ReLus

Lusophone
Network
for the Right
to Education

Learning Report

Collaborative Learning Among Lusophone Grantees

2024

ABOUT THE RELUS

The Lusophone Network for the Right to Education (ReLus) is an international coalition of civil society, bringing together coalitions and organizations from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and East Timor. We are, therefore, present on 4 continents: Africa, Americas, Asia, and Europe.

Since November 2010, the Brazilian Campaign for the Right to Education has worked to implement a South-South Cooperation Program for Lusophone Countries (SSCP-Lusófonos). This program led to the creation, in 2016, of the Lusophone Network for the Right to Education (ReLus).

The main objective of the cooperation program was to support the development of strategies by national civil society organizations to engage governments in the development, reform, and expansion of policies and educational provisions that ensure the right to quality education.

The proposal for a cooperation project between the national education systems of Lusophone countries emerged in 2007. Upon its formalization in 2010, the Brazilian Campaign engaged in discussions with each of the national networks of civil society on Education for All (EFA) in all countries involved in the program. Since 2008, the Brazilian

Campaign has led the representation of Portuguese-speaking members of the Global Campaign for Education (GCE) and has advocated for the increased and more qualified participation of these countries in this group. This advocacy gained momentum in the coalitions of other Portuguese-speaking countries, and today we constitute a network.

Activities carried out since 2010 have facilitated greater contact among national coalitions, deepening the understanding of each network and its members, as well as the political context of each country and the level of civil society involvement in education-related political processes.

The growing strength of the Lusophone network was also recognized by ANCEFA (Campaign of the Africa Network Education for All), a regional network of GCE that, in 2012, appointed a team member to focus on strengthening its relationship with Lusophone countries.

The linguistic and geographical isolation of Lusophone countries is no longer seen as the main challenges of the Lusophone Network for the Right to Education, although it remains one of the factors determining its isolation in regional and international education policy circles.

One of the two main challenges for the network now is to ensure that this emerging network is strengthened, developing actions to streamline the exchange of experiences among Lusophone coalitions and finding synergies between national interests and the international sphere, ensuring that the voice of Portuguese-speaking communities is represented in debates and decision-making processes on educational policies.

SUMÁRIO

Presentation

This **Evaluative and Learning Document** represents the Final Product of the learning cycle that is part of the Collaborative Learning Among Lusophone Grantees, implemented by the Brazilian Campaign for the Right to Education, in partnership and with the support of Education Out Loud | Global Partnership for Education, alongside the Lusophone Network for the Right to Education (ReLus), carried out from June 2023 to February 2024.

This project aimed to contribute to strengthening the Lusophone Network for the Right to Education (ReLus) as a platform for learning and exchanging experiences on Institutional Development, Articulation, and Advocacy, strengthening institutional capacities and strategies for political advocacy and social control for the collective monitoring of SDG 4 among ReLus countries. This document synthesizes, in terms of learnings, the results outlined to achieve this objective in the 2 (two) dimensions that composed its logical framework:

1. Conduct an international meeting in Cape Verde to design the exchange and training program, align expectations regarding learning cycles, agree on responsibilities among participants, enhance planning, monitoring, and evaluation processes (Theory of Change), as well as build common protocols for advocacy and monitoring of SDG 4 in each country.

2. Conduct 3 learning cycles (virtual training moments) in Institutional Development (Theory of Change, Communication and Mobilization - social media campaigns, press advocacy, data collection), Institutional Articulation (Alliances/building networks for political advocacy), and Advocacy (Strategic advocacy plan) to improve practices, expand articulation capacity, and promote cooperation and coordination among entities that make up ReLus.

The cycle of activities included:

a) In-depth critical examination of advocacy processes in each country's diverse contexts.

b) Exchange of experiences of best advocacy practices from each country.

c) Identification of stories of change around the realization of the right to education, based on diverse advocacy strategies.

This document is structured in two main parts: the first deals with the 2nd International Meeting of ReLus held in Cape Verde; and the second addresses the online learning cycles:

1. Learnings related to the 2nd International Meeting of ReLus held in Cape Verde;
2. Learnings related to the online learning cycles.

Executive Summary of Learnings

- 2nd Meeting of the Lusophone Network for the Right to Education, successfully held in Praia, Cape Verde

- Sharing of information and experiences highlighted by participants as the main learning point, emphasizing the importance of in-person meetings and moments of sharing

- Areas of expertise and areas with potential for strengthening identified for each of the national networks that make up ReLus

- Program for the online training cycle defined, with responsibilities agreed upon among participants and a commitment to participation

- Cycle of 3 online training sessions executed

- High engagement of network members in online training cycles

- Exchange of experiences and best practices for monitoring SDG 4 presented and shared among participants

- Significant content produced from the training cycles, with examples of best practices in participating countries

- Excellent evaluation of the learning process by all participants, indicating the need for continuous training

2nd International Meeting of the Lusophone Network for the Right to Education

In 2023, the Brazilian Campaign for the Right to Education was recognized as a global learning partner by Education Out Loud | Global Partnership for Education, obtaining support for an initiative to enhance the skills related to Institutional Development, Articulation, and Advocacy of the Lusophone Network for the Right to Education (ReLus). The process involved participatory learning cycles and the exchange of experiences on effective practices for promoting the right to education and building networks for political advocacy, with the development of a strategic plan to define advocacy methodology and monitoring of SDG 4 in each country.

As the first stage of the initiative, the 2nd Meeting of the Lusophone Network for the Right to Education took place from August 29 to 31, 2023, in Praia, Cape Verde. The event represented a significant milestone in the joint effort to strengthen the coalition of entities committed to promoting and defending the right to education in Portuguese-speaking countries, including Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, Sao Tome and Principe, and East Timor. It was a moment to present the reality and challenges of each coalition and outline a plan for the Training Cycle that took place between September and November 2023.

The meeting, promoted with the facilitation of the Brazilian Campaign for the Right to Education, aimed to consolidate and detail a program for the learning cycle among the participating entities of ReLus, with a focus on advocacy, articulation, and institutional development. The main purpose was to promote the exchange of experiences and strengthen the actions of each entity for the realization of the right to education in their countries, with a focus on Sustainable Development Goal No. 4 – Quality Education, of the United Nations (UN).

During the meeting, a learning process was initiated to build common protocols for advocacy, in accordance with the commitments made by countries to international agreements. Some of the central elements for effective advocacy were discussed, including political mapping, societal mobilization, and knowledge production. Over three intense days, representatives from various organizations, education experts, and human rights advocates who are part of ReLus came together with a clear objective: strengthen our bonds, share knowledge and strategies, and chart a joint path to address the challenges affecting education in our countries.

During the meeting, participants shared valuable reflections on the challenges faced in advocacy work for the right to education.

The following steps were developed for the meeting:

1. Presentation on how the Theory of Change can be used for the realization of the right to education.
2. Design of the exchange and training program to align expectations regarding the learning cycles, with the agreement of responsibilities, as well as the construction of common protocols for advocacy and monitoring of SDG 4 in each country.

The in-person meeting aimed to address those two items, intending to build a collective learning process to develop three learning cycles on the following topics:

- Institutional Development (Theory of Change, Communication, and Mobilization - social media campaigns, press advocacy, data collection).
- Institutional Articulation (Alliances/building networks for political advocacy).

- Advocacy (Strategic advocacy plan) to improve practices, expand the capacity for articulation, and promote cooperation and coordination among the entities that make up ReLus.

The main learnings pointed out by participants during the meeting and in the evaluation stage are related to the sharing of information and experiences, emphasizing the importance of the in-person meeting and the moment of sharing. Challenges were identified as the main motivation for sharing strategies and practices that have already been implemented in the countries.

In this regard, advocacy for public school education financing was identified as a point of common interest among participants. Currently, Angola, Cape Verde, and Mozambique have been working to develop advocacy actions to demand transparency from governments and the development of policies on the subject. The shared experiences of the Brazilian Campaign, which has been actively working in this area with significant victories, helped provide insights for this advocacy. When addressing this issue, participants demonstrated the impact of the lack of transparency in data from their states. Thus, it became clear that the development of training actions for data collection and information is important to substantiate the work they carry out.

In terms of international advocacy, the Brazilian Campaign for the Right to Education presented its engagement with the participation spaces of the UN system, especially in the construction of the shadow monitoring report for SDG 4, which is titled "Spotlight Report" in Brazil. The Brazilian Campaign discussed the role that Shadow Reports play in monitoring and holding accountable the fulfillment of educational goals by providing an independent critical analysis of how the State's public policies are functioning (or not) concerning various aspects of the rights outlined in human rights treaties. Participants at the 2nd International Meeting of ReLus demonstrated that training on the UN system and civil society participation is an important theme for developing monitoring processes in their countries.

Another relevant aspect related to the difficulty of producing data and information, as well as the possibilities of monitoring public policies, is the lack of investment in Higher Education. Consequently, participants identify it as challenging to carry out the research production phase to support advocacy actions, particularly due to challenges in partnerships with universities. To address this issue, there is a recognized need for a more in-depth training session on how to conduct this research and gather data.
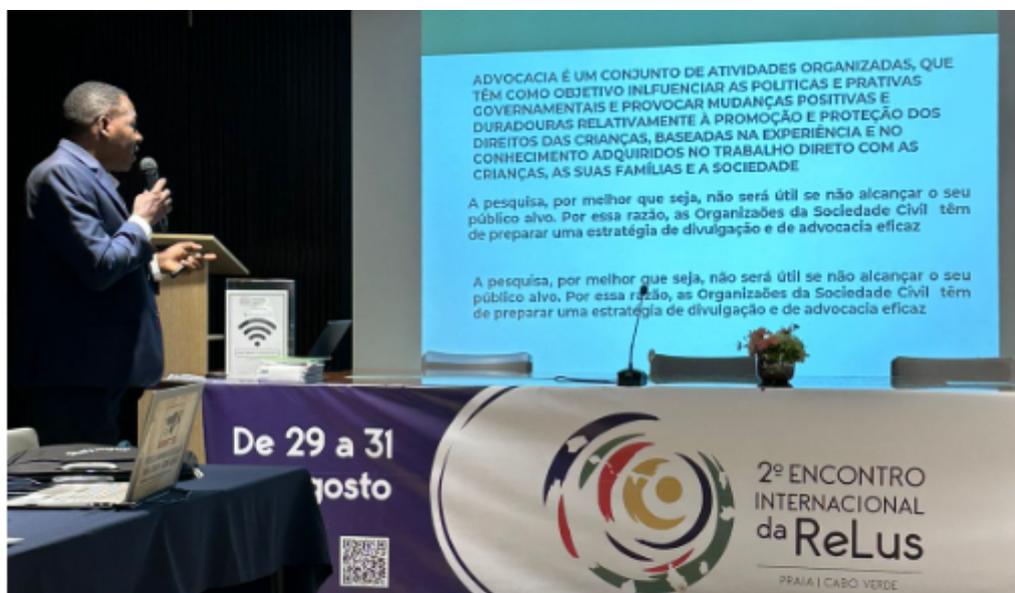
The Covid-19 pandemic has also impacted the implementation of public policies in all ReLus countries. As well as the intensification of periods of instability related to different sociopolitical contexts. The difficulty of maintaining public policies after changes in

government affects everyone. It became evident here the need to understand how to increase coordination with networks and partners and how to strengthen the institutional development of organizations to remain active during crises.

Thus, the 2nd International Meeting of ReLus was important to provide participants with a context of the challenges that other countries face in political advocacy for quality public education. Additionally, it facilitated the sharing of experiences and practices from their respective actions.

Throughout the days spent working together in Cabo Verde, representatives from organizations in ReLus countries participated in training on Theory of Change applied to Education. During this time, differences between short-term project execution and long-term processes that imply social changes were presented. This discussion was part

of the Theory of Change construction. Participants had the opportunity to clarify doubts and develop assumptions and possibilities for building a Theory of Change in their organizations. The need for further exploration of the topic and details on how Theory of Change can be applied institutionally became evident.

A key agreement for the learning cycle was that all countries should actively participate in the training. Responsibilities among participants were defined for improving planning, monitoring, and evaluation processes, as well as for building common protocols for advocacy and monitoring of SDG 4 in each country.

In the evaluation of the meeting, participants highlighted it as a period of intense learning marked by significant exchanges that helped understand the strengths and challenges, both collective and individual, of the different organizations within ReLus. Some participants expressed the need for greater involvement of members in discussions, going beyond presentations, to further enrich the discussions.

The methodology used was praised as very relevant, and the topics covered were highlighted as excellent. However, there was a suggestion for time optimization, indicating that it would be beneficial to explore more opportunities for interaction during the event. The physical presence of everyone was emphasized as a positive aspect, and the idea of extending the event's duration to allow for more integration among members and additional activities was mentioned for future similar actions.

The success of the meeting was attributed to the active participation of those involved, emphasizing the relevance of the topics covered and the legitimacy of each member who presented them, as well as collaboration, commitment, and mutual learning. The immersive in-person interaction was identified as a positive point. Participants emphasized the importance of exchanging experiences among coalitions. The opportunity to learn from the experiences of other coalitions was considered crucial to strengthen ReLus's own performance as a network and each organization in its respective countries.

As a negative point, participants highlighted the limited time available for activities and member integration. Suggestions for future stages included the possibility of conducting

in-person report workshops, field visits for in-depth exploration of specific topics with practical workshops, and moments of conversation with decision-makers.

In summary, the process of collective construction and establishing contacts with such diverse networks, spanning countries on 4 continents, plays a vital role in strengthening the Lusophone Network for the Right to Education (ReLus) and advancing our efforts in the fight for the right to education in Portuguese-speaking countries.

Interaction with such diverse partners broadens our perspectives, enriches our understanding of educational complexities, and provides valuable insights to address common challenges. The diversity of contexts and experiences enriches our repertoire of solutions and strategies, strengthening our ability to promote inclusive and quality educational policies.

Through this international contact, we build bridges of solidarity that transcend borders, reinforcing our commitment to education as a universal and shared right, which is the essential foundation for sustainable development and equality in all Portuguese-speaking nations.

Learning Cycles

The virtual meetings related to the 3 learning cycles took place during the months of September and November 2023. Each organization appointed 3 representatives to participate in the training meetings, totaling 25 participants. The first module focused on "Institutional Articulation"; the second addressed "Institutional Development"; and the third covered "Advocacy." As previously defined, each meeting was the responsibility of a member of the ReLus Management Committee. The first meeting was led by Cape Verde, the second by Mozambique, and the third by Brazil.

The collaborative construction mode of the learning cycle provided participants with the opportunity to prepare presentations and organize their approach with their teams. The meetings were conducted using the Zoom platform and were recorded in their entirety.

The Brazilian Campaign created a space on a virtual platform where participants had access to video recordings of the meetings, slides, schedules, and other related materials. The main objectives for the learning cycles were:

- Critical deepening of the advocacy processes in the diverse contexts of each country;
- Exchange of experiences with good advocacy practices from each country; and
- Identification of stories of change related to the realization of the right to education, based on the diversity of advocacy strategies.

Despite challenges in participating in online activities, primarily due to insufficient equipment and internet access, participants, in some cases, gathered more members from their organizations to follow the activity. After the presentations, there were discussions, questions, and the exchange of experiences on the topics at hand.

The first training took place on September 22, 2023, under the responsibility of Cape Verde, and focused on Institutional Articulation. In the first half of the session, representatives from East Timor and Cape Verde discussed institutional articulation for advocacy. They explained how to plan, set goals and expected outcomes, map key actors in the field of education, devise main engagement strategies, and craft convincing messages and evidence to support advocacy efforts.

Cape Verde presented an example of their work towards universalizing early childhood education in the country. The steps they followed included strengthening the network, conducting a survey on the state of early childhood education in the country, and analyzing the corresponding legislation. Based on the material generated in this stage, they developed proposals for public policies to expand access to early childhood education, involving the community and advocating with legislators. For this work, they emphasized the importance of mobilizing resources and continuous monitoring and evaluation of actions.

East Timor presented its efforts against the closure of technical-vocational schools in the municipality of Ermera. The group mobilized and established communication with teachers, academics, civil society, local authorities, students, mothers, and fathers. The

objective was to hold a direct meeting with the Minister of Education, seeking joint solutions and presenting unified recommendations from civil society. The action was successful, and the schools were not closed.

In the second part of the training, representatives from Portugal were supposed to give a presentation on research with evidence for advocacy. However, they could not attend, and they were replaced by representatives from Brazil, who explained how research should be conducted to support political advocacy.

The practical example presented by Brazil was the Monitoring Report of the National Education Plan, which is done annually and serves as a basis for various political

advocacy actions. This material gathers data on the situation of Brazilian education in all stages and modalities, as well as information about the teaching career.

The second day of training took place on October 27, 2023, organized by Mozambique and focused on institutional development. In the first half of the class, Brazil gave a presentation on project development for resource mobilization, emphasizing the theory of change and strategic planning. As a practical example, each part of the project submitted to EOL, which finances this initiative, was presented, detailing each item and its content.

In the second part of the class, Angola and Mozambique gave a presentation on the process of formalizing networks, detailing the steps for creating networks and alliances, which begin by identifying aligned actors, establishing connections, and developing strategies for joint collaboration. The example presented was the campaign for the repeal of the requirement for pregnant students to attend school only at night, which involved various civil society organizations in Mozambique, not only in the field of education but also international partners.

The last training session was conducted on November 24, 2023, and it was the responsibility of Brazil. In the first part of the meeting, Cape Verde and East Timor spoke about strategies for monitoring public works. For monitoring to be effective, continuous monitoring of the works is necessary, as well as the collection of data regarding the project. It is also essential to be alert to community complaints.

Cape Verde presented a study on the conditions of access and accessibility for people with disabilities in schools and other public spaces, indicating the need for the construction of accessible infrastructures in schools.

In a second moment, Brazil and Guinea-Bissau presented the challenges faced by civil society during the closure of civic spaces. Strategies to maintain operations during these periods were also discussed. Guinea-Bissau explained the importance of focal points of action within communities, enabling on-site contact with the community, as well as the development of messages to raise awareness among the community, the press, and decision-makers.

Brazil presented the example of political action during the extreme-right government of President Jair Bolsonaro, where civil society needed to be more united and seek international support. Strategies to overcome the closure of civic spaces emphasized the importance of building alliances and networks; training and empowering network members; developing broad communication; and monitoring, documenting, and reporting any abuses through national and international channels.

In the last part of the training, Mozambique gave a presentation on advocacy in an emergency context. The group presented their successful actions during the Covid-19 pandemic, focusing on implementing hygiene infrastructure in schools, creating digital platforms,

and allocating resources in the education sector.

At the end of the learning cycle, participants were invited to respond to a questionnaire about their experience. In summary, participants emphasized the importance of this type of initiative and stated that they are already putting the acquired knowledge into practice. They also highlighted the importance of continuing the training, with a second phase involving in-depth exploration of specific issues as well as in-person guidance in the practical application of knowledge. Internet connection instability was identified as the main obstacle to full participation.

The table below provides a summary of responses to each question while maintaining the anonymity of the respondents:

QUESTION	ANSWERS
ReLus' learning process assessment	- Excellent (all answers)
Highlights of the activities of the Meeting in Cape Verde (only for those who participated)	- It helped us in developing national strategies for civil society and in implementing these strategies; - The exchange of experiences among peers strengthened and showed what improvements we should implement in our organization; - We identified the need to map essential organizations and institutions that can support and contribute to strengthening our advocacy process; - The Meeting in Cape Verde was very important to review the ReLus strategic plan, bring participants closer, and get to know better the work that each organization has been doing.
What could have been better at the Meeting in Cape Verde?	- The number of days for such meetings could be increased; - There could have been greater involvement of countries throughout the process in which the call for the organization and realization of the event was made; - The meeting could be held over more days with activities more

(only for those who participated)	spaced out to increase the time for exchange among participants.
Highlights of the activities of the Online Training Cycle	- The online training sessions were practical and well-structured, especially in institutional articulation and institutional development; - The online training sessions allowed us to exchange experiences and strengthen institutions with each organization in ReLus; - Excellent discussion and debate that took place during the training sessions, which were very interesting; - Massive participation from ReLus members and those responsible for each activity; - It was truly a learning moment for everyone who participated; - High participation and interest from participants, confirming the need and relevance of this type of initiative.
What could have been better in the Online Learning Cycle?	- Sessions could be more interactive to better engage participants; - Provide opportunities for hands-on work based on the training for mobilizing financial resources and other knowledge; - Better time management for presentations to allow interactions, although improvements were made that went beyond this issue; - Add more days and hours to the training; - Give sufficient time for the topics to develop without time constraints so that everyone can overcome barriers related to the difficulties of the theme; - Include a practical application moment for the taught contents.
Difficulties and challenges in participating in the Online Learning Cycle	- Internet connection instability was the main challenge, mentioned by all respondents, as it had an impact on participation and full understanding of some sessions. - The time zone was the second problem pointed out, given that the time difference between all countries in the network is significant.

Which topics presented during the learning process made a difference in your organization's work?	- Practical advocacy strategies were particularly useful, providing applicable approaches to strengthen our initiatives for the Right to Education.
	- During the learning process, all the topics learned were useful, thus promoting improvements in the quality of our advocacy.
	- The presentation and exchange of ideas on the "Theory of Change" due to the internal fragility in mastering this tool.
	- The debate on the restriction of civic space and institutional articulation was important to understand the limitations we face in our daily work and the possibilities for institutional development.
	- All topics for our organization were valid because they are related to the day-to-day work of our organization.
	- After the training, we were able to take a significant step regarding institutional articulation.
	- The presentations helped us a lot, and we were also able to replicate the same learning to more than three grassroots organizations in the municipality where we operate.
Which topics that we have already worked on could be further explored?	- Deepening topics related to project management in institutional development would be valuable for practical application, without forgetting institutional communication to strengthen our public presence.
	- Theory of Change.
	- All those that were worked on would be useful, in the sense of continuous training.
	- For the next cycles, it is important to develop topics such as Theory of Change and institutional development.
	- All topics worked on should be deepened considering their importance.
	- Project development to seek funding.

Which new topics do you suggest for future training?	- Digital inclusion and innovative advocacy techniques could be incorporated as new topics in future training. Addressing emerging topics such as sustainability and fundraising could enrich our organizational practices. - Institutional development, financial management, and resource mobilization. - I suggest cooperation international and fundraising as themes for the next learning cycle. - Institutional development, both state and non-state. - How institutional articulation should be and how to do it. - How to conduct Social Advocacy. - Mapping and approaching funders and international advocacy.
What changes in methodology and engagement techniques do you suggest?	- Introduce practical sessions during the training to make learning more hands-on. - Active methodologies place the learner at the center of the educational process and enhance engagement. In this sense, there are various successful strategies. - It could work on and explore tools that support monitoring/evaluation, defining teaching quality, among others that support the advocacy process. - I consider it important to develop a follow-up material, such as a booklet or guide. - As for changes and techniques, they can be maintained because they were well done and allowed me to quickly understand many things. - Workshop format with practical application and tailored to the specific needs of each organization, with a study followed by work.
What other recommendations	- Consider the diversity of time zones when scheduling online sessions to maximize participation and effectiveness.

and/or suggestions do you have to improve the organization of future events?	- Minimize internet connection issues to allow for class coverage. Regarding facilitators, we saw the efforts demonstrated during all training sessions and were left with love and appreciation for them.
	- The group could work on more similar projects that favor South-South and triangular cooperation – Africa, South America, and Europe (Portugal).
	- I consider that the learning cycle was a very important moment, and it would be interesting to carry out institutional exchanges to truly understand the reality of partner institutions.
	- Increase the number of national organizations participating in the networks in the training process.
	- Allow sufficient time for contributions from different participants.
	- Exchange between ReLus members to provide on-site assistance with specific issues for the development and strengthening of national networks.
	- Training should be conducted in person, not just online, as online time is very limited, and learning is not as effective.

Evaluation by the ReLus' Steering Committee

On February 19, 2024, the Steering Committee of ReLus, composed of organizations from Brazil | Brazilian Campaign for the Right to Education; Cape Verde | National Network of the Education for All Campaign of Cape Verde; and Mozambique | Movement for Education for All in Mozambique, held a meeting.

The meeting aimed to present and align the materials developed as products of Collaborative Learning among ReLus members (Guides on Institutional Development, Articulation, Advocacy, Monitoring of SDG 4, and Learning Report) and to take stock of the entire process with suggestions for continuity. Present at the meeting were Andressa Pellanda and Helena Rodrigues, representing Brazil; Abraão Borges and Albertino Salgado, representing Cape Verde; and Isabel da Silva, from Mozambique.

Andressa Pellanda, from Brazil, assessed that the overall outcome of the initiative is very positive. Both the training process, which, despite some technical difficulties, had high participation, and the production of materials derived from these trainings. The initiative concludes with important and well-structured documents and a solid foundation for ongoing in-person and applied training, expanding knowledge among network members and strengthening their capacities.

Abraão Borges, from Cape Verde, considers the training to be of utmost importance, and the continuity of the initiative is also extremely relevant for the ongoing training of ReLus. Abraão emphasized the importance of planning the continuation of the training in person so that more members of the organizations can participate. Given that organizations do not have sufficient internet access – even with the assistance provided, the internet offerings from providers are insufficient – network members sometimes had to use their own data plans, limiting the presence and full participation of everyone.

Isabel da Silva, from Mozambique, highlighted the need to strengthen the capacities of national networks, emphasized the importance of holding more in-person meetings, and also pointed out the need to expand training beyond the organization's secretary to

strengthen the national network as a whole. Isabel emphasized that this initiative is very important because there is a lack of training and consulting in Portuguese in various global initiatives proposed in this regard. Although there is a lot of material and training possibilities provided by international organizations, these materials are almost always in English, exclusive only to English speakers. Since ReLus countries are in great need of this training but do not understand English, they are excluded from this process.

Regarding Collaborative Learning among ReLus members, Isabel defined the result as very good, supporting the need for continuity. For the next stage, it would be ideal to expand moments of practical work together. There should also be space to share information about national activities among ReLus members to enable the development of joint action strategies that strengthen the network and ensure the continuity of work. For the next steps, in terms of sustainability and cost containment, it would be ideal to strengthen the capacity of the national secretariats of each organization, which would be responsible for training other members and strengthening the network as a whole. Finally, Isabel stated that we have all the conditions to continue the process of collaborative learning.

Ideas for the Next Stage

The overall assessment of the Collaborative Learning among ReLus members was very positive. All participants, especially the members of the Steering Committee, agree that this training process for the network is crucial, both for the strengthening and development of national organizations and for the enhancement of ReLus' functioning as a network, and therefore should continue.

It was also unanimous among participants that online training, in a virtual setting, presents some barriers to full participation for everyone, despite the financial assistance for the purchase of better internet packages, as the offerings from service providers are limited. Whether due to differences in time zones or internet connection limitations, the ideal scenario would involve deepening the training through in-person and practical sessions for the second phase, where everyone is on the same page about the possibilities for implementing new strategies.

To continue the initiative, the ideal approach would be to have a second stage that encompasses practical activities based on the learned content. In this perspective, we suggest, for a possible second stage of the learning process, an annual consultancy on specific topics, with on-site visits to network organizations and joint local construction of advocacy plans, theories of change, institutional development plans, and fundraising plans, among others.

In a simplified manner, these consultancies would be organized by the Brazilian Campaign, in coordination with the network's organizations, in the areas of expertise of each organization, and would be carried out on-site in the countries where the need for this type of intervention has been identified.

The one-year project would be the period during which consultants would be available to help and support activities developed from the in-person stage. Thus, national organizations would initiate activities with in-person guidance from the consultants and

would carry out activities on their own with remote guidance and support from the consultants. This monitoring period would be the project's execution period.

Since these trainings are in-person, they would also facilitate the participation of more members of the organization and could be replicated to other members of the national network, thereby strengthening civil society working for the realization of the right to education in these countries.