aims to utilize their national expertise to bring their voice to the national and transnational level in the development of education policies.	The project to be developed during Year Zero aims to address the issues of Water Hygiene and Sanitation (WASH) and how these relates to school dropout and academic failure, especially for girls.

**TABLE: INFORMATION ABOUT OC3 – SECOND ROUND – YEAR ZERO CANDIDATES**

ALLIANCE	PROJECT PROPOSAL TO BE DEVELOPED DURING THE YEAR ZERO
Consejo de Educación Popular de América Latina y el Caribe (CEAAL) is based in Mexico and is the lead organisation in an alliance also consisting of Red Alforja in El Salvador, Colectivo Atoñ Antño in Bolivia, and Instituto Mexicano para el Desarrollo Comunitario IMDEC also in Mexico. CEAAL is a large network of organisations working with education in Latin America and the Caribbean and has experience with cross-country cooperation. The partner organisations have different areas of expertise, including gender approaches to education, indigenous peoples, construction of education processes with excluded sectors, and non-formal education.	The project to be developed during Year Zero focuses on education of female adolescents and women aims to address the marginalization of uneducated young people and adults and to move these issues into decision-making spaces.
L'initiative OASIS is based in Niger and is the lead organisation in the alliance also including L'Association pour la Promotion de l'Education Non Formelle in Burkina Faso, Université Populaire in Tchad, and Organisation d'Appui aux Populations Rurales in Mali. L'initiative OASIS has expertise with leadership and training, implementation of programmes for women and adolescent girls, as well as research and transnational advocacy. The alliance members have experience in vocational training, training of women and young people, functional literacy, and in quality non-formal education.	The project to be developed during Year Zero focuses on the importance and development of non-formal education in the Sahel region. It aims to create a Sahelian framework for promotion of the non-formal education sector as an alternative for training adults and integrating those excluded from formal education systems.
Global Integrity is based in the United States and is the lead organisation in an alliance also including Public Service Accountability Monitor (PSAM) in South Africa, Agenda 2063 Academy in Eswatini, Forum for African Women Educationists in Malawi and Zambia, Center for Civil Society Learning and Capacity Building (CESC) in Mozambique, Policy Forum in Tanzania, and Teach For Zimbabwe and Stimulus Africa in Zimbabwe. Global Integrity has experience with facilitating connections to transnational spaces. The alliance members have different areas of expertise including cross-country and collaborative learning about social accountability, and dynamics connected to the learning crisis, as well as working with both state and non-state actors.	The project to be developed during Year Zero aims to build the capacity of civil society networks in order for them to play a more effective advocacy and engagement roles in education-focused systems and drive progress towards improved and equitable learning outcomes.
Rays of Hope is based in Malawi and is the lead organisation in an alliance also consisting of Kesho Kenya, Shure Direct in Tanzania, and Fount for Nations in Malawi. Rays of Hope has great experience in shaping education policy at district and national levels and with the practical application in targeted populations. The alliance members have different areas of expertise including education for children with intellectual disabilities, technology for education, and strategic advocacy communication.	The project to be developed during Year Zero aims to reduce the implementation and awareness gap that exists between inclusive education policies and programming by implementing a policy monitoring. This tool will be used to increase public knowledge of policy and make policy-makers accountable for implementation.
Stichting VSO is an organisation based in the Netherlands and functions as the lead organisation in an alliance also including Reality of Aid Africa Network in Kenya, and The African Women's Development and Communications Network (FEMNET) in Kenya. Stichting VSO has experience in the field of TVET, with youth engagement and influencing policies at the regional and international level. The alliance members have expertise in a number of areas including advocacy for eradication policies, and women's development and empowerment.	The project to be developed during Year Zero aims to strengthen the capacity of CSOs to influence and lobby for effective aid in Technical and Vocational Education and Training (TVET) financing and policy reforms around inclusive training and market relevant skills. The project will focus on Ethiopia, Kenya, and Tanzania, and aims for the TVET sector to be inclusive and provide youth, women, and people with disabilities with the relevant skills for labour markets.
World Vision UK is the lead organisation in an alliance also including RESULTS Educational Fund based in USA, Education Coalition of Zimbabwe (ECOZI) based in Zimbabwe, Coalition Nationale de l'Education Pour Tous (CONEPT) based in DRC, and Initiative for Social and Economic Rights (ISER) based in Uganda. World Vision UK works with supporting education in over 60 countries and has experience in the field of social accountability, and in achieving policy change and quality improvements in education. The alliance partners are experienced in citizen-based advocacy and working with a range of organisations within the field of education in their national contexts.	The project to be developed during Year Zero is called the Adolescent Mothers Education Initiative (AMEI) and aims to bring together community-based, national and regional actors for positive change in girls' education in the Southern and Eastern Africa regions.

Grant Application Portal update

All grant applications are received through the EOL Grant Application Portal. The Portal was developed at the beginning of the EOL Programme to accommodate and administer the many applications received from organisations all over the world during open calls for applications. During this reporting

period, EOL has undertaken an upgrade of the Grant Application Portal introducing a number of new features making the portal easier to use for both applicants as well as for other users during the assessment of applications. Additionally, among the new features, the system requires now that the applicant has uploaded all required docu-

ments before the application is accepted. This helps the applicant to remember to upload all the required documents. The upgrade of the portal has made it more user-friendly.

3 LEARNING AGENDA

Learning Agenda – Year Zero process and strategies

As mentioned above, during this reporting period, Operational Component 2 grantees (OC2-1 and OC2-2, respectively) as well as Operational Component 3 grantees (OC3-2) were involved in the Year Zero process. The GA strategy around the Year Zero process has focused on supporting and strengthening *Capacity, Collaboration and Learning skills* as the first step of the learning journey continuing into the implementation phase.

In collaboration with EOL RMUs, each Year Zero grantee developed and implemented a Year Zero activity – and learning plan. Ten of these Year Zero processes (under OC2-1) concluded in March 2021; and 19 (under OC2-2 and OC3-2, respectively) started up during this reporting period with the applicants that had been selected by the GISP on basis of their Concept Notes. The activity plans focused on strengthening proposal development and management skills; on strengthening of interrelationship between the EOL Operational Components to enhance policy discussions between the local, national and international levels; and on supporting adaptive management skills and strategies for including experimenting mechanisms based on learning and lessons learned.

The three Year Zero processes carried out with the OC2-1, OC2-2 and OC3-2 Year Zero grantees initiated with an inception webinar and were followed by continuous collaboration with the RMUs. The inception webinars provided information and discussed about the possibilities and importance of the EOL learning agenda. Year Zero grantees have

been encouraged to include plans and/or strategies for collaboration with grantees supported by other EOL Operational Components in their projects as well as their aspirations for development and strengthening of adaptive management processes and the sharing of lessons learned. As part of the Year Zero process, the GA has developed six webinars on adaptive management, Theory of Change and learning culture development (two for each YZ grantee group); and a guiding note on how to continue Theory of Change development and adaptive management processes.

Learning Agenda Implementation in all OC1, OC2 and OC3

The startup of OC2 and OC3 full project proposal implementation will mark the start of a new phase where EOL has grantees implementing projects under all of the three Operational Components (OC1, OC2 and OC3). This means that the learning agenda with its focus on establishing linkages between OC1, OC2 and OC3 including cross-cutting learning and vertical peer-learning strategies in and among the grantees from the different OCs can take place.

The Year Zero period has focused on strengthening capacities and potentials for learning and collaboration and on paving the way for a more context aware and adaptive management approach among grantees. The implementation period focuses on strengthening learning collaboratives and peer learning as well as the dynamic and interrelationship between the learning agenda elements: learning partners, learning plans, training and mentoring, and strategies for strengthening learning collaboratives and collaborative learning.

Learning Agenda OC1 – Training modules – Learning partners and learning activities

During the course of the implementation of the Learning Agenda, – and based on an analysis of the grantees' identified learning needs and learning plans –, a training course plan has been developed for each of the four regions. The training courses included in the regional plan have then been matched with Learning partners from the regional learning partner pools and learning processes are initiated in all regions. The GA has planned to carry out six training sessions for the NECs in each region covering a combination of the following topics that can vary from one region to another.

- Financial sustainability
- Financial management and accountability
- Monitoring, evaluation and learning
- Policy advocacy, campaigning and community mobilization.
- Governance, leadership and organisational development.
- Adaptive management
- Research, documentation and knowledge
- Different types of individual support, including overall management support.

As part of the Learning Agenda, each RMu has organized – some of them in coordination with RCs – a number of training sessions that applied different methodologies and had different durations. The RMu-WCA started up six training sessions including mentoring programmes that are all still ongoing with the participation of all 14 NECs; while RMu-HESA started up four training sessions of which three have concluded, while mentoring is still going on. The four sessions had participation of a varied number of NECs, from 12 NECs that followed the



Governance and Leadership activity to 19 NECs that followed the MEL session. As part of the EOL learning agenda, the RMU in AP started up three sessions including ongoing mentoring and use of a learning platform of a learning partner. These sessions did also have participation of a varied number of NECs, from 16 NECs that took part in the *Research, documentation and Knowledge* session to eight NECs that took part in the MEL session. RMU LAC has started up two sessions including mentoring where three EOL supported NECs learn about *Strategic Planning and project development*, while six NECs (three EOL supported NECs and three NECs from other GPE partner countries in the region) have learned about *Financial Sustainability*.

The training courses are combined with mentoring and facilitation activities carried out by learning partners. These processes have taken different shapes in the different contexts in each region. As part of the training sessions, the learning partners are together with the RMU also facilitating a process of identifying needs and possibilities for establishing and strengthening learning collaboratives. The lessons learned from the first learning agenda implementation period of supporting OC1 grantees through learning partners are used to shape the coming phase and the development of learning processes starting up with OC2 and OC3 grantees.

OC2 and OC3 Learning planning upstart

Based on lessons learned from the first part of the learning agenda implementation, the GA has developed a simple set of learning plan tools and learning needs assessment tools to be used in starting up learning processes with OC2 and OC3 grantees. The process with OC3-2 and OC2-1 started up in the end of June and included focus on learning collaboratives and adaptive management.

Learning Collaboratives

Based on the Learning Agenda approach, EOL RMUs developed different strategies to support the establishment of Learning collaboratives that can strengthen mutual partnership and peer learning between grantees and other relevant organisations. These different learning collaborative processes have taking specific contexts and potentials into consideration in developing approaches and strategies for supporting collaboration between key stakeholders. The results achieved so far are included in the section with Results on Learning Collaboratives below in this report.

Adaptive Management

Throughout the Year Zero processes, there has been focus on learning processes in project management including a specific focus on development and use of context aware and adaptive management processes. These topics were included in webinars and in supporting documents to guide grantees. These processes will support the broad focus on development of a learning culture among grantees.

Innovation and use of lessons learned

Using lessons learned generated from the grantee's own implementation experiences as well as across the portfolio to feed back into the sector is a key part of the learning agenda as the use is of new and innovative ideas. The GA encourages the grantees to use lessons learned from their past experiences, while the GA is also generating lessons learned from the EOL implementation period.



4 COMMUNICATION

In the beginning of the Education Out Loud programme, GA communication efforts were mainly targeting potential applicants for funding. Hence, the EOL website was designed primarily to support these efforts and accommodate sharing of information about open calls for applications, applicant guidelines, and the like.

However, EOL OC1 grantees have now been implementing their full projects during one year and a half, and are continuously generating more results and experiences that could be of interest for other stakeholders, thus focus has shifted toward the communication of these. EOL OC2 and OC3 grantees, respectively, have also recently started implementation of their full project proposals and they also generate experiences that diverse partners and stakeholders have interest in knowing about. To accommodate this, the Education Out Loud website has undergone a series of transformations during the present reporting period. These include a more dynamic appearance of the home page, filtering options for news stories and articles, and easy overviews of grantees under the EOL programme. As more grantees have come on board, communication efforts have expanded leading to an increasing flow and volume of grantee portraits, stories, and articles on the EOL website. After implementing updates on the EOL website, the website has had increasing numbers of visitors based in 59 different countries distributed on all continents.

As the flow of communication on the EOL website has increased and accelerated during the reporting period, the EOL newsletters have also increased in volume to include more stories, articles, and other relevant news items. During the reporting period, EOL has distributed two quarterly newsletters. The feedback received on the EOL newsletters has been positive and as of 30th June 2021, there were 574 subscribers of the newsletter, which is an increase of 128 subscribers during the six-month reporting period.

The GA is planning further development of the EOL website with the inclusion a project module that will provide easy overview of grantee projects as well as easy access to key details, descriptions and other relevant materials of the projects; as well as a learning portal to share lessons learned from and among the grantees and other stakeholders.

5 MEL FRAMEWORK AND REPORTING

Monitoring is carried out at different levels and by different actors in the EOL Programme. All EOL grantees have developed their own project documents, results-frameworks and monitoring frameworks and are required to collect monitoring information to monitor each their own projects. EOL RMU oversees that this monitoring is taking place and assists the grantees in this endeavour. Installing a monitoring and learning culture in each of the grantees is a key feature and a priority for EOL.

The GA is also collecting information for the global monitoring framework to follow up on the targets related to the EOL Global Results-framework outcomes; and selected grant agent processes are also monitored. Both RMUs and GMU collect and systematize information across the grantees and from diverse sources, using a combination

of quantitative and qualitative methodologies. As part of this, the RMUs analyse NEC- and RC reports and extract information relevant for following up on the global results framework in an outcome 'extracting' manner. This information is included in the section on results in this report. The GA has also produced a systematization document with information on the different NEC grantees' results and performance used as part of the follow up on the project portfolio.

Of the 52 on-going NEC full projects under implementation, 43 (83%) of them are estimated by RMU to be on-track reaching their results, while 9 (17%) are estimated by RMU to be not-on-track in relation to reaching the NECs own established expected results. Applying the adaptive management approach, the RMUs have spent a considerable amount of time, supporting the NECs

in revising their projects due to various reasons, such as change of activity plans due to the COVID-19 unforeseen consequences such as lockdowns and prohibitions of gatherings required for developing physical workshops, etc. Twenty NEC projects (38%) out of the 52 projects were revised in agreement between the NEC and the RMU.

When it comes to spending funds, the RMUs considers that 43 (83%) of the NEC projects under implementation are on-track; while 9 (17%) are not on-track. The RMUs follow up on these cases to analyse the problems and how to catch up with the implementation of the project. The methodology utilized to establish if the projects are on-track spending funds, is interlinked with the progress in project results.

TABLE: NUMBER OF NECS PROJECTS CURRENT ON-TRACK STATUS AND PROJECT REVISIONS.

	TOTAL NUMBER OF NECS IN THE REGION	NUMBER OF NECS IMPLEMENTING FULL PROPOSALS IN FIRST SEMESTER 2021	NUMBER OF NEC PROJECTS UNDER IMPLEMENTATION THAT ARE ON-TRACK/NOT-ON-TRACK REACHING RESULTS		NUMBER OF NEC PROJECTS UNDER IMPLEMENTATION THAT ARE ON-TRACK/NOT-ON-TRACK SPENDING FUNDS		NUMBER OF NEC PROJECTS REVISED DURING THE LAST SIX MONTHS	
			# on-track	# not-on-track	# on-track	# not-on-track	# of NEC projects Revised	# of NEC projects Not-revised
RMU-WCA-NECs	18	17	14	3	15	2	13	4
RMU-HESA-NECs	16	16	12	4	13	3	6	10
RMU-LAC-NECs	4	3	3	0	3	0	1	2
RMU-AP-NECs	16	16	14	2	12	4	0	16
Totals	54	52	43	9	43	9	20	32



Evaluation

Evaluation efforts are also taking place at different levels. All NEC grantees will be developing an evaluation of their projects, and the GA is providing support to help with the contracting of an external, independent evaluator for this who has knowledge of the national context. EOL Programme is also undergoing a GPE EOL Team Secretariat initiated Rapid Review with the purpose of answering the following review questions:

1. To what extent is EOL OC1 relevant, appropriate, and aligned with the GPE2020 thus far and GPE 2025 moving forward?;
2. How efficient are existing processes and available resources in implementing OC1?;
- and 3. Is EOL OC1 achieving its intended

outcomes and, ultimately, objectives? The conclusions and recommendations from the Rapid Review are expected in the second semester of 2021.

Lessons learned

The GA encourages all grantees to discuss their lessons learned and to take them into account in their strategies and implementation efforts. The generation of lessons learned is promoted in and among all grantees so that each of them and the civil society sector can become as strategic and effective as possible in reaching their goals. EOL website includes examples of the grantees' experiences and lessons learned while implementing their projects.

Lessons learned across the regions will also be collected for specific themes in order to disseminate lessons learned from the EOL project portfolio. The first steps have been taken to start collecting lessons learned on the national education coalitions' implementation experiences in relation to promote policy changes in each their countries.

6 RISK MANAGEMENT

EOL's approach to risk management maintains and deepens measures already presented in the Oxfam IBIS 2019 programme document and it adopts and executes the risk management approach also applied to other programmes which is to capture and mitigate risk by implementing the use of Risk Registers, at regional and global levels.

The Risk Register methodology is not unique to Oxfam IBIS and builds on standards such as the ISO 31000 risk management framework and asks participants to assess risks by likelihood and impact. Once described in sufficient detail, a risk is assigned to a risk owner who must commit to a deadline by which mitigation must be implemented. Risk acceptance, change in scope or postponement of risks resides with management. Risks and their mitigation must be seen in light of risk appetite, by which is meant which of many risks identified are significant enough to warrant time and resources.

In the first half of 2021, EOL consolidated older risk assessments, for instance that of the original ASA 2019 Portfolio Application, with Risk Registers populated in the spring of 2021. This most recent work was carried out by actively involving the Regional Management Units (RMUs). At the global, programmatic level, one section of the consolidated Risk Register is populated with risks that are not specific to any country or region but that may affect the entire programme. Besides identifying globally relevant risks, the Global Management Unit (GMU) also looked for similarities in regionally identified risks so as to develop common mitigating actions across relevant regions. On a quarterly basis, significant risks will be revisited to understand whether mitigation has been effective in bringing

risks in line with risk appetite, alternatively what further efforts must be invested.

Complementing the Risk Register, Oxfam IBIS as grant agent also undertook due diligence assessments (DDAs) for all prospective grantees. DDAs are carried out as a participatory exercise for increased accountability, trust building and learning. They include a review of organisational documents (statutes, audits, code of conduct, etc.), demonstration of organisational systems and procedures, and interviews with key staff.

Roles and responsibilities in Risk Management

Through the first half of 2021 emphasis was put on risk identification, risk ownership and mitigation and that these are owned closest to the risk and the area of responsibility potentially impacted. As an example, this could relate to the risk of fraud and corruption in a country which sorts under the regional financial manager. However, depending on risk rating and global relevance, regional staff can draw on the knowledge and resources of the GMU.

Outside of recurring risk re-assessments by means of the Risk Register, the programme also responded to risks on an ad hoc, event-driven basis and mitigated such suddenly arising significant risks. This underscores that EOL remains flexible and alert and is ready to act outside of the recurring risk re-assessments of known risks.

Following the DDAs, the grant agent requires systematic action plans from the grantees so that identified weaknesses are dealt with in a timely manner. Grantees agree with their related RMU on a list of priorities, a timeline, and regular

follow-ups. The grantees are usually appreciative as this process strengthens their internal structures and procedures and increases their credibility.

The Internal Auditor in Risk Management

The IA acts as a subject matter expert and facilitator in rolling out and maintaining the Risk Register, yet as described above risk ownership resides in the first line of the programme. Core to the IA's function is the auditing of compliance to governance documents as set out by Oxfam IBIS and GPE in general and in the grant agreement specifically.

By assessing the efficiency of controls – as demanded by the governance documents – the IA contributes to risk management. If a risk has materialised, the IA may assist in documenting a case and follow the case through the proper governance channels, while also ensuring relevant policies – such as on whistle-blowers – are complied with in the programme's case management.

Risk Management activities by the RMUs

The RMUs put the DDAs to use in their monitoring engagements to focus their efforts on weaker points and areas and if not already resolved, keep an eye on risks and weaknesses identified in the DDAs throughout 2021 and onwards where necessary. As one would expect, EOL observed variation in the grantees' maturity and self-identification of risks and for some outliers, significant efforts had to be invested in aiding the grantees in completing the DDAs correctly and on time.

Ongoing monitoring of grantees' cash level and of financial reporting

The COVID-19 pandemic continues to affect activities that involve travel, gatherings in hotels and meeting facilities which is a



significant part of grantees' initial budgets. To avoid unnecessarily high liquidity on the EOL grantee bank accounts, the grant agent continues to monitor grantee cash levels and validate fund requests only when a legitimate cash need is identified.

Monitoring and concerns reacted upon

The grant agent performs ongoing monitoring of the grantees. Due diligence, regular reports, spot checks and online workshops on specific topics help the grant agent identify potential financial risks and misuse, and to take necessary measures to mitigate them.

For several reasons such as geography, language, IT infrastructure and others, it can be challenging to work with some grantees.

The Impact of COVID-19

The impact of COVID-19 continues to add risk to an already unstable environment; and the successive COVID-19 variant waves continue to exacerbate inequality between high-income and low-income countries and impede years of progress in education worldwide. One of the most concrete consequences of this pandemic has been the long-lasting ban and/or limitations on travelling worldwide and in specific coun-

tries and regions. The GA staff's difficulty to physically meet with the grantees and perform monitoring visits signifies a higher difficulty to deliver tailor-made support and it is increasing the overall risk. All GA teams strive to apply the change management principals and use digital channels to mitigate this matter. However, this situation adds to the already unstable environment, especially in fragile countries where the political, economic and security contexts can be very challenging. As travelling bans are being slowly lifted, it opens for the possibility to carry out more GA monitoring visits; and a few visits are planned for the second half of 2021.

Though unable to perform many physical assessments, the GA has adapted to virtual due diligences through the review of scanned documentation and online grantee self-assessments on critical topics. Assessments for selected grantees are systematically carried out as part of the awarding process. During this reporting period for OC2 and OC3 grantees. Documentations are first gathered and assessed by the Regional Management Units (RMUs) and the due diligence assessments (DDA) are forwarded to the Global Management Unit (GMU) for information and, sometimes, validation when doubts may rise.

Safeguarding

Oxfam has a policy of zero tolerance towards sexual exploitation, abuse, and harassment (SEAH); and all Oxfam representatives are expected to uphold the highest standards of personal and professional conduct at all times. Therefore, efforts are deployed on a continuous basis towards building strong systems to ensure that risks associated with its programmatic work are mitigated. It is in this perspective that Oxfam IBIS – in addition to making partners sign the Oxfam Child's Safeguarding Policy as part of their grant agreements – carries out diverse activities to raise awareness and support EOL grantees on Safeguarding issues.

7 COLLABORATION WITH OTHER ORGANISATIONS

Collaboration between GA and GPE

The GA GMU and the Global Partnership for Education (GPE) EOL Secretariat continue to meet on a weekly basis to coordinate and take decisions on Applicant Guidelines, launch dates of Call for Proposals and other topics as part of the day-to-day implementation of the EOL Programme. During this reporting period, the Coordination Group with participation of GPE and Oxfam IBIS management group also met to discuss the overall EOL Programme direction. Wider meetings with presence of other EOL colleagues from GMU and RMUs were also held, for example, in relation to the conduction of a GPE Secretariat EOL Team led Rapid Review of the EOL Programme carried out by an external consultant.

The GA and GPE are also collaborating on each their communication efforts to reach broader audiences and to increase stakeholders' engagement in and understanding of civil society advocacy efforts within the

field of education. Stories published on the EOL website are increasingly being cross posted on GPE's website and social media accounts. An article produced for the EOL website was also included in Oxfam IBIS's general newsletter and online communication efforts in order to share EOL's efforts with a broader audience.

Collaboration with KIX Programme

The EOL GA has also during this reporting period held virtual meetings with the GPE supported Programme KIX that promotes exchange of experiences, innovation and knowledge among GPE partners as a way to help the GPE-supported countries to improve their national education systems. The KIX GA is the International Development Research Centre (IDRC) located in Ottawa, Canada. The two GA's have shared information about the GA role, for example, in relation to monitoring of the grants awarded; and on how to extend the collaboration between the two Programmes.

Collaboration with the Global Campaign for Education (GCE) and Regional Coalitions (RCs)

During this reporting period, it has particularly been the EOL RMUs and the RCs (CLADE, ASPBAE and ACEA) that have held meetings with the intention to coordinate their respective training and learning activities that they offer to the National Education Coalitions to support them in strengthening their governance, technical and advocacy capacities. The Global Campaign for Education (GCE) and the Regional Coalitions (RC) continue providing strategic policy orientation to the National Education Coalitions to help them carry out effective advocacy in their respective countries with the aim of promoting well-functioning and equity generating public education systems.

8 RESULTS ACHIEVED AND PROGRESS IN RELATION TO EOL GLOBAL RESULTS FRAMEWORK

EOL OBJECTIVES

The overall goal of the EOL Programme 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 seek to:

1. Strengthen national civil society engagement in education sector planning, policy dialogue and monitoring (OC1)
2. Strengthen civil society’s role in promoting the transparency and accountability of national education sector policy and implementation (OC2)
3. Create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education (OC3)

As mentioned above, OC2 grantees will only start implementing their full proposals during the second semester 2021, thus this chapter focus mainly on the objectives 1 and 3, even if the three objectives are interlinked in many ways and results are produced across the three operational components as well. The delay in opening OC2 and OC3 calls has had the consequence that only very few results have materialized under these components.

Some events have also happened in the context of the grantee projects that have delayed or in other ways affected the

grantee project implementation in the first semester 2021, and which are described in the section below, before the presentation of main reported results achieved.

CHANGES IN THE CONTEXTS

Various external events took place in the countries that affected the EOL grantee projects’ implementation in different ways and in some cases have meant that the grantee projects needed to be adjusted in order to respond to the new situation.

The COVID-19 crisis continued to affect the project implementation environment in all the EOL supported countries without any exception. The pandemic is evolving in critical waves and causes illness and deaths across the countries. Besides the negative consequences on the health situation of the people, the COVID-19 crisis has also in this reporting period had devastating effects on the economic and social situation of the entire countries and of the individual families, particularly those with less economic resources. The setback has been tremendous in the education systems’ possibilities of guaranteeing education for all. And the school lockdowns have also during this first semester of 2021 meant that millions of children and adolescents continue without receiving classes, and the education systems are not geared to catch up with the lost education, mainly due to lack of funds, management and logistics problems, poor internet coverage and lack of access to technological devices for a large part of the populations. Even if the vaccinations are being rolled out across the world, they have still only reached a small percentage of the population, in those countries where EOL grantee projects are implemented.

The COVID-19 crisis has – also in this reporting period – had direct effects in the economic situation in all the countries. Sectors such as the tourism industry has been affected; and many employments have been lost. It is particularly the low skilled labourers that are mostly affected. The COVID-19 has clearly demonstrated the widespread lack of social protection policies across the globe and the EOL supported countries are not an exception.

The contraction of the economies often affects the level of tax income for the state; and if no budget re-allocation is done, it results in less funds for the education sector as well. When poor families are affected by unemployment, they are also less likely to send their children to school due to the costs involved or because the children are needed for generating family income. Yet in some countries, some government plans have been approved in this period that eventually could help to stem up for the economic crisis generated by the COVID-19. In Bangladesh, the National Economic Council approved the Eights Five Year Plan titled “Promoting prosperity and fostering inclusiveness” with a focus on pro-poor growth strategy for the period 2021-2025.

The COVID-19 situation continues to affect the implementation of the grantee projects and has required many project revisions in order to still have updated relevant strategies and activities; while grantee project staff, such as the national education coalition staff, in many cases worked from home. Many project activities that involved face-to-face workshops and meetings have had to be cancelled; and on-line courses are not always possible to deliver due to lack of internet access.



In Madagascar, the COVID-19 situation has made the inequality situation more evident among the project intervention zones where some participants do not have access to virtual meetings, and the project pilot region had to be changed due to that. In Kenya, the Government is looking into new tax measures to meet targets in the current national budget affected by COVID-19. These measures affect the grantees' project procurement plans due to changing prices of goods and services. Similar problem is experienced by the NEC project in Sudan where the Sudanese government's decision to liberalize the exchange rate led to high inflation, affecting also their project procurement plans.

Beside the COVID-19, the countries have also experienced other sudden changes in the context that could not be foreseen or avoided and that in one way or another have affected the countries, the education systems and in some cases the project implementation.

When the governments are "busy" attending other burning matters, it is simply more difficult that they pay attention to the civil society organisations' request for improving the education system functioning. Many countries in the Asia and Pacific region experienced heavy rains and flooding which had high costs for the countries due to damages on the infrastructures. Among the affected countries were Samoa, Bangladesh, Nepal, Tajikistan and Timor Leste, where 21 schools were totally damaged. Meanwhile, Honduras and Nicaragua are still recovering from the hurricanes IOTA and ETA that hit the countries in November 2020 and the infrastructure recovery has been affected by poor management. In the Democratic Republic of Congo, various schools were set out of function due to volcanic eruptions in the town of Goma in North Kivu.

The election process in Niger that began at the end of 2020 brought uncertainty and further security issues to an already fragile state. This resulted in some delays in project implementation of one of the grantees, such as in the completion and submission of the project baseline study report. In Tanzania, on the other hand, the demise of former president and taking over of the vice president has generally changed the polit-

ical and policy tempo in the country. These changes could provide useful opportunities for the NEC to effectively engage with policy debates.

Meanwhile, political conflicts and unrest have affected project implementation in some cases in other countries. In Cameroon, some project activities had to be re-scheduled due to insecurity of the participants. In Burkina Faso, the country witnesses an occurrence of renewed terrorist attacks by an unknown armed group, mostly made up of young people, in some communities in the Sahel region in the north of the country which during the first semester of 2021 left a high number of civilians killed and a devastated population. This results in large displacements of many communities fleeing from the attacks and the disruption of teaching and learning in these communities.

In Cape Verde, legislative elections resulted in changes in the government which has affected some advocacy activities promoted by the project, since the new authorities did not know about topics relevant for the project, such as the diplomas that regulate Pre-school education and the Inclusive Education System that are waiting for official approval. Meanwhile in the DRC, some planned advocacy activities have been postponed due to the suspension of civil institutions and a decree of state of emergency in two regions of the country, North Kivu and South Kivu regions. In Uganda, general elections were carried out in March 2021 for all political officers i.e. presidential, parliamentary and local council elections. The political campaigns involved violence. This affected coalition engagements and participation in some government meetings. The president also appointed new ministers and ministry permanent secretaries, which affects the working relationships that the coalition had already created with outgoing ministers and secretaries. In Zambia, preparations for general elections in August 2021 lead to heightened political activity in the country and made the NEC slow down on some activities that involved public gatherings in some areas considered as politically fragile. In Ethiopia, after elections in June 2021 there has been internal conflict in some parts of the country where the election results have been questioned, such as

the Ethiopia Tigray region. These have had some impact on project implementation.

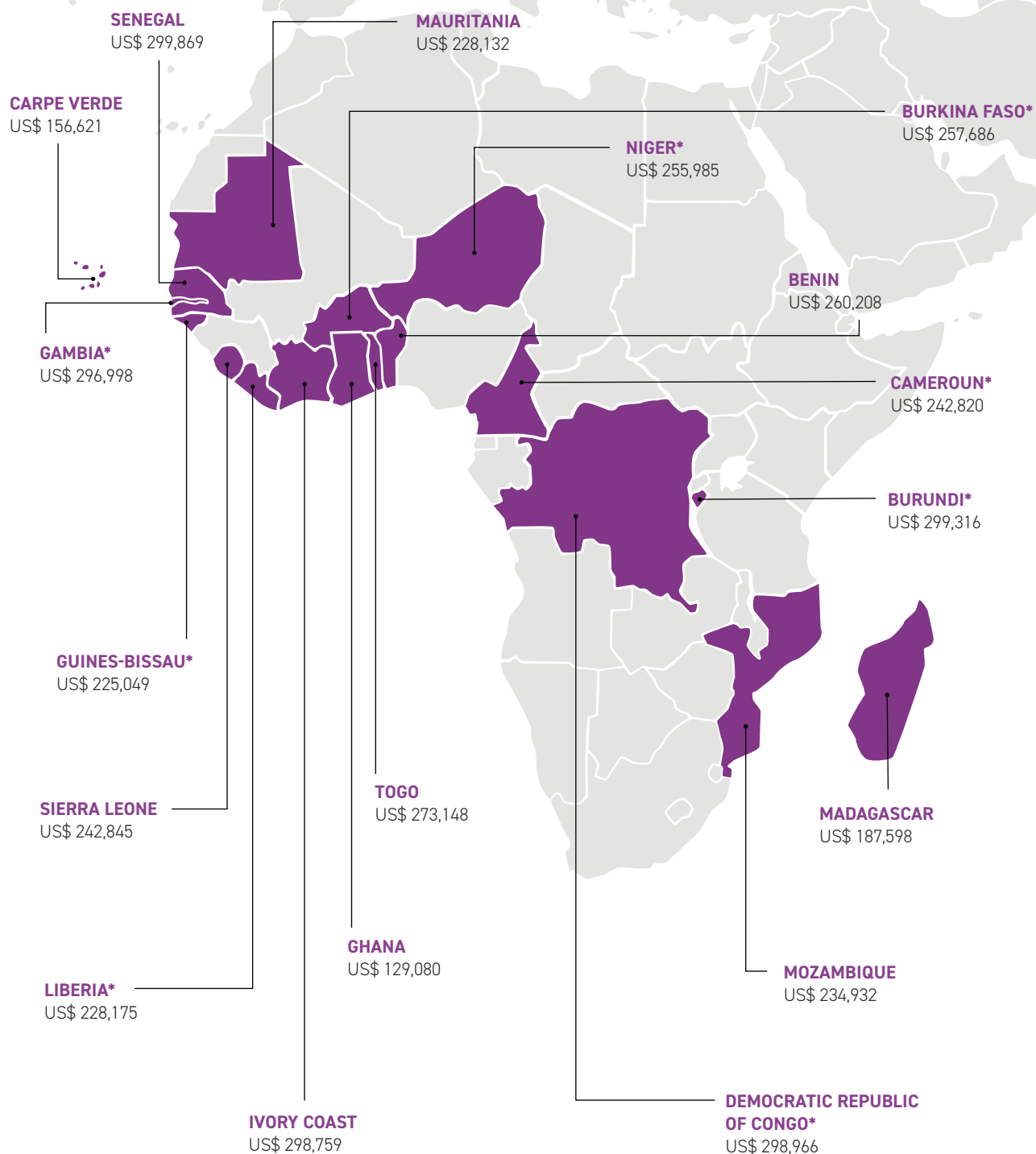
In Myanmar, where one of the OC3-grantees operates, the military took over the government power and restricted the civic space. The ability of community organisations, and of members of national education coalitions, to undertake awareness raising on the right to education during the pandemic and overall education advocacy have been restricted by their limited access to technology and constraints in mobility. The grantees report that the civil space has also been challenged in other countries.

In Afghanistan, where one of the OC3-grantees operates, civil war all over the country affected the civic space, as Taliban got the control of almost 100 out of 364 districts of the country in the first months of the year. There has also been a gradual closure of the civic space for organisations working on human rights promotion, particularly women's rights. In South Sudan, that has not been politically stable since the outbreak of the conflict in 2013, there has been an increase in inter-communal conflicts and high-way robberies targeting of civilians; and this increased insecurity during the first semester of the year has greatly impacted on project implementation especially where the NEC is not able to carry out community meetings because of the conflicts.

Summing up, there are various contextual changes, such as the COVID-19 crisis, that affect the grantee project implementation in ways that could not be foreseen by the grantees and which they have to cope with in their strategic and operational planning efforts. A serious problem is when the civil societies' space is shrinking both for operating and for speaking up on behalf of those marginalized groups that are excluded from quality education. The civil society organisations would be unable to produce good project results, if they are not allowed to speak up or at such a risk, that they do not dare to speak up. Therefore, it is positive that the grantees, particularly the NECs, have been able to participate and to produce results from their grantee project implementation as those mentioned below.



WEST AND CENTRAL AFRICA



* fragile and conflict affected



RESULTS RELATED TO NATIONAL CIVIL SOCIETY ENGAGEMENT IN POLICY CHANGES

As mentioned formerly, EOL Programme Objective 1 is to Strengthen national civil society engagement in education planning, policy dialogue and monitoring.

The EOL provides funds to no less than 52 National Education Coalitions with the purpose of supporting and strengthening them so that they can act in different national policy arenas and take part in the national policy discussions where they can promote marginalized groups' right to education. During this reporting period, the National Education Coalitions have continued their advocacy efforts to promote policies that better take into account the marginalized groups' right to education. This can for example be through the promotion of specific laws and policies that address specific marginalized groups' right to education, such as persons living with disabilities; or through increases in the public education budget that gives a larger room for expanding and improving the quality of the entire education system.

Policy changes are naturally attributable to the relevant policy decision making institution (Parliament, Ministry, Department in a Ministry, etc.) that has the authority to approve laws, policies, national plans and guidelines, directives, regulations, etc. However, the authorities do not act in a vacuum and the civil society organisations are making a lot of efforts to collect and provide evidence-based information to the decision takers so that the policies are formulated on an informed basis, while they are also recalling again and again that all groups in society, including marginalized groups, have the right to qualitative education. It is a common challenge across the countries and the grantees to establish if the decision takers and hence the policies have been influenced by the documentation, arguments and voices that the civil society present and represent.

During this reporting period, the below list of policy changes took place in which the EOL grantees have participated in one way or another in different kinds of advocacy activities, discussions in Local Education Groups (LEGs) and other policy discussion

fora. The NECs have also in many cases presented documentation as inputs for the policy drafting process in order to promote changes in favour of implementing the right to education for marginalized groups. Some of the **policy changes** that occurred during the first semester 2021 might well have been formulated and discussed in draft versions with different groups of stakeholders, including civil society organisations, even before EOL started up in 2019, since a policy change often requires a long hearing and discussion process. However, the EOL grantees have then followed up on these initiatives and also during this reporting period they have been active in diverse policy discussion arenas.



TABLE: NUMBER OF POLICY CHANGES TAKEN PLACE DURING THIS REPORTING PERIOD (1 ST JANUARY 2021 – 30 TH JUNE 2021)	
POLICY CHANGES TAKEN PLACE DURING THE REPORTING PERIOD (1 ST JANUARY 2021 – 30 TH JUNE 2021) THAT EOL GRANTEES HAVE CONTRIBUTED TO	NUMBER
RMU-WCA	1
Togo	1
Decree 301/MEPSTA/CAB/SG subdividing the regional education directorate of one region into 2 educational regions.	
RMU-HESA	3
Rwanda	1
National Policy on Persons with Disabilities.	
South Sudan	1
National Inclusive Education Policy.	
Zimbabwe	1
School Financing Policy. The School Financing Policy will contribute to increased and equitable access to quality and inclusive education that is relevant to the socio-economic context of Zimbabwe, as enshrined in the National Constitution and recently elaborated in the Education Amendment Act 2020.	
RMU-LAC	0
RMU-AP	11
Bangladesh	1
The National Budget of Bangladesh passed by the Parliament for the fiscal year 2021-22 with the theme "Bangladesh towards a resilient future protecting lives and livelihoods".	
Cambodia	1
Public Education Statistics and Indicators 2020-2021. Indicators updated.	
Mongolia	1
Comprehensive plan to eliminate learning loss and improve learning (2021-2023).	
Nepal	5
Child Club Formation and Management Guideline, Mathagadhi Rural Municipality, Palpa	
Child Protection Policy, Mathagadhi Rural Municipality, Palpa	
Education Regulation 259 (BS). 9 th Amendment	
Secondary Education Evaluation (SEE) Guideline	
Student Evaluation and Management Guideline 2078, Bhimeshowr Rural Municipality, Dolakha.	
Pakistan	1
Budget 2020-21.	
Tajikistan	1
Mid-Term Development Programme of the Republic of Tajikistan for 2021-2025.	
Vietnam	1
Circular No.09/2021/TT-BGDDT regulating management and organisation of on-line teaching and learning in educational institutions of basic formal and continuing education.	
Formalizing online teaching and learning, recognizing the outcomes of online learning.	
Total	15

As it is described in the table below, the NECs as well as RCs, particularly ASPBAE, have participated in different ways in the

promotion of the policy changes mentioned above. There is also a short description about each of the policy changes.



TABLE: INFORMATION ABOUT THE POLICY CHANGES FROM THIS REPORTING PERIOD (1ST JANUARY 2021 – 30TH JUNE 2021)

POLICY CHANGED AND DATE	INFORMATION ABOUT THE POLICY CHANGE	NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE
TOGO		
Decree 301/MEPSTA/CAB/SG subdividing the regional education directorate of one region into 2 educational regions. Ministerial order approving new subdivision. 11th March 2021	<p>The rugged nature of this educational region with difficult access has always made it difficult for the educational authorities to manage this region.</p> <p>This new legislation will not only ease challenges of accessibility for the citizens in that region who were distant from the regional education directorate and also reassure teachers, students and disabled students that the frequency of field visits by the new local authorities will be closer to them and therefore able to better identify and take account of their specific needs when planning and budgeting for education at the regional level.</p>	This policy change can be partly attributable to the pleas of the Coalition, which in periodic exchanges in LEG meeting, in ad hoc committees and in sectoral reviews, has raised the need to create a second regional directorate in this region for greater efficiency in supervising and steering education in this rugged region.
RWANDA		
Rwanda National Policy on Persons with Disabilities. 31 st May 2021	The policy clearly outlines guidelines and spells out targets and priorities to address issues affecting people with disabilities, and promotes an inclusive, barrier-free, and a rights-based society. The policy sets clear guidelines for ten ministries, all civil society organisations, the media and the National Institute of Statistics Rwanda (NISR) and calls for at least one focal person for disability in each of the institutions to liaise with the National Council for People with Disabilities (NCPD) on disability mainstreaming.	The coalition joined Rwanda Civil Society Platform (RCSP)'s efforts to lobby and influence the adoption of a national policy framework for the protection and promotion of rights of people with disabilities. At the RCSP general assembly held in May 2021, REFAC disseminated the legal brief on the Law No 010/2021 of 16/02/2021 determining the organisation of education and the Law No 35/2018 of 29/06/2018 governing the organisation of education as well as the previously developed policy brief on "Analysis of Standard Assessment Frameworks for LWDs in Rwanda" and took advantage of the presence of all RCSP member.
SOUTH SUDAN		
South Sudan National Inclusive Education Policy May 2021	This national policy gives the NEC and its member organisations the legal ground to advocate on its implementation. The policy benefits marginalized groups specially children living with disabilities, the coalition will therefore use this policy to advocate for their rights.	The Coalition member organisation, Light for the World, championed this change as it works entirely with people and children with disabilities. The coalition secretariate had some engagement with the Government and with Light for the World in the review and development of the inclusive framework and of the Inclusive Education Policy 2020.
ZIMBABWE		
Zimbabwe School Financing Policy The overarching national development goal to which the School Financing Policy will contribute is increased and equitable access to quality and inclusive education that is relevant to the socio-economic context of Zimbabwe, as enshrined in the National Constitution and recently elaborated in the Education Amendment Act 2020 30 th June 2021	The School Financing Policy 2021-30 is a strategic document which sets out the Government of Zimbabwe's Vision 2030 commitment to support equitable and quality education for all its citizens.	The coalition in collaboration with ANCEFA carried out an Education financing research and the findings were used to influence the policy formulation and discussions.
BANGLADESH		
Bangladesh The National Budget of Bangladesh passed by the Parliament for the fiscal year 2021-22 fiscal year with the theme "Bangladesh towards a resilient future protecting lives and livelihoods". The government has allocated a budget of BDT. 71,953 crores for the education sector in this fiscal year, up from a budget of BDT. 66,401 crores in the fiscal year 2020-21. 30 th June 2021	Allocation for the secondary and higher education sectors' budget saw a significant rise, going from BDT. 33,117 crores in the 2020-21 fiscal year to BDT. 36,486 crores in the 2021-22 fiscal year. In addition, BDT. 9,154 crores were allocated for technical education for the next fiscal year, which was BDT. 8,344 crores in the 2020-21 fiscal year.	To increase the education budget in the national budget, the NEC (CAMPE), with support from EOL, organized a national and 20 sub-national consultations to provide a platform to meet the duty bearers at different levels and raise concerns of the stakeholders along with sharing their thoughts and insights. The regional coalition and the input from the RMU were quite relevant in understanding of the national and global context and prioritized issues. CAMPE engages with the KIX process that helped understand the equity issue in a better-articulated manner. Besides, CAMPE is engaged with the CSO2 and ASPBAE regularly to bring together regional, national and international level education stakeholders – including both policymakers and implementers – interested in strengthening the costing and financing of SDG 4.



TABLE: INFORMATION ABOUT THE POLICY CHANGES FROM THIS REPORTING PERIOD (1ST JANUARY 2021 – 30TH JUNE 2021)

POLICY CHANGED AND DATE	INFORMATION ABOUT THE POLICY CHANGE	NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE
CAMBODIA		
Cambodia Public Education Statistics and Indicators 2020-2021. Indicators updated. March 2021	Indicators regarding kindergartens, primary and secondary education throughout the country. Commune councils, committees in charge of women's and children's affairs, village chiefs and teachers are important contributors to the schools' data, which is key for planning for the office of Education, Youth and Sports of the Municipal, District and Khan Administration and the Department of Education, Youth and Sports.	The NEC (NEP) facilitated data input from members and partners. The data collected with support from NEP has been instrumental in development of Annual Operation Plans across Cambodia.
MONGOLIA		
Mongolia "Comprehensive plan to eliminate learning loss and improve learning (2021-2023)" It has three sections: Reconnection, Recovery and Resilience. It will stay in the education system even after COVID recovery as a remedial programme for primary school students. 1 st May 2021	Schools in Mongolia were closed for 15 weeks in 2020 and 20 weeks in 2021 and remote TV lessons were conducted causing big learning loss for most of the children, especially among early graders. As Minister of Education announced 174000 children had no access to learning due to unavailability of technology and equipment. So NEC was pushing for equal access for those children mostly marginalized due to poverty and remoteness.	The Ministry of Education established a working group to develop "Comprehensive Three-Year Plan to eliminate student learning loss and improve learning (2021-2023)" as a follow up of AFE Mongolia researches and recommendations of "The impact of COVID 19 on Education" and "COVID-19: Teaching and Learning", (2020). The NEC (AFE) Mongolia was represented to contribute to the development of the plan. The findings of the All for Education! Coalition's research and policy submissions were quoted in the plan extensively to describe the conditions of students, teachers and parents during remote learning. The Ministry of Education publicly recognized the participation and role of AFE as a critical friend during the introduction of the Comprehensive plan to the education community. Regional Coalition several times organized discussions among National Coalitions on COVID 19 impact on education and its financing. During the Education Annual Forum, ASPBAE Lead Policy Analyst shared regional lessons learnt and good practices from other countries in educational response to COVID pandemic.
NEPAL		
Nepal Education Regulation 259 (BS). 9 th Amendment of Education Regulation 2059 had taken place which has now facilitated the transfer of students from one school to another and flexibility of academic year for remote Himalayan regions. 15 th February 2021	This was important as the students have been returning from city to their rural homes along with their parents after the outbreak of the COVID-19, so this amendment helps in the easy admission of those students into the nearby schools.	NCE had made submission regarding the learning continuity of students which was the major component of the amendment. This campaign was supported by EOL during this period. There was support from ASPBAE in terms of this advocacy agenda.
NEPAL		
Nepal Secondary Examination Evaluation (SEE) Guideline. In the absence of uniform evaluation guideline for SEE evaluation, this guideline has been developed. May 2021	This will introduce a uniform approach of evaluation in the SEE throughout the country.	NCE Nepal had submitted CSOs position to the government regarding the SEE evaluation guideline. This was done with support from EOL. There was support from ASPBAE in terms of advocacy around education in emergency.
NEPAL		
Nepal Child Protection Policy, Mathagadhi Rural Municipality, Palpa In the absence of Child Protection Policy in Mathagadhi Rural Municipality, the policy was developed in collaboration of NCE Nepal Palpa. April 2021	This policy will ensure a child friendly environment and help in achieving the overall child rights in the municipality.	Policy discussions for the preparation of Education Policy were funded by EOL.
NEPAL		
Nepal Child Club Formation and Management Guideline, Mathagadhi Rural Municipality, Palpa In the absence of the child club formation and management guideline, the guideline was prepared in collaboration of NCE Nepal. April 2021	This guideline will support in management of child clubs and bring uniformity as well as sustainability of the clubs in the municipality.	Policy discussions for the preparation of guideline were funded by EOL.

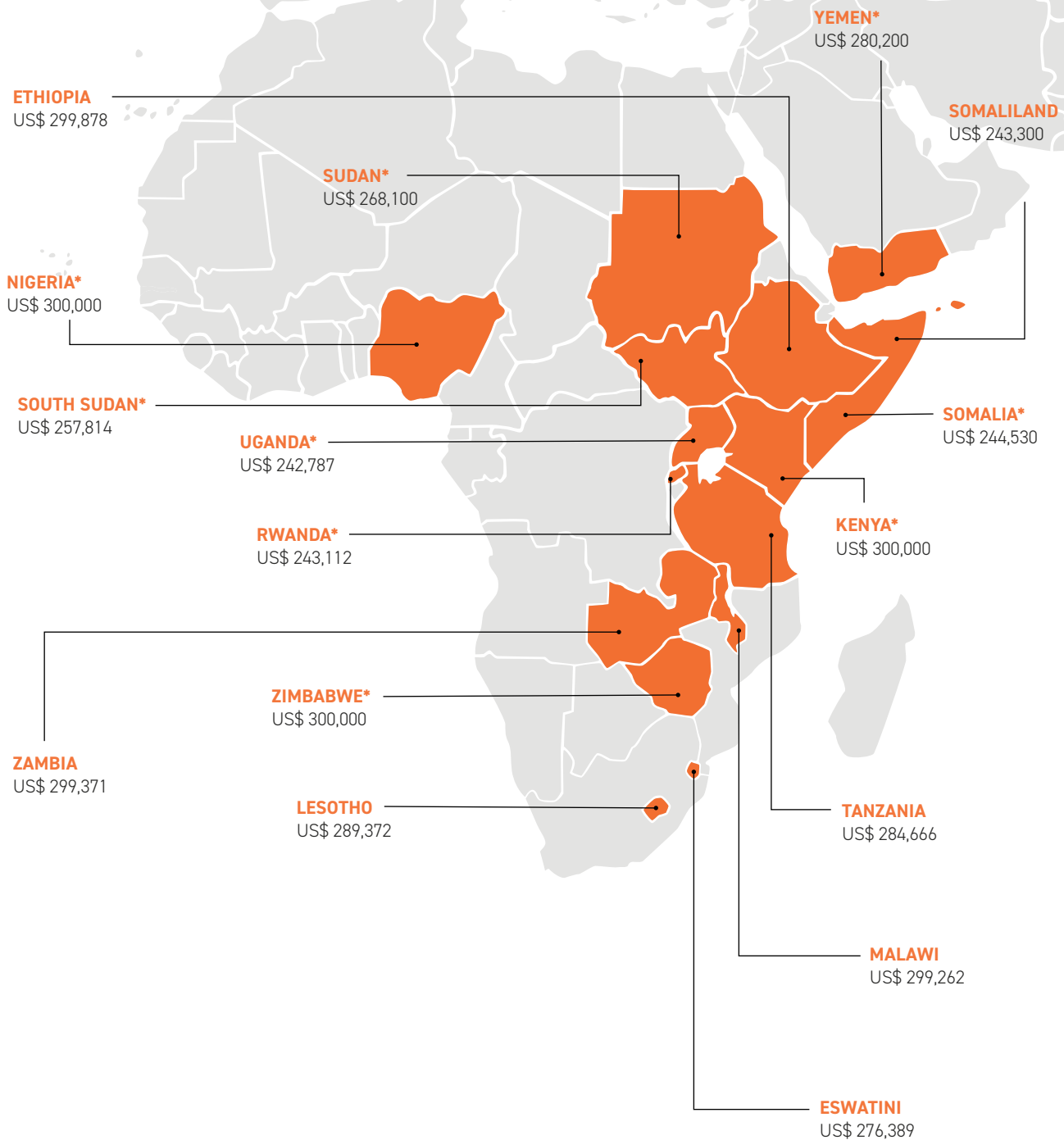


TABLE: INFORMATION ABOUT THE POLICY CHANGES FROM THIS REPORTING PERIOD (1ST JANUARY 2021 – 30TH JUNE 2021)

POLICY CHANGED AND DATE	INFORMATION ABOUT THE POLICY CHANGE	NECs AND OTHER EOL GRANTEEES PARTICIPATION IN POLICY CHANGE
NEPAL		
Nepal Student Evaluation and Management Guideline 2078, Bhimeshwar Rural Municipality, Dolakha. April 2021	In the absence of student evaluation and management guideline due to the changed context of self-evaluation by the local levels, this guideline was prepared. This guideline will ensure a uniform and just way of evaluation at the local level for the schools.	There were suggestions provided by NCE Dolakha members for developing the guideline which was supported by EOL funds.
PAKISTAN		
Pakistan Budget 2020-21. Salient features: The Federal education budget has been increased by 19%. There has been an overall increase in the budget, specifically in the province of Sindh and Punjab. The provincial governments have introduced initiatives to encourage enrolment of out of school children and have increased funding for developmental purposes instead of recurring costs. 11th June 2021	It is an achievement for the civil society organisations because CSOs have been advocating for the government to keep education financing a high priority specially since the onset of the pandemic. The progress, no matter how gradual, is definitely there specially with respect to the increase in development budget and initiatives for out of school children, with a special focus on girls.	The NEC (PCE) has launched multiple offline and online campaigns, published numerous reports and met with various education stakeholders and adopted every strategy to advocate for increased funding for the education sector, specifically in terms of development budget and inclusion of marginalized groups specially girls. Regarding RC support: Years of efforts have been put in collaboration with ASPBAE into prioritizing education financing specially for the out of school children and marginalized groups, mainly girls.
TAJIKISTAN		
Tajikistan Mid-Term Development Programme of the Republic of Tajikistan for 2021-2025. Language of the document is Tajik. 1. Infrastructure development in order to ensure equal access to education; 2. Improvement and updating of technologies, content and teaching methods; Development of the system of training and retraining of specialists in the field, professional development; 3. Strengthening the education management information system; 4. Strengthening the capacity of the primary and secondary general education system. March 2021.	Mid-Term Development Programme of the Republic of Tajikistan for 2021-2025 includes recommendations that were made based on the results of a study conducted in 2019 on "Analytical review of socio-economic development programmes in the context of the implementation of SDG 4". The study had technical support from ASPBAE by reviewing the study, methodology, process of data collection, etc.	<p>The NEC (ACTE) actively involved with the working group responsible for the development of Mid-Term Development Programme 2021-2025.</p> <p>As a result, ACTE recommendations were considered and written in this form: 1. Infrastructure development in order to ensure equal access to education; 2. Improvement and updating of technologies, content and teaching methods. Development of the system of training and retraining of specialists in the field, professional development; 3. Strengthening the education management information system; 4. Strengthening the capacity of the primary and secondary general education system. ASPBAE provided the technical support during the study "Analytical review of socio-economic development programmes in the context of the implementation of SDG 4". Recommendations of the study were included to the Mid-Term Development Programme of the Republic of Tajikistan for 2021-2025.</p> <p>According to civil society organisations these items will contribute to the SDG4.</p>
VIETNAM		
Vietnam Circular No.09/2021/TT-BGDDT regulating management and organisation of on-line teaching and learning in educational institutions of basic formal and continuing education. Formalizing online teaching and learning, recognizing the outcomes of online learning. 30 th March 2021, with effect from 16 th May 2021.	The issuance of this circular formalizes on-line teaching, learning as well as assessment; and recognition of online learning outcomes. This contributes to ensuring learning continuity during emergency situations such as the COVID-19 pandemic as well as expanding learning opportunities.	<p>The NEC (VAEFA) sent recommendation letters twice to the Prime Minister and Ministry of Education back in February 2020 on diversifying learning modes. VAEFA has also actively participated in the consultation process and provided inputs regarding equity and the coverage of non-formal educations in a draft version of circular in October 2020.</p> <p>ASPBAE has shared relevant materials on learning continuity plan in the Philippines (which includes various learning modalities, including online education). This was used as a reference when analyzing and providing recommendations on online education.</p>



EASTERN AND SOUTHERN AFRICA



* fragile and conflict affected



It is not always the case, however, that the civil society organisations succeed in their advocacy efforts, at least not in the short term. In Burkina Faso, the Council of Ministers rejected a revised Personal and Family Code in May 2021, which would have raised the age of marriage to 18 year. The issues of child marriage and education are intrinsically linked, with child marriage undermining efforts to improve girls' education, whilst keeping girls in school is a critical strategy in preventing child marriage. The rejection of the revised code was a disappointment for the civil society organisations that had campaigned for the change, but they will, however, not give up and continue to campaign for the change.

Another example is in Tanzania, where the Government through the Minister of Education Science and Technology declared to continue supporting girls' access to formal education by giving adolescents who are mothers access to school after having being excluded due to pregnancy and other

reasons. However, the re-entry is only for those who have passed examinations successfully, unlike the NEC's (TEN/MET's) wish to allow for re-entry as a right and not as something one earns, thus despite the statement by the Minister for Education is on the surface in line with the network's long term interventions in advocating for girls' education through having a re-entry policy; the policy is actually not living up to the principle of "not-leaving-anyone-behind".

POLICY ENGAGEMENTS

During this reporting period, the **National Education Coalitions were participating in the Local Education Groups (LEG)** in each their countries with the aim of recalling the decision takers about the need to take into account marginalized groups' right to education when policies and plans are decided upon. Likewise, they were also taken part in other policy discussion arenas in each of the countries, such as those that follow up on SDG 4 on Quality Education for all.

In the period from 1st January 2021 – 30th June 2021, the NECs participated in various LEG meetings as explained below. In some few countries, there were no LEG meeting held, according to the NEC and in other cases, the NEC informs that one or several LEG meetings were held, but that the NEC was not invited. There was however participation of the National Education Coalition in the LEG in 40 countries (74%) out of the original 54 EOL-supported countries; while there was no participation by the NEC in the LEG in 13 countries and there was no data available for one country. In some cases, there was no NEC participation for the simple reason that no LEG meeting was held in the country in the period according to the information provided by the NECs; and in other cases, the NEC was not invited to the LEG meetings held. The list of all NECs with more detailed information about their participation in the LEGs can be found in Annex 2.

TABLE: PARTICIPATION OF THE EOL SUPPORTED NATIONAL EDUCATION COALITIONS (NEC) IN AT LEAST ONE MEETING IN THE LOCAL EDUCATION GROUP (LEG) DURING THE PERIOD 1ST JANUARY 2021 – 30TH JUNE 2021¹

	WEST AND CENTRAL AFRICA	HORN, EASTERN AND SOUTHERN AFRICA	LATIN AMERICA AND CARIBBEAN	ASIA AND PACIFIC	IN TOTAL
Number of EOL supported NECs in the Region	18	16	4	16	54
Yes, the NEC did participate in the LEG in 1 st semester	16	12	1	11	40
No, the NEC did not participate in the LEG in 1 st semester	1	4	3	5	13
N.D.	1	0	0	0	1

The NECs report that they were also very active in other important policy discussion arenas in order to promote equality generating education systems and the right to education for all, including for the marginalized groups. The NECs are working spot on in their own political context as demonstrated in the examples below.

As it can be seen from the NECs' reports, many of them are engaged in discussions

on those themes that are being dealt with and advocated for by the EOL OC3-grantees, such as the follow on the national education financing, that GCE is providing support for to the NECs; and the promotion of early childhood development that another OC3 grantee (ZINDECA) is working with, just to mention two of the five OC3 grantee projects that are explained in major details in the section on results related to the strengthening of civil society transnational alliances.

However, many other topics are also on the civil society organisations' national advocacy agendas for policy changes, since each national context presents problems that the civil society organisations consider important to engage in so that the marginalized groups' right to quality education can be defended.

¹ See detailed information in Annex 2

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

BURKINA FASO

The NEC has participated, in April 2021, in a meeting to discuss the interim report on the implementation of the Strategic Development Programme for Basic Education. This was an opportunity for the Coalition to ask for clarifications on the following points: percentage of resources transferred to the communes for the management of education, the reduction of budget lines in the education budget and the rapid evolution of private education enrolment.

BURUNDI

The NEC participated in the biannual review of the cooperation programme of the Government of Burundi/Unicef Education Programme.

DEMOCRATIC REPUBLIC OF CONGO

The National Coordinator of the NEC has been designated by the Ministry of Education as a member of the Technical Working Group in charge of supporting the Sectoral Concertation Committee for the preparation of the Partnership Pact for the transformation of the education system in the country to obtain GPE funding.

GHANA

The NEC participated in National Steering Committee meetings on Inclusive Education in June 2021 and in a meeting organized by the Ghana Education Service and the Ministry of Education on 15th June, 2021 to launch the Early Childhood policy. The NEC was represented on the Technical Team responsible for drafting this policy and also on the National Steering Committee for its effective implementation.

IVORY COAST

From 23rd to 25th June 2021, the NEC took part in a workshop for the development of the ICT policy on education within the framework of the project "Transforming Education in Africa through ICT initiatives". The Coalition also participated in a meeting to develop the national strategy for an inclusive school in Ivory Coast, organized on 30th March 2021, by the MENET-FP Schools, High Schools and Colleges Department in partnership with UNICEF.

MADAGASCAR

A representative of the NEC was designated to represent Madagascar in the HESA regional consultation on the Global Mechanism for Education Cooperation on 18th May 2021 in a virtual regional consultation meeting, aiming to bring together all member states and relevant partners and organisations in the region to discuss the draft scenario and capture the diverse experiences and perspectives of the countries in the region.

MOZAMBIQUE

The NEC participated on 13th May 2021 in the Annual Review Meeting, held at the headquarters of the Ministry of Education and Development (MINEDH) in Maputo City. The meeting was attended by the Minister and senior staff of MINEDH, State Institutions, Cooperation Partners, Donors and Civil Society. During the meeting, the MEPT, through its President of the Board of Directors, presented a position paper from Civil Society in relation to the performance of the education sector for the year 2020, which included several recommendations for improvement.

NIGER

The NEC reported that it organized a meeting with the Social and Cultural Affairs Commission of the National Assembly aimed at sensitizing the 15 national deputies on the risks that the proliferation of private schools poses to the right to education of children from vulnerable families. The deputies took the commitment to question the ministries in charge of education for a healthy regularization of the sector through the application of the texts and regulations available on the matter.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

SENEGAL

The NEC (COSYDEP) participated in the education sector review, a flagship activity of the education sector organized annually to review the annual assessment of the education sector as a whole (elementary education, higher education and vocational training) and the projections for the coming year. During this activity, COSYDEP, through the Executive Director presented the CSOs' contributions.

KENYA

The Coalition was involved in a sector review exercise bringing together the Government, Civil Society players and UNESCO whereby UNESCO took the participants through the processes of assessing the NESP 2018-2022. The coalition was involved in the development of Kenya Partnership Compact (new funding model for the GPE) which is being developed. This places the Coalition in a strategic position of being able to monitor the implementation of the Partnership compact. The Coalition has participated in the process of engagements on the GPE replenishment, which included meeting with the Governments Inter ministerial committee led by the Office of the President and participated in a launch of the Kenya's statement on the GPE replenishment. The NEC also participated at Kenya-UK parliamentary exchange forum where the discussions focused on the GPE replenishment event, the forum was co-hosted by His Excellency the President of Kenya and the UK Prime Minister. The NEC has also been involved in a five day virtual mission of the review of Government education grant Programme, Kenya Primary Education Development (PRIEDE) Project and Secondary Education Quality Improvement Programme (SEQIP). The coalition participated in KIX processes as one of the Kenyan representatives.

TANZANIA

The NEC (TEN/MET) conducted an International Quality Education Conference from 18th – 20th May 2021 under a theme 'Collective accountability for financing quality education'. HE Jakaya Kikwete the former president of Tanzania and the GPE chair was the keynote speaker at the conference. The conference sought to discuss on education financing in relation to quality. At the end of the conference, a statement with recommendations for the improvement of the education sector was presented to the Guest of Honour, Deputy Permanent Secretary officer of the president. A month after the conference, some recommendations were worked upon like improvement of curriculum, where on 18th June 2021 the government organized an education stakeholder meeting (including TEN/MET) to gather views on the best Tanzania basic education curriculum that equip students with requisite skills to compete in the labour market. The Network also used the research findings on existing girls' education initiatives and support for out of school girls and teen mothers in Tanzania mainland that was conducted last year to engage government and other education stakeholders in the country to strengthen the existing alternative pathways, review of National Education Act 1978 to be more inclusive for the girls' education, review of Tanzania Marriage Law 1971 which subjects girls to child marriage and introduction of re-entry policy. The network is using the research findings for further advocacy at the policy level by engaging policy makers. Tanzania coalition has also conducted a budget study with a view to support evidence based advocacy in domestic financing of education. The findings will be useful to CSOs in the country by providing current facts relating to education financing to boost their advocacy campaigns. In addition, the RMU in Kampala developed a background paper for the International Quality Education Conference organized by Tanzania Coalition. The paper focused on enhancing the role of CSOs in public education sector monitoring and accountability and was shared with all grantees in HESA region.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

UGANDA

The NEC conducted dialogues with stakeholders in one of the districts (Buikwe) in the country to discuss the quality of education services. In these dialogues, stakeholders identified challenges affecting provision of better education and key actions were identified for the key stakeholders to address the identified challenges. The NEC (FENU) hosted a session for sharing of best practices regarding homebased learning and early childhood education. This session was intended to enable partners supporting marginalized communities to engage beneficiaries in continued learning since there has been a lockdown of schools. The FENU supported a midterm review of the Uganda National Adult Literacy Policy assessing its effectiveness and relevance at its midterm in the promotion of adult literacy in Uganda with an outcome to inform the ministry in charge of this policy to make amendments where necessary for a better policy and as an input to the adult literacy service delivery plan beyond COVID-19. It also contributed to the inclusive education policy where they identified the target marginalised Ugandans facing exclusion.

ZIMBABWE

The NEC participated in the development of the Education Sector Strategic Plan 2021-2025 and the finalization/validation of the School Financing Policy where it made contributions. The Coalition carried out a study on Education Financing which provided evidence-based advocacy for the development of a School Financing Policy. The findings of the study influence the development of school financing budget. The coalition participated in an ANCEFA webinar to discuss the strategies in the run up to the GPE replenishment campaign, the aim of the webinar was to share and learn from each other on how to partner with Ministries of Education and engage with Ministries of finance in the education financing agenda, as well as to have a common understanding of the GPE Global Education Summit on 28th and 29th July 2021. Following this webinar, the Coalition hosted a dialogue on Domestic Financing to Education which was attended by key stakeholders in the country. After this meeting, the Coalition released a press release encouraging the government to make commitments towards GPE Replenishment, it also sent letters to parliament encouraging legislators to ask the Minister of Education to make commitments towards the GPE Replenishment. The coalition held a dialogue on Education Financing with young people and the Parliamentary Portfolio Committee on Primary and Secondary Education. In conjunction with ZINECDA (EOL OC3 grantee), it also held a discussion on ECD financing with Parliamentarians. The dialogues created a platform for girls and young people and ECD actors to advocate for a gender/ECD sensitive government commitment towards the GPE Replenishment. The NEC attended First International Quality Education Conference (IQEC) in Dar Es Salaam that was hosted by Tanzania Education Coalition which sought to bring together different education stakeholders to discuss and deliberate on issues affecting the quality of education in the country and across Africa. OC-3 Grantee ZINECDA in Zimbabwe engaged parliamentarians while looking at the status of ECD in Zimbabwe and Southern Africa as well. As a result of the meeting, it was resolved that a technical working team comprising of legislators, government representatives and CSOs be formed to come up with the major issues pertaining to ECD financing. The team will now agree on issues and possibly take them further to the SADC regional level. ZINECDA also carried out other policy engaging activities that are described below in the section 'Results related to strengthening civil society transnational alliances for creating an enabling environment'.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

ZAMBIA

The NEC participated in Global Action Week for Education (GAWE) celebration and used the opportunity to advocate for increased domestic financing to the sector especially that more funding was needed to invest in digital education. It also emphasised the need for the private sector such as mobile phone providers to support the provision of alternative modes of education especially in rural areas where most learners had fallen behind in learning because of lack of internet or radio and television network. ZANEC further advocated for zero-rating of internet in order to make it more accessible. The coalition also conducted a Re-entry Policy monitoring. The purpose was to assess how implementation of the Re-entry Policy was progressing and if it was achieving its purpose of returning to schools pregnant adolescents as well as other learners who had not continued school. Some of the key recommendations from the monitoring included: more should be done to actively encourage adolescents who are mothers to continue their education by allocating sufficient resources for counselling and sponsorship schemes; develop stronger synergies for awareness raising on Sexual and Reproductive Health Rights between schools and Clinics, and having a holistic approach to include components of the policy such as returning out of school children back to school in order to avoid people viewing the policy as only focused on bringing pregnant adolescents back to school. The coalition monitored Education and Skills Sector Plan and intends to use the findings to engage government and hold them accountable on implementation of education sector plans, as well as recommend key focus areas for the next Education Plan whose drafting process will commence during 2021. The coalition also worked on a Shadow Report on Status of Government Adherence to GPE Commitments to be used during the GPE Replenishment meeting. The findings will also be used in various platforms to emphasise the advocacy for consistency and increased financing to ensure adherence to commitments made by the government. The coalition has successfully used community score cards and notice boards at school level where communities directly monitor utilization of resources at school level as well as educational performance of their children.

ETHIOPIA

The NEC participated in the validation of a national research on the status of education in the country. The coalition also conducted a consultative meeting with stakeholder on two themes i.e. creating Conducive School Environment for Children with Disabilities and creating Conducive School Environment for Pastoralist Children with the aim of collecting education issues for advocacy.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

NIGERIA

The NEC reports that it has conducted several engagements at state and national level with policy actors, legislature and private sector to increase awareness about the education financing in the country. The coalition conducted training for CSO, Government officials (MoE) and parliamentarians on strategic implementation of the education policies and programmes at the state levels. 17 participants were recorded, drawn from the State Ministry of Education, State Universal Basic Education Board, and State House of assembly. The NEC also participated in the National Constitutional Review conference conducted by Senate and the House of representative across the country. 36 CSOs and 12 media organisations were mobilized to participate and engage with the committee on the National constitutional review in the country. The coalition submitted a position paper on clauses hindering the full implementation of free quality education as contained in the constitution of the federal Republic of Nigeria. The coalition presented a Memo, to the National Assembly (Legislature) on the clause militating against proper funding of education in the country. The Coalition recognizes that Chapter 2, section 18 Subsection 3 of the Nigeria constitution contains a clause "when practicable" to provide free education. The coalition mobilized 60 CSOs and engaged 12 media organisations and together presented the memo requesting the Assembly to remove the clause as it is causing education to suffer low funding. The coalition also mobilized and participated in the national budget presentation of the country for 2021 which provided an opportunity for a critical mass of members and citizens to participate. Global Campaign for Education had a joint press statement with the coalition on the kidnapping of school children in the country. The press statement as drafted with the GCE has been released on the GCE platforms online. The statement has also increased the influence of the coalition in influencing policy decisions and actions in the country.

MALAWI

The NEC brought together members and partners to jointly analyse resource allocation towards teaching and learning materials, early childhood development and education, water sanitation and hygiene, menstrual hygiene management in the education sector. The analysis partnered with Water Aid Malawi, Action Aid Malawi, Save the Children and Early Childhood Development and Education Coalition. The collective effort enhanced the ability of the national coalitions to engage both parliamentarians and government officials on the findings of the budget analysis. The Coalition also managed to influence and contribute to the development of the Open Distance e-Learning policy. The policy process started way back in 2010 however, the process stalled due to lack of interest from government to finance the process. Early this year after the impact of COVID-19 on education, government re-started the process of which the Coalition takes part. The Coalition participated and influenced country level GPE processes. The Coalition participated in the development and finalisation of disbursement linked indicators independent verification report for the submission to World Bank. The Coalition was part of those required to endorse before it was submitted to the World Bank. The OC3-Grantee ZINECDA also developed different activities to advocate for Early Childhood Development. They are described in the section 'Results related to strengthening civil society transnational alliances for creating an enabling environment'.

MOLDOVA

The NEC (APSCF) has been included as a member of the sectorial working group regarding National Budget Framework and development of the Sectoral Expenditure Strategy for education 2022-2024.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

LESOTHO

The NEC participated in the National Strategic Development Plan Review and contributed to thematic areas that improves governance and those ensuring that education benefit also the marginalised. The coalition conducted a Budget Tracking Training aimed at equipping education stakeholders with budget tracking tools to track expenditure in the Education Ministry. The coalition also participated in the commemoration of the Global Action Week for Education and coordinated a half day discussion that sought to explore some alternative ways that could be used to consolidate financing education in Lesotho with speakers from UNICEF and MOET. The coalition also participated in an Education Financing Workshop to analyse the current financing model employed by Lesotho and to analyse alternative Financing Models and how appropriate they would be for addressing Lesotho's education funding shortfalls. This grantee also participated in the International Quality Education Conference in Tanzania hosted by the NEC in Tanzania (TEN/MET) under a theme 'Collective accountability for financing quality education: Re-imagining quality education'. The conference was joined by more than 187 education stakeholders drawn from CSOs, government, parents, teachers, students, academicians, ANCEFA, NEC from Zimbabwe and Lesotho, private sectors and telecommunication sector. The conference sought to discuss on education financing in relation to quality. The OC3-Grantee ZINECDA also developed different activities to advocate for Early Childhood Development. They are described in the section 'Results related to strengthening civil society transnational alliances for creating an enabling environment'.

SOMALILAND

The Ministry of Education with support from GPE has started the process of developing a new strategic plan (2022 – 2026) and the coalition has been fully engaged in the process of the comprehensive Education Sector Analysis. The coalition is participating in the Educational Assessment Survey being conducted by the Ministry of Education to assess the low Gross Enrolment Rates in the country. The coalition had a discussion with the elected local council members the education sector challenges and to appeal to them to advocate and allocate more budget on the district education development. This appeal has been accepted and they are committed to take action in the next financial year, as part of decentralization efforts that respective districts are leading.

SOUTH SUDAN

The NEC reports that it forms part of diverse coordination groups with the Ministry of Education. The NEC was engaged in the preparatory meetings on Safe Reopening of the Schools during the COVID-19 and the reopening of the schools took place on 3rd May 2021. The NEC participated in different planning stages of the General Education Annual Review 2021 where the Vice President announced key measures in support of education in the final communiqué that included a considerable increment in the primary education annual budget. The coalition has commissioned a research study in Juba to generate findings on the need for strengthening domestic financing of education.

RWANDA

The coalition engaged in the discussion and dissemination of the Law No 010/2021 of 16/02/2021 determining the organisation of education and in the public awareness on key changes to be brought about by the revised provisions in favour of children and youth with disabilities. The coalition joined the Rwanda Civil Society Platform (RCSP)'s efforts to lobby and influence the adoption of a national policy framework for the protection and promotion of rights of people with disabilities. The coalition participated in the adoption of the landmark policy framework, the "National Policy on Persons with Disabilities". The coalition organized a 3-days hands-on training workshop and learning sessions on international, regional and national education frameworks and mechanisms such as the SDGs, Agenda 2063, CESA 2016-2025 and key national policies among others. The trainings also covered key human rights mechanisms relevant for education such as UNCRPD, UNCRC, UPR, APRM among others.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

ESWATINI

The coalition has conducted capacity building workshops for members of the Parliament to build the capacity to analyse the budget. This is aimed at advocating for an adequate size of the share for education. The coalition is also looking at strategies to engage budget consultations with communities and civil society early in the budget cycle (at grassroots level) and make submissions to the Ministry of Finance. The coalition coordinated a civil society dialogue on the 28th April 2021 during the week of the Global Action Week on Education to discuss on issues of quality teaching and learning. The aim of the dialogue was to bring together all stakeholders in the education and children rights portfolio and to develop a policy paper that would be submitted to parliament on the same week on the 30th April, 2021. In the dialogues, issues like lack of enough qualified, motivated teachers, teacher retention and motivation, were discussed. The dialogue recommended for more qualified teachers to be hired and more classrooms to be constructed in particular at the secondary level, and all contract teacher posts be converted into permanent and pensionable posts so that teachers can be remunerated appropriately and enjoy employment benefits. The coalition also conducted a lobby meeting with Members of Parliament. This activity aimed at increasing public expenditure for education from the national budget by at least 10%. Public expenditure for education in the Kingdom of Eswatini has been declining since 2016, from 20% in 2016 to a mere 15% in 2021. As the trend continues to decline, it is very important for civil society organisations to consolidate their power and speak in one voice for more resources to be allocated to education. The coalition continues to ensure that parents are involved in education sector processes. In this reporting period, the coalition met with the National Executive of the Eswatini Schools Committees and Parents Association (ESCAPA), which had never been registered with registrar of companies. The meeting resulted with the registration of ESCAPA with the Registrar of Companies in Eswatini, and the process of registration is now in progress.

BOLIVIA

The NEC organized 5 round table discussions for stakeholders on five different topics:

1. Quality education
2. Intra-intercultural and plurilingual education, inclusive education
3. Early childhood education
4. Young and adolescents
5. Continuing Vocational Education and Training (CVET).

HONDURAS

NEC had a meeting with the Central American Parliament (PARLACEN), specifically with 7 deputies coming from 3 different commissions (Finance, Education, Childhood and Youth) where the NEC presented the Education Sector Plan PESE 2018-2030 from Honduras that is not being implemented and for which the NEC advocates for the elaboration of a law for the Plan's institutionalization. The NEC also achieved the creation of 2 networks formed by local education authorities, NGOs, and communities in the frame of their social audit actions for early childhood development and education.

AFGHANISTAN

The NEC (ANECO) members actively participate in the National Alliance for Literacy forum meetings in order to align their projects with the National Literacy and Adult Education Strategy and with the NESP2030 (National Education Strategic Plan/Education Sector Plan). The EOL OC3-Grantee Street Child together with the South Asian Assessment Alliance (SAAA) have also taken first steps to advocate for citizen-led assessments of learning outcomes in the country, which are described in the section 'Results related to strengthening civil society transnational alliances for creating an enabling environment'.

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

CAMBODIA

The NEC (NEP) mobilized provincial networks to communicate with local governments, assess the implementation of key national and global policy frameworks and communicate the results of their assessment to the local government and education sector actors. The NEP also represented CSOs in a meeting between development partners and the Minister of Education, Youth and Sport on 8th April 2021, to discuss the matter of school closures.

KYRGYZSTAN

The NEC participated in the CSO Preparatory Meeting for Asia and the Pacific Regional Consultation Meeting on the Reform of the Global Education Cooperation Mechanism. It also participated in the Sub-regional (Central Asia) Consultation Meeting of the Global Education Cooperation Mechanism (co-convened by the Regional Thematic Working Group on Education2030). It participated in the Asia Pacific Policy Dialogue on Education Financing.

MONGOLIA

NEC (AFE) Board member is in the working group for two major policy reforms that are planned and announced by the Ministry of Education. The NEC has advocated for the reforms – Remedial programme and School funding reform. NEC launched a "Prevention of gender-based violence and of peer bullying" school level campaign in connection with the opening of local schools. The NEC as a member of the permanent working group on Child rights, development and protection also submitted orally to the Vice Minister of Labour and Social Welfare to attend the psycho-social support in conjunction with school dormitories for improving dormitory conditions.

NEPAL

The NEC (NCE) in collaboration with other CSOs has contributed to the formulation and implementation of education related plans, programmes and budget that support the public education system at the provincial level. The district coordination committees at the province and local level influenced budget making process. It also participated in Asia-Pacific Regional CSOs Engagement Mechanism (APRCM) 2021 where civil society's initiatives were discussed for supplementing SDG 4 and education 2030 implementation. The EOL OC3-Grantees Street Child and Action Aid International, respectively, together with their respective alliance partners have also carried activities in this country, regarding citizen-led assessments of learning outcomes on one hand; and on public tax systems, on the other, which are described in the section 'Results related to strengthening civil society transnational alliances for creating an enabling environment'.

PAKISTAN

The NEC (PCE) has successfully set up a joint advocacy platform on inclusive education and persons with disabilities with its strategic partners, Special Talent Exchange Programme (STEP) and Karachi Down Syndrome Programme (KDSP) and organized a meeting with legislators, representatives from the education sector and civil society representatives.

PHILIPPINES

The NEC (E-Net) was invited as Resource Person in the Philippine House of Representatives (Congress) Committee on Basic Education and Culture to give recommendations on House Bill No. 6405 – An Act to Abrogate the Implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) to Students in Kindergarten to Grade 3. E-Net as the lead organisation in the Education Sector of the Alternative Budget Initiative (ABI) submitted a proposal to the Department of Education last 11th May 2021 in time for the department's budget preparation. E-Net and ASPBAE also partnered in engaging Philippine Senate through the Chair of the Senate Committee on Basic Education, Arts and Culture as a key speaker at an Asia Pacific Regional Dialogue on Education Financing which was held online 26th April 2021.



TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

PAPUA NEW GUINEA

The NEC (PEAN) approached the Department of Labour and Industrial Relations to participate in the 'National Employment Policy 2020-2030' draft review process. PEAN played a key role in creating space for CSOs and Representative of Persons with Disability in the Inter-Agency Steering Committee. PEAN also participated in the 'National Employment Policy 2020-2030' draft review process in Alatu, Milne Province from the 4th to 7th May 2021.

SOLOMON ISLAND

The NEC took part in various discussions on adult learning with key stakeholders who have worked with literacy programmes in the country; and adult literacy research was done in February 2021. The outcome of the discussions highlighted the gaps and weaknesses of the curriculum, teachers training, recruitment process, teacher policy and parental support in the learning process. A discussion is also ongoing with the inclusive education division of the Ministry of Education. COESI was also part of the policy dialogue with the Ministry and key stakeholders in the discussion on community education.

TAJIKISTAN

The NEC (ACTE) members and partners promoted the "Concept of inclusive education" with the Ministry of Education and UNICEF Tajikistan and it has become a member of a working group on this topic

TABLE: EXAMPLES OF NEC REPORTED PARTICIPATION IN OTHER NATIONAL POLICY DISCUSSIONS AND DECIDING ARENAS

TIMOR LESTE

The NEC (CSEP) published an article through the media, calling for the government to safely open the schools and ensure learning processes in municipalities where there are no lockdowns. The NEC together with ASPBAE also advocated for increased education financing when the Vice Minister of Education, Youth and Sport (MEYS) participated as one of the key speakers in a regional dialogue on this topic.

VIETNAM

The Ministry of Education consulted different stakeholders on a draft National Scheme on Building a Learning Society for the period 2021-2030. The NEC (VAEFA) was actively engaged during the consultation workshop and provided inputs. The NEC also participated in a Consultation meeting organized by the Ministry of Education and Vietnam National Institute of Educational Sciences to discuss how to promote adult education and life-long learning. The NEC continued the discussions with the Ministry of Education and Training on a collaborative plan to conduct a research on adult non-formal education. The NEC has also taking part in a regional dialogue on education financing organized by ASPBAE on 26th April 2021 as part of the Global Action Week on Education.

Besides the examples mentioned above, the NECs were also active in other policy discussion fora and meetings such as the ones that discuss the follow up on the Right to Education through the Universal Periodic Reviews and those that monitor and follow

up on the Sustainable Development Goals, and particularly on SDG4 that relates to Education, through the Voluntary National Reviews (VNR) and other processes. Sad to inform, that due to the shrinking political space in some countries, the NECs have

abstained in some countries to participate in these fora due to the related risks when questioning or expressing openly criticisms of the policies of those in power.

TABLE: EXAMPLES OF NECs' PARTICIPATION IN NATIONAL AND LOCAL SUSTAINABLE DEVELOPMENT GOAL (SDG) FOLLOW UP PROCESSES

CAMEROON

On 17th June 2021, at the invitation of Sight Savers, the NEC took part in the workshop on the "diagnostic analysis of the concertation frameworks (private sector and civil society) for a better contribution of these actors in the implementation of the NDS 30"; as members of the CSO Forum for the follow-up of the implementation of the SDGs in Cameroon. Sight Savers is the Lead of organisation on this initiative NDS30=National Development Strategy for Cameroon by 2030.

KENYA

The NEC participated in the Universal Periodic review of Basic Rights including the Right to Education. The Coalition and EACHRIGHTS are convenors of the Education cluster on the same. This puts the Coalition in a position to review the national progress with regards to implementing the UN Sustainable Goal number four on Education.

TABLE: EXAMPLES OF NECs' PARTICIPATION IN NATIONAL AND LOCAL SUSTAINABLE DEVELOPMENT GOAL (SDG) FOLLOW UP PROCESSES

ZIMBABWE

The coalition participated in the UNESCO Africa Regional Technical meeting on Education for Sustainable Development on 26th May 2021. The main aim of the meeting was for regional offices to share challenges and successes being faced during implementation of Education for Sustainable Development. Following this meeting the Coalition engaged the media raising awareness on the education Amendment Act and SDG4, engaging radio, television, print and social media. The Coalition also participated in the Voluntary National Review (VNR) on Sustainable Development Goals in preparation for the report at the High-Level Political Forum in July 2021 where country's progress towards achieving the 17 Sustainable Development Goals (SDGs) will be reviewed. The CSOs Reference Group on the Sustainable Development Goals² put together its observations using the People's Score Card.

² The Reference Group is comprised of; Poverty Reduction Forum Trust (PRFT) (convener of the Reference Group; Education Coalition of Zimbabwe, CARITAS Zimbabwe; the Women's Coalition of Zimbabwe (WCOZ); the Media Institute of Southern Africa (MISA); the National Coalition of Disabled Persons of Zimbabwe (NCPDZ); the Zimbabwe National Council for the Welfare of children (ZNCWC); HelpAge Zimbabwe; SAYWHAT, the Human Rights NGO forum; and National Association of Youth Organisation (NAYO), National Council for the Care of the Handicapped (NASCOH), Zimbabwe Evaluation Association (ZEA), and Zimbabwe United Nations Association (ZUNA). The key Government stakeholder is the Ministry of Public Service Labour and Social Welfare.

TABLE: EXAMPLES OF NECS' PARTICIPATION IN NATIONAL AND LOCAL SUSTAINABLE DEVELOPMENT GOAL (SDG) FOLLOW UP PROCESSES

NIGERIA

The NEC participated in the high-level political Forum to discuss progress of SDG4 in the country.

LESOTHO

The NEC participated in the national forum reviewing Lesotho National Strategic Development Plan, the priority was given to SDG4 among others.

SOUTH SUDAN

The Coalition participated in African Union discussions on SDG 4 with particular focus on Teacher Education, Youth, and Technical and Vocational Education and Training (TVET) strengthening in Africa.

BOLIVIA

The NEC has been preparing to participate at the High-Level Political Forum (HLPF). With CLADE and other CSOs they have been preparing a critical statement and a spotlight report, which will be presented in July during the HLPF session where the Bolivian government will present their Voluntary National Report (VNR).

AFGHANISTAN

The NEC (ANECO) implemented a SDG 4.7 "Education for Peace" project (Jan-March 2021) funded by ASPBAE to review formal and non-formal curriculum to find out critical factors, root of problems and missing subjects or values within current curriculum. The study focused on comparing Afghan Curriculum Framework with other countries with similar country context to find out hidden gaps. provide technical inputs to the Ministry of Education's new proposed structural reforms and role of CSOs in providing literacy and adult education. The Education Working Group focused on the opportunity of marginalized and/or Community Based Organisations at provincial and district level to directly engage in SDG4 planning and implementation. NEC Afghanistan (ANECO) organized a workshop on SDG4 for youth in Kabul and updated its members on regional and global progress against achieving SDG4 and interlinked SDGs to promote quality education.

BANGLADESH

The NEC (CAMPE) contributed to the Education Sector Analysis using the SDG4 as a key reference document carried out by the Ministry of Primary and Mass Education and coordinated by the UNESCO Dhaka office supported by GPE. Youth Action Research for 2021 started in four communities in two districts, namely Bandarban and Faridpur. CAMPE has been pursuing its advocacy on SDG 4.7 with ASPBAE with focus on ethics, critical thinking and values education.

CAMBODIA

Members, non-member CSOs, Ministry representatives, and education sub-sectors have been engaging with the #EduNetTalks social media campaign. The policy analysis toolkit training manual is completed, and the trainer has been identified, and the course outline prepared. The NECs Education Links initiative has facilitated 3 consultations building members' capacities for internal networking, including an overview of upcoming trainings, surveys, and sub-sector working groups meetings.

KYRGYZSTAN

A Desk research "Analysis of the impact of the Education Development Strategy of the Kyrgyz Republic for 2012-2020 in terms of support and inclusive education in school" was presented to the representatives of the Ministry of Education and the key points for analysis in the second phase of the research were discussed.

TABLE: EXAMPLES OF NECS' PARTICIPATION IN NATIONAL AND LOCAL SUSTAINABLE DEVELOPMENT GOAL (SDG) FOLLOW UP PROCESSES

MONGOLIA

The NEC representative is in the Task Force on preparation of SDG4 Midterm Progress Report of Mongolia. In each section to review the SDG4 targets, a balanced analysis would be made for policy development. An online public discussion on Equitable Education financing and advocacy on education budget increase and efficiency took place on 11th June 2021. Ministry of Education and Ministry of Finance announced an initiative for implementing an E-Budgeting in the education sector which will allow that a more efficient budgeting process takes place at school- and local levels as well as transparency of education budgeting for public scrutiny.

NEPAL

NCE Nepal participated in an Asia-Pacific Regional CSOs Engagement Mechanism (APRCM) 2021 event where civil society's initiatives were discussed for supplementing information for the SDG 4 and education 2030 implementation. The forum was for civil society preparation for the Asia Pacific Forum for Sustainable Development. It has been collaborating with Nepal SDG Forum for the discussion and monitoring of the progress of SDG. NCE has also led research regarding the SDG 4 implementation status and has prepared the spotlight report, in collaboration with ASPBAE.

PAKISTAN

The NEC (PCE) has developed a spotlight report on Pakistan's progress on the Sustainable Development Goal 4 to be presented at the UN High Level Political Forum 2021. PCE also organized a meeting with legislators, education sector representatives, civil society representatives, experts and members of the Standing Committee on Education to discuss the long-term impact on Pakistan's educational landscape and the need to invest more than ever to make up for the educational losses. Every province has considered introducing initiatives targeted towards encouraging the out of school children to get enrolled into schools; the province of Khyber Pakhtunkhwa has dedicated Rs. 2.4 Billion towards stipends for girls and the Punjab government has also introduced 6 billion for schoolgirls.

PHILIPPINES

In terms of organizing a regional network, the NEC E-Net Mindanao held an online discussion on SDG 4.7 and Mindanao situation with focus on Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) on 24th June 2021 to be enlightened and to make a stand on the current issue regarding the upcoming expiration of Bangsamoro Transition Act (BTA) on 30th June 2022. TEACHERS Inc with support from E-Net carried out a series of SDGs and SDG4 orientation activities for teachers and non-teaching personnel to equip them in their advocacies as a sector using SDGs and SDG4 as the framework.

PAPUA NEW GUINEA

The NEC (PEAN) participated in the ESCAP – 8th Asia Pacific Forum on Sustainable Development and brought forward issues of marginalized people being greatly affected during COVID-19. PEAN participated in the Pacific Regional Education Framework (PacREF), in alignment with SDG4, which is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. PEAN did follow up and made sure the SDG 4 agenda on equity, inclusion, quality and teacher training were included in the two national policies that were approved during this reporting period. The NEC (PEAN) also participated in the Global Campaign for Education (GCE) Youth Engagement Discussion.

SAMOA

As part of NEC's (SEN's) capability to contribute to Government's education policy and programmes to better align with and achieve SDG4, SEN attended two meetings of the Education Sector Advisory Committee (ESAC), on 13th and 27th January 2021. A report on the high 'drop-out' rate of students from secondary education was discussed.



TABLE: EXAMPLES OF NECS' PARTICIPATION IN NATIONAL AND LOCAL SUSTAINABLE DEVELOPMENT GOAL (SDG) FOLLOW UP PROCESSES

SOLOMON ISLAND
The NEC (COESI) had two consultation meetings with board and partners specifically to debate our stand on SDG4 goals. The purpose of the meetings was to discuss key areas on education for sustainable development goals. It was agreed that COESI will undertake awareness raising programmes on SDG4 for teachers in Honiara and in the provinces.
TAJIKISTAN
NEC members and partners were actively engaged with the Government functionaries sharing the recommendations based on the results of a study that was conducted in 2019 on the topic "Analytical review of district plans for socio-economic development in the context of the implementation of SDG 4 mechanisms". All the members of NEC were trained on alignment of SDG 4 into the District Programme Social and Economic development and Education development programme for 2021-2025 on 3 rd - 4 th June 2021. For the purpose of increasing the knowledge of the population about the implementation of SDG 4 and its relationship with the strategic programmes, a brochure entitled "Quality Education for All" was developed. The brochure describes the relation of SDG 4 with the "National Development Strategy of the Republic of Tajikistan for the period up to 2030".

TABLE: EXAMPLES OF NECS' PARTICIPATION IN NATIONAL AND LOCAL SUSTAINABLE DEVELOPMENT GOAL (SDG) FOLLOW UP PROCESSES

TIMOR LESTE
The NEC (CSEP) participated in the Asia Pacific CSO consultation organized by ASPBAE on 7 th May 2021 as part of the ongoing review of the Global Education Cooperation Mechanism (GCM) for SDG4.
VANUATU
The NEC (KOBLE) is part of the National Advisory Committee to review the five-year implementation plan of the National Sustainable Development Plan. The NEC in Vanuatu is also working on the SDG4 spotlight report for 2021 that addresses gaps.
VIETNAM
The NEC (VAEFA) participated in the Asia Pacific CSO consultation organized by ASPBAE on 7 th May 2021 as part of the ongoing review of the Global Education Cooperation Mechanism (GCM) for SDG4. The GCM review is a process which seeks to help drive the political will for SDG4 implementation at all levels (global, regional and national levels). The outcome of this regional consultation informed the CSO Position Paper prepared by ASPBAE which was circulated widely within the members of the Collective Consultation of NGOs for Education 2030 (CCNGO Education 2030) to inform the regional and global consultations on this GCM review process.

RESULTS RELATED TO STRENGTHENING CIVIL SOCIETY TRANSNATIONAL ALLIANCES FOR CREATING AN ENABLING ENVIRONMENT

EOL Operational Component 3 aims at creating a stronger global and transnational enabling environment for national civil society advocacy and accountability efforts, through the establishment of civil society

alliances formed around specific topics related to SDG4. EOL OC3 seeks to promote joint advocacy to influence education policy agendas from various angles and at various levels; as well as joint campaigning initiatives linking global, regional and national influencing strategies. As mentioned above, EOL has provided grants to five OC3-grantees that have started up recently with the

implementation of each their full project proposal and they are working on the following topics: Education for girls through ending child marriages; Early Childhood Development Education; Learning outcome assessments in selected countries; and Public education financing and tax revenues/domestic financing of the public education system.

TABLE: OC3 GRANTEES FULL PROJECT PROPOSAL PURPOSES

	OC3 GRANTEES	INFORMATION ABOUT OC3 - 1 ST ROUND FULL PROJECTS
1.	Global Campaign for Education (GCE)	Purpose: The project aims at supporting CSOs worldwide to influence governments to deliver strong public education systems; and to strengthen national, regional and global advocacy for better allocation of investments in education. The project works on capacity development and campaigning.
2.	Girls Not Brides: The Global Partnership to End Child Marriage	Purpose: The project aims to ending child marriages and focuses on Niger and Burkina Faso, where child marriages are a big challenge. The alliance is a collaboration between civil society organisations that fight to end child marriage and education coalitions. This collaboration is important since child marriage and girls' inequitable access to education are deeply interlinked.
3.	Zimbabwe Network of Early Childhood Development	Purpose: The purpose of the project is to strengthen Early Childhood Development Education (ECDE) national and transnational networks to influence improvement of ECDE in South African Development Community (SADC) countries through sustained advocacy.
4.	Street Child	Purpose: The project focuses on learning assessment and quality, equitable education for marginalized children in Afghanistan, Bangladesh, Myanmar and Nepal.
5.	Action Aid International	Purpose: Increase tax revenue and education budgets. The proposal focuses on domestic education financing with interventions in Nepal, Senegal and Zambia. It aims at enhancing policy dialogue and create change on tax revenue and education budgets in the target countries. The logic is that countries need to broaden their tax base in progressive and sustainable ways in order to ensure funds for quality, public education.



LATIN AMERICA AND CARRIBBEAN


HONDURAS
US\$ 299,964

NICARAGUA
US\$ 253,141

BOLIVIA
US\$ 292,104

HAITI*
US\$ 32,265

* fragile and conflict affected



During this reporting period, the **OC3 Grant-ee Global Campaign for Education (GCE)** – together with the RCs CLADE, ACEA and ASPBAE – has, among other results, achieved to expand the use of budget monitoring and pledge tracking tool to national coalitions in the Asia and Pacific region and in the LAC region. The budget monitoring and pledge tracking tool allows GCE national coalitions to track how their national governments allocate and spend their state resources on education.

Other results reported by GCE is the full use of data collected in the African countries to produce accessible advocacy briefs for the One Billion Voices and Global Action Week for Education (GAWE) campaigns; and GCE also generated and disseminated evidence-based learning resources, advocacy, and campaign materials. GCE reports that it carried out further analysis of the comprehensive study entitled “*Education Financing in Africa including emerging issues related to the COVID 19 Pandemic*”; and produced accessible country-specific summaries and briefings for selected countries in Africa where education budgeting and spending has dropped. EOL also provided general financial support to ASPBAE and CLADE as input to different studies.

During the first semester 2021, GCE also finalized the development of its e-learning course on Education Financing and Advocacy to enhance advocacy and campaign work on education financing. The online course consists of a wide range of learning resources on main education financing topics, including national budgets, revenues, expenditure, tax justice, pledge tracking, privatization, and best practices and cases from various countries worldwide. The development of the e-learning courses made use of the existing resources that have been used and structured coherently to be delivered to groups working on education financing and related areas. The e-learning course is accessible to GCE members from the GCE website and will be launched as one of GCE's learning initiatives together with GCE's Knowledge Exchange and Learning (KEL) strategy. The uptake of these courses by GCE members cannot yet be confirmed, as the launch of the courses will be carried in the third quarter of 2021 when

the KEL strategy is finalised and disseminated. The GCE also advanced in establishing the Education Financing Observatory by drafting a concept note to provide information about its objectives and functions and GCE is now coordinating with CLADE that already has a similar regional platform.

As part of the efforts aimed at *improving the coordination and delivery of transnational, regional and global education policy advocacy* and campaigns that inform the inclusive allocation of resources to education, including in times of crisis, GCE delivered two campaigns (i) One Billion Voices and (ii) Global Action Week for Education, to mobilize GCE members and the public to raise awareness of the public education financing crises. The two campaigns were a great example of creating a stronger transnational enabling environment, which included collaboration with GPE, GCE and the regional coalitions in developing the design of cross-regional and global advocacy.

In this sense, the EOL-OC3 grant has enabled GCE and the three regional partners to adopt initiatives that increase collaboration among the members of their respective networks while also allowing their engagements with their stakeholders to inform and amplify GCE's delivery of the campaigns. The One Billion Voices Campaign focused on education financing and its objective is to secure an increase in sustainable financing for education. This campaign also provided a narrative on the global scale and severity of the education funding crisis, which has been worsened by the COVID-19 pandemic and the resulting rising debt and severity of austerity measures around the world. The GCE secretariat drafted a policy narrative on the global education financing crisis, which provided details on the policy context and urgency of the need to act. The paper was shared with members for input and reflections, along with the draft call to action. The campaign policy call to action was broadly adopted by the GCE membership into a set of policy recommendations for the GCE movement and education actors and activists to guide more coordinated and collaborative advocacy and lobbying efforts towards adequate financing of education in times of crisis. At the centre of the OBV campaign of GCE is the call on one billion

voices of the public across the world to lobby for urgent actions to get schools and universities open, to get everyone learning as well as calling on the government and the international community to prioritise education in their COVID-19 response and recovery plans and to ensure there is no going backwards towards achieving education for all and the Sustainable Development Goals.

GCE members across the world were supported and engaged in the campaign through the use of different digital platforms, which include social media platforms, YouTube, news sites and websites to create awareness of the education financing crises and to reach wider audiences and key education policy decision-makers.

The Global Action Week for Education 2021 was also carried out. GAWE is one of the GCE's flagship campaigns for civil society education coalitions and organisations and has been running successfully since 2003. The GAWE provides an opportunity for civil society organisations and citizens to publicly demand action from their government towards achieving the right to education and delivering more targeted efforts to achieve change on the ground, with the added support of millions of members of the public worldwide. Over the years, themes for each GAWE have been selected based on the most critical issues requiring attention at the time.

On 26th April 2021, GCE started this important week of action to mobilise its members and the public for better financing of education to run from 26th – 30th April 2021. The GAWE 2021 was led by the GCE members in Africa, Asia, Latin America and the Arab region and partners as a high-intensity advocacy multi-layered space, in which civil society organisations in different regions demanded concrete actions to stop privatization and the indebtedness of fragile states, as well as to achieve the necessary goals to predictably guarantee the funds that public education systems need; including the progressive increase of the national budgeting for early childhood education, basic education, education for youth and adults and tertiary education.

The GAWE 2021 demanded policy actions that corresponded with the One Billion Voices Campaign, which call on States and the International Community to:

1. Increase state funding for education to 20% of public expenditure.
2. Increase their tax base to increase resources, working towards a minimum tax-to-GDP ratio of 20%.
3. Enable urgent debt cancellation for the least developed countries; and debt alleviation for middle and upper-middle-income countries.
4. Ensure inclusive education systems through equitable financing and programmes that prioritises the most marginalised.
5. Provide free quality education for all and end the trend towards the privatization and commercialization of education.
6. Improve the quality of teaching through adequate recruitment, remuneration and continued teacher training.
7. Listen and respond to the voices of those affected. Space must be allowed for individuals and civil society to speak up.
8. Developed countries must continue to work towards the goal of 0.7% overseas aid, with 20% of this spent on education and increasing their contributions to the Global Partnership for Education and Education Cannot Wait.

To help the GCE members to deliver their plans and support the activities of other parts of the movement, the GCE Secretariat produced the GAWE 2021 campaign pack, which includes the GAWE policy statement, press release, invites and information on the regional and global events, social media toolkit, key messages and visuals.

OC3-grantee Girls Not Brides (OC3) has on its side only recently started up the implementation of the EOL grant. It has taken first steps for the establishment of major collaboration between civil society organisations that work on the prevention of child marriages and those organisa-

tions that work on education in selected countries in the Francophone West Africa region. In May 2021, Girls Not Brides (OC3) facilitated an online meeting in which the leads of these End Child Marriage coalitions and NEC coalitions (OC1 grantees) shared advocacy priorities and discussed research needs and possibilities for collaboration. This first online meeting also encouraged the development of a civil society organisation culture of sharing experiences, knowledge and good practices, as well as those practices that have not worked so well. The grantee (GNB) is nurturing the relationships between these two types of coalitions in Burkina Faso and Niger and in the Francophone West Africa region more generally. The Girls Not Brides project aims at creating a stronger regional, transnational and global enabling environment for civil society advocacy and transparency efforts in education, focussing on the linkage between education and ending child marriages, and the social conditions for girls and female adolescents. The WCA RMU has initiated an exploratory discussion with GNB on the possibility of establishing a learning collaborative mechanism with OC1 and OC2 grantees in the region facilitated by GNB in thematic areas of expertise of Girls Not Brides.

The grantee Girls Not Brides has also taken steps to create and strengthen a social accountability mechanism in the region to follow up on global, regional and national commitments on the right to education with emphasis on the girls at risk of child marriage and married girls. A 'how to' webinar was held on how to advocate for increased national budgets for education, child protection and the reproductive health sector, with participation of End Child Marriage coalition members from across Francophone West Africa. A strong interest among members was generated to develop their budget advocacy capacity and to explore ways of working together to ensure increased funding for programmes that impact girls at risk of child marriage and married girls, especially girls from marginalised groups and those living in conflict affected areas. The End Child Marriages-coalitions and NEC coalitions in Burkina Faso and Niger, respectively, have also shared and discussed data and information needs to support each their work and the benefits of working

together on joint advocacy and campaign efforts to bring about policy changes that support quality education for girls at risk.

The **OC3 Grantee ZINECDA – Early Childhood Development** has helped to create a supporting regional and national environment for promoting early childhood development education through the development of both regional and national activities. During the Global Action Week for Education commemorations, ZINECDA alliance organised a breakfast meeting with parliamentarians in Zimbabwe as part of these efforts to advocate for comprehensive Early Childhood Development policies. The meeting was attended by four directors from the Ministry of Education, legislators from the Zimbabwean and Lesotho Parliaments, transnational partners from Zambia, Lesotho, Malawi and five media houses, the NEC in Zimbabwe (ECOZI), members of the ECD thematic committee, ZINECDA's secretariat and its provincial chapter members.

The meeting recommended the call for regional coordination to ensure standardisation of ECD guidelines, policy frameworks and protocols using the Southern African Development Committee (SADC) on Education and Training. As a result of the meeting, it was resolved that a technical working team comprising of legislators, government representatives and CSOs be formed to come up with the major issues pertaining to ECD financing. The team will now agree on issues and possibly take them further to the SADC regional level.

As a way of GAWE media drive, ZINECDA also participated in different radio talk shows to discuss the status of ECD financing in Zimbabwe in line with the GAWE theme of education financing and the policy framing of the One Billion voices campaign promoted by GCE. Deliberations centered around challenges and recommendations on securing an increase in ECD domestic financing to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

In Zimbabwe, ZINECDA and the NEC were originally part of the leading organisations that lobbied and advocated for the Education Amendment Act which was enacted in May 2020. The new Act has ensured rights



and inclusion of marginalised children in school. Though the policy was changed at that time, it lacks dissemination, and in order to support its dissemination, ZINECDA conducted a workshop on 7th and 8th of April 2021, mainly to unpack the Education Amendment Act. This event was also used to advocate for State provided and funded basic education.

In Malawi, ZINECDA alliance members engaged policy makers and government in national budget analysis where participants appreciated the allocation of funds in education and ECD sectors. The coalition made a presentation on budget analysis which helped creating understanding that the allocation to ECD should not be minimized and instead it should be increased. It is assessed that this contributed to make the members of parliament aware and to consider the recommendations of the coalition when approving the budget for education and ECD sectors. The ECD Coalition Malawi started the process of influencing and advocacy for the development of an ECD Act starting with the promotion of a coordination with and between the two ministries (Ministry of Education and Ministry of Gender, Community Development and Social Welfare) that are involved in Early Childhood Development. The ZINECDA alliance facilitated a meeting on ECD policy analysis where the alliance shared the status report of ECD in Malawi. Alliance members in Malawi seek to have a research/audit on policies of ECD and education in Malawi, to learn on how other neighbouring countries within the alliance are doing on ECE, and to advocate for pre-primary classes in primary schools or separate rooms at an ECD centre to promote school readiness among other topics.

ECD Coalition Malawi in collaboration with the NEC (CSEC), ActionAid, Water Aid and Save the Children conducted an analysis of the 2021/22 draft national budget in order to look at the gaps within this Government produced draft budget. The gaps identified include low allocation in areas of infrastructure for ECD centres and primary schools, ECD teachers, training of caregivers for quality delivery of ECD services, construction of WASH facilities in primary schools and ECD centres. The coalition intends to use this collaboration to create a strong

footing to advocate for increased financing towards these budget lines before the 2021/22 national budget approval and even beyond the 2021/22 national budget, as the gaps in the budgeting and allocation were clearly identified in the presence of key stakeholders.

In Lesotho, the organisation NECDOL which is a member of ZINECDA OC3 grantee alliance engaged parliamentarians on the status of ECD in Lesotho. As a result of the meeting, a directive was made to have NECDOL present all the ECD issues before a full parliament sitting. NECDOL hosted a meeting with the Ministry of Education and Training, specifically the Planning and ECCD Unit, to review the budget as well as to understand how it is structured. One of the key issues that emerged from the meeting was the process of budgeting under ministries which has not been set according to the budget framework plan. NECDOL suggested various ways that the ministry could alleviate the burden on their budget including de-centralising some of the budget lines, e.g. Nutrition should be the budget responsibility of the Ministry of Agriculture.

As a member of LEG, NECDOL attended a meeting where the narrative for Education sector plan was being reviewed and it presented a proposal to review the TAX/VAT law on donations, and how that can be used to increase expenditure in the education sector. After the presentation, the LEG identified a task team to work on the issue where NECDOL became member.

NECDOL is also facilitating the finalisation of Day Care centre guidelines between the Ministry of Education and Training and the Ministry of Social Development. Currently in Lesotho, the centres are not registered as there are no specific law under the two ministries that could help them register. NECDOL is also advocating for the amendment of the Children and Welfare Protect Act which would allow the registration of these Day Care Centres.

The **OC3 Grantee Street Child** leads the South Asian Assessment Alliance that works on education quality and learning outcomes assessments in Myanmar, Afghanistan, Bangladesh and Nepal. The

alliance has during the first months of implementation of the project conducted consultations with Education Cannot Wait and with the Education in Emergencies Working Group to investigate how to strengthen citizen-state interface where open conflicts exist. The alliance has advocated for the use of citizen-led assessments as an agile and adaptable complement to centralized assessments, particularly in a context where citizen-led assessments have the ability to increase interest, investment and trust in assessments among conflict-affected communities and to strengthen the interface with the state.

The core team has also cascaded capacity strengthening sessions to country teams. This included information on how to design and develop assessment tools. In alignment with the project's assessment and action framework, refresher trainings were conducted by the partner Pratham India. The Alliance which is led by Street Child has also submitted an abstract to the People's Action and Learning (PAL) Network which has been provisionally selected for the PAL Network 2021 Conference which is scheduled to take place in November 2021 and where the theme for the conference is 'Building Better: Ensuring Learning Continuity for All'.

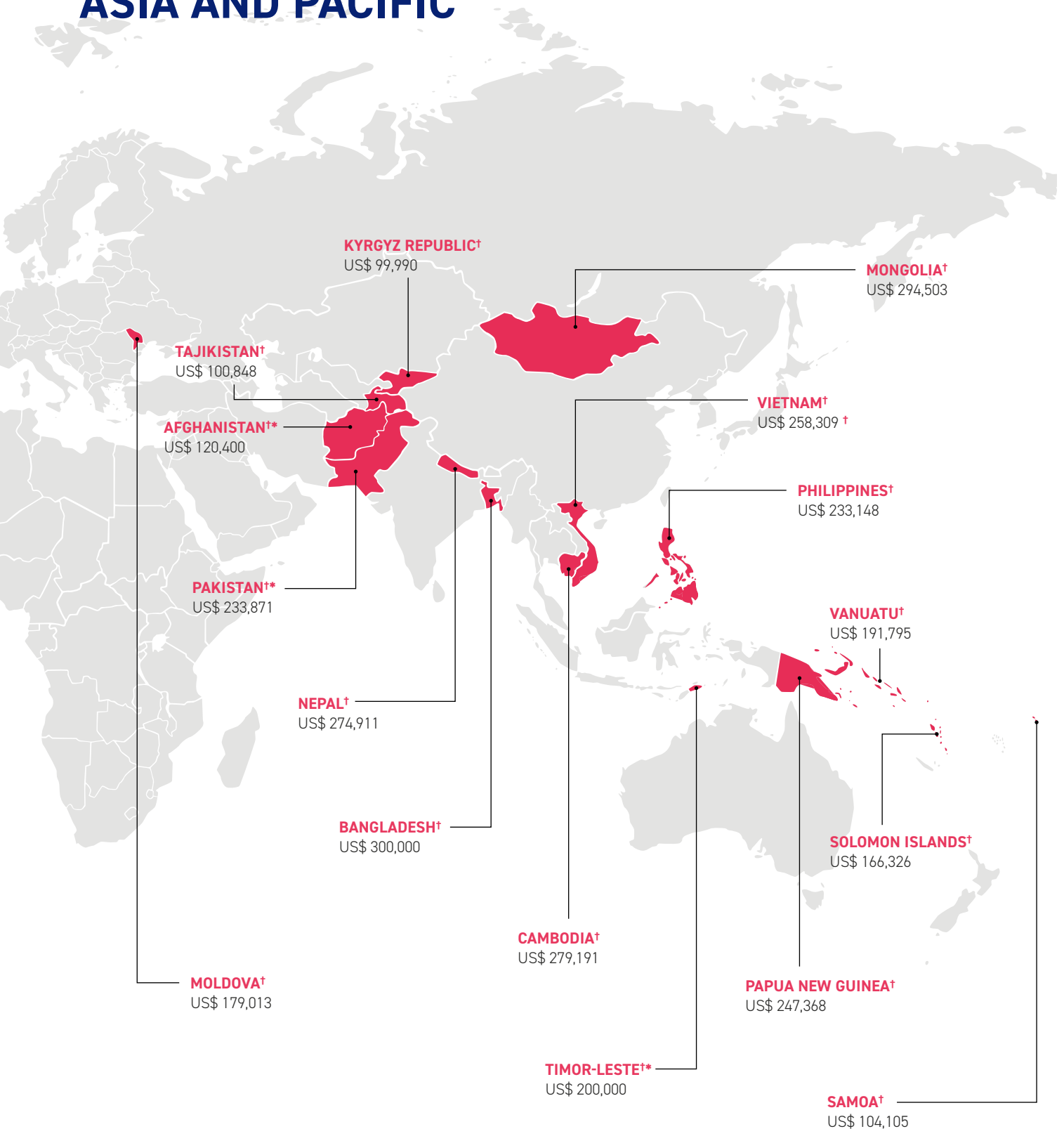
The South Asian Assessment Alliance has also had talks with UNICEF and the World Bank around the use of citizen-led assessments to help strengthen the state action in addressing learning losses caused by the COVID-19 crisis, particularly in remote areas with complex terrain and affected by long lockdowns.

The **OC3 Grantee Action Aid International** and its alliance partners in the TaxEd Alliance also carried out several activities since their project started up. One of the objectives of the project is to create a strong and sustainable tax and education alliance operating cohesively on national, regional and global levels with greater capacity to advocate for and take action on education and tax justice.

The alliance produced a study that mapped out the trends in education financing in the past five years in Senegal and which illustrates the near stagnation of investments in the education in some years. The alliance



ASIA AND PACIFIC



† Updated amounts according to the Total Revised Awarded Grant (2020-2021) – see details in Annex 4.

* fragile and conflict affected

also reviewed studies carried out formerly on education financing in Zambia and Senegal and recommendations on necessary tax reforms needed to achieve an equitable and fair tax system. In Nepal, capacity building workshops took place on government budget analysis work and the TaxEd Alliance also held a virtual workshop with the local government during the budget making process to increase allocation for immediate needs of education in Bardiya, Palpa and Bajura districts. Also in Senegal, workshops were held on the education sector review, stakeholder mapping and the financing of public prevention programmes to stop violence and discrimination against women and girls. The alliance also took part in a webinar on International Women's Day on topic.

In Zambia, the TaxEd Alliance held capacity building workshops to train teacher unions on issues of financing education, particularly promoting a technical understanding of tax justice, education gaps, and financing, budget tracking and social accountability. The role of teacher unions in promoting public social accountability as a means to hold duty bearers accountable was emphasised. The trained union leaders from the provinces committed not only to cascade the training on the national budgeting process but also to undertake education sector budget analysis and tracking. The unions committed to advocate for a greater understanding of the education sector financing

gap and for increased budgetary allocations to the education sector.

In Nepal, the TaxEd Alliance is conducting a budget tracking exercise in two districts Palpa and Siraha to collect primary information on budgetary allocation and actual expenditures in 60+ public schools; to assess quality of education, teacher/ students ratio and budget sources (internal and external); and to analyse expenditure trends and gaps, as well as budgeting processes; while in Senegal, the TaxEd Alliance participated in the 8th edition of the education sector review that was organised by the Ministry of National Education with participation of the main Ministries in the area. A document was produced as the civil society contribution to the discussion about quality public education.

At the global level, the TaxEd alliance also carried out diverse awareness raising activities, some of them in the framework of the Global Action Week for Education, to advocate for an increase in financing of the education sector; such as a webinar (held on 27th May, 2021) to analyse if Africa is on-track achieving the SDG 4. On 23rd June 2021, the alliance also organized a twitter chat on tax justice as a means of ensuring sustainable financing for education.

As part of the advocacy work to push for progressive policy change on tax revenue and education budgets, the TaxEd Alliance

has also taken part in several global policy spaces, such as the United Nations Commission on the Status of Women (UNCSW). Within the Gender Action on Tax Justice's global campaign Tax Justice for Women's Rights (15th – 26th March 2021), the alliance also co-organised the event 'Reframing Taxation to Fulfil Women's rights, highlighting the role of tax in the redistribution of resources to gender-responsive services, including education.

The TaxEd Alliance also took part in campaigning against the use of bailouts to help multinational corporations in response to the economic crisis triggered by the COVID-19 pandemic rather than increasing spending on public welfare. The TaxEd Alliance also initiated research focusing on the public education sector in Nepal, including the situation of the teachers, their working conditions and social protection. The studies will also analyse the impact of COVID-19, alternative learning methods and how government is able to reach the most marginalized communities and children.

EOL Grantees' participation in regional and global policy advocacy activities

In addition to the policy promoting activities that took place at the national level during this reporting period, the EOL Grantees have had participation in diverse regional and global policy arenas and activities that seek to influence education policy formulation or implementation.

Examples of EOL Grantees' reported participation in Regional and Global Policy Arenas and Advocacy activities during this reporting period

Global Campaign for Education Financing	Diverse NECs report having participated in this campaign, such as the Sudanese, Yemeni and Somali Coalitions.
GCE One Billion Voices	Most NECs participated in the virtual launching of GCE's One Billion Voices to amplify the concern of all stakeholders to be heard for the future of one billion students and children whose education was stopped or interrupted because of COVID19.
Francophone Network against the Commodification of Education	The NEC in Ivory Coast participated in a joint meeting with members of the Francophone Network against the Commodification of Education on 25 th February 2021 and 4 th May 2021 that focused on the organisation of the international day dedicated to the fight against the commodification of education.
International quality education conference 20 th – 22 nd May Dar es Salaam – Tanzania hosted by the NEC (TEN/MET).	The conference was hosted by the NEC (TEN/MET) under a theme: 'Collective accountability for financing quality education: Re-imagining quality education'. The conference was joined by more than 187 education stakeholders drawn from CSOs, government, parents, teachers, students, academics, ANCEFA, NECs from Zimbabwe and Lesotho, private sectors and telecommunication sector. The conference sought to discuss education financing in relation to quality; and the NEC presented a statement with recommendations for the improvement of the education sector to the Deputy Permanent Secretary-office of the president. The government has afterwards discussed how to improve the basic education curriculum that equip students with needed skills to compete in the labour market. The conference underscored the need for improving partnership between the civil society and government as "critical friends" as opposed to relating as antagonists and observed that it is only in such an arrangement that meaningful conversations to change policy and improve quality of education can be realized; and it also emphasized the critical role of research in advocacy.



Examples of EOL Grantees' reported participation in Regional and Global Policy Arenas and Advocacy activities during this reporting period	
Arab Regional Technical Meetings	A Regional technical meeting was organized in the Arab Region in May 2021 in order to support the implementation of the Education for Sustainable Development agenda 2021-2022. The meeting was attended by ACEA, and the three coalitions: Somalia, Yemen and Sudan.
WE ARE ALE: Global Campaign	NECs attended the virtual launching of "WE ARE ALE" Global Campaign aiming to advance and promote the concepts and practices of ALE (Adult Learning and Education). This is a five-year global campaign to increase the visibility of Adult Learning worldwide and to empower the civil society to speak with one voice to advance the rights of all youth and adults to quality education and lifelong learning.
Asia-Pacific Forum on Sustainable Development 2021	NECs from Asia Pacific and Central Asia participated in this Forum. ASPBAE supported national coalitions in their involvement in meetings associated with the related processes. The first meeting was a Youth Forum held on 14 th – 16 th March 2021 at which ASPBAE participated along with the coalition's youth representatives.
Asia Pacific Regional Dialogue on Education Financing	NECs from AP region participated in this ASPBAE organized event focusing on equity on 26 th April. The event was part of the 2021 GCE Global Action Week for Education (GAWE).
Asia-Pacific Regional CSOs Engagement Mechanism (APRCM) 2021	NECs from AP participated in this event held on 7 th May 2021. ASPBAE provided regular updates in the run up to the High Level Political Forum and coordinated for speaking roles for CSOs such as for Myanmar.
Achieving SDG 4	Hosted by Education International, the TaxEd Alliance members organized a Webinar on SDG 4 and CESA: "Is Africa on Track to Achieving SDG 4 and CESA objectives?" 27 th May 2021.
Building Better: Ensuring Learning Continuity for All'	The South Asian Assessment Alliance led by Street Child submitted an abstract to the People's Action and Learning [PAL] Network which has been provisionally selected for the PAL Network 2021 Conference which is scheduled for 2 nd – 4 th November 2021; the theme for the conference is 'Building Better: Ensuring Learning Continuity for All'.

RESULTS RELATED TO LEARNING COLLABORATIVES

Based on the EOL *learning collaborative* approach in the EOL Learning Agenda, as mentioned above, different strategies have been developed in each of the EOL regions in order to support environments for learning collaborative developments to strengthen mutual partnership and peer learning between grantees and other relevant organisations. The different learning collaborative processes established in the four EOL regions have taking specific contexts and potentials into consideration in developing approaches and strategies for supporting collaboration between key stakeholders.

RMU – WCA coordinated the development of a strategy of formalized discussion groups connected to training modules. The discussion groups will be guided by learning partners and develop into learning collaboratives where relevant. RMU-HESA developed a three-days long workshop in

Addis Ababa in March 2021, with participation of all grantees that were active in this region (OC1 grantees and one the OC3 grantee). During this event, a plan was developed for the establishment of a regional platform for learning and knowledge sharing. This process will work as the outset for Learning collaborative development; and Terms of Reference for the process have been developed. The strategy will be further developed towards the end of the training module sessions in the coming reporting period. In the LAC region, the EOL grants contributed to establish different thematic working groups that are evolving into learning collaboratives in coordination with CLADE; as well as a regional Central America learning collaborative on the right to education for marginalized groups. This learning collaborative works towards creating a common agenda for the theme in the subregion and consists of three NECs in the region. Finally, a learning collaborative development has been included as an integral part of the learning and mentoring modules

that RMU-AP has coordinated, bringing the grantees – specifically the NECs during this reporting period – together for learning collaborative discussions. One Learning collaborative is being consolidated with the NECs of the region and with the participation of ASPBAE, while two other learning collaboratives are planned for.

As of 30th June 2021, various new EOL supported collaborative learning experiences had taken place that might develop into fully-fledged learning collaboratives. While none of the experiences are fully consolidated, increased efforts from the grantees themselves, learning partners and the GA are taken them forward. These new upcoming learning collaboratives work on specific topics/areas for interested NECs and other organisations in parallel with the GCE and RC alliances that also promote learning and knowledge sharing at the global and regional level, with support from EOL and with support from other donors.



OC3 Grantee Girls Not Brides (GNB) has initiated a process to establish a learning collaborative between members of End Child Marriages and NEC in Francophone West Africa. As mentioned above, an initial meeting has been held to explore advocacy priorities, discuss potential areas for joint advocacy and to identify research needs. The GNB alliance members are also benefiting from other learning spaces established by Girls Not Brides such as: The Child Marriage Research to Action Network (the CRANK) set up by GNB in a joint initiative with the UNFPA-UNICEF Global Programme to End Child Marriage. The CRANK provides a platform for a better coordinated and harmonised global research agenda on child marriage, and brings together child marriage researchers, practitioners, and policy makers every three months to discuss the latest evidence on priority learning topics. It is also a knowledge management mechanism through which current research is tracked, patterns are monitored and gaps identified in collecting evidence on child marriages. EOL Alliance Members have been invited to participate in quarterly research meetings, to strengthen their knowledge of the wider child marriage landscape across all regions and apply global learning to their domestic advocacy. Meetings and all resources from the sessions are available in English, French and Spanish.

Another example of learning experiences exchange is a NEC reported visit of the NEC from Ivory Coast to the NEC in DRC from 29th March to 3rd April 2021.

RESULTS RELATED TO NEC STRENGTHENING AND INCLUSIVITY

The NECs learn from practice, when they develop diverse advocacy activities and when they participate in policy discussions at different level. Implementing their own grantee projects, also help the NECs learn, since they can test if their theory of change holds truth when the project is implemented in the “real world”.

The NECs also learn from participating in the learning collaboratives where they can learn together with other NECs and from other NECs that share their experiences about what works well for them and what does not work. The NECs also participate in diverse training courses, where the purpose

specifically is to increase institutional, technical or advocacy capacities.

RMU-WCA reports that it continued to coach and mentor all the NECs on the use of various EOL financial – and MEL tools and templates. The NECs also participated in trainings carried out by the RMU contracted Learning Partners within the framework of the EOL programme on different capacity need areas, such as project development, monitoring, evaluation, advocacy and other topics. These activities also support the implementation of the NECs learning plans for capacity building. The participatory approach used in these trainings also allowed NECs to exchange experiences and to support mutual capacity building. In the particular case of Guinea Bissau, WCA RMU also organized an individualized capacity building programme for the NEC running from May to August 2021 through virtual meetings, although the facilitator did a diagnostic field visit in the beginning of the programme to better assess Coalition’s learning needs. All the NECs organisational and advocacy capacities were strengthened by different Learning Partners in the areas of: 1) Policy Advocacy and campaign, community mobilization and budget analysis; 2) Theory of Change, Monitoring, Evaluation, Accountability and Learning (MEAL); 3) Resource Mobilization through training, mentorship and collaborative learning. Some NECs have also participated in different training and learning sessions organized by ANCEFA, UNICEF, GCE and other organisations.

RMU-HESA reports that it has supported the coalitions to strengthen their capacities to monitor project implementation progress and it has also engaged learning partners to offer training on advocacy, governance, leadership and organisational development, adaptive management, finance and auditing among other areas. Among the examples of increased capacities installed is the NEC in Tanzania that knows more about how to advocate for marginalized groups’ right to education, such as the persons living with disability; and the NEC in Ethiopia that now knows more about how to use adaptive management strategies amidst the COVID-19 pandemic; and the NEC in Somaliland that has increased the knowledge on gender and technical and vocational education and training. Other NECs such as South Sudan has

increased the capacities for resource mobilization; while the NEC in Somaliland, among other improved capacities, has learned how to develop an advocacy plan.

RMU-LAC reports that the EOL supported NECs from Bolivia, Honduras and Nicaragua, together with the NECs from Guatemala, El Salvador and Haiti participated in a workshop on financial sustainability and resource mobilization. A tangible result of the workshop was a Fundraising plan per coalition. The workshop was organized by the RMU in collaboration with CLADE. In May 2021, the RMU and the NECs from Honduras, Bolivia, and Nicaragua worked on common ToR for an agreed individual support to update their Strategical Plan and to elaborate a bi-annual project proposal. Honduras and Nicaragua started the process on 1st June 2021. By 30th June they had advanced on the evaluation and systematization of the previous Strategical Plan. Honduras learned how to develop a Strategic Plan. The NEC in Bolivia has increased its members capacities on monitoring SDG4 and quality education through trainings and manuals. CLADE has also provided specific support to the NEC for the preparation of a critical statement and a spotlight report to be presented to the High Level Political Forum in July 2021, when the Bolivian government presents their Voluntary National Report (VNR). The NEC in Honduras on its side has developed different workshops on Social Audit for community-based organisations from two Honduran municipalities. And the NEC in Nicaragua continues to strengthen its thematic capacities through trainings on educational policy evaluation and SDG4 as well as on Social Audits.

RMU-AP reports that the RMU organized various learning opportunities for the NECs in the region in the areas: 1) Project Design Management, 2) Research Documentation and Knowledge Management, and 3) Social Media Campaign. The regional learning partners Management and Development Foundation (MDF), VSO and MARAA facilitated the sessions on these thematic areas respectively. The NECs have also participated in various events organized by ASPBAE that has also provided mentorship to various NECs, for example, regarding coalition management that can be difficult due to the various members that might have different



interests. ASPBAE also provided orientation and materials for undertaking research on the impact of COVID-19 on education financing; and support on how to follow up on SDG4. Likewise, ASPBAE provided guidance, relevant materials and policy resources related to the promotion of lifelong learning and adult learning and education (ALE) to help NECs to draft their inputs and recommendations to this strategic education policy in the country.

The NECs also developed other training and learning opportunities. As examples, the NEC in Bangladesh organized, among other activities, two capacity building workshops at the community level to increase knowledge on how to carry out social audits where a total of 103 persons participated. The NEC has also gained insights on budget analysis. The NEC in Vanuatu facilitated training sessions on areas such as Inclusive Education, SDG4, Policy Influencing and Advocacy. The NEC in Vietnam also participated in an ASPBAE organized learning and advocacy event on "Youth-led Action Research (YAR) on the Impact of COVID-19 Pandemic on Marginalised Youth"; and the NEC has received sustained support from ASPBAE in engaging in national policy processes. The NEC has also learned from its participation in a series of policy dialogues on "Strengthening the alignment of Vietnam's legal framework for persons with disabilities with the Convention on the Rights of Persons with Disabilities".

Practically all the NECs (98%) report that they have a learning plan, and they are active in implementing their learning plans and acquiring improved capacities related to governance, diverse education related thematic areas and advocacy.

When the EOL Programme started up, 28 NECs in Africa reported that they received support from GCE/RCs, while for this

report, only 20 NECs in Africa reported that they receive support; while in Asia 14 NECs reported receiving support from ASPBAE in January 2020, and now the number is 16 NECs; while the number has not changed in Latin America, where 3 of the EOL supported NECs inform that they have received support from CLADE. Out of the 39 NECs that inform that they receive support from GCE and RCs, 37 (95%) answer that they are satisfied or very satisfied with the support received.

NEC inclusivity

One of the expected results of the EOL Programme is to strengthen the National Education Coalitions to diversify their membership and become further inclusive for diverse marginalized groups in order to increase their legitimacy in policy discussions on how to assure the universal right to quality education for all. Commonly excluded groups from the formal education system or groups that are discriminated against inside the education system are for example, girls due to gender discrimination; and those children and young people that come from economically poor families or communities in the rural areas; as well as persons living with disabilities, internal displaced/refugees, indigenous people and other marginalized groups. Many of these groups are already represented in the National Education Coalitions that gather the voices of marginalized groups and they can therefore speak with one voice when demanding improved education policies which is strategic for the civil society organisations at the national level.

In January 2020, the GA prepared and applied a generic baseline questionnaire to all National Education Coalitions that had submitted a grant application regarding the participation of diverse marginalized groups in the NEC and developed an index as one way to measure if the NECs are becoming

more inclusive over time. Since the collection of baseline information in January 2020, 26 NECs have experienced small increases in their index; 11 NECs had no change and 17 small decreases in their index. Comparing with the individual baseline for each NEC from January 2020, there was as per 30th June 2021, an above 5%-points increase registered in the inclusivity index in 13 countries. As per 30th June 2021, 4 NECs registered negative changes of more than 5%-points in relation to their baseline. The vast majority of NECs are quite stable without remarkable increases or decreases in the index.

Among the efforts for increasing the inclusivity, the RMU-WCA informs that the NEC in Benin has received five new applications for membership from 2020-2021 and the NEC General Assembly of May 2022 will decide on their acceptance as official members. The NEC in Burundi has received requests for becoming members from six new organisations including one representing marginalized groups (Batwa minority group) and one representing defenders of education rights of young girls and women. The approval is expected to materialize during the next General Assembly in 2021. In the Democratic Republic of Congo, the Coalition accepted applications for membership from the eleven organisations working for the interests of marginalized groups.⁴ The NEC in Gambia conducted a Membership mapping and recruitment exercise for potential members from the 9th to 11th March 2021 in two educational regions (West coast and Greater Banjul Area) to recruit more members, particularly the marginalized groups. The purpose was also to strengthen the capacities of the civil society organisations for equitable participation of marginalized groups to advocate effectively for the realization of quality education in The Gambia; and so far, ten were recruited. In the Ivory Coast, the Coalition received

⁴ SAPC: Union of Congolese Public Employees/Education; CDT: Confederation of Workers/Education; SMM: Solidarity for a Better World; APE: agency for the promotion of education (promotion of early childhood education); APRODIV (association for the promotion of hygiene and the integral development of the vulnerable); BJSCSE (Brigade des jeunes pour le contrôle et suivi de la gratuité de l'enseignement); EDUC PLUS, which advocates for education for all; ESPROT, which advocates for access to education and the well-being of vulnerable street children; COJET (Collective of Youth Organisations of Tshangu); UJEDH: Union of Young Elites for Human Rights; JESBE (Garden for Education, Health and Children's Rights); ADEVOCO: (Development association for the supervision of widows and orphans in Congo).

⁵ Organisation de Lutte Contre le Taux d'Échecs en milieu Scolaire et Universitaire in Côte d'Ivoire and the NGO Education-Santé et Environnement in Côte d'Ivoire.

⁶ Association VM2A intervening in the rural world; Association ASOMA, working on the cause of children in situation of disability not attending school, and street children, intervening in the rural and urban world; Association MIARINTSOA, particularly intervening for the cause of girls, children with disabilities, in the rural region. These three member associations will formalize their membership in the next General Assembly.



new requests for membership/partnership from two organisations⁵ and both applications will be dealt with in the next General Assembly schedules from the 2nd semester of 2021. In Madagascar, three new organisations joined the coalition that work in the rural world; that promote the fulfilment of childrens' right to education, with emphasis on the children living with disabilities.

In the RMU-HESA region, the NECs have also advanced in increasing membership of diverse groups. The NEC in Kenya reports for example the inclusion of two more groups working with the vulnerable groups i.e. Jitegemee Children Programme targeting children and the Youth, and Kakenya's Dream targeting women and Girls; and the coalition promotes that marginalised groups are represented in all its activities. Dialogue meetings are held at community level so that the groups can participate. The NEC in Zimbabwe continues to engage its members and provincial committees at grassroot level to advocate for inclusive education; and nine organizations were approved to join the Coalition by the Board on the 30th of June 2021 and now the Coalition has 63 members. In Zambia, the Association for Sign Language Interpreters representing people with disabilities became a member of the NEC in this country. In Malawi, the NEC has carried out work to promote inclusive education and community-based organisations have taken part in the coalition activities. In Somaliland, the NEC has registered a new member representing marginalised groups, namely the Blind and Deaf School Association, which now in addition to other organisations represent people with disabilities in the coalition. The coalition is working closely with its members targeting marginalised groups in rural communities to strengthen their advocacy capacity and awareness for access to quality education, for groups often excluded such as minority clans, girls, women, people with disability and internal displaced persons. In Somalia, the coalition registered a new organization, namely the Somali teacher syndicate that represent teachers in the NEC, which is one of the interest groups.

The RMU-LAC reports, that the NEC in Bolivia renewed the Board and members from an organisation working with people with disabilities were included, while the

female representation also increased. The NEC carried out different trainings on SDG4 addressed to different organizations representing people with disabilities, indigenous populations, women and LGBT+ and it launched a video contest that also help to give voice to marginalized groups. Among the efforts carried out by the NEC in Nicaragua to be more inclusive, it included representatives from marginalized groups in social audit efforts and developed a tool for measuring access to education for different marginalized groups. Regarding the diversification of membership, in the case of the NEC in Honduras, the board was renewed and two new members are now participating, a representative from an organisation working with people with disabilities and a female representative of a student organisation. Members of the NEC participated at the "Forum of the Central America Integration System" where they advocated for migrants' right to education. The NEC also makes efforts to reach more communities that are difficult to access due to geography using local radio stations.

The RMU-AP reports that many NECs in the region are taking steps to become more inclusive for marginalized groups. To mention some examples, in Afghanistan, during the reporting period, the NEC expanded its membership base at the provincial level, and the NEC coordinates advocacy networks in 9 provinces of the country that offer more participation opportunities to women that have been deprived of their rights during decades of war and instability. The NEC has also provided youth and marginalized groups the opportunity to receive capacity building trainings and technical support to become agents of positive change in the education system. The NEC in Cambodia continues to promote more participation opportunities for women within the coalition. The NEC in Nepal has promoted the participation of youth leaders that represent various community based local clubs such as youth clubs, child clubs and development clubs. The NEC in Pakistan on its part has increased the marginalized communities' participation by adopting various approaches such as an Accountability Lab to hold authorities accountable. The NEC in the Philippines has added five organisations representing people living with disability as members;

and the NEC continues to develop its Gender and Development plan. The NEC in Tajikistan has increased membership from youth led marginalized communities and women headed organisations.

UNEXPECTED RESULTS

During the implementation of the EOL Programme, different unexpected results appeared, some of which are mentioned below.

- An unexpected result is the NECs eagerness to share their newsletters, tools, and documentation about their work with other grantees. The NEC in Mozambique is, for example, currently translating its gender strategy in order to share it with other coalitions, while the Democratic Republic of Congo shared a document on their advocacy efforts for increased public financing of the education system.
- After having passed some difficulties, the NEC in Ghana was reintegrated in the Ministerial Advisory Board of the Ministry of Education and can now continue the policy engaging work from this important platform.
- In Lesotho, and due to the strong advocacy for Early Childhood Development, more stakeholders are interested in learning about the topic and in collaborating on how to best finance the Early Childhood Development education. The Lesotho Association of Teachers has shown interest in accommodating ECD teachers that were not recognised in the past years due to shortcomings such as lack of registration of the ECD centres.
- The rapid finalization of the School Financing Policy by the Ministry of Primary and Secondary Education in Zimbabwe was an unexpected result. Though the NEC has been making follow-ups on so many pending policies, it is the speed in which the School Financial Policy was finalised that the NEC did not expect, considering the challenges posed by COVID-19. The School Financing Policy operationalises the provision on free basic state funded education within the Education Amendment Act.



- In Bolivia, the NEC has had the opportunity to participate in a TV programme "The education that we want" which allowed it to disseminate relevant information on topics such as quality education, SDG4, creativity, arts, and best practices during COVID-19 pandemic. Through a round table discussion, the NEC also generated an unexpected high interest for the Early Childhood Development topic in the national government (Ministries of Justice, Health, Education and others); that afterwards carried out an event on the topic.
- The social audit actions for early childhood development carried out by the NEC in Honduras, generated an unexpectedly high interest from the national government during the creation of networks formed by local education authorities.
- A KIX grant approved for a research on gender-based violence at schools where CLADE is lead applicant has unexpectedly helped selected NECs in the LAC region to diversify their funding.
- Following a NEC organized webinar in Mongolia on regulations of private education providers and on Guiding Principles on the human rights and related State obligations, the Ministry of Education asked for policy inputs to update the legal framework in relation to inclusive education for children with disabilities.
- The NEC in Pakistan has started a Youth Caucus with an unexpected positive response on a pilot project called the Young Leaders Programme which capacitated a small group of young girls on education issues. It has now been included by the government of Sindh in the constituted committee for the support and supervision of the School Education Sector Plan and the Roadmap.
- An unexpected negative result during this reporting period is the NEC's continued exclusion from the LEG in Nicaragua despite high level requests for its inclusion.

Challenges and how to overcome them

The RMU-WCA reports that the COVID-19 crisis continues to affect project implementation in the region; and causes some delays. The RMU also reports lessons

learned on the ongoing Learning Partners' training and mentorship sessions for the NECs which started in the second quarter of the year, and which presented some challenges, such as overlap of some training schedules for some of the grantees due to the difference in time zones as the Learning Partners struggled to find time schedules that were suitable for all the grantees. The learning programme dates also coincided with project activities, and one grantee mentions that the trainings disrupted the project implementation. The training dates coincided with key international education events for advocacy engagement in education policies, such as the Day of the African Child. Fortunately, recordings of all the training sessions as well as the practice of recap at the beginning of each training session enabled participants who missed previous sessions to catch up. The recordings were also made available to colleagues in the grantee organisations who are not participants in the training sessions to benefit from the learning. The learning partners considered that poor internet quality prevented some participants from following the entire session and had difficulty in accessing documents posted online. The poor internet connection in Burkina Faso and Niger, respectively, has also challenged the Girls Not Brides project implementation. This project is also challenged by working in the each day more fragile contexts.

RMU-HESA informs that the COVID-19 crisis continued to impact project implementation since it has to be developed in the context of government demanded lockdowns, closure of schools and staff and government officials that continue working from home. Changes in some government administrations especially leadership in Ministry of education departments e.g. in Lesotho, Uganda, Sudan and Tanzania have paused different advocacy efforts started by the coalitions. In some countries like Tanzania, thematic sector meetings and LEG meetings where important decisions are taken do not take place as planned (quarterly basis) hence affecting progress of some efforts. The unforeseen political instabilities in some countries like Eswatini, Somalia, Ethiopia, Yemen and Sudan continue to affect project planning and implementation of activities in such countries. At another level, a challenge also exists inside some

of the coalitions regarding renewal of the members of the main governance bodies.

RMU-LAC reports that the NEC in Bolivia has encountered challenges regarding strengthening its membership and own capacities for developing effective strategies for their influencing work related to SDG4 follow-up, including communication strategies. Meanwhile, the NEC in Honduras has been challenged by several electricity blackouts due to the effects of the hurricanes IOTA and ETA that left severe damages on infrastructure that have not been repaired. These blackouts made it difficult for the NEC to organise activities that involved local communities. The shrinking civic space in Nicaragua has also affected the grantee project implementation in this country..

In the RMU-AP region, the COVID-19 crisis with its lockdowns of schools and other organisations have caused unforeseen challenges for project implementation. Some NECs are facing challenges in mobilizing civil society and the education sector due to the virtual mode of communication and current online training is seen as just one-way communication. The NEC Moldova is reported to be simply experiencing 'online and zoom fatigue'. The NEC in Papua New Guinea is facing changes in the implementation of the project plan due to strict Government imposed COVID-19 measures and remoteness to reach out virtually. Another NEC in this region has also been challenged by some internal disagreements that has meant that some board-members have left, and the NEC is now re-building team-spirit. The NEC in Nepal reports that it has faced some challenges for engagement of NEC members with the authorities in the country. The NEC Timor Leste could not implement some activities that required face-to-face interactions; and RC ASPBAE also regrets that they cannot carry out face-to-face support to the NECs as they were used to, due to the COVID-19 crisis. The grantees in Afghanistan report that they have difficulty in implementing their projects due to the security situation in the country.

Some of the ways that the RMUs and NECs have and will **overcome these challenges** are the following:



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| <ul style="list-style-type: none">• working through the use of digital platforms, teleconferences, television, radio, newspapers, Facebook, among others when physical advocacy meetings and trainings are impossible due to the COVID-19.• the NEC in Gambia has provided internet for all core staff to facilitate working from home.• regarding the poor internet access, it is proposed to hold face-to-face meetings when possible; and when significant participation is required in an online meeting involving partners, the projects may book a conference room with Wi-Fi where participants based in (for example) Niamey and Ouagadougou can congregate to join an online meeting. It is also important to share presentations and recordings from all the key meetings so that the participants who were unable to join can catch up afterwards.• to avoid, zoom-fatigue, a NEC seeks to keep online meetings inside the time-frame of 4 hours maximum• concerning the overlapping activities of the different projects experienced by the NEC in Benin, joint planning has been carried out.• continue to monitor political situations in countries with instabilities and plan for implementation of activities based on the situation on the ground. This includes to | <p>guide on project adaptive management strategies.</p> <ul style="list-style-type: none">• when working in the fragile contexts, be as flexible as possible in the project implementation so that when unforeseen events happen, it is possible to delay or adjust the plans without too much difficulty, in order to prioritize the safety of alliance members and other stakeholders.• carry out rigorous research with strong methodologies and careful publishing processes, so that NECs become or continue to be a reliable source of information• simple telephone calls with relevant local authorities and community leaders to be able to maintain the contact and good relationships during the COVID-19 crisis• the NECs should keep updated and in order, all their formal registration documents to facilitate the registration requested by the authorities• organizing events virtually to reduce the risk for staff and members/partners when the security situation is too risky for physical meetings.• seek to maintain good relationships with high-level government officials at the Ministry and department levels• Many NECs have revisited their plans and adjusted activities in account of challeng- | <p>es posed by COVID 19 and other political and institutional factors.</p> <ul style="list-style-type: none">• a OC3-grantee will bring forward those activities in their project implementation plan that are not affected by travelling or meeting restrictions and postponing or altering those that cannot realistically be achieved during this time. |
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9 CROSSCUTTING APPROACHES

PROMOTION OF GENDER EQUALITY

Most of the National Education Coalitions are actively promoting gender equality, both inside their coalition and in the surrounding society, particularly in the education system.

In order to be more inclusive and to promote gender equality inside the NECs, the NECs have carried out different activities during this reporting period. Some NECs have reached out to more women groups to have them becoming members (this is for example the case of Somalia and Bangladesh as well as Papua New Guinea that has established contact with 5 new provinces and established key contacts with 9 women groups). Another NEC (Ethiopia) has carried out an analysis of the women's participation in the NEC. Another NEC has reviewed and revised the internal regulations and recruitment policies (Burundi) to avoid any discrimination of women in the recruitment processes and when working. There is in general more consciousness and attention to having women among NEC staff and board members; and more women have been assigned leadership roles in some NECs (as for example in Senegal and Zimbabwe).

At another level, some NECs have made efforts to disaggregate all data on male and female (such as Solomon Island and Bangladesh) while the NEC in Honduras has started to use a tool for the analysis and incorporation of gender perspective in the different areas, research, and actions the NEC develops.

Another NEC (Vanuatu) has made an effort to communicate the female leaders' achievements through Newsletters. The NEC in Senegal was part of a consortium involved in trainings on Gender with local CSOs and international partners and par-

ticipated in a two-days training on Gender on the 25th and 26th May 2021. Some of the NECs have also carried out activities about men's engagement in gender equality efforts (Uganda) and about masculinity (Benin) to understand the underlying structures and to pay attention to the different gender roles that the society assign to both men and women, boys and girls, and that affect the school attendance as well.

Some NECs have a specific Gender policy such as the NEC in Burkina Faso, that between April-June 2021 finalized its Gender Policy that has the objective to promote the participatory and equitable development of men and women, ensuring their equitable access to the right to education and training and to decision-making spheres.

Some NECs have gender strategies that covers both the internal work on this topic and the external work, aimed at creating more gender equality in the education systems and in the society in general. And some have introduced the gender topic as a transversal concern in their Strategic plan (Benin).

Regarding the results achieved and activities carried out during this reporting period by the NECs to promote gender equality in the education systems, there are many examples.

Some NECs have carried out studies to generate new knowledge, this is for example the case of the NEC in Cameroon that has carried out a study on inclusive and gender-sensitive education in Cameroon's priority education zones covering the Adamaoua and North regions, and a study on the schooling of indigenous Baka and Bagyeli minorities in East and South Cameroon. And the Coalition in DRC, that developed and launched a study on domes-

tic financing and commitments made by the government in the field of education, and one of the objectives of this study is to push the government to have a gender sensitive budget for the education sector. The NEC in Eswatini partnered with SOS Children's Village to conduct a research on the status of girls that were dropped out of school during the year 2020 and is using the research findings to advocate for the inclusion of girls in education. Through the partnership, SOS has further supported some of the girls to be able to come back to school. In Cambodia, the NEC supported qualitative data collection carried out by Klahan Cambodia for a gender assessment in the education and skills sector for the "2021 Gender Mainstreaming and Analysis for Cambodia". This assessment provided an updated country gender profile and sectoral analysis in order to guide the European Union programming in promoting gender equality and women's empowerment in the country.

Other NECs have provided information and technical assistance to enable a more gender sensitive education policy implementation. This is for example the case of the NEC in DRC that has participated in the elaboration of the code of conduct of the Congolese teacher, organized by the permanent secretariat of action and the coordination of the education sector. The code of conduct gives guidelines for good behavior of teachers of both sexes in the school environment. The NEC in Senegal reports having raised – in the Local Education Group – gender policy issues and recommendations as result of a study on girls' access to education that was recently carried out by the Coalition. The NEC in Nigeria conducted a workshop for teachers on Psycho-social Gender Stereotyping and awareness on girl's education where 80 teachers from Adamawa and Ebonyi states were trained. The aim of the workshop was



to strengthen their capacity to support and promote girls' enrolment, retention, transition and completion of primary and secondary education. The coalition intends to follow up and continue sensitizing teachers on girls' education. The NEC in Somalia is part of the Education Strategic Sector Plan development process and is advocating for girls' education. It organized a girls' education forum for education stakeholders and CSOs to discuss school re-entry policy that target teen mothers with the aim of having the Ministry of Education create a system that encourages adolescent mothers to return to school. The NEC in Mongolia carried out a campaign and trainings in rural areas against bullying of LGBT persons and gender-based violence. The topics were new for many rural parents and also for some teachers.

Other NECs have developed projects to support more gender sensitive education policy implementation. This is for example the case of Gambia, that together with UNESCO and Regional Education Directorates jointly implemented a project called "Leaving No One Behind in The Gambia: Improved Enrolment and Retention in Basic Education in Regions 4, 5 and 6 Through Youths/ Women Led Approach" in order to contribute to improving enrolment and retention in the basic education in the Gambia. The purpose of the project is to improve access to quality basic education for children who are vulnerable or disadvantaged to enhance their access to secondary and/or tertiary education, and skills training.

The Coalition in Gambia has also, conducted a three days activity in collaboration with the Forum for African Women Education- alists the Gambia Chapter (FAWEGAM) on the institutionalization of Mothers' Clubs' Network for the civil society to be active and influential in monitoring the implementation of the Gambia Education Policy to better meet the needs of communities especially of vulnerable and marginalized populations. On its side, the Coalition in Cameroon has implemented sensitization against violence against girls in schools in 38 target schools in Yaoundé under the framework of a project for empowerment of vulnerable groups. Meanwhile, the NEC in Mozambique

continued its engagement in the implementation of a plan for the strengthening of a Multisectoral Mechanism for Prevention, Reporting, Referral, Response, and Assistance to Victims of Violence at School that aims at making school environments safe for students of both sexes, but with particular emphasis on girls.

Other NECs have carried out advocacy activities to promote more gender sensitive education systems. The coalition in Madagascar has during the Global Action Week on Education in April 2021 promoted key messages calling the attention towards the existence of gender inequality practices in the education system. The Cameroon NEC also reports that it has carried out advocacy actions and produced materials such as TV spots that seek to draw attention to the need for the Government, Parents and Guardians, among other actors, to ensure gender equity in the access to education, particular in a context of COVID-19.

The NEC in Togo succeeded in promoting gender equality through its participation in a virtual meeting held on March 26, 2021, as part of the development of a new project to make the education system resilient. The meeting brought together the authorities of the Ministry, the World Bank in Togo, international NGOs based in Togo, UNICEF, UNESCO and other organisations. The Coalition demonstrated during the debates that an important place should be given to the vulnerable groups including girls and disabled children in the new project, and the request was approved and reflected in the latest draft submitted. The NEC in Tanzania also used research findings to advocate for girls' education. The NEC used the findings on research conducted last year on girls' education initiative in the country to advocate for a re-entry policy for teen mothers. Though the policy is not yet approved, the government has reported that it will stop discriminating those teen mothers that pass a test, which is a step in the right direction, since in past years the topic could not even be discussed and was regarded as opposing the authorities. The network will continue to advocate for full re-entry until it becomes an official policy for teen mother to return to schools. In Zimbabwe, the NEC has been

advocating for the promotion of gender equality in the education system by advocating for a Gender Responsive Education Sector Plan. In its submissions to the ministry on the Education Sector Strategic Plan 2021-2025, the Coalition emphasized that it should be a Gender Responsive Education Sector Plan.

Through a strengthened partnership with the media, the NEC in Nigeria is creating awareness on girls' education through interviews in the television, press releases and others. In Somaliland, the NEC has been advocating for the recruitment of more female teachers to increase the gender-balance in the teacher staff; while in South Sudan, the NEC participated in the dissemination of the National Strategy for the promotion of Girls Education through workshops and radio talk shows. In Rwanda, the NEC involved organized women's groups in advocacy efforts as change agents and focused its advocacy efforts on early childhood education, special needs education, adult literacy as well as technical and vocational training with emphasis on girls and women. Meanwhile, in Nicaragua, the NEC has carried out a campaign that includes videos that include testimonies of adolescent mothers and a transgender woman that seek to finish school.

The NEC in Afghanistan celebrated the Women's Day in the Ministry of Education on the 8th of March 2021 and the NEC in Nepal used social media and radio to promote girls' education and for this, infographics and other materials were produced and widely disseminated online. The NEC in Pakistan reports that it participated in the development of a national level advocacy campaign to highlight the severe impact of COVID-19 on girls across the country. The campaign is broken down into phases: first phase highlighting how prolonged school closures have led to a significant number of girls dropping out of schools and exposed to child marriages, early pregnancies, domestic violence etc; while the second phase deals with dissemination of updated data on the subject to relevant government authorities.



SUPPORT TO FRAGILE COUNTRIES

As per 30th June 2021: 37% of EOL NEC grantees were located in fragile and conflict affected countries⁷. In the former Progress Report, it was reported that 41% of the EOL NEC grantees were located in fragile

countries as of the end of 2020. However, the numbers are not comparable due to the reason that they are based on two different lists of countries classified as fragile by GPE, since the list was updated in August 2021. In any case, the EOL Programme is providing

support to 19 fragile countries out of the 52 countries where the EOL Programme is providing support to the NECs. Out of these 19 countries currently classified as fragile 5 are placed in the WES-region, 8 in the HESA-region and 6 in the AP-region.

TABLE: NAME OF FRAGILE COUNTRIES WHERE CIVIL SOCIETY ORGANISATIONS HAVE BEEN SUPPORTED BY EOL FUNDS

REGION	NAME OF FRAGILE COUNTRIES WHERE CIVIL SOCIETY ORGANISATIONS HAVE BEEN SUPPORTED BY EOL FUNDS	ABSOLUTE NUMBER	% OF SUPPORTED NECS IN THE REGION (FULL PROJECT)
West and Central Africa Region	<ul style="list-style-type: none"> Burkina Faso Burundi Cameroun Democratic Republic of Congo Mozambique 	5	28%
Eastern and Southern Africa Region	<ul style="list-style-type: none"> Ethiopia Kenya Somalia South Sudan Sudan Uganda Zimbabwe Yemen 	8	50%
Latin America and Caribbean	<ul style="list-style-type: none"> None 	0	0%
Asia and Pacific	<ul style="list-style-type: none"> Afghanistan Pakistan Papua New Guinea Philippines Solomon Island Timor-Leste 	6	38%
In total		19⁸	37%

The RMU-HESA reports that it is taken different measures to approach the work in the fragile countries. Half of the countries overseen by HESA are classified as fragile.

- The RMU-HESA is coordinating a disaster risk reduction (DRR) training. The learning is expected to help conflict affected countries to consider the effect of conflicts when implementing their project but also to develop disaster risk reduction strategies.
- NECs in fragile and conflict affected countries have been asked to regularly submit security updates and project implementation progress to the RMU. Catch up meeting with such countries have also been organised to review project implementation.

- Coalitions have been asked to conduct risk assessments when planning to implement activities in risky areas.
- The NEC in Yemen has been supported by the RMU to review the project in order to identify funds that should be used to strengthen the capacity in coalition governance and leadership.
- RC ACEA has also conducted workshops with Arab speaking countries i.e. Sudan and Somalia to share experiences and discuss strategies for safety measures in the education sector and education financing.

The RMU-AP reports that the NEC Afghanistan which is classified as fragile country has received support from ASPBAE on topics such as on implementation of SDG 4.7 Education for Peace, Youth Constituency Building, participation in regional and

global events as well as on how to produce Spotlight reports on SDG4 implementation in difficult contexts. Considering the needs and requests, the NEC Afghanistan (ANECO) was supported to roll out the learning from Project Design and Management among the other members based in the rural local communities through mentoring support. Meanwhile, the NEC PNG (PEAN) continued to receive support from ASPBAE as well as from the RMU-AP through zoom meetings. Formerly there were four countries (Afghanistan, Pakistan, PNG, Timor Leste) that were classified as fragile in this region, and now two countries have been added, namely Philippines and Solomon Island.

In the case of WCA, one out of each four countries overseen by this RMU is classified as fragile (5 countries, namely Burkina Faso, Burundi, Cameroun, DRC and Mozambique.) The OC3-grantee project Girls Not

⁷ According to GPE fragile or conflict-affected (FY22) list.

⁸ 19 fragile country-NECs out of 52 with full project proposals



Brides has had challenges for the project implementation due to the fragile contexts in Burkina Faso and in Niger as well which are the project intervention areas. Due to post-election violence in Niger, the project had some delays in the collection of baseline data because of local restrictions to internet communications and movement of people.

PROMOTION OF SUSTAINABILITY

The EOL Programme has sustainability at the center of its strategic approach and its overall objective is to support the creation of stronger public education systems that are capable of ensuring education for all, including for the marginalized groups, also in the future. Improving the public education systems through generating evidence and influencing policies to become more effective and inclusive has inbuilt sustainability features since state building and – strengthening is key in any country; since States are meant to exist overtime and to help organize the society and to create well-being (health, education, social security, etc.) in the population also in the future.

This said, the EOL Programme also seeks to strengthen the civil society organisations so that they also in the future will be able to exist and to fulfill the role of detecting gaps in the existing education policies and in promoting that the marginalized groups receive quality education on equal footing with other groups in the society.

In relation to this – civil society organisations' sustainability – a key concern is the financial sustainability. During this semester various activities were carried out on this topic. The RMU-WCA reports that a Training and Mentorship Programme on Resource Mobilisation and Financial Sustainability was organized by the GA for francophone and lusophone NECs of the WCA Region aiming at sharpening the grantees' resource mobilisation capacity in order to be able to diversify their funding sources and move towards financial sustainability.

In the same line, the RMU-HESA continues to sensitize NECs to not only focus on EOL funding but also mobilise for more funds. The coalitions have been guided to collaborate with or create alliances with

other CSOs for fund-raising. In addition, RMU-HESA has asked coalitions without a fundraising strategy to develop one. The coalitions are also encouraged to continue strengthening governance, leadership and internal controls/policies so that they can be more recognised by donors as organisation that can manage grants. And the RMU-HESA has also coordinated a learning session for NECs that emphasized the importance of developing sustainability strategies.

RMU-LAC informs that in 2021, and in collaboration with CLADE, the RMU designed and provided a Financial Sustainability workshop focused on Resources Mobilization, from the end of January to end of April 2021, that benefited 30 participants from 3 EOL NECs (Bolivia, Honduras, Nicaragua) plus 3 additional NECs from the region (Guatemala, El Salvador, Haiti), and from CLADE. The main result from this workshop was a Fundraising Plan per coalition. During the months of May and June 2021, the RMU-LAC also facilitated the selection of an individual Learning Partner for each 3 EOL NEC and kicked-off support and facilitation processes for the development of new Strategic Plans plus a bi-annual project proposal, which also aim to strengthen related capacities. The support also aims to capitalize their Resource Mobilization Plan.

On its part, the RMU-AP reports that the NECs in the region have taken different measures to become sustainable themselves and to ensure that the produced results become sustainable. Among other examples, the NEC in Kyrgyzstan focused on capacity building in cooperation with partners and reached in this way to secure a grant for the organization of sub-regional events from the European Education Foundation (Turin, Italy). The NEC Nepal has enhanced capacity of its District Coordination Committees for the generation of funds at the local level and it collaborates with the local governments for some educational programmes. Meanwhile, the NEC Pakistan (PCE) has developed an online portal for education policies and data management which will ensure easy access to information about education policies and data also in the future. The NEC in PNG (PEAN) has been approaching provincial governments to seek increased funding at two levels

of the government institutions. The NEC Samoa on its side has been attentive to opportunities to mobilize further resources, for example with UNESCO resources to promote life skills education and training. The NEC in Tajikistan is engaging with potential donors and resource mobilisation is sought from domestic sources. The NEC in Vietnam (VAEFA) on its part finally reached to sign a partnership agreement with the Danish Deaf Association for the implementation of a project called "making deaf and sign language more visible in Hanoi, Danang and Ho Chi Minh City". This project is being implemented from January 2021 to August 2023.

WORKING IN CONTEXTS WITH LIMITATIONS TO CIVIC SPACE

In some of the countries in which the civil society organisations work there are governments that do not respect the freedom of organisation and the freedom of expression. This generates severe challenges for the civil society organisations when they try to speak up to promote that marginalized groups are not forgotten in the public education systems or discriminated against. This is for example the case when adolescent mothers are excluded from education and the civil society organisation points this out. Then the government might see it as a criticism of its policy in stead of the genuine attempt to promote equal access to education for all. In some cases, the civil society space for speaking up is limited to such a degree, that it can be very dangerous for the personal integrity of the CSO staff that risks being threatened, excluded from policy discussions or even imprisoned. The Local Education Groups can be a good platform to work in and from, since there is a diversity of actors (often both political and technical, national and international) participating in these spaces. And the NECs can also work as a shield for the individual member organisations. This said, also during this reporting period, there were attempts to silence the voices that favor of the human right to education for all.

In general, in the countries affected by conflict and war the civic space is usually additionally challenged since the CSOs' advocacy for free and quality public education can be interpreted as being in favor of one of the parts in conflict.

10 ADAPTIVE MANAGEMENT AND FORECAST FOR THE NEXT SIX MONTHS (JULY 2021 – DECEMBER 2021)

ADAPTIVE MANAGEMENT

Education Out Loud involves extensive engagements with a multitude of different stakeholders. Overall management continues to be guided by the programme document submitted by the grant agent and approved by the GPE board in 2019. As part of its regular reporting to GPE, Oxfam IBIS provides an overview of recent adaptations since the previous report thus serving as an annotated list of changes to programme management plans and approaches.

For Oxfam IBIS, EOL adaptive management is applied as an integral way of improving relevance, efficiency and effectiveness of project implementation and grant management. It is used on a recurrent basis upon regular revisions of the project in response to experience as reflected in progress reports and interaction with stakeholders. This serves as an annotated list for Oxfam IBIS to promote accountability and transparency in EOL management. It is important to emphasise that for the grant agent its key field of adaptive management is working with grantees so that each can respond most effectively to experience gained during implementation as well as to take on board wider changes in the external environment. There is no point – neither for the grant agent nor for grantees – in sticking to past agreements and schedules if these have been overtaken by events in a rapidly changing environment, thus there is openness for agreeing amendments to agreements. Such efforts are not covered in this section but was recently highlighted and appreciated in the Rapid Review of OC1 carried out by the GPE secretariat in June-July 2021.

As reported previously, COVID-19 continued to set a radically different stage for education policy advocacy. Grantees have made amendments to timelines and implementation strategies – and the grant agent remains confident that overall grantee implementation remains relevant, effective and broadly in line with the timelines set out in the approved proposals.

Like most grantees, grant agent offices have also been subject to lock down with staff working remotely during major parts of the reporting period. Similarly, only a few monitoring visits (in the HESA region) could be undertaken by the RMUs. While virtual calls have proven quite effective, RMU understanding of grantee realities and the operational context unavoidably has taken longer time to establish with implications, for example, for the timeline for learning efforts.

The grant agent has continued to work with the Global Campaign for Education (GCE) and Regional Coalitions (RCs) to clarify expectations to their roles in providing a distinct added value as learning partners in support of NEC capacity building. The focus remains to ensure that RC support enables OC1 grantees (NECs) to accomplish goals set in their individual results frameworks forming part of the approved grant documents. As documented in the Rapid Review report there is still work to do in this field.

During this reporting period the grant agent offered webinars for all OC2 and OC3 year zero grantees on adaptive management in preparation for their drafting of the full proposal applications submitted for EOL assessment and decisions.

The three funding windows all require applicants to demonstrate that they have the required project management capacities. This is particularly the case for OC2 and OC3 applicants who generally submit proposals close to the ceiling of USD 1.2 million for a project to be implemented over 30 months. The lower ceiling is USD 450,000 but no applicant has decided to limit their financial request to an amount close to this lower level. Accordingly, based on due diligence assessments and wider assessments of applicant capacities the grant agent has experienced that a number of interesting proposals could not be taken forward. This may limit EOL outreach to otherwise interesting stakeholders in the wider CSO community. As part of its adaptive management the grant agent will therefore test the use of the learning collaborative support modality as a means to support relevant education policy advocacy initiatives in sub-regions and with regard to particular thematic issues which otherwise would not be covered by the regular project support modalities offered in OC2 and OC3.

FORECAST FOR THE NEXT SIX MONTHS (JULY 2021 – DECEMBER 2021)

The outlook for EOL operations in the second half of 2021 is likely to be continuously affected by the COVID-19 pandemic. This includes a challenging environment for grantees whose advocacy efforts will need to consider the impact of extensive school closures resulting in millions of children being denied access to education as related elsewhere in this report.

A changing context also includes limitations in conventional spaces for education policy advocacy. It is encouraging to note



that EOL grantees increasingly demonstrate capacities for using virtual efforts to achieve project objectives. In the line with the emphasis on adaptive management the grant agent will continue to encourage grantees to adjust timelines and budgets to ensure effectiveness and relevance of EOL funded efforts.

In September and in November 2021 the GISP is expected to identify which organisations will be awarded the remaining full proposal grants from OC3 and OC2 respectively. This means that toward the end of 2021 all OC2 and OC3 funds will have been committed and approximately 20 grantees will be implementing their grants with the last grantees expected to complete their efforts in the first half of 2024.

In the second half of 2021 National Education Coalitions (NECs) will be completing their present two-year cycles for grants awarded by EOL in early 2020. As part of project completion all are undergoing external evaluations and external financial audits.

Towards the end of May 2021, the GPE board took a decision to welcome an extension of EOL OC1 efforts in 2022-23 and the grant agent therefore began preparation for an application to GPE for financing a costed extension. To provide a further basis for GPE decision-making in this regard (expected early September) the GPE secretariat carried out a rapid review of OC1 led by an external consultant. It is expected that the findings, conclusions and recommendations of this review will inform the design of a possible OC1 extension.

The board further decided to table a discussion of the future of EOL after the present phase expires in 2024 for board deliberation in mid-2022. In preparation for this the GPE secretariat has informed the grant agent that it will carry out a mid-term review, probably from September 2021 to March 2022.

As documented elsewhere in this report, in 2021, EOL has been offering growing opportunities in support of grantee learning efforts ranging from capacity building among

individual organisations over peer learning across common concerns among grantees to joint efforts addressed by learning collaboratives. While much of this happens at bilateral and regional levels, Oxfam IBIS will in the second half of 2021 identify global learning partners to address priority issues cutting across the wider portfolio, including helping with analysis and further studies.

The new GPE 2025 strategy will also play an important role for EOL stakeholders. The grant agent expects to study how the new GPE operational model is being rolled out and what opportunities it offers for civil society actors, notable at country level, for example in regard to the new country compacts.



ANNEXES



1 LIST OF FULL PROPOSAL GRANTEES

LIST OF OC1 - 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	Cameroun 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 ⁹	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)

⁹ Grantee project implementation on stand-by and is being ended



	Country	Organisation
RMU – Horn, 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)
RMU – Latin America and Caribbean		
1	Bolivia	Campaña Boliviana por el Derecho a la Educación
2	Haiti ¹⁰	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 Organisation (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)

¹⁰ Only Year Zero Grant had been awarded as of 30.06.2021



LIST OF OC1 – GCE AND REGIONAL COALITION GRANTEES

	Country	Organisation
1	GCE	Global Campaign for Education – Global Secretariat
2	ASPBAE	Asia South Pacific Association for Basic and Adult Education
3	CLADE	Latin American Campaign for the Right to Education
4	ACEA	Arab Campaign for Education for All

LIST OF OC3 FULL PROPOSAL GRANTEES

	Country	Organisation
1	GCE and alliance partners	Global Campaign for Education – Global Secretariat
2	ZINECDA and alliance partners	Zimbabwe Network of Early Childhood Development Actors (ZINECDA) and alliance partners “Early Child Development and Education”
3	GIRLS NOT BRIDES and alliance partners	Global Partnership to end child marriage
4	STREET CHILD and alliance partners	South Asian Assessment Alliance. Assessment of learning outcomes.
5	ActionAid International and alliance partners	Tax and Education Alliance (The TaxEd Alliance)



2 LIST OF OC1 – NEC GRANTEES WITH INFORMATION ABOUT THEIR LEG PARTICIPATION

Country	National Education Coalition (NEC)	FIRST SEMESTER 2021 NEC participation in at least one LEG meeting in the period 1 st January 2021 – 30 th June 2021 (YES or NO)	Information regarding the LEG meetings that the NEC participated in during the first semester 2021	
RMU – Western and Central Africa				
1	Benin	Coalition Beninoise des Organisations pour l’EPT (CBO-EPT)	YES	Coalition participated in one (1) LEG meeting in March, to discuss and follow-up on the implementation of the process of developing the normative framework of the education sector.
2	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	YES	Coalition participated in several LEG virtual and face-to-face meetings, which are held monthly and sometimes more than one a month. Topics discussed included presentation of key findings from the Joint Education Needs Assessment, presentation of the education annual work plan and key points from the education sub-clusters (alerts, need for support, etc.).
3	Burundi	Coalition pour L’Education pour tous BAFASHEBIGE	YES	Coalition participated in three (3) LEG meetings: 1) In May 2021, in a workshop for the validation of the State Report of the National Education System (RESEN); 2) In May 2021, in a meeting of the Quality thematic group; 3) In June 2021, in a meeting for the biannual review of the cooperation programme of the Government of Burundi/UNICEF and the Education programme.
4	Cameroon	Cameroon Education for All (CEFAN)	YES	The Coalition participated in four LEG meetings: 1) In January 2021, in a meeting for updates on the government strategy for the fight against COVID-19; 2) 16 th February 2021; in a meeting that focused on COVID-19 project in Cameroon, with UNESCO as a partner; 3) 18 th March 2021, in a meeting that focused on the general review of the situation of COVID-19 in Cameroon and the presentation of the action plan of the NGO RESPECT Cameroon; 4) in April, 2021. In this meeting the Coalition made a presentation of the results of the study on the schooling of minorities in the East region of the country. Due to the power cut, the coalition did not participate in two further LEG meetings held in this semester.
5	Cape Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	YES	The Coalition participated in two LEG meetings: 1) In February 2021, the meeting aimed at sharing experiences and present an assessment of the development of the Education System: Operationalization and implementation of the Programme for Institutional Strengthening of the Education Sector and Quality Programme for Inclusion and Reduction of Disparities (RISE&QIRD), within the scope of the implementation of the strategic plan for education 2017 – 21 and appreciation of the terms of reference for the revision of the educational strategic plan; 2) Second meeting in June 2021 aimed at discussing the guidelines for the next school year 2021/2022 and assess the main guidelines of the new Government Programme.
6	Democratic Republic of Congo	Coalition Nationale de L’Education pour tous en DRC (CONEPT/RDC)	YES	The Coalition participated in June in two LEG meetings: 1) The first meeting was focused on the review of the prerequisites and the development of the Partnership Pact in the framework of the new GPE funding; 2) A second meeting aimed at completing and validate the documents related to the Partnership Pact for GPE.
7	Gambia	Education for all Campaign Network (EFANet)	YES	The Coalition participated in one LEG meeting in June (the only one organized). During this meeting members shared updates of their activities, reported on the COVID-19 support fund to education and on the process of developing a proposal on Zero Out of School project to be funded by Qatar – Education Cannot Wait – (ECA) Educate A Child (ECA) programme.
8	Ghana	Ghana National Education Campaign Coalition (GNECC).	YES	The Coalition participated in one LEG meeting in June 2021, for a discussion on the GPE replenishment event/Global Education Summit and GPE's letter requesting the Ministry of Education to maintain Ghana's 20% budget commitment to basic education.



Country	National Education Coalition (NEC)	FIRST SEMESTER 2021 NEC participation in at least one LEG meeting in the period 1 st January 2021 – 30 th June 2021 (YES or NO)	Information regarding the LEG meetings that the NEC participated in during the first semester 2021	
RMU – Western and Central Africa				
9	Guinea Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)	YES	The Coalition participated in three meetings: 1) In February 2021, in a meeting that aimed at discussing the proposal for the reopening of schools in the autonomous sector of Bissau; 2) In March 2021, in a meeting to discuss the implementation of the GPE project; and 3) In May, 2021 to discuss the validation of the application package for GPE and validation of the reallocation of resources in the current GPE project.
10	Ivory Coast	Reseau Ivoirien pour la Promotion de L'Éducation pour Tous (RIPEPT)	YES	The Coalition participated in seven (7) LEG meetings. The meetings are held on a monthly basis. 1) In January 2021, for the validation of the TOR of the GLPE; 2) In February 2021, for the election of the coordinating agency of the GLPE and of the deputy coordinating agency; 3) In March 2021, for updates on the review of the Strategic Education Plan (SEP), Covid Fund and Multiplier Fund; 4) in April 2021, to discuss the process of revising the 2016-2025 Sector Education Plan; 5) In April, 2021, to discuss the process of mobilizing the multiplier fund; 6) in May, 2021, to discuss the establishment of the gender equity thematic group within MENA and on the mapping of interventions by GLPE members; and 7) in June 2021, for a group audience with the Minister of Technical Education.
11	Liberia	National Education Coalition of Liberia (NECOL)	N.D.	N.D.
12	Madagascar	Coalition Nationale Malgache pour L'Éducation pour Tous (CONAMEPT)	YES	The coalition informs that it has participated in 4 LEG meetings of LEG. The meetings focused on the preparation of the review of the Education Sector Plan of Madagascar planned for July 2021, with specific participation of the Coalition in 3 working groups on the themes of innovative financing mechanism; COVID-19 response; and teacher policy.
13	Mauritania	Coalition des Organisations Mauritaniennes pour L'Éducation (COMEDUC)	NO	The Coalition did not attend any LEG meeting, because it is not yet a member. Until now, the ministry in charge of education considers that the Federation of Associations of Parents of Students, member of the LEG, represents civil society.
14	Mozambique	Movimento de Educação para Todos (MEPT)	YES	The Coalition participated in two LEG meetings: In February 2021 and in June 2021 and focused on discussing the status of the implementation of the Education Programmes and preparation for the reopening of schools for the new school year of 2021.
15	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	YES	The Coalition participated in one LEG meeting in June focused on discussion on the education sector review report.
16	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	YES	The Coalition participated in two LEG meetings (dates of meetings attended not provided): one on education responses to COVID and a second on the approval of major GPE funding for COVID responses.
17	Sierra Leone	Education for All Sierre Leone (EFA SL)	YES	The Coalition participated in three (3) LEG meetings: 1) One in May 2021, focused on the review process of the Midterm Education Sector Plan; 2) a meeting in June 2021 focused on the review of the National Qualification Framework of Sierra Leone to maintain standards; 3) a June meeting for the launching of the GIG which is a programme aimed at digitalizing up to 11,200 schools nationwide.
18	Togo	Coalition Nationale Togolaise pour l'Éducation Pour Tous (CNT/ EPT)	YES	Coalition participated in two (2) meetings of the LEG:1) In February, 2021, in a meeting that aimed at preparing the joint review of the Education Sector Plan, which should take place in the 2 nd semester of 2021; and 2) In March 2021, in a meeting to pre-validate the first draft of the resilience project being finalized between the Technical and Financial Partners of the education system and the Togolese government.



Country	National Education Coalition (NEC)	FIRST SEMESTER 2021 NEC participation in at least one LEG meeting in the period 1 st January 2021 – 30 th June 2021 (YES or NO)	Information regarding the LEG meetings that the NEC participated in during the first semester 2021	
RMU – Horn, Eastern and Southern Africa				
19	Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	YES	<p>The Coalition participated in one LEG meeting in this period. The discussions were about: Approval of Government of the Kingdom of Eswatini's Expression of Interest (EOI) to access the GPE Multiplier allocation in the amount of \$5m from GPE and \$26m from the World Bank by the Grants and Performance Committee (GPC) in April 2021. Approval of the multiplier grant meant that the development of the Education Sector Strategic Plan (ESSP) is key to unlock the Multiplier country allocation. Eswatini, after completing the Education Sector Analysis is in the process of developing its ESSP under the ESSPD grant from the GPE, Education Sector Strategic Plan (ESSP) development and Early Childhood Care Development Education (ECCDE) mapping.</p> <p>The coalition made various submissions. The Coalition also submitted that the process of the ESSP development should be consultative and engage all stakeholders involved so that the final document is country owned and is based on national priorities and address the needs of the most vulnerable and address disparities. The Coalition was also involved in the development of the Education Domestic Financing commitments 2021-2025 that has been submitted to GPE ahead of the Global Education Summit where the country will be physically represented by the Minister of Education and Training.</p>
20	Ethiopia	Basic Education Network Ethiopia (BEN-E)	NO	NO
21	Kenya	Elimu Yetu Coalition (EYC)	YES	The NEC participated in two LEG meetings in the first semester 2021. The coalition influenced discussions on COVID-19 Government grant programmes and KIX programmes and contributed to the development of Kenya Partnership compact which is a new funding model for the GPE aimed at influencing support for Programmes in Kenya covering the period 2021-2025.
22	Lesotho	Lesotho Council of NGOs (LCN)	NO	No LEG meeting held in the reporting period.
23	Malawi	Civil society education coalition (CSEC)	YES	The Coalition participated in one LEG Meeting, where the development and finalisation of the MESIP disbursement linked indicators and independent verification report for the submission to the World Bank were delt with. The Coalition was part of those required to endorse before it was submitted to the World Bank.
24	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria	YES	Six LEG meetings were held and the coalition participated in National Level Technical Committee meetings of the NEG/LEG on monthly basis. The meeting is held to discuss national partners' engagement, country level education projects development plans and review implementation. Mostly the topics that were covered in the period included GPE Accelerated funding report and update, Better Education Service Delivery report and update, COVID-19 implementation update. For some time CSOs including the NEC have not been participating in education planning and monitoring, such as the development of plans by the ministry. This issue was raised by the NEC and discussed.
25	Rwanda	Rwanda Education for All Coalition (REFAC)	YES	The Coalition participated in one LEG Meeting during the first semester 2021. The Ministry of Education (MINEDUC) in collaboration with Education Development Partners conducted a virtual meeting on "2021/22 Forward-Looking Joint Review of Education Sector (JRES)" on 29 th of June 2021. The meeting aimed at presenting and discussing prioritized areas during the planning and budgeting process. At the meeting the Rwanda Education NGO Coordination Platform (RENCP) was requested by MINEDUC to make a presentation on "the contribution of CSOs to education in Rwanda" on behalf of CSO partners and REFAC contributed to this presentation, providing information on REFAC's key priorities for 2021-2022.
26	Somalia	Education for All Somalia Coalition (EFASOM)	YES	The coalition attended nine LEG events conducted in the period i.e. Education sector coordination meetings, development of COVID-19 response plan, Validation workshop on HESA analysis and the review meetings for teachers, Education in Emergency (EiE) and Accelerated Basic Education (ABE) policies. The coalition specifically influenced review of the three policies.
27	Somaliland	Somaliland Network on Education For All (SOLNEFA)	YES	The NEC attended three LEG meetings. It participated in the task force of Somaliland Educational Accessibility Survey and Education Sector Analysis exercise. The coalition is contributing to the development of ESSP 2022 – 2026.



Country		National Education Coalition (NEC)	FIRST SEMESTER 2021 NEC participation in at least one LEG meeting in the period 1 st January 2021 – 30 th June 2021 (YES or NO)	Information regarding the LEG meetings that the NEC participated in during the first semester 2021
28	South Sudan	National Education Coalition in South Sudan	YES	The NEC attended six LEG meetings. It was engaged in education sector response to covid-19 meetings including the monthly safe reopening of schools meetings, General Education Annual Review where the coordinator called for increased investment to education, launching of new curriculum text books, and review of the Education Cannot Wait (ECW) Multi-year Programme for South Sudan. The NEC reports that it has influenced the distribution of textbooks for refugee children, selection of schools for the drilling of boreholes and retention of the local organisations in the implementation of the ECW year two programme.
29	Sudan	Sudanese Coalition for Education for All (SCEFA)	NO	NO
30	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)	YES	The Coalition participated in one LEG meeting. The coalition participated in LEG Technical Working Group on 22 nd April 2021 at the University of Dar es Salaam to discuss on organisations forming the LEG in order to see if there is clear representation of education stakeholders.
31	Uganda	Forum for Education NGOs in Uganda (FENU)	YES	The Coalition participated in one LEG meeting where the partnership compact – which is a new funding model for the GPE – was discussed. The NEC was assigned a position on the technical committee developing the compact for GPE 2 fund.
32	Yemen	Yemeni Coalition for Education for All (YCEFA)	YES	The Coalition attended four LEG meetings and participated in the discussion of the following topics: GPE Operating Principles in Complex Emergencies, revision of REA Project Global Consultation, consultations on teachers payments, discussion of teacher salaries and needs of Ministry of education in relation to the current situation in the country.
33	Zambia	Zambia National Education Coalition (ZANEC)	NO	No LEG meeting convened during the period
34	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	YES	The coalition participated in the three LEG meetings that were held from January 2021 to June 2021. The Coalition is carrying out an Independent Verification of the Results Framework Indicators within the GPE Variable Part (VP) and Multiplier Fund (MF) Programme Framework on behalf of the Education Coordination Group which is the LEG in the country.
RMU – Latin America and Caribbean				
35	Bolivia	Campaña Boliviana por el Derecho a la Educación	NO	The LEG has not been established after the new government started up.
36	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)	NO	The LEG was established in May and the NEC recognized to be participating. However, political instability has meant that no LEG meeting was held recently.
37	Honduras	Foro Dakar	YES	A NEC youth member presented information about draft laws (PESE and project No. 169161 on early education) in a LEG meeting.
38	Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua	NO	Despite the NEC's requests for being invited to LEG meetings, they have not had any response yet from the authorities.
RMU – Asia and Pacific				
39	Afghanistan	Afghanistan National Education Coalition Organisation (ANECO)	YES	LEG mainly focused on updates on the GPE Accelerated Fund and GPE COVID-19 Accelerated Fund (UNICEF – Coordination Agency). LEG focused on Afghanistan's application for an additional financing for education sector plan implementation in the amount of US\$ 25 million was approved by the Grants and Performance Committee.
40	Bangladesh	Campaign for Popular Education (CAMPE)	YES	CAMPE participated in several meetings, some even covered the mapping of education provision for refugees to address the impact of COVID-19.
41	Cambodia	NGO Education Partnership (NEP)	YES	NEP is part of Local Education Group (LEG) and participated in the following: ESWG (Virtual) Meeting on Thursday 21 January 2021, Ad-hoc ESWG (Virtual) Meeting on Tuesday 25 th May 2021; ESWG (Virtual) Meeting on Thursday 20 th May 2021.
42	Kyrgyzstan	Association for Education development in Kyrgyzstan (AED)	NO	With the technical support from ASPBAE, AED had meetings with contact within the LEG and have sent letter to the Secretariat. However, face to face meeting was not possible due to the COVID 19 situation.



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RMU – Asia and Pacific				
43	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	NO	No meetings were held
44	Mongolia	"All for Education!" National Civil Society Coalition	NO	No official meetings were called, but extensive e-mail exchanges happened between the LEG members. Ministry of Education submitted the expression of interest to the secretariat to apply for GPE Multiplier Fund and several follow-up discussions were held.
45	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'	YES	NCE contributed in discussions regarding the preparation of the Education plans for the upcoming fiscal year 2021/22. It has influenced education financing, digital divide in education, education in emergency and domestic resource mobilization. In Nepal, the TaxEd Alliance members (under OC3 led by ActionAid International) were represented in the village education group and Civic education watch group, which organized virtual dialogues in April and May 2021 during budget making process with local government to increase the allocation to education to address the financing gap due to COVID-19.
46	Pakistan	Pakistan Coalition for Education (PCE)	NO	No LEG meetings have been conducted in the reporting period.
47	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc	YES	PEAN continued to participate in LEG meetings on policy and laws reviews. In the LEG, the Early Child Care Policy was dealt with by the National Executive Council. The NEC participated in 2 virtual LEG meetings and another meeting in person. Being part of the LEG meeting that discussed the 'Variable Part 4' of the GPE funded project to achieve quality and improved participation of women and girls in the education system in Papua New Guinea and also updated and followed up on the approval on Education Plan and Early Childhood Education Policy as well.
48	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)	YES	During the 9 th Meeting of Education Forum 12 th May 2021 E-Net was nominated and selected by consensus to be a member of the Grant Agent Selection Committee that is tasked to evaluate applications using scorecard adopted from GPE minimum standards and will recommend suitable Grant Agent (GA) to the Department of Education. A GA is any GPE partner approved by the GPE Board of Directors to receive funds and is expected to ensure that these funds are managed well, fully aligned with broader education sector development, and add value to the country-level processes and results specially on the Education Sector Plan Implementation Grant (ESPIG).
49	Samoa	Samoa Education Network (SEN) Advocacy Project to Better Achieve SDG4	YES	SEN became a Civil Society representative at the Education Sector Advisory committee (ESAC – LEG equivalent) meetings. SEN participated in 3 brief meetings, however due to the political stand-off about which party won the national election, the ESAC is unable to pursue education policy until the stand-off is resolved.
50	Solomon Island	Coalition for Education Solomon Islands (COESI)	YES	LEG meetings organized by the Ministry of Education during the first half of the year in May 2021 discussed the Education Act 2021. The meetings are not given specific names but invite multi-stakeholders to participate in discussion. The meeting in May was attended by INGOs, Heads of Department from the Ministry, Education Authorities and donor partners.
51	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)	YES	On 9 th 2021 during the meeting of ACTE member and the Deputy MoES, it was noted that ACTE is included in LEG. ACTE members begin the process of negotiations with UNICEF Tajikistan on the participation of members in LEG meetings.
52	Timor Leste	Civil Society Education Partnership (CSEP)	YES	CSEP participated in the ACETL/LEG meeting focused on the Education Sector Response to the historic flooding that happened on 4 th April 2021 in Timor-Leste.
53	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu	NO	KOBLEs was nominated to the LEG working committee to review a TOR that was scheduled to meet end of June 2021 to review the LEG TOR but the meeting was again deferred to early July 2021.
54	Vietnam	Vietnam Association for Education for All (VAEFA)	YES	VAEFA participated in ESG/LEG meeting to provide feedback to the external evaluation of GPE Multiplier on 19 th April 2021. In this meeting, VAEFA was able to engage in the evaluation of GPE's Multiplier Fund in Vietnam. Further in this evaluation process, VAEFA took part in the discussion with the GPE evaluation consultant and ESG members to assess the extent to which the GPE multiplier fund was leveraged and whether it helped contribute in the implementation of education sector plan. VAEFA engaged on May 2021 in the required ESG approval on the request for extension of deadline of the GPE Education Sector Plan Development Grant (ESPDG) for Vietnam until Mar 2022. The coalition also joined the ESG/LEG meeting to discuss the new early childhood education curriculum on 21 st June 2021.



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