EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

Status Report January 2021

EDUCATION OUT LOUD

OXFAM IBIS

EoI 09.05.2021

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ABBREVIATIONS

ACEA	Arab Campaign for Education for All
ACTE	Alliance of CSOs in Tajikistan for Education - Tajikistan
AED	Association for Education development – Kyrgyzstan
ANCEFA	Africa Network Campaign on Education for All
ANECO	Afghanistan National Education Coalition Organisation – Afghanistan
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT – Niger
ASPBAE	Asia South Pacific Association for Basic and Adult Education
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection - Moldova
BAFASHEBIGE	Coalition pour L´Education pour tous – Burundi
BEN-E	Basic Education Network Ethiopia – Ethiopia
CAMPE	Campaign for Popular Education – Bangladesh
CBO-EPT	Coalition Beninoise des Organistions pour l´EPT – Benin
CEFAN	Cameroun Education for All – Cameroon
CLADE	Latin American Campaign for the Right to Education
CONAMEPT	Coalition Nationale Malgache pour L´Education pour Tous – Madagascar
CNEPT/BF	Coalition Nationale EPT du Burkina Faso – Burkina Faso
CNT/EPT	Coalition Nationale Togolaise pour l'Education Pour Tous – Togo
CSEC	Civil society education coalition – Malawi
CSEF	Civil Society Education Fund
CSEP	Civil Society Education Partnership – Timor Leste
COESI	Coalition for Education Solomon Islands - Solomon Island
COMEDUC	Coalition des Organisations Mauritaniennes pour L´Education – Mauritania
CONEPT/RDC	Coalition Nationale de L´Education pour tous en DRC – Democratic Republic of Congo
COSYDEP	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite – Senegal
CSACEFA	Civil Society Action Coalition On Education For All – Nigeria
CSO	Civil Society Organisation
ECOZI	Education Coalition of Zimbabwe – Zimbabwe
EFANet	Education for all Campaign Network – Gambia
EFA SL	Education for All Sierre Leone – Sierra Leone
EFASOM	Education for All Somalia Coalition – Somalia
E-NET	Civil Society Network for Education Reforms Inc. E-Net - Philippines
EOL	Education Out Loud
ESA	Eastern and Southern Africa
EYC	Elimu Yetu Coalition – Kenya
FENU	Forum for Education NGOs in Uganda – Uganda
FCAC	Fragile and Conflict Affected Countries
GCE	Global Campaign for Education
GISP	Global Independent Selection Panel
GMU	Global Management Unit
GNECC	Ghana National Education Campaign Coalition
GPE	Global Partnership for Education
ISP	Independent Selection Panel
KIX	Knowledge and Innovation Exchange
LAC	Latin America and Caribbean
LCN	Lesotho Council of NGOs – Lesotho
LEG	Local Education Group
LGBT	Lesbian, Gay, Bisexual and Transsexual
ME & EE	Middle East and Eastern Europe
MEL	Monitoring, evaluation and learning
MEPT	Movimento de Educação para Todos (MEPT) – Mozambique
NCE- NEPAL	National Campaign for Education – Nepal
NEC	National Education Coalition
NECOL	National Education Coalition of Liberia – Liberia
NEP	NGO Education Partnership – Cambodia
OC	Operational Component
PCE	Pakistan Coalition for Education – Pakistan

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

1 EDUCATION OUT LOUD – OVERVIEW OF CURRENT STATUS

The present Status Report – January 2021 informs about Education Out Loud (EOL) programme progress and results obtained until end December 2020 when 21 months of program implementation had passed.

Education Out Loud is the GPE fund that supports civil society organisations to carry out advocacy and social accountability efforts for promoting equality generating and transformative quality education in low and lower-middle income developing countries. Oxfam IBIS is EOL Grant Agent.[1]

The Covid-19 crisis is affecting EOL Programme implementation, but it is also increasing the importance of the advocacy work carried out by the supported civil society organisations (CSOs). The pandemic is negatively impacting the education situation, since millions of children´s access to education has been affected by lockdowns, and the quality of education has also suffered when education systems have relayed on home-schooling. It is particularly the children living in poor families and in rural areas that are hit the hardest, particularly girls due to child labour, domestic work, violence and sexual exploitation and due to the systematic discrimination and continuous undervaluation of their education. There is an increased need for promoting that marginalized groups are taken into account when emergency education is planned for. And on a broader level, there is an increased need to promote that national public education systems count on resources generally, and particularly in this situation where the systems need to be able to catch-up.

EOL supported National Education Coalitions (NECs) – that gather the voices of diverse marginalized groups often discriminated against in education systems - are continuously active and constructive participants in discussions on how to secure that valuable education years are not lost and that the education system does not widen further the gap between rich and poor school children. NECs contribute to policy discussions in Local Education Groups and in other policy discussion fora.

In 2020, NEC grantees participated in LEG meetings in at least 41 different countries. Grantees also contribute to policy discussions on Education Sector Plans, guidelines, directives, etc. Most recently, the grantees have participated in discussions and influenced for example, general education sector plans; education budgets; guidelines for school constructions; regulations for assuring female adolescents´ right to education as well as the right to education for persons living with disabilities. They are also active participants in the discussion of Covid-19 responses and safe re-openings of schools.

The Covid-19 crisis is however creating many challenges for the NECs, so they are constantly seeking alternative ways of working to reach their expected results while they have also had to adapt implementation plans.

While the NECs are funded under EOL Operational Component 1 and in full swing implementing their grantee projects, EOL Operational Component 2 grantees are also coming on-board seeking to increase the transparency and accountability of national education sector policy implementation at local and national levels. 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.

Concurrently EOL is developing a learning agenda with the aim of boosting a learning culture during program implementation, through the engagement of learning partners as well as the promotion of increased knowledge sharing among grantees and other partners.

[1]The EOL structure counts on four Regional Management Units (RMUs) for West- and Central Africa in Accra; Eastern and Southern Africa in Kampala; Asia and Pacific in Kathmandu; and Latin America and Caribbean in Mexico City, respectively, as well as a Global Management Unit (GMU) in Copenhagen. EOL also engage with a Global – and Regional Independent Selection Panels.

2 STATUS OF EOL GRANTING PROCESSES

Education Out Loud has launched Call for Proposals under its three Operational Components. Each of the Operational Components is linked to a specific objective which are the following:

OC1 – Strengthen national civil society engagement in education planning, policy dialogue and monitoring.

OC2 – Strengthen civil society roles in promoting transparency and accountability of national education sector policy and implementation

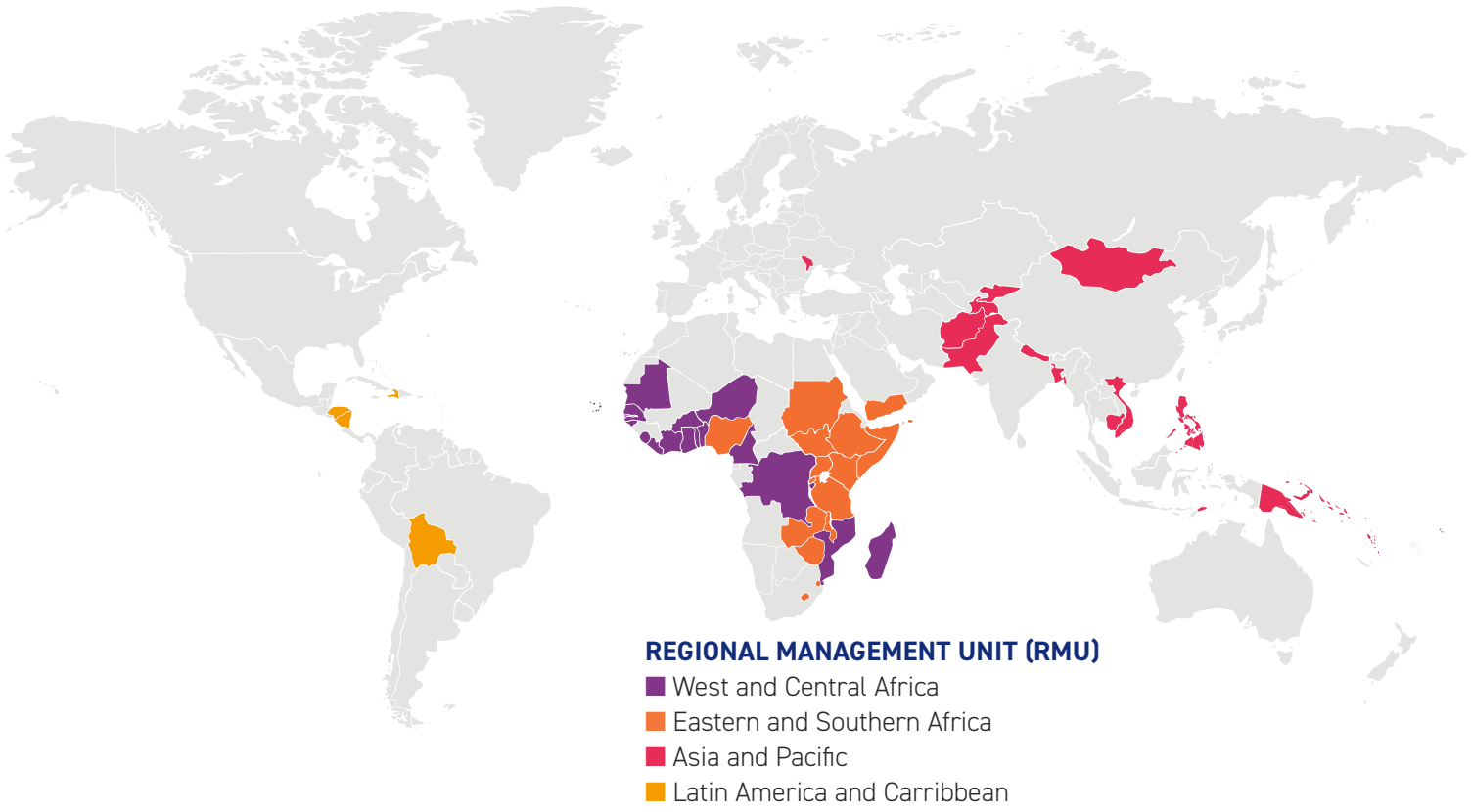
OC3 – Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

A status is provided of the granting processes under each of these Operational Component, while the table below contains a general overview.

Important actors in the EOL granting processes are the Global Independent Selection Panel (GISP) and the Regional Independent Selection Panels (RISP) that consist of independent experts in education, project management, gender, civil society work and with knowledge to the regional contexts. The panel members have signed no-conflict-of-interest statements and they take final decisions on which EOL grants are financed after the applications have passed through a technical screening process.

EOL ´CALL FOR PROPOSALS´ STATUS AS OF 31. DECEMBER 2020		
		Status as of 31. December 2020
OC1		
OC1 – Full proposals	Restricted call for National Education Coalitions	52 NEC full proposal grantee projects are under implementation
OC 1 – Full proposals	Restricted Call for GCE and Regional Coalitions	1 GCE and 3 RC grants under implementation
OC2		
OC2 – 1st Round Concept Notes	Open Call for National Civil Society Organisations	Concluded
OC2 – 1st Round Year Zero Candidates	Selected among eligible Concept Notes	Year Zero period under implementation
OC2 – 1st Round Full proposals	Selected among 10 Year Zero grantees	Full proposals not presented yet
OC2 – 2 Round Concept Notes	Qualified from OC2 – 1st round	Selection happening in 2021
OC2 – 2nd Round Year Zero Candidates	To be selected from OC 2 – 1st round submitted Concept Notes	Selection happening in 2021
OC2 – 2nd Round Full Proposals	To be selected among Year Zero Candidates	Full proposals not presented yet. Selection happening in 2021.
OC3		
OC3 – 1st Round Open call for Concept Notes	Open call for International Civil Society Organisation alliances	Concluded
OC3 – 1st Round Year Zero Candidates	Selected among eligible Concept Notes	Concluded
OC3 – 1st Round Full Proposals	Selected among Year Zero Candidates	Contracts to be signed in start 2021
OC3 - Restricted Call for Full Proposal	GCE	Project under implementation
OC3 – 2nd Round Call for Concept Note	Open call for International Civil Society Organisation alliances	Concluded
OC3 – 2nd Round Year Zero Candidates	Selected among eligible Concept Notes	Selection in 2021
OC3 – 2nd Round Full Proposal	Selected among Year Zero Candidates	Full proposals not presented yet. Selection happening in 2021

OC1 – NATIONAL EDUCATION COALITION GRANTEES



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

National Education Coalitions

Signed agreements for implementing full proposals exist between the Grant Agent and 52 National Education Coalitions (NECs)[2]. The OC1-grantees have all gone through a due diligence process. The amounts awarded to each NEC oscillate between approximately USD100.000 – USD300.000 and these amounts include an awarded Year Zero period grant.

EDUCATION OUT LOUD: OC 1 – NEC GRANTEE CONTRACTS					
As of December 31st, 2020	**In total**	**West & Central Africa (WES)**	**Eastern & Southern Africa (ESA)**	**Asia & Pacific (AP)**	**Latin America & Caribbean (LAC)**
Number of NEC Grants (Full proposal and Year Zero) monitored by each RMU in the region	54	18	16	16	4
Number of NEC Grants passed to Full implementation (eventually with minor changes in their project documents)	27	5	6	14	2
Number of NEC Grantees that went through a Year Zero period with support from RMU and RC	27	13	10	2	2
Number of NEC Year Zero Grantees that reached a full project proposal agreement	25	12	10	2	1
Number of NEC Year Zero Grantees that have not reached a full project proposal agreement as of December 31, 2020	2	1	0	0	1
Number of NECs with signed full project proposal contracts with Oxfam IBIS	**52**	**17**	**16**	**16**	**3**

[2]It is the National Education Coalitions that had received funds from the former GPE Civil Society Education Fund (CSEF) that were eligible to apply for funds from EOL-OC1 in an open call carried out in the second semester 2019. 54 NECs (the full list can be found in the annex) applied to EOL for a grant that were decided upon by the Independent Selection Panels in the first semester 2020. Out of the 54 that applied, 27 were first invited to participate in a Year-Zero period during which they were provided the opportunity to improve their project proposals. Agreements were then established with 27 Year Zero Grantees during the first semester of 2020 for a minor Year Zero grant (approximately 20.000-30.000 USD). During that period, EOL Regional Management Units (RMUs) and Regional Coalitions also provided support to the NEC grantees for improving their proposals and for increasing their institutional, technical and advocacy capacity.

Currently, the NEC grantee projects are under implementation and they have achieved a high number of results that are mentioned below in the section on Results. Changes have occurred though in the context that have affected the project implementation, and particular the Covid-19 crisis has placed many limitations on the NECs and on the possibilities for developing their strategies as planned. EOL has been flexible in accepting changes in NEC activity plans in order to facilitate that results could be reached through alternative activities or new ways of working, so quite many workshops have been changed for virtual meetings, etc. That said, it is positive that around three out of four of the grantee NEC projects are still considered to be on-track reaching their own expected results as established by the NECs themselves.

GCE and Regional Coalitions

Under EOL Operational Component 1, a signed contract also exists between the Grant Agent and the Global Campaign for Education (GCE) with the aim to increase capacities of coalitions in relation to engagement in policy dialogues; and to increase participation, engagement and influence of inclusive civil society organisations in international formal and informal education policy fora. Likewise, agreements exist between the Grant Agent and the Regional Coalitions (ACEA, ASPBAE and CLADE, respectively) to enable them to support and guide strategically the NECs in alignment with the regional and global civil society education movement´s strategies.

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

The first OC2 full project proposals have been developed and will be presented to the Grant Agent and the Global Independent Selection Panel for their screening in the first semester 2021 when the first round of OC2 grantees´ Year Zero period ends . The GISP selected OC2 (first round) Year Zero Grantees mentioned in the table below have signed agreements with the Grant Agent and they are developing each their full proposal.

TABLE: OC2 - FIRST ROUND YEAR ZERO GRANTEES

COUNTRY	ORGANISATION	THE OBJECTIVES OF OC2 PROJECTS ARE THE FOLLOWING:
Benin	Association des Personnes Rénovatrices des Technologies Traditionnelles (APRETECTRA) is an organisation based in Benin. APRETECTRA has, since its creation in 1982, been working for the development of communities, particularly focusing on women, young people, and vulnerable people. The organisation takes a participatory approach to working with transparency and accountability in the education sector.	The objective of the project aims at mobilizing communities and establishing a political dialogue between communities and decision-makers to facilitate disadvantaged young girls' access to training offered by agricultural high schools and improve their employment opportunities.
Mauritania	ECODEV is an association based in Mauritania. The organization works to implement local development projects, promote access to essential services, as well as advocate to influence sectoral policies. It aims to improve living conditions of the population thus contributing to the implementation of national and sectoral policies in line with the SDG's. ECODEV has partnered with AMM, specializing in basic education, and FERAPERIM, which aims to bring together and create a voice for parents of pupils.	Promotion de la Redevabilité de l'Education en Mauritanie (PREM). As a reaction to the "learning crisis", multi-stakeholder NECs at municipal, regional and national levels will be set up and collect reliable and relevant data on the education sector as well as mobilising and build capacity of citizens to carry out advocacy on the basis of collected data to influence education policies so that they meet the needs of citizens.
Madagascar	MSIS – Tatao is an organisation based in Madagascar. The organisation specializes in promoting good governance, transparency, and accountability at the local and national level. For the project, MSIS-Tatao has partnered with four other organisations in Madagascar. These include Ravintsara, an NGO specializing in local governance and anti-corruption, DRV, a platform specializing in promotion of gender equality, PACA, specializing in literacy, as well as MonEPT specializing in child integration.	SCORE (Suivi-Citoyen par les OSC de la transparence et la redevabilité dans l'Education). The project aims to raise awareness and build the capacity of stakeholders and direct beneficiaries in order to be able to advocate for inclusion and transparency and participate in decisions regarding education policy.
Bolivia	Fundación Privada de Fieles CENTRO DE MULTISERVICIOS EDUCATIVOS – CEMSE is an NGO based in Bolivia. The organisation works with educational communities of the public system for the improvement of educational quality. For the project, in which CEMSE acts as the lead organisation, CEMSE has partnered with ACLO which is a Bolivian NGO specializing in supporting the productive socio-community educational model in regular education. ACLO specifically has experience working in rural municipalities of Bolivia.	To strengthen the articulated and multilevel advocacy of civil society organisations and actors of educational communities of the Aymara, Quechua and Guarani Bolivian regions with special emphasis on intra-interculturality, multilingualism, depatriarchalizing and emergency, in order to contribute to an inclusive, equitable and quality public education for all.

TABLE: OC2 - FIRST ROUND YEAR ZERO GRANTEES		
COUNTRY	**ORGANISATION**	**THE OBJECTIVES OF OC2 PROJECTS ARE THE FOLLOWING:**
Mongolia	Parent Teacher Association Mongolia is an NGO based in Mongolia. The organisation is dedicated to improving the quality of education for children in Mongolia by building effective multi-stakeholder partnerships. The organisation has partnered with the organisation, Upgrading People Consulting and Training, who is experienced in providing consultancy and training on organisational development and social accountability in educational institutions.	Monitoring the implementation of human rights commitment in education policy at school level. The project deals with community level capacity building for accountability. Its purpose is to strengthen civil society groups and school wider communities in promoting the transparency and accountability in education policy and budget implementation with focus on human rights education policy dialogues at local school level.
Pakistan	Institute of Social and Policy Sciences (I-SAPS) is a Policy Research and Advocacy institute working across Pakistan. The organisation works to create an effective interface between state, market, civil society, and rights holders for inclusive, equitable and sustainable development. I-SAPS will act as the lead organisation in a partnership with the organisation Consumer Rights Commission of Pakistan. Both organisations have experience in sectoral planning and financing as well as in procedural policy engagement for institutionalizing contextualized policy solutions to improve education governance.	Reframing Education Accountability in Pakistan (REAP) The aim of the project is to strengthen civil society roles in promoting transparency and accountability of national education sector policy and implementation.
Philippines	Center for Youth Advocacy and Networking (CYAN) is a youth-led NGO working in the Philippines. The organisation works to build platforms for young people's empowerment and meaningful participation in societal change. It is rooted in the youth movement and student organisations in the Philippines and has experience with capacity building of youth-organisations. CYAN will partner with the organisation, Government Watch Philippines, that works for social accountability and citizen monitoring of government institutions.	Multiply-Ed: Youth-led, Multi-sectoral and Multi-level approach to monitoring education in the time of COVID19. The purpose of the project is to improve transparency, participation, and accountability in various levels of education governance through Youth-Led, multi-sectoral and multi-level approach to monitoring government education policy and service-delivery in addressing the education needs of the Filipino Youth in the time of the pandemic.
Vietnam	Microfinance and Community Development Institute (MACDI) is a CSO working in Vietnam. It works with community development and aims to increase social inclusion for people with disabilities. The organisation has experience with promoting inclusive education for children with disabilities. Its aim is to improve school facilities for disabled children, and to advocate for policies inclusive of people with disabilities. MACDI has experience with providing assistance to policy making, and specializes in inclusive education, transparency and accountability.	Inclusive education policies in Vietnam. To create a powerful mechanism and capacity building for Civil Society Organisations with Persons with Disability in monitoring national inclusive education policy in Vietnam.
Cameroon	Afro Leadership is a CSO established in 2010 based in Cameroun. The organisation works to transform governance, and to increase access to information as well as transparency of government processes. It aims to make decision-makers accountable, to increase transparency and to engage citizens in policy-processes. The organisation has experience with citizen participation and has various partnerships with actors working with global open data.	Cameroon Open Education Project (COEP) seeks to promote Open Education Data to improve good governance in the education system and bring impact on accountability and policies formulation and implementation. This will be achieved through availing useful data to public, building capacity of actors and pushing for legislative provisions that make access to data mandatory.
Liberia	Helping Our People Excel (HOPE) is an organisation working in Liberia. HOPE has many years' experience with partnership development and advocacy. The organisation works in the areas of education, leadership development, sexual reproductive health and rights, as well as economic development of women and children. For the project, HOPE has partnered with Carefound-Liberia and Paramount Young Women Initiative. Both organisations are women-led and work to advance the rights of particularly adolescent girls and women.	EDUCATE HER: Promoting Gender Equity and Equality in Education. The project seeks to promote CSO and citizen engagement with policy makers to increase budget allocation to enable full implementation of the Girls Education Policy. This is to be achieved through stakeholder mobilization and capacity strengthening, foster public debate on girls´ right to education and lobby policy makers to influence increased budget towards girls´ education initiatives

OC3 – GRANTEES. CREATION OF A STRONGER GLOBAL AND TRANSNATIONAL ENABLING ENVIRONMENT FOR NATIONAL CIVIL SOCIETY ADVOCACY AND TRANSPARENCY EFFORTS.

The objective of OC3 is to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

Ten full proposals are now submitted by the OC3 -first round- Year Zero candidates to be decided upon. The first call for Concept Notes under OC3 resulted in the selection by GISP of ten alliances being invited to participate in a Year Zero period during which they could develop their full proposals to be submitted at the end of September 2020.

OC3 Open Call for Concept Notes – second round – was also concluded in September 2020. Transnational civil society alliances could apply for a grant under this Operational Component in order to be able to carry out innovative multi-country advocacy to influence transnational and national policy frameworks. The applying alliances of civil society actors should include partners which work at a national or sub-national level in a GPE partner country and each alliance should consist of a minimum of three unique organisations. The Concept Note submitted by the lead applicant should also explain how the lead applicant together with alliance members would create civil society alliances representing diverse social actors and formed around identified strategic policy changes or areas related to Sustainable Development Goal (SDG) 4; increase transnational civil society alliance capacities, particularly in relation to advocacy; promote changes in global, regional or national strategic policies or practices through advocacy and campaigns; create or strengthen social accountability mechanisms, spaces, institutions or commissions that follow up on global, regional or national commitments related to the right to equitable and quality education; and finally how it would establish or strengthen "Learning Collaboratives" on effective advocacy strategies.

173 Concept Notes were submitted for this OC3 – second round – call, that were screened by RMUs; while the RISPs decided upon which of the qualified Concept Notes should move forward in the process. The GISP will take the final decision in the beginning of 2021, regarding which of the Concept Note applicants will be invited to participate in a Year Zero process.

Meanwhile, the Global Campaign for Education (GCE) has started the implementation of the OC3- Grant that it received as result of a restricted call for GCE specifically, as agreed with GPE.

TABLE: OC3 – 1ST ROUND YEAR ZERO CANDIDATES.

ORGANISATION	INFORMATION ABOUT OC3 – 1ST ROUND YEAR ZERO CANDIDATES AND PROJECTS (IN RANDOM ORDER)
Action Aid International	Purpose: Increasing Education financing (taxation). The proposal focuses on domestic education financing and plans 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.
	Some of the beneficiary countries participating: Nepal, Senegal, Zambia
	Participating organisations: Action Aid International Tax Justice Network The global alliance for tax justice Education International Global Campaign for Education
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.
	Some of the beneficiary countries participating: Zimbabwe, Malawi, Lesotho
	Participating organisations: Zimbabwe Network of Early Childhood Development Actors (ZINECDA) (Lead) ECDE CSO national coalitions from Lesotho (NECDOL) The Malawi ECD coalition
African Population and Health Research Centre	Purpose: The purpose of the project is to harness citizens voices for improved access to quality and equitable public education and wellbeing for children living in urban poor settings in sub Saharan Africa (SSA)
	Some of the beneficiary countries participating: Kenya, Malawi, Ivory Coast
	Participating organisations: AFIDEP, African Institute for Development Policy, MESAD, Mouvement Pour l'éducation, La Santé Et Le Dévelopment

TABLE: OC3 – 1ST ROUND YEAR ZERO CANDIDATES.	
ORGANISATION	**INFORMATION ABOUT OC3 – 1ST ROUND YEAR ZERO CANDIDATES AND PROJECTS (IN RANDOM ORDER)**
Fédération Ouest Africaine des Associations de Personnes Handicapées (FOAPH)	Purpose: Increase Gender Equality and focus on Persons with Disability´s right to education The project aims to ensure that education policies and investments - at all levels - pay major and adequate attention to the intersectionality of disability and gender equality and to work towards accelerating the implementation of the Sustainable Development Goals, in particular SDG 4 and 5, in coherence with global and regional legal instruments on gender equality and disability inclusion.
	Some of the beneficiary countries participating: Niger, Mali, Burkina Faso, Togo
	Participating organisations: Fédération Ouest Africaine des Associations de Personnes Handicapées, FOAPH (Lead), Humanity & Inclusion – Handicap International (HI), Forum for African Women Educationalists (FAWE), Africa Network Campaign on Education For All, ANCEFA (strategic partner)
Fundación Ayuda en Acción	Project purpose: Increase education budgets and guarantee migrants´ right to education. To advocate for increasing adequate and protected domestic budget for guaranteeing the human right to education and for the enlargement of guarantees for migrants by strengthening public and inclusive education systems in the countries of Central America, Mexico and the Caribbean (CAMEXCA).
	Some of the beneficiary countries participating: Nicaragua, Honduras, Costa Rica, Haiti, Guatemala, El Salvador, Panama, Dominican Republic, Mexico
	Participating organisations: Alliance members: EL SALVADOR- Fundación Ayuda en Acción (this organisation will administer funds for three organisations: a.HONDURAS – Foro Dakar; b. NICARAGUA – Foro Educación y Desarrollo Humano por la Iniciativa por Nicaragua (FEDH-IPN); c. HAITI – Reagrupación Educación para Todas y Todos (REPT)); MEXICO – Campana por el Derecho a la Educación en México (CADEM); GUATEMALA – Colectivo de Educación para Todas y Todos (CETT); EL SALVADOR – Red Salvadorena por el Derecho a la Educación; COSTA RICA – Agenda Ciudadana por la Educación (ACED); DOMINICAN REPUBLIC – Foro Socioeducativo (FSE); PANAMA – Coalición Panamena por el Derecho a la Educación Other alliance members: Asociación Latinoamericana de Educación y Comunicación Popular (ALLER); Campana latinoamericana por el Derecho a la Educación (CLADE); Comité de América Latina y el Caribe para la Defensa de los Derechos de la Mujer (CLADEM); Red Espacios Sin Fronteras (RSF); Universidad Estatal a Distancia (UNED) – Costa Rica.
Keystone Human Services International	Purpose: Increase inclusive education. The proposal intends to enable marginalized groups to advocate for inclusive education.
	Some of the beneficiary countries participating: Bangladesh, Ethiopia, Moldova
	Participating organisations: Keystone Human Services International Inclusion International Keystone Moldova Society For the Education and Inclusion of Disabled (SEID) (Bangladesh) Fikir Ethiopian National Association on National Association on Intellectual Disabilities (FENAID)
Peoples Action for Learning (PAL) Network	Purpose: Increase Inclusive education through policy dialogues and citizen led assessments of public education systems and curriculums using robust tools and policy research analysis.
	Some of the beneficiary countries participating: Bangladesh, India, Kenya, Mali, Mexico, Mozambique, Nepal, Nicaragua, Nigeria, Pakistan, Senegal, Tanzania, Uganda
	Participating organisations: Peoples Action for Learning PAL (Lead) Idara-eTaleem-o-Aagahi (ITA) - Pakistan Uwezo Uganda

TABLE: OC3 – 1ST ROUND YEAR ZERO CANDIDATES.	
ORGANISATION	**INFORMATION ABOUT OC3 – 1ST ROUND YEAR ZERO CANDIDATES AND PROJECTS (IN RANDOM ORDER)**
Street Child	Purpose: Education financing (rights) The project focuses on learning assessment and quality, equitable education for marginalized children in Afghanistan, Bangladesh, Myanmar and Nepal. The project aims to enable civil society to make evaluations of policy.
	Some of the beneficiary countries participating: Afghanistan, Bangladesh, Myanmar, Nepal
	Participating organisations: Pratham Education Foundation. ASER, Annual Status of Education Report (Afghanistan) ASER, Annual Status of Education Report (Nepal), IDD (Bangladesh), Ashoka (Myanmar)
Girls Not Brides: The Global Partnership to End Child Marriage – UK, Burkina Faso, Niger, Benin, Mali, Senegal and Togo	Purpose: The project aims to ending child marriages and focus on Niger and Burkina Faso, where child marriages is a problem that affects many girls and adolescents and that hinders them to go to school. The alliance is a collaboration between CSOs fighting to end child marriage and education coalitions. This collaboration is important since child marriage and girls' inequitable access to education are deeply interlinked.
	Some of the beneficiary countries participating: Burkina Faso, Niger
	Participating organisations: Girls Not Brides: The Global Partnership to End Child Marriage La coalition nationale contre le mariage d'enfants au Burkina Faso (CONAMEB) ., Plateforme vers la fin du mariage des enfants au Niger
Girl Child Rights-GCR	Purpose: The purpose of the project is to advocate for safe schools and ending School Related Sexual and Gender Based Violence (SRGBV) in and around the schools in Southern African
	Some of the beneficiary countries participating are: Malawi, Zimbabwe, Zambia, Mozambique
	Participating organisations: Girl Child Rights - GCR (Lead) Every Girl in School Alliance-EGISA Faith Arise Community Centre-FACC My Age Zimbabwe

3 LEARNING AGENDA

EOL Learning Agenda efforts continue to be developed in the following learning strategy areas: 1) direct work with OC1 grantees; 2) joint planning with regional education coalitions in relation to OC1 capacity building and collaborative strategies; 3) procurement, contracts and implementation involving learning partners in all four regions including activity planning for capacity building, strategies for collaborative peer learning and possibilities for common advocacy agendas; 4) strengthening the learning focus in Year Zero of both OC2 and OC3; and 5) develop adaptive programming and ensure capturing of learnings across the EOL portfolio.

Learning plans developed with all OC1 grantees are informing planning of capacity and learning processes with learning partners. Learning needs and specific themes for collaborations between coalitions in OC1 are identified and discussed and coordinated with the Regional Coalitions.

In all four regions, Learning Partners are short-listed and a large pool of regionally selected learning partners comprised of international NGOs, local NGOs, research institutions, private consulting firms and individual consultants exist. A procurement process for global learning partners is coming up. It will take advantage of knowledge gained from regional learning partner pools for identifying the needs or gaps of technical and facilitation and mentoring skills in the existing learning partner pool, including gaps in relation to strategies for supporting learning collaboratives across individual OCs.

In Eastern and Southern Africa, the RMU has identified a pool of 20 learning partners and two first capacity and mentoring sessions with two selected learning partners for OC1 grantees have been carried out. They focused on *Policy Advocacy, Community Mobilization and Budget Analysis* and on *Monitoring, Evaluation, Accountability and Learning.*

Two learning partners for specified capacity development, mentoring and facilitation processes are identified by the RMU in Asia and Pacific region upon a learning partner procurement process; while 15 learning partners are identified by RMU in West and Central Africa to start up work in beginning of 2021. In Latin America and Caribbean, 11 learning partners were identified and selected for the learning partner pool in this region; and two sessions on *Financial Sustainability* and *Organisational Strengthening* are planned for together with CLADE.

The strategy for establishment of learning collaboratives and the involvement of learning partners in the process across the EOL portfolio are to be further implemented as OC2 and OC3 begin implementation in 2021. Learning from the OC1 and collaborations with the Regional Coalitions will support development of the strategies.

The Year Zero phase for OC2 first round started up in October 2020 with a strengthened focus on informing grantees about the learning agenda, both on possibilities during Year Zero for support from the RMUs including support for activities, and on the learning agenda components, *learning partner, collaboratives and capacity building* in the longer term implementation of the learning agenda. Two learning webinars, one on working with Theory of Change and one on Adaptive Management strategies are planned for to be carried out by selected consultants from two learning organisations in the beginning of the Year Zero period. The focus of the webinars are, respectively, on how to include Theory of Change and adaptive management strategies in full proposal development, and on how to strengthen subsequent implementation and development of learning aspects of the organisation in the long run. This focus is to be continued and further developed in the remaining OC Year Zero processes in 2021.

A group of 10 OC3 (1st round) grantees have also been participating in a Year Zero period while they were developing their full project proposals on different topics mentioned already and repeated in the table below for easy reference. A short description of the learning outcomes of the Year Zero period is mentioned. In other words, what was learned during this period.

TABLE: OC3 – 1ST ROUND YEAR ZERO CANDIDATES.	
ORGANISATION	**INFORMATION ABOUT OC3 – 1ST ROUND YEAR ZERO CANDIDATES AND EXAMPLES OF WHAT WAS LEARNED DURING YEAR ZERO**
Action Aid International	Project purpose: Increase tax revenue and education budgets.
	Learned: The framing of the objectives, outcomes and activities have built a common understanding which has ultimately helped to build the capacity of the alliance partners in Tax Justice and Gender Responsive Public Services. The budgeting capacity was also built through each alliance partner given guidance on how to develop the budget and ensure that all the required budget items were provisioned. The thematic capacity increased in relation to understanding tax and education financing and budget tracking.
Zimbabwe Network of Early Childhood Development	Project purpose: Strengthen Early Childhood Development Education (ECDE)
	Learned: The organisations learnt from the processes of proposal development and appreciated learning from each other through sharing experiences. The networks understood each other and found that early childhood development issues are similar in all countries and not prioritized by the respective government. It was discovered that putting minds together and harnessing the numbers in collaborative ways can push governments in the Southern African region to take ECDE as a priority. It was discussed that the pace of understanding issues varies and thus it was important to address every question no matter how small it may seem, and that every contribution in the discussion should be valued to strengthen and increase participation of all participants.
African Population and Health Research Center	Purpose: Improved access to quality and equitable public education and wellbeing for children living in urban poor settings in sub Saharan Africa (SSA).
	Learned: Working in different contexts and countries gives the coalitions different perspectives on how policies and practices are implemented in countries and this gives opportunity for alliance members to learn from each other´s experience. Bringing together alliances allows them to identify country-specific issues, collate issues that are country-specific as well as identify the most unique country issues. This process gives the coalitions one voice around certain issues and eventually helps them to advocate for change around one or more issues with a collective voice. Bringing alliances together also helps generate evidence on identified issues across different countries giving the alliance a better chance of speaking in regional and global forums.
Fédération Ouest Africaine des Associations de Personnes Handicapées (FOAPH) – Mali, Burkina Faso, Togo	Purpose: Gender Equality and focus on Persons with Disability´s right to education.
	Learned: The participating organisations learned during the preparation of the full proposal that there was a need to be more specific about the national contexts and that there is a need for alliance members to advocate for inclusive education across sectors and vulnerabilities. A capacity assessment (Due Diligence) carried out by Oxfam IBIS, enabled the organisation FOAPH and its partners to know their strengths and weaknesses, but also to take corrective measures to acquire a certain number of policies and documents important to the life of an association (e.g. organisation chart of alliance members, Agreement between alliance members, Monitoring and evaluation framework and Risk and disaster reduction policy).
Fundación Ayuda en Acción	Project purpose: Promote Increased domestic budgets for education and migrants´ right to education.
	Learned: During the Year Zero period, the Alliance learned that – in order to implement the project in a fruitful manner – it needs to define a project's implementing team with clear roles and functions, articulated with a Management Plan; develop, review, and update a risks assessment plan, considering required risk assessment dynamics and management; design and implement a MEAL Plan integrated with a learning system; develop a communication plan including communication among alliance members and with external stakeholders, including mobilization campaigns, and elaborate an alliance participation plan to define forms of communication and participation in decision-making processes; generate a national/regional advocacy plan and develop a sustainability plan.
Keystone Human Services International	Purpose: Increase inclusive education.
	Learned: The webinars and data presentation process allowed the Alliance to develop a Theory of Change that incorporates multiple and diverse perspectives into one streamlined framework that is owned by all partners, strengthening Alliance cohesion as well as technical skills. This process ensured that the proposed project is grounded in clear evidence-based actions that will amount to measurable change. The partners also expanded their knowledge on inclusive education and their country contexts.
Peoples Action for Learning (PAL) Network	Purpose: Increase Inclusive education using robust tools and policy research analysis.
	Learned: The partners realised the need for developing a common metric for foundational literacy and numeracy and they increased their understanding of social accountability and applying evidence-informed advocacy for accelerating inclusive education. They also improved their capacities to use evidence-based advocacy that comes with scaling up common assessments to include children living with specific forms of disability and those with refugee status.

TABLE: OC3 – 1ST ROUND YEAR ZERO CANDIDATES.	
ORGANISATION	**INFORMATION ABOUT OC3 – 1ST ROUND YEAR ZERO CANDIDATES AND EXAMPLES OF WHAT WAS LEARNED DURING YEAR ZERO**
Street Child	Purpose: Improve learning assessment and quality, equitable education for marginalized children.
	Learned: A comprehensive capacity strengthening session on gender and inclusion increased awareness of sectoral standards across six core components: (i) organisational accountability; (ii) organisational culture and capacity; (iii) contextual analysis; (iv) data collection and dissemination; (v) ´do no harm´; and (vi) results frameworks and indicators. The situation analysis allowed participants to understand better national policies and plans, and the factors influencing the translation of policies into practice, noting that these varied across contexts, for example in conflict and crisis contexts. The stakeholder analysis allowed the partners to ascertain assumptions around accountability and to confirm advocacy capacities.
Girls Not Brides: The Global Partnership to End Child Marriage – UK, Burkina Faso, Niger, Benin, Mali, Senegal and Togo	Purpose: The project aims to ending child marriages
	Learned: The member organisations participated and learned from their participation in the preparation process of the full proposal. Girls Not Bride Programme worked with the Alliance partners to build their planning capacities, specifically through building strategic Action Plans for the project. In both Niger and Burkina Faso, national consultants facilitated planning sessions with Alliance members, and supported the process of building effective and collaborative plans for the next three years. The partners learned about the theme of girls' education and child marriage through Zoom workshop and face-to-face meetings in Burkina Faso and Niger. In Niger, Alliance members participated in a face-to-face one-day advocacy workshop on girls' education and child marriage. There were also sessions on developing a Theory of Change, power analysis and mapping of actors and developing an advocacy action plan.
Girl Child Rights-GCR	Purpose: The purpose of the project is to advocate for safe schools and ending School Related Sexual and Gender Based Violence (SRGBV).
	Learned: During the preparation of the full proposal, the partners learned more about the following topics: a) There is need for investment in community led monitoring on policies and laws. A lot of policies and laws are not effectively implemented because of lack of a strong accountability mechanism at community level that can assess progress at local level. An example is implementation of SDGs. b) Effective leadership and coordination are important in organisational management and enhances results and productivity. C) Organisations can work together as long as they have one purpose and agree to advocate for improved lives for people and communities in which they operate.

4 EOL WEBSITE AND COMMUNICATION

EOL communication efforts are now focusing on sharing efforts, experiences and achievements by the grantees supported under the EOL scheme, after having focused on communicating to potential applicants for open applications. The reason for this shift is that for the moment, there are no further open calls for applications.

EOL website has been updated to fit the new aim of communication and it includes the layout for ramping up the amount of news stories on the website under different themes such as thematic and geographic area. The website now also includes the option for grantees to contact the EOL team directly to share relevant news stories about the work carried out. The new layout and options on the website enable EOL to get closer to the grantees and further accelerate the communications flow online.

An EOL newsletter has also been developed and is being sent out four times annually, with the first newsletter launched in August 2020. The purpose of that newsletter was to inform EOL grantees and interested stakeholders about developments within the EOL programme, leading to an acceleration of articles on the EOL website revolving around grantees' work and achievements. After the launch of the first newsletter, EOL has received positive reactions and feedback, and following the launch, the number of subscribers increased rapidly. Currently, there are 446 subscribers to the newsletter. A mapping of the newsletter outreach shows that around 35% are EOL grantees and 65% are other interested stakeholders; they are based in at least 86 countries, and represent over 370 different organisations, institutions, and companies.

EOL communication efforts include also ongoing communication with applicants, i.e. through a series of webinars conducted in English, French, and Spanish with active participants. The ongoing communication with all grantees, principally through the RMUs, is also allowing EOL to learn from the grantees´ communication efforts and activities and to identify relevant news stories that merit to be shared further through EOL website and newsletter.

REGION	% OF SUBSCRIBERS TO EOL NEWSLETTER
East and Southern Africa	28%
West and Central Africa	23%
Asia Pacific	15%
Europe	11%
Latin America and Caribbean	7%
Northern America	4%
MENA	2%

5 RESULTS OBTAINED IN THE FRAMEWORK OF THE EOL PROGRAM

CONTEXT INFORMATION

The context in which the grantee projects as well as the entire EOL program operate has changed dramatically in each country, regionally and globally since the EOL Program started up due to the *Covid-19 health crisis*. The partial lockdown of both private sector activities as well as public sector services in order to combat the health crisis has had tremendous effects on societies and have sent thousands and thousands of low-income families into an economically precarious situation in both rich and poor countries, but particularly in those countries that lack social security nets to grab those persons and families that lose their employment or who were already before the crisis living on the edge of the labour market. They were in many cases sent into deep poverty when prohibitions to transit hindered them in working in the informal economy, for example, selling products and services to bring "food on the table" for their families.

The Covid-19 crisis and the widespread lockdown of public schools have changed tremendously the entire context in which the EOL grantees operate since new and urgent problems have emerged that were suddenly placed on the top of the civil society advocacy agenda, such as securing some kind of emergency education for the high number of children without access to education and avoiding that the gaps between rich and poor children would be further widened during the lockdown, i.e. due to inequal access to computers and internet in the homes. In many countries, schools are though starting to get back to normal functioning again.

The *political agendas* have in some countries became almost monothematic and concentrate on how to manage the urgent health crisis, which does not leave much space – if any at all - for policy discussions of on-going structural problems such as gender discrimination in the education sector or the unequal opportunities that children from urban and rural areas, respectively, have for receiving quality education.

The Covid-19 crisis overshadow the attention of media and politicians, but it should not be overlooked that also other severe and difficult events have taken place in the context that affected marginalized groups, education systems and at times also the grantees themselves. *Natural disasters* occur frequently and only in second semester 2020, various events of this kind took place. Two hurricanes Eta and Iota – one coming after the other over a couple of weeks – damaged severely the infrastructure, houses, crops and livelihoods in Nicaragua and Honduras as well as in other countries in the region. In Nicaragua, an estimated 23% of education infrastructure was damaged and only in the Northern part of Honduras, 25000 homes, 594 schools and 3,4 million people were affected. In Bangladesh, the Super cyclone Amphan affected the South-Western part of the country and around 2,6 million people lost livelihood assets. In Ethiopia and in the wider Horn of Africa sub-region, many people also lost their crops, as a continued effect of the evasion of locusts in the first part of 2020.

Many of the countries in which EOL grantees operate also experience *changes in the economic sphere*, such as hyperinflation in Sudan, which has led to increases in prices of essential goods, especially food, extreme poverty, disease outbreaks, violence and conflicts. And the effects of the Covid-19 crisis on the wider national economies after locking down of private sector activities and disruption of supply chains are immense, leading to increased unemployment and poverty, and to parents being unable to keep their children in school. Adult unemployment rate in Pakistan is reported to be extremely high; and in Tajikistan, as example, travel restrictions have made it difficult for people to go to work. The full impact is still to be seen and the economic growth rates are expected to decrease further and this will also have a huge impact on public services provided in the future, including public education systems due to future budget limitations and because national education budgets have in some cases been diverted to other sectors, mainly the health sector to attend to the Covid-19 crisis. So not only have *national education budgets been shrinking* as the rest of the national economy in many countries but the proportion devoted to education has also been diminished. These changes have also influenced advocacy priorities and it has created further barriers for those grantees that advocate for increasing the education budget.

Changes have also occurred in the *political spere* with elections in the second semester 2020, in countries such as Burkina Faso, Niger, Tanzania and Uganda. In the latter country, the elections took place in a tense and violent surrounding which affected the implementation of grantee activities that had been planned. Municipal elections in Cape Verde lead to the need for establishment of new political contacts for the EOL grantee in this country. Also, in Madagascar the appointment of new education authorities require the establishment of new contacts for the grantee.

Violence and insecurity has also been affecting the Democratic Republic of Congo including the regions where the EOL project is developing (North Kivu and South Kivu); and tension and violence associated with the pre-election crisis continued into the

presidential election in Ivory Coast which affected awareness campaigns for parents and communities. In South Sudan the political conflict and war have continued to create a critical humanitarian situation and some difficulties for the development of the grantee project in this country. In Sudan, the 2019 change of government and recently concluded peace agreements have also created changes in the political landscape that the grantee project needs to take into account.

There have also been some *changes in the education policy decision making processes* that the grantee projects have had to adjust to, such as the extension of the deadline to finalize Cameroon´s new Education and Training Sector Strategy Paper 2030 which also made the NEC postpone one of its activities.

Summarizing, many of these broader contextual changes and particularly the Covid-19 crisis have affected grantee projects in different ways. Some grantees have changed their advocacy strategies to tune them in on those new policies that suddenly arose and affected the marginalized groups disproportionately and that tend to generate additional inequality in the society, such as home-schooling. The grantee projects became for example more active in education emergency policy discussions; in promotion of safe reopening of schools or in the fight for strict safety measures in those countries that did not lock down their public schools. The context also affected the civil society strategies regarding how to carry out advocacy with the many political meetings that went on-line and the NECs finding ways how to cope with this and how to continue advocacy through virtually means.

RESULTS RELATED TO CIVIL SOCIETY POLICY ENGAGEMENT AND -CHANGES

The overall goal of 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".

During 2020, results have mainly been achieved in the framework of the EOL Operational Component 1 (OC1) that supports National Education Coalitions to carry out advocacy and social accountability activities to promote quality - and equality generating public education systems as well as to become technically strong actors that are capable to follow up on the national education policies and plans and for advocating for the fulfilment of the right to education for all, and particularly for marginalized groups. Operational Component 1 also provides funds to GCE and RCs to enable them to support NECs with capacity building activities and common strategic approaches.

The EOL supported NECs are permanently active in diverse policy discussion arenas where they have the possibility to get informed about new policies and to address the need for formulating inclusive education policies that take into account the most vulnerable groups in the society. The scope of the NEC participation varies as it depends, among other factors, on the existence of openness for taking into consideration the concerns raised by the civil society.

The NECs are active in policy discussion fora and meetings that follow up on the Right to Education through the Universal Periodic Reviews and on the Sustainable Development Goals, and particularly on SDG4 that relates to Education, through the Voluntary National Reviews (VNR) and other processes. The NECs are also active in disseminating information about SDG4; and in analysing and commenting on the Governments progress in implementing the SDG4 at the national level without leaving anyone behind.

When the NECs are admitted to, they participate in the Local Education Groups (LEGs) in their respective country where the National Education Sector plan is discussed. Looking at the entire year 2020, the NECs were participating in Local Education Group meetings taking place in 41 countries, so in this way, a large number of countries were reached with the EOL OC1-funds through the NEC participations.

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 2020 – 31ST DECEMBER 2020.

Participation in at least one Local Education Group (LEG) meeting	West & Central Africa	Eastern & Southern Africa	Latin America & Caribbean	Asia & 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 year 2020	15	13	1	12	**41**
No, the NEC did not participate in the LEG in year 2020	2	3	3	4	**12**
N.D.	1	0	0	0	**1**

Source: Information from NECs compiled by EOL-RMUs in January 2021.

It should also be noted that specifically, in the second half of 2020, when various policy discussion meetings were carried out as virtual meetings due to the Covid-19 pandemic and lockdowns; while others were still held as physical meetings, the NECs – despite of the Covid-19 travel -, gathering- and other restrictions - participated in LEG meetings in 37 different countries (14 in West and Central Africa Region; 12 in the Eastern and Southern Africa Region; and 11 in the Asia and Pacific Region); and could therefore raise the concern regarding emergency education plans that built on on-line education to which poor and marginalized groups are often in disadvantage.

Policy changes (laws, national plans, directives, administration instructions, etc) improving the education sector took place in at least 25 countries out of the 54 EOL supported countries where NEC grantees operate. These policy changes can of course not be attributed to the NECs or the civil society organisations in the respective country since they are approved by parliamentarians, policy makers and national authorities in different public ministries and institutions at different levels.

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 JULY 2020 – 31ST DECEMBER 2020.

Participation in at least one Local Education Group (LEG) meeting	West & Central Africa	Eastern & Southern Africa	Latin America & Caribbean	Asia & 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 2nd semester	14	12	0	11	**37**
No, the NEC did not participate in the LEG in 2nd semester	2	4	3	5	**14**
N.D.	2	0	1	0	**3**

Source: Annex 2, EOL Technical Progress Report July – December 2020.

However, the NECs and the civil society organisations in general have in many cases either participated in the discussion of them, for example in the Local Education Groups and through other policy discussion areas; and/or they have directly advocated for these policy changes. Regional Coalitions ASPBAE, CLADE, ACEA as well as GCE have on their side also made diverse efforts to place overseen and undervalued issues on the political agendas, such as Adult Learning and Education; Equitable access to technology; Disability Inclusive Education; Education Costing and Financing; Education Responses to Covid-19; etc. The placing of specific concerns on the regional and on the global political agendas tend to spill onto the national political agendas as well; and the civil society organisations are intelligently using this possibility to move the education agenda forward to the benefit of the marginalized groups.

Through the discussion of the policies, plans, directives, etc., the civil society organisations have eventually contributed to them by presenting arguments, data and technical assistance in order to promote that they incorporate the human rights-based approach to a larger degree and so that they explicitly take marginalized groups into account. The policy influencing work has also consisted in promoting that the education policies become more effective and more inclusive to help close the gap in the society between those who have access to resources and those who have not.

The new or changed policies deal with diverse areas. The Covid-19 situation has literally obliged the countries to approve new legislation, policies and directives for "Education-in-emergencies" in order to providing some kind of education during the lockdowns of schools; and therefore, a large part of the new policies (19) relate to this topic. In the Covid-19 emergency regulations of education, the NECs were actively participating in reminding the decision takers about the need to not rely only on IT-based distance learning since it tends to widen the gap between rich and poor families and students.

NUMBER OF NATIONAL NEW OR CHANGED EDUCATION SECTOR RELATED PUBLIC POLICIES, PLANS, DIRECTIVES, LAWS AND REGULATIONS IN COUNTRIES WHERE EOL SUPPORTED NECS OPERATE (YEAR 2020)

West and Central Africa Region	10
Eastern and Southern Africa Region	14
Latin America and Caribbean Region	1
Asia and Pacific Region	23
Total number	**48**

Some of the new or changed laws in 2020 deal with education sector policies and plans in general (14); education budgets (3) and school buildings and ICT (2). And then there are 10 policies, directives, plans, guidelines, etc. that deal with increasing marginalized groups´ right to education, such as adolescent girls, particularly pregnant adolescent girls´ and teen mothers´ right to education (4); people with disabilities (4) and poor peoples´ right to education (2).

The NECs are considered to have contributed to at least one such public policy, law, directive, guideline etc. in at least 23 countries.

NUMBER OF NEW/CHANGED POLICIES, PLANS, DIRECTIVES, ETC. IN 2020, GROUPED BY THEMES

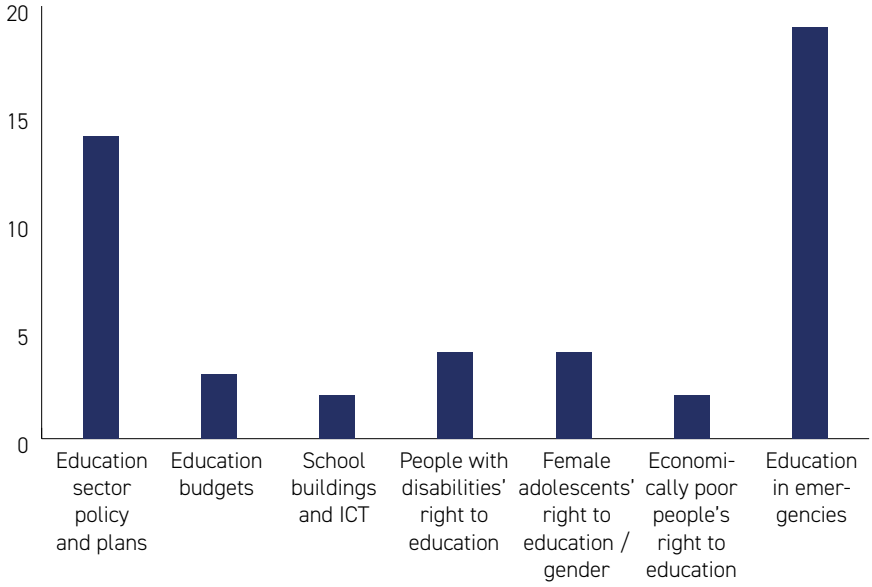


TABLE: EXAMPLES OF POLICIES, LAWS, PUBLIC PLANS, REGULATIONS AND DIRECTIVES APPROVED IN YEAR 2020 THAT HAVE BEEN PROMOTED OR INFLUENCED BY THE NATIONAL EDUCATION COALITIONS.

	COUNTRY	EXAMPLES OF POLICIES FOR WHICH THE NEC HAS PARTICIPATED IN THE DISCUSSION IN 2020
West- and Central Africa Region		
1	Burkina Faso	National Strategy for Education in Emergencies from 2019 to 2024, signed in December 2020. Response plan for educational continuity during COVID-19 adopted by Ministry of Education and support program for the implementation of the response plan for educational continuity approved in May 2020.
2	Mozambique	Multisectoral Mechanism for Reporting, Referral, Response and Assistance to Victims of Violence at School approved during the 4rd quarter of 2020. Government's Five-Year Plan 2020-2024 and Economic and Social Plan, State Budget, Strategic Education Plan 2020-2029 approved in April 2020.
3	Niger	Operational Program for the Implementation of the Global Response Plan to the COVID-19 pandemic. This was adopted by Government of Niger on April 28, 2020.
4	Sierra Leone	Adoption of COVID-19 Preventive Plan and measures for schools reopening approved during the 2nd quarter of 2020.
5	Togo	Revised Education Sector Plan, 2020-2030 (PSE) approved in July 2020.
6	Ivory Coast	National Strategy for the Reintegration of Pregnant Girls / Mothers into the Ivorian education system, approved in December 2020.
7	Gambia	Strategic Framework for the COVID-19 Safe Reopening of schools and Catch-up Plan on Learning Loss approved during the 2nd semester of 2020.
Eastern and Southern Africa Region		
1	Zimbabwe	Finance Bill (2021 National Budget) with Increased budget allocation to primary and secondary education sector budget. An extra $820 million was added to some items in the $421,6 billion 2021 National Budget to cover critical funding gaps identified by Parliament Education Amendment Act (No. 15, 2019).
2	Kenya	Kenya Basic education COVID- 19 Emergency response plan; Guideline for reopening of schools; National Guideline for school re-entry in Early Learning and Basic Education.
3	South Sudan	Response to Covid-19 education framework on distance learning. The new Inclusive Education and Gender policy which is being developed is now in draft form and is to be presented in parliament for debate.
4	Malawi	Guidelines for the re-opening of primary and secondary schools, teachers training colleges (TTC) during Covid-19 pandemic. National education sector investment plan 2020-2030.
5	Somalia	School Building Infrastructure Guideline approved on 23rd December 2020. Gender education policy approved on 23rd November 2020. Community Education Committees CEC Policy framework approved on 8th September 2020.

TABLE: EXAMPLES OF POLICIES, LAWS, PUBLIC PLANS, REGULATIONS AND DIRECTIVES APPROVED IN YEAR 2020 THAT HAVE BEEN PROMOTED OR INFLUENCED BY THE NATIONAL EDUCATION COALITIONS.		
COUNTRY		**EXAMPLES OF POLICIES FOR WHICH THE NEC HAS PARTICIPATED IN THE DISCUSSION IN 2020**
6	Nigeria	Covid-19 Schools reopening Guidelines approved by the government on 13 July 2020. School Readiness template for Covid-19 School reopening approved in August 2020. Guidelines for states: take home ration distribution a covid-19 palliative intervention approved in May 2020.
7	Sudan	National Covid-19 Response plan.
Asia and Pacific Region		
1	Nepal	Plans and Policies of Nepal government for the fiscal year 2020/21; National Budget for the fiscal year 2020/21.
2	Vanuatu	Vanuatu Education Training Sector Strategy Plan (VETSS) 2020 – 2030
3	Philippines	Alternative Learning System (ALS); An ACT institutionalizing the alternative learning system in basic education; Instituting Services for Learners with Disabilities in Support of Inclusive Education and Establishing Inclusive Learning Resources in School Districts.
4	Mongolia	The Education Sector Medium-Term Development Plan 2021-2030. Regulation on ensuring reasonable accommodation and accessible learning environments for inclusion of students with disabilities at all levels of education.
5	Bangladesh	Development of Education Sector Plan.
6	Cambodia	Cambodia ICT Master Plan enables the promotion of digital literacy across the society.
7	Kyrgyzstan	Budget Resolution of the Kyrgyz Republic for 2021 and forecast for 2022-2023.
8	Vietnam	Regulations on national sign language standards for persons with hearing and speaking disabilities.
9	Timor Leste	Special Regime to provide Thousand Scholarships for students from poor and marginalized communities

RESULTS RELATED TO NECS CAPACITIES TO PROMOTE EQUALITY GENERATING EDUCATION SYSTEMS AND DEFEND MARGINALIZED GROUPS´ RIGHT TO EDUCATION.

Results related to NEC Inclusivity

EOL Objective 1 aims at strengthening the National Education Coalitions in different ways, and one of them is to promote that they become further inclusive and include organisations of diverse marginalized groups in order to increase legitimacy in policy discussions on how to assure that the universal right to quality education becomes a reality for all. There are many groups of people that are commonly excluded from the formal education system or discriminated against in the education system, such as girls due to gender discrimination. Other groups that are also often discriminated against in the education system are the boys, girls 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 therefore can speak with one voice when demanding improved education policies which is very powerful and strategic for the civil society organisations at the national level.

It is considered important that representatives of diverse marginalized groups become well integrated in the National Education Coalition so that the coalition can include their concerns and rights when discussing how to improve the education system to make it inclusive for all. In January 2020, Oxfam IBIS 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. It was also considered if the NEC strategy or work plan explicitly mention the promotion of the specific marginalized groups´ right to education, considering that the NEC can work for promoting the specific marginalized group´s rights even in those cases where they do not have representatives in the coalition.

The number of NECs that currently include different marginalized can be seen in the table below. Comparing with the individual baseline for each NEC from January 2020, as of end December 2020, there was an above 5%-points increase registered in the inclusivity index in 14 countries: Benin, Cameroon, Ivory Coast, Guinea Bissau, Lesotho, Zambia, Zimbabwe, Somalia, Nicaragua, Bolivia, Afghanistan, Cambodia, Papua New Guinea and Vanuatu. Two NECs have registered negative changes of more than 5%-points, while the vast majority of NECs are quite stable without major changes and without remarkable increases or decreases in the index.[4]

[4]Refers to an inclusivity index used for monitoring EOL Global results framework.

TABLE: PARTICIPATION OF MARGINALIZED GROUPS IN 54[5] EOL-SUPPORTED NECS			
	National Education Coalition (NEC) with participation of at least one organization that represents the following marginalized group.	**Number of EOL-supported NECs that have participation of the specific marginalized group**	**% of EOL-supported NECs**
1	Women/girls	54	**100%**
2	Marginalized or illiterate young boys and girls (aged 15-24)	50	**93%**
3	People with disabilities	53	**98%**
4	Discriminated ethnicity and caste	16	**30%**
5	Discriminated religious group	5	**9%**
6	Indigenous people	22	**41%**
7	Internal Displaced/Refugees	22	**41%**
8	LGBT persons	9	**17%**
9	People with discriminated nationalities or Migrants	17	**31%**
10	People living below poverty line as defined by respective Government	42	**78%**

In various countries, different organisations have applied to become members of the national education coalition and these petitions are being analysed by the NEC to assure that the organisations share a common human-rights based approach, before they can join as members.

In relation to gender equality, NECs in the West and Central African region, are making different efforts to promote gender equality inside the National Education Coalition itself, such as promoting that there are female participants in all its activities. In Burkina Faso, the NEC informs that 35% of participants in the NEC activities are female. The NEC is also committed to draft its own gender policy document to take the promotion of gender equality into account to a higher degree. In Ivory Coast, the NEC has given instructions to the NEC´s regional committees to encourage woman to occupy positions in offices and thematic groups. In the Democratic Republic of Congo, the NEC is committed to promote an at-least-40%-female-representation in its activities. The NEC in Madagascar has organized an information day on gender equality for staff, while the NEC in Mozambique has developed a Gender Strategy with the aim of integrating gender equality at all levels in its structure, programming and operations.

In the Eastern and Southern Africa region, the NEC in Uganda has promoted gender equality in the NEC itself through high-lighting ´gender mainstreaming´, ´how to understand gender dynamics´ and ´how to engage men to promote gender mainstreaming´ as learning topics. The NEC in South Sudan has provided guidelines on gender sensitive planning to member organisations. The NEC in Somaliland considers itself as a ´women and girl child sensitive coalition´ and informed that women organisations are highly encouraged to join the coalition. The NEC in Eswatini informs that it promotes women´s participation at all decision making levels and strives to promote the girl child´s right to education. Zambia and Zimbabwe, respectively, inform that they aim at providing equal opportunities for women participation in governance and meetings. The Rwanda NEC mentions that the women´s groups are empowered to participate which leads to more female participation inside the NEC as well. The NEC in Malawi has a Gender Policy that guides the recruitment of staff to achieve gender equality and it also has a Board Manual that promotes representation of both women and men on the board.

In the Latin American and Caribbean region, the NEC in Honduras has included the gender equality issue in information collection instruments when developing documents, research or other NEC activities, and it has also, like the NEC in Nicaragua, developed trainings on the human rights approach and gender perspective for NEC members. The NEC in Bolivia strives to guarantee the participation of women in the NEC activities through the definition of a Gender Agenda for the NEC.

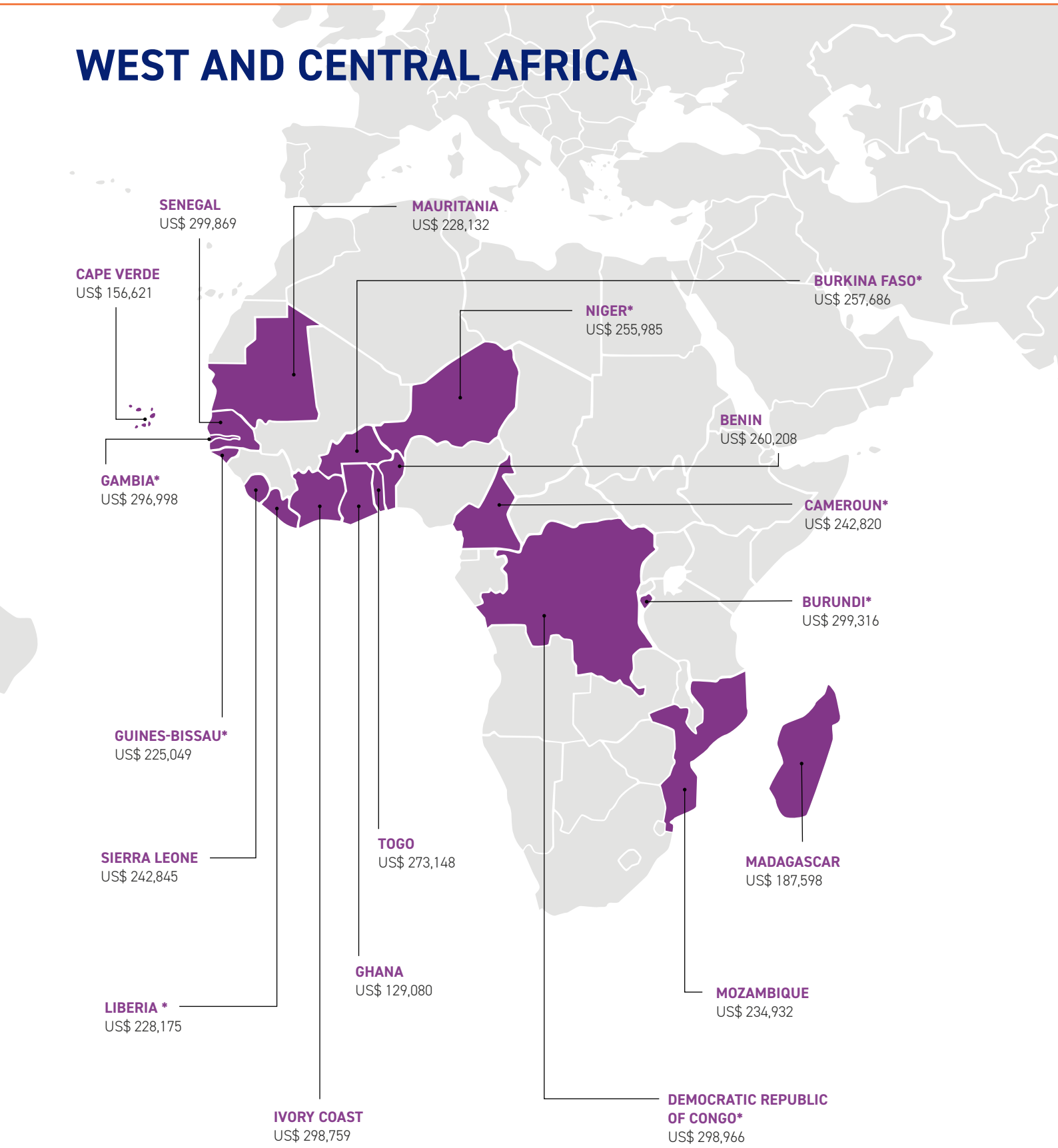
In the Asia and Pacific region, the NEC in Afghanistan has a high number of women organisations participating in the coalition and is making diverse efforts to improve women´s representation in the coalition at all levels. In Bangladesh, the NEC informs that it has promoted affirmative actions in order to promote gender equality in its activities that currently have more male participants than female participants. The NEC in Mongolia includes strong women organisations and gender topics are included in basic trainings; while the Pakistan NEC informs that gender equality is promoted both inside as well as outside the NEC. The NEC in Philippines promotes i.e. gender equality inside the NEC by making sure that both men and women are speakers in their webinars and diverse public engagements. The NEC in Tajikistan informs that the number of women participants is greater than that of men in their activities as well as in the coalition board; while the NEC in Vietnam informs that it has made specific efforts to increase the number of women nominations for being board members.

Results related to NEC Capacity building

One of the global EOL outcomes that the OC1 National Education Coalitions had to align to when presenting their grantee proposals back in 2019 was the EOL Outcome 1.2: "National education coalitions capacities are increased, particularly in relation to engagement in policy dialogues". Therefore, all National Education Coalitions have included trainings on diverse topics in their grantee projects that they are implement-

[5]See footnote 1.

WEST AND CENTRAL AFRICA



* fragile and conflict affected

ing. As of December 2020, 51 out of 54 OC1 Grantees had also developed or improved its individual learning plan and it is foreseen that the learning plan implementation will receive further support from a network of learning partners that include Regional Coalitions, learning partners and RMUs. The NECs are also commonly invited to take part in trainings organized by other organisations, such as international agencies.

The NECs report to have increased capacities in various areas through their participation in formal trainings, on-line webinars, one-to-one trainings and other training methodologies. The NEC reported increased capacities are classified below in the following three groups: Governance skills (including how to manage the NEC with modern and good governance procedures), Technical skills (including how to analyze information on marginalized groups´ education situation from a human rights perspective and on the national education system´s functioning with its laws, procedures and institutions); and Advocacy skills (including how to formulate strategic communication plans and how to implement them, including use of diverse communication means).

It should be underlined that the below mentioned increased capacities are only based on the NECs participation in training activities of different kinds; in a spectre from formally organized workshops taking place over various days to more informal one-to-one meetings organized by GCE, RCs, Learning Partners, RMUs, NECs themselves and other organisations. There has been no EOL validation as such of the increased capacities mentioned below, yet they are mentioned here because they give an idea about the kind of capacity building efforts that the NECs have carried out despite the Corona crisis and other challenges in the second semester 2020.

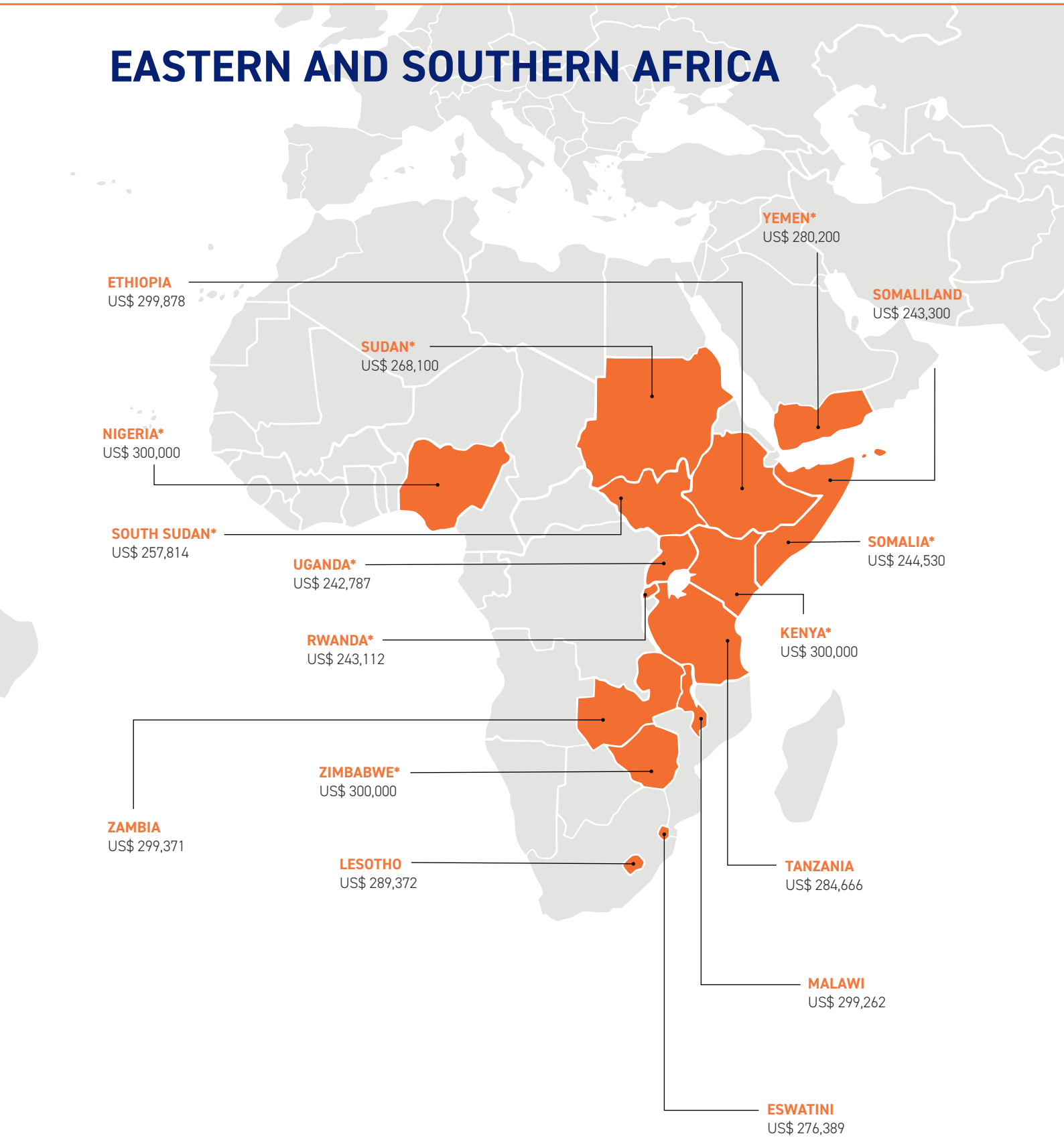
STRENGTHENING OF NATIONAL EDUCATION COALITIONS IN THE WEST AND CENTRAL AFRICA REGION IN SECOND SEMESTER 2020

Governance capacities	Technical capacities	Advocacy capacities
The NEC in BENIN improved its knowledge on mobilization of resources, development and management of projects and use of the software SAGE. The NEC in BURKINA FASO and its members participated in trainings on website administration and on the use of an audio-visual editing software, as well as in Human Resources Management and logistics, IT capacity building and English skills. The NEC in BURUNDI learned about financial reporting, how to establish a learning plan, how to make project planning and monitoring. The NEC in CAMEROON learned further about the administrative, financial and accounting procedures. The NEC in CAPE VERDE has improved organisational capacity through training in accounting and project management. The NEC in SENEGAL has improved its organisational capacity through training on administrative management, internal and external communication and this capacity was supported by EDUCO ANCEFA.	The NEC in BURKINA FASO and its members have built thematic capacity through participation in trainings on: ´Safe School approach´; ´Conflict Analysis and Management´; ´Negotiation and non-violent Communication: Conflict Sensitive Education and in Peace Education´. The NEC in CAMEROON reenforced thematic skills through the sharing of learnings and discussion sessions held during a study trip to Ivory Coast, which included meetings with Ivory Coast National Education NEC. The NEC members in IVORY COAST have improved thematic capacities through a training on the right to education, quality and free education, privatisation and commodification. The NEC in SENEGAL improved its thematic capacity through an online capacity building session on partnership principles, processes and practices.	The NEC in BURKINA FASO, received training on crisis-sensitive planning and inclusion of displaced people, citizen control, advocacy and respect for children's right to education and violence against girls in schools. In the IVORY COAST, members of the NEC´s regional committees have improved advocacy capacities through training on how to use the Abidjan Principles in the context of advocacy for the right to education. The NEC in IVORY COAST has also reenforced advocacy skills through an exchange trip and experience sharing in Togo for a meeting with the Togolese NEC. The NEC in MOZAMBIQUE has improved advocacy capacities through training in public policy analysis. The NEC in SENEGAL has improved advocacy capacities through a webinar to share good practices developed between member countries on advocacy for strengthening of education budget during COVID-19 period, organized by GCE.
The **EOL-RMU in West and Central Africa** has provided some one-to-one trainings and capacity building meetings to reinforce the NECs' capacities on monitoring and evaluation tools, identification of project indicators and targets, creation and development of learning plans and reporting of project budgets for the NECs in BENIN, BURKINA FASO, BURUNDI, CAMEROON, CAPE VERDE, IVORY COAST, DRC, GAMBIA, GUINES BISSAU, MADAGASCAR, MAURITANIA, MOZAMBIQUE, NIGER, SENEGAL, SIERRA LEONE and TOGO. The NEC in MOZAMBIQUE reported that the Learning Plan has been an asset, as it has helped to identify the areas of capacity that require more efforts from the network in order to improve them.		

STRENGTHENING OF NATIONAL EDUCATION COALITIONS IN EASTERN AND SOUTHERN AFRICA REGION IN THE SECOND SEMESTER 2020

Governance capacities	Technical capacities	Advocacy capacities
The NEC in UGANDA participated in learnings on how to engage its members and education stakeholders including how to attain effectively to the coalition's advocacy agenda. The NEC in SOUTH SUDAN mentions that it has improved capacities in four areas: Staff supervision, Budget control, Monitoring and evaluation and Improved coordination. The NEC in SUDAN reports having improved resource mobilization capacities. The NEC in SOMALIA mentions that it has improved its capacity to conduct a SWOT (Strength, Weaknesses, Opportunities and Threats) analysis for its members. The NEC in SOMALILAND has increased project management and monitoring capacities. The NEC in YEMEN informs that it has improved management capacities and resource mobilization capacities. Its members and staff have participated in an online webinar, a seminar and dialogs. In NIGERIA the NEC informs that it has learned about Organisation management and the Coalition is now stronger in membership and citizens coordination. The coalition has improved in the mobilization of members through engagement in coordination meetings. Monthly coordination meetings are taking place in about half of the Nigeria states. In ESWATINI the NEC reports that it has advanced in technical and political capacities for the defence and promotion of the right to education and the organisation is now more responsive to the environment such as the challenges of COVID 19. The organisation is capable to monitor performance and the organize itself and adapt new strategies that will work better during this period. The NEC in ZAMBIA reports that it has engaged in building capacity of members and other education stakeholders in policy implementation and monitoring. The ZIMBABWE NEC reports that both Board Members (National Management Committee Members) and senior management were trained on their specific roles to improve the governance of the Coalition. The NEC in ETHIOPIA informs that it has learned about adaptive management strategies and how to work through the national Emergency COVID-19 Strategic environment. The NEC in MALAWI improved its capacity on visibility and assets management, but this last training was developed without support from EOL.	As a result of implementing its learning plan, the coalition in NIGERIA informs that it has improved its capacities for influencing policies and plans on gender equality and education financing. The NEC has used these skills with states legislatures on education policies issues and has received commitments from the legislatures on partnership to implement expedite actions related to laws like the child rights´ act and education financing. The NEC in ESWATINI informs that it acquired a more comprehensive understanding of the right to education and critical analysis that helps the coalition to advocate for access to quality education for all. The coalition has now established relations with Parliament Research Department as a strategic partner. In ZAMBIA, the Coalition members and staff are now able to effectively gather evidence on impact of implementing the Education and Skills Sector Plan for its credible evidence-based advocacy. The NEC in ZIMBABWE improved its policy influencing capacities and its skills for budget tracking. The RWANDA NEC informs that it has increased its capacity to facilitate consultation processes on education policies and other frameworks; as well as to engage in policy dialogues. The NEC in ETHIOPIA, increased its advocacy skills for promoting inclusive education for girls, pastoral children and children with disabilities. In relation to this, it has now proactively advocated for the revision of the 5-Year National Education Plan based on recommendations given by different international organisations and the Ethiopian Teachers Association.	The NEC in UGANDA was trained and is now capable of identifying all the relevant stakeholders and engage them appropriately - as audience - for the advocacy agenda. The SOUTH SUDAN NEC has learned about campaign messaging and talk show designs. The NEC in SUDAN has increased its capabilities for organising campaign fora and for developing messages for advocacy. It has also increased its consultation capacities In SOMALIA, the coalition reports that it has improved skills to do effective communication and use social media as a campaign tool. In SOMALILAND, the NEC reports that it has increased its capacities to do advocacy and influencing work and policy engagement with good strategies anchored to the local context. The NEC in LESOTHO has improved capacity in community mobilisation, budget analysis and in using social accountability tools. The coalition has now established relations with the Parliament Research Department as a strategic partner. In ZAMBIA, the Coalition members and staff are now better equipped to gather evidence on the impact of implementing the Education and Skills Sector Plan and to use credible evidence for advocacy. The NEC in RWANDA informs that it has increased its capacity to facilitate consultation processes on education policies and other frameworks as well as its capacities to engage in policy dialogues. The NEC in MALAWI informs that it has in general improved the understanding of advocacy and campaigns.

EASTERN AND SOUTHERN AFRICA



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Governance capacities	Technical capacities	Advocacy capacities
The **EOL-RMU in Eastern and Southern Africa** has supported the capacity building and skills development of the NECs in UGANDA, SOUTH SUDAN, SUDAN, SOMALIA, SOMALILAND, YEMEN, NIGERIA, LESOTHO, ESWATINI, ZAMBIA, ZIMBABWE, RWANDA, ETHIOPIA and MALAWI in activity implementation planning, monitoring and tracking project implementation and in financial reporting. The NECs have also received support in identifying learning needs and in developing and improving learning plans. The RMU has also shortlisted a pool of 20 learning partners and started training courses on Policy Advocacy, Community Mobilization and Budget Analysis and on Monitoring, Evaluation, Accountability and Learning for OC1 grantees. The purpose of the training is among other objectives to equip grantees with advocacy skills and enhance their knowledge and practice in policy advocacy and influencing, policy implementation tracking and development of an advocacy strategy; as well as to facilitate learning and practice of community mobilization and social accountability techniques; and to build the capacity of grantees in budget analysis.		
The **Regional Coalition ACEA** supported capacity building of the NECs in the region in general, and in particularly the NECs in Yemen, Sudan and Somalia. ACEA organized an Arab Educational Feminist Forum that aims at strengthening the feminist movement in education policy discussions; as well as a Policies´ Academy, which is a series of on-line dialogues engaging coalitions, academics, researchers, civil society organisations in discussion on education policies. ACEA also reports the organisation of trainings on Digital Campaigning for the NECs in the region; and the production of an ACEA training manual in Arabic on the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards for Education. ACEA also carried out diverse on-line meetings to orient the coalitions on the new emergency that Covid represents.		

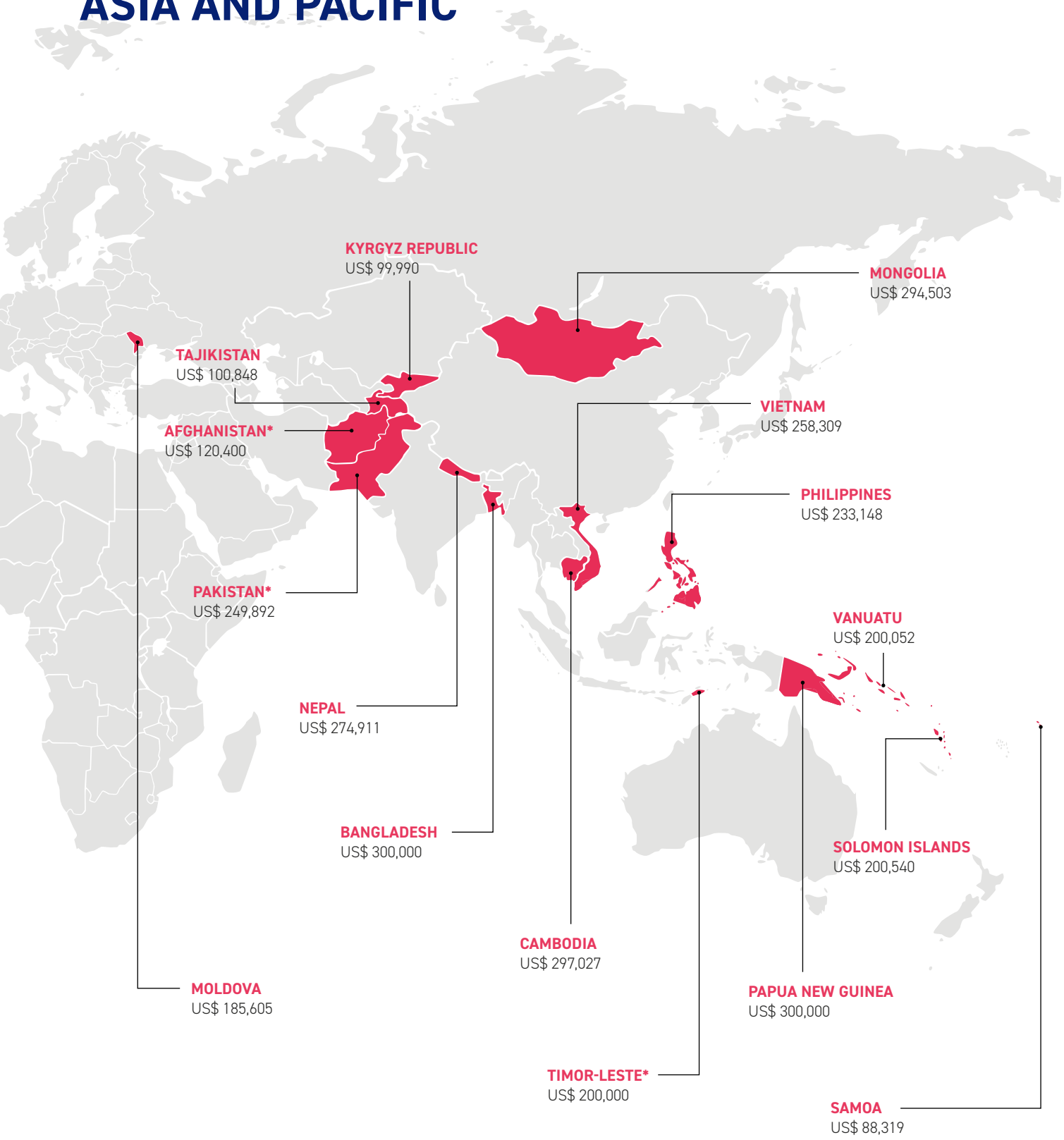
STRENGTHENING OF NATIONAL EDUCATION COALITIONS IN THE LATIN AMERICA AND CARIBBEAN REGION IN THE SECOND SEMESTER 2020

Governance capacities	Technical capacities	Advocacy capacities
The NEC in HONDURAS has improved its skills through the Learning Plan development, and has learned how to do a participatory assessment of learning needs with special emphasis on people with disabilities right to education, migration, gender among other themes.	The NEC in BOLIVIA reports that it has increased its thematic capacities through a manual and trainings on 2030 Agenda, SDG4, financing and advocacy. The NEC in NICARAGUA has strengthened its thematic capacities on 2030 Agenda, educational policy evaluation and SDG4 and financing.	The NEC in BOLIVIA has carried out trainings for members, Educational Social Community Councils, student leaders and the education community on political spokesperson roles and comprehensive sexuality education. The NEC in HONDURAS has increased its skills in Social Audit and advocacy.
The **EOL-RMU in Latin America and Caribbean** has supported the NECs in HONDURAS, BOLIVIA and NICARAGUA with planning and how to comply with monitoring and financial reporting requirements. The NECs have also received support in identifying learning needs and in developing learning plans.		
The **Regional Coalition CLADE** supported the EOL-supported NECs capacities through extending invitation to them for virtual meetings such as one on the Human Right to Education, Horizons and Meanings in the Post-Pandemic Work that helped - together with GCE elaborated policy guidelines on this topic - to give strategic orientations to the NECs in the new Covid-19 situation. The NECs had also the opportunity to participate in preparatory meetings on Youth and the right to education; early childhood education; youth and adult education; inequalities, inclusion and education; public education at risk of privatization and international developments in the pandemic context. CLADE and GCE have also shared information on a Monitoring system of the Financing of the human right to education and a regional observatory on Inclusive Education. CLADE has also continued to support the participation of young people in national coalitions and the interaction among them at regional level. Students and young people were also invited to organize an event on "Youth and the Right to Education in Latin America and the Caribbean" where they shared information about their demands and expectations for education. CLADE also reports that the Student Movement of Latin America and Caribbean (MELAC) and youth participants were encouraged to participate in GCE activities.		

LATIN AMERICA AND CARRIBBEAN

* fragile and conflict affected

ASIA AND PACIFIC



* fragile and conflict affected

STRENGTHENING OF NATIONAL EDUCATION COALITIONS IN THE ASIA AND PACIFIC REGION IN THE SECOND SEMESTER 2020

Governance capacities	Technical capacities	Advocacy capacities
In AFGHANISTAN the NEC has increased member engagement capacities through the establishment of provincial coordination platforms and learning clubs that support members in designing, implementation, monitoring and reporting on their projects and programmes, linked with Ministry of Education Strategic Plan and SDG4. The NEC in MOLDOVA has improved its skills on results-based management, public financial management and budgeting in the education field. The NEC in NEPAL has increased its capacities in research, monitoring, analysis and tracking of results. The NEC in PHILIPPINES has increased communication skills and knowledge about online platforms, how to maintain group chats, online meetings and other topics. The NEC in TIMOR LESTE, learned how to integrate youth researchers and advocates in the organisation and how to establish a Marginalised Youth Forum. On another level, 15 member staff of this NEC received training on improving their English language skills. The NEC in TAJIKISTAN learned to conduct online events. The NEC staff in MONGOLIA has increased its knowledge on internal democracy and independence of civil society organisations and policy advocacy as well as on human rights-based approach to education.	The NEC in CAMBODIA has increased capacities on how to promote transparency in budget development and monitoring; and it has increased knowledge on how to advocate for higher national public budgets for children and youth topics in policies and programmes. The NEC in KYRGYZSTAN has increased its knowledge on the education needs of youth and adults during the pandemic. The NEC in MOLDOVA has improved its capacities in relation to public policy dialogues on education. The NEC in NEPAL has increased its capacity to analyse public education policies. The NEC in PAKISTAN has developed a deeper understanding of the challenges that persons with disabilities, and in special children with disabilities, have to face in the current education system and the policy gaps that need to be addressed in order to ensure equal opportunities for them. The NEC in PHILIPPINES has increased its knowledge on how to advocate for the rights of LGBT+ persons; as well as its knowledge on the topic ´Adult Learning and Education'. The NEC in SAMOA has increased its capability to analyse the national education policy and programmes in relation to their alignment to SDG4. The NEC in TAJIKISTAN has increased their knowledge on the progress in the implementation of SDG 4, SDG 4.7. The NEC in TIMOR LESTE, specially 14 CSEP members and Marginalized Youth Forum members, have increased their knowledge on Budget Tracking and Budget Advocacy. The members and the marginalised youth are now better enabled to navigate in and understand the budget process and in advocating for the increase of education budget in the country. The NEC in VIETNAM has strengthened its knowledge to early childhood education, inclusive education and adult learning; as well as to education and SDG4 through participating in national and regional face-to-face and virtual meetings and conferences carried out by different international organisations. The NEC in SOLOMON ISLAND has increased its capacity for discussing education budgets, inclusive policies and the SDG4 topic and how to advocate for the implementation of SDG4. It has also increased its knowledge of indigenous education and skills for life.	The NEC in KYRGYZSTAN have participated in activities to increase their advocacy strategies and tactics and design of campaigns, identifying stakeholders and their interests. The NEC has learned how to build a full cycle of advocacy campaigns: from planning to performance monitoring. The NEC in TIMOR LESTE has strengthened its advocacy capacity in pursuing increased education budget. The NEC in PAPUA NEW GUINEA has increased its advocacy skills for participating in regional education fora at high political levels. The NEC in Vanuatu has increased its advocacy skills for using research findings and debating on the Vanuatu Education and Training Sector Strategy 2020-2030.

Governance capacities	Technical capacities	Advocacy capacities
The **EOL-RMU in Asia and Pacific Region** has supported the NECs in the region with planning and how to comply with EOL monitoring and financial reporting requirements. The NECs have also received support in identifying learning needs and in developing or improving their learning plans. The RMU has also co-organized and co-facilitated some learning activities for the NECs together with RC ASPBAE mentioned below.		
The **Regional Coalition ASPBAE** has organized webinars on civil society organisations´ advocacy work for the promotion of the right to education in times of Covid; and on domestic financing of education post Covid. The NECs (in Afghanistan, Nepal, Bangladesh, Philippines, Mongolia and in other countries) have also learned about and from the strategic plan of ASPBAE for promoting SDG 4.7. ASPBAE has also conducted online meetings to increase the NECs´ (in Nepal, Bangladesh, Mongolia, Philippines, Timor Leste and Vanuatu as well as in other countries) knowledge on the impact of Covid 19 on education and well-being of marginalized youth and on how to incorporate youth groups in the National Education Coalition work. In relation to this, ASPBAE has conducted Youth-led Action Research. This effort not only gathered data but also mobilized young people from diverse marginalized backgrounds that became active in advocacy events of the national education coalitions and strengthened the participation of youth in these spaces. ASPBAE has also provided guidance and advice regarding the NECs thematic and advocacy work in general, which they have learned from; and it has also organized the sharing of learnings regarding the use of digital platforms. ASPBAE has also provided technical assistance to the NEC in Cambodia, as mentioned above, to interpret and act on clauses in the NECs Charter (constitution) to help ensure a smooth and democratic election of the new NEC Board.		

In total, 38 EOL supported NECs (70%) received trainings and support from GCE and/or Regional Coalitions in second semester 2020; and 37 of these (96%) are satisfied or very satisfied with the support received.

Results related to Learning collaboratives

Learning collaboratives are under construction in all regions and learning partner pools are being set up. Learning Partners are being recruited and they will – beside providing learnings on specific topics – also participate in establishing learning collaboratives. Calls for expression of interest for being a learning partner were carried out in the four regions, learning partners were shortlisted and a pool of regionally selected learning partners comprised by different kind of institutions have been established and allows to identify remaining gaps in the existing learning pool offers. The RMU in Eastern and Southern African region has carried out two training and mentoring sessions focused on policy advocacy, community mobilization and budget analysis and monitoring evaluation accountability and learning, while the RMU in Latin America and Caribbean Region in collaboration with CLADE has prepared two sessions on financial sustainability and organisational strengthening. Webinars have also been held to support the work of OC2 grantees on theory of change and on adaptive management. The learning collaborative establishment strategy is being further developed with participation of Regional Coalitions, learning partners and grantees.

While fully-fledged learning collaboratives are under construction, various activities have taken place. In the West and Central Africa Region, several NECs have collaborated with each other where they have acquired new learnings. An interesting specific learning collaboration reported by NECs was the exchange visit and experience sharing taking place in November and December 2020 between Togo and Ivory Coast National Education NECs; and also, an exchange visit between Cameroon and Ivory Coast took place. Twelve out of sixteen NECs in this region (Burkina Faso, Cameroon, Cape Verde, Ivory Coast, DRC, Guinea Bissau, Madagascar, Mozambique, Senegal, Niger, Sierra Leone and Togo) report having participated in at least one ´learning collaborative´ or at least having learned together from other organisations.

In the Eastern and Southern Africa Region, the NECs reported to have participated in three learning collaboratives: the Nigeria national "Gender at the Center Consortium-Nigeria" which is led by the Forum for African Women Educationalist (FAWE); the Somaliland NGO Consortium Coalition members working in the education sector that meet to share best practices on a quarterly basis; while in Zimbabwe the AFRODAD Summer School (Debt and Education Financing)-Zimbabwe exists that is working as a learning collaborative, with an annual event taking place in November/December every year with the idea to exchange ideas and lessons on the debt crisis in Africa.

In the Latin American and Caribbean Region, the NEC members have participated in a kind of learning collaborative called the Central American Regional Agenda on the right to education, between the NECs in Nicaragua, Honduras and Guatemala; and CLADE has functioned as a kind of learning collaborative in this region making sure that information flows among the NECs regarding diverse education topics on the political agenda. In the Asia and Pacific Region, the NEC in Cambodia has participated together with diverse NGOs in an interest group on Education in Emergency while facing the Covid-19 pandemic, that discusses learnings during the health crisis. NECs in Cambodia, Bangladesh, Philippines, Nepal and Pakistan have also participated in a "Digital Policy Bank Interest Group". The knowledge sharing across the NECs in this region has been supported by ASPBAE and the RMU.

UNEXPECTED OUTCOMES

Some unexpected outcomes of the EOL Programme, particularly from the OC1 implementation, were also reported for the second semester 2020, such as the NEC in Benin, that was asked by national education authorities to extend and replicate in more schools, a training on Prohibition of Corporal Punishment and Gender-Based Violence implemented by the NEC in 45 establishments including 27 primary schools. The NEC in Senegal, focused in their advocacy actions on the Covid-19 constraints for education and reached to accelerate the process for setting up an official television

channel "Canal Education" dedicated to education; while the NEC in Togo had more success than expected when they were asked by the Education Ministry to extend trainings to a large number of municipalities. The trainings had been carried out for local groups to expand the capacities to monitor the educational actions at the municipality level. The Kenya NEC on their side reached to further open doors for policy engagements with parliamentarians by having contact with the international parliamentary network for education (IPNED) secretariate in London through the Kenya parliament.

The NEC in Eswatini received a lot of visibility as a result of increased interest in education issues during the Covid-19 pandemic and the coalition has been positioned as a voice of the civil society organisations in the media for giving direction and guidance on education issues. This Coalition also received a small grant from PEPFAR for disseminating information to people with disability during the pandemic and it has also been partnering with SOS Children's village piloting a small project for how to get children safely back to school.

In Zimbabwe, the Joint Monitoring Visits with the Parliamentary Portfolio Committee on Primary and Secondary Education and with the Ministry of Primary and Secondary Education brought evidence on the structural challenges within the Zimbabwe Schools Examinations Council that go beyond the effects and challenges of COVID-19. The Zimbabwe Coalition is working on a report on these structural challenges to push parliament to discuss and consider an amendment of the ZIMSEC Act. Through discussions in all the engagement meetings with the Parliamentary Portfolio Committee on Primary and Secondary Education, it was agreed that the coalition works with the Committee on such an amendment.

The Nigeria coalition has increased the level of media partnership, and the media organisations now invite the coalition at states and national levels to appear on their programmes and has given the opportunity to amplify the concerns and voices of the marginalized groups. The participation of Zimbabwe coalition in the Sexual and Reproductive Health and Rights space has given space to this coalition to facilitate and advocate for an increased budget for this topic.

In Bolivia, after the recent political crisis, the NEC was able to organize civil society panels and participate in an event where the new government declared 2021 as the ´Year for the Right to Education´. In Honduras, one of the objectives of the NEC project is to contribute to a Law that enables the implementation of the Sector Education Plan. The NEC has had meetings with the National Education Council that has shown interest in the law and unexpectedly the Coalition was also invited to participate in a process for formulating a Tax Pact.

The NEC in Pakistan had the opportunity to sensitize members of parliament on recent statistics on girls' education and the issues that girls continue to face in pursuing an education. In Samoa, the NEC has been allowed to increase its participation in sector planning activities due to support from UN and donor agencies. The NEC in Solomon Island was able to replicate home schooling research by working together with the NEC in Vanuatu and with support from ASPBAE. The NEC in Tajikistan has received support from the Minister of Education and Science and expects to join the LEG. In Timor Leste, NEC was able to engage with marginalised youth through the support from ASPBAE. The NEC in Vanuatu has on their side for the first time produced its newsletter (August 2020) and shared it with the stakeholders. Meanwhile, the NEC in Vietnam has participated in activities, such as a Ministry led national survey, for raising the knowledge and concern for the education for hearing impaired persons.

In general, a generalized unexpected outcome from this reporting period, is that the NECs have been able to expand the numbers of stakeholders participating in their events and meetings, since many activities have become virtual meetings since the Covid-19 lock-down.

COLLECTION OF NECS´ LESSONS LEARNED FROM PAST EXPERIENCES

A number of OC1 grantees have kindly shared their own lessons learned based on their decade long experience (see annex 3), and a collection of them has been produced. The lessons learned were classified in relation to the EOL Learning Framework that was included from the beginning of in the design of the EOL PRODOC and that relates to the expected EOL outcomes. The NEC grantees reported lessons learned that build on experiences from years´ back in time, thus most of them were not gained or only partly gained during EOL implementation. However, they might be found useful for taking forward into the EOL programming together with the current OC1, OC2 and OC3 EOL grantees. It should be underlined, however, that EOL has not evaluated, confirmed or validated these NEC reported lessons learned. EOL is planning to document, compile and evaluate lessons learned on basis of the results obtained and the experiences acquired during the EOL implementation period.

6 CROSSCUTTING THEMES

PROMOTION OF GENDER EQUALITY

As mentioned above in the text about NEC inclusivity, the coalitions are very active in promoting gender equality inside the national education systems. In this section, information will be provided about some of the ways that the NECs are also promoting gender equality outside the NECs themselves; in the national education systems and in society in general.

NECs (in Burkina Faso, Mozambique, Tanzania, Malawi, Nicaragua, Kyrgyzstan, Mongolia, Nepal, Pakistan, Philippines, Papua New Guinea, Solomon Island, Vanuatu and other countries) have promoted gender equality through the application of a gender lens in the diverse research documents and spot light reports that they have participated in, for example, by placing special attention to the girl child´s situation and to the general gender discrimination in the education system. The NEC in Mozambique reports to have developed an analysis to assess gender mainstreaming in the national emergency Covid-19 response plan in relation to education.

NECs (such as those in Togo, Somalia, Zambia, Zimbabwe, Ethiopia, Malawi, Bolivia, Honduras and others) have also been active in participating in different technical committees on the girl child and gender equality, and they have helped analyse policies, education sector plans and policy proposals from a gender perspective and provided technical assistance in this field. The NEC in Mozambique participated in the development of an action plan to support the implementation of the Multisectoral Mechanism for Reporting, Referral, Response and Assistance to Victims of Violence at School. The NECs in Zimbabwe and Rwanda have advocated for a Gender Equality Responsive Education Sector Plan.

The National Education Coalitions have developed diverse trainings of partners to increase the awareness of gender discrimination in the education systems and the right of both boys and girls to receive education. They have also carried out campaigns, written statements and participated in marches, conferences and seminars (i.e. in Burundi, Cape Verde, Guinea Bissau, Mozambique, Niger, Senegal, Uganda, South Sudan, Somalia, Somaliland, Eswatini, Bolivia, Afghanistan, Bangladesh, Cambodia, Kyrgyzstan and Timor Leste) to claim the right of girls to receive education, sadly with the need for starting with the claim that they should not be submitted to violence in the first place through early marriages and sexual abuse resulting in unwanted pregnancies that many times further limit their access to school. The NECs are also very active in claiming that girls and adolescents have the right to go to school regardless of whether they are pregnant or mothers; and that the schools need to be female-friendly, i.e. in relation to having good toilet facilities to mention just one example. The NEC in Vietnam has been active in raising awareness about hearing impaired female students´ right to education, including the production of a video: "Where I belong".

Other initiatives mentioned by the NECs are for example, the support to the establishment of a Regional Network of Mothers´ Club by the African Women Educationalist (FAWEGAM) to monitor the attendance and retention of girls in school. The NEC in Tanzania, on their side, also mentions their support to the construction of a girls´ hostel at Kwamtoro Secondary School with the aim of protecting girls from having to move long distances to and from school and with the aim of improving their learning outcomes.

SUPPORT TO FRAGILE COUNTRIES

As of January 2021, EOL is providing support to 20 fragile countries.

TABLE: EOL SUPPORTED GRANTEES OPERATE IN THESE FRAGILE COUNTRIES (AS OF JANUARY 2021).	
Region	**Name of fragile countries where civil society organisations are currently (January 2021) supported by EOL funds.**
West and Central Africa Region	-Burkina Faso -Burundi -Cameroun -Democratic Republic of Congo -Gambia -Guinea-Bissau -Niger
Eastern and Southern Africa Region	-Kenya -Nigeria -Rwanda -Somalia -South Sudan -Sudan -Uganda -Zimbabwe -Yemen
Asia and Pacific	-Afghanistan -Pakistan -Papua New Guinea -Timor-Leste
In total	**20**

In the African regions, around half of NECs that have been supported by the EOL project are operating in fragile countries. Thus, EOL grantees operate commonly in contexts dominated by political and armed conflicts and insecurity, which mean huge challenges for them. The Covid-19 has been yet another conflict to deal with in these countries.

Some NECs in fragile countries such as Burkina Faso, Niger and Cameroon have identified and prioritized programming of education in emergency or conflict situations in their learning plans, as areas in which to improve their knowledge and skills. The RMU in the Eastern and Southern Africa has given a close monitoring and follow up to project implementation in the fragile and conflict affected countries. The coalition implementation and budget plans are checked regularly to ensure there is smooth implementation of activities. The risk register for the affected coalitions is also reviewed regularly to track progress of results achievement.

PROMOTION OF SUSTAINABILITY

The overall EOL strategy - that enables civil society organisations to detect gaps in education policies in relation to fulfil the universal right to education, to follow up on the effectiveness of the national education systems and to promote that that the national education systems become more equality generating and effective - has in itself inbuilt sustainability since the improvements in the policies and institutions will stay after the EOL project ends and continue to benefit marginalized groups also in the future. Institutional improvements and related policies can of course be rolled back by a new government, but well-informed governments are unlikely to do that.

Various measures are taken in the EOL project in order to promote the sustainability of the NECs themselves also, so that they in the future hopefully can continue to fulfil this advocacy and social accountability role. The NECs have been developing learning plans for the strengthening of the organisational, technical and advocacy capacity to improve their effectiveness, relevance and sustainability. This includes their capability to fundraise so that they over time can become financial sustainable. Learning partners and RCs, i.e. CLADE, are involved in this kind of capacity building. The grantees are also encouraged to compete for diverse available grants and increase their partnership and networking capacities, including the capacity to network with the donor community as well. Some NECs have developed project proposals in order to seek financial sustainability of their programmes. The NEC in Nepal has i.e. developed its strategy in which sustainability has been envisioned from districts to national level and the NEC has enhanced the capacity of its district coordination committees for generation of funds locally. ASPBAE has also recently funded some NEC activities in Timor Leste with funds from another donor, in order for the NEC to carry out work with marginalized youth. The NEC in Vanuatu has formed a fundraising subcommittee that identify new partners and funding possibilities.

WORKING IN CONTEXTS WITH LIMITATIONS TO CIVIC SPACE

Some of the civil society organisations work in conditions where there are tight limits on the freedom of expression and the freedom of organisation. The NECs are encouraged to work within the available spaces but also to innovatively design advocacy strategies that help them to penetrate the limited civic

spaces. The NECs have also been encouraged to participate actively in the Local Education Group and to present evidence-based knowledge in these spaces where the presence of diverse actors is beneficial and they are more ´protected´. However, there has been examples where only the more-government-friendly-civil-society-organisation was invited. Sometimes this is also the case when civil society organisations wish to participate in the follow up mechanisms to the Sustainable Development Goals and their access is ´blocked´.

Since some of the NECs work in countries that are affected by conflict and war and where the rule-of-law does not necessarily work in practice, civil society activists and human rights defenders become easily a target when they speak up or can easily be silenced by threats from different groups. Some governments have promoted new laws which tend to limit further the civic space, allegedly to prevent money laundering or financing of terrorist groups, but where the civil society organisations feel that their funds are being sought controlled by the authorities.

The NEC themselves contribute to provide a platform for where the different civil society organisations can better discuss among the different organisations, including academia, think-tanks, NGOs, researchers, teachers associations, youth groups, and media and where human rights defenders and activists that work with anti-corruption can exchange knowledge. When the NEC speaks on behalf of all the members, it might be avoided that a specific organisation is questioned or accused.

The Covid-19 crisis has not helped to open up the civic space, on the contrary. At times, the limitations to gatherings in order to avoid the spread of Covid-19 virus seem to have been used excessively on diverse ´critical´ groups that are not more than those speaking up on behalf of the marginalized groups and promoting the right to education.

7 COLLABORATION WITH OTHER ORGANISATIONS

EOL holds periodic meetings with the Global Campaign for Education (GCE) and the Regional Coalitions (RC) to exchange information about the on-going activities and the plans for the upcoming period. In these meetings, concern has been raised about financial sustainability of the National Education Coalitions, since the NECs are seen as corner stone in the advocacy strategies for promoting equal access to quality education for marginalized groups living in different country contexts.

The Global Campaign for Education (GCE) and the Regional Coalitions (RC) continue their efforts to provide strategic orientation to the National Education Coalitions so that they become as effective as possible in their advocacy work for policy changes that benefit the marginalized groups; and in their social accountability efforts regarding the functioning of the education systems for guaranteeing the right to education for all. The NECs highly appreciate the support they receive from RCs.

Both GCE and RCs continuously provide information to NECs regarding diverse political international and regional events that take place. EOL Regional Management Units in Latin America and Caribbean, in Eastern and Southern Africa , and in Asia and Pacific Regions, respectively, and the GCE Regional Coalitions (CLADE, ACEA and ASPBAE) continue engaging on issues such as strategic planning, resource mobilization, knowledge exchange among the NECs and capacity building for the NECs. Both GCE and RCs have also provided new knowledge and orientation to the NECs on topics such as the effects of Covid-19 motivated lock-downs of education, education financing, young people´s participation and other issues.

EOL also continues to carry out meetings with the "sister" KIX Programme that is also funded by GPE. KIX promotes the exchange of experience, innovation and knowledge among GPE partners as a way to help the GPE-supported countries to improve their national education systems; and the Grant Agent of KIX is the International Development Research Centre (IDRC) in Ottawa, Canada.

Both Grant Agents (Oxfam IBIS and IDRC, respectively) have had an interest in sharing their lessons learned as grant agents. The respective program managers exchange information about the grant agent role and how to fulfil it. Regarding monitoring, the two respective monitoring officers have had good conversations about how to set up complex monitoring systems and have provided feedback to each other to mutual benefit.

EOL also continues the fruitful relationship with the Global Partnership for Education (GPE). GPE´s EOL Team and the EOL Global Manager continues to meet weekly to discuss on diverse EOL Program issues and to provide feedback on the EOL implementation. Wider meetings with presence of other EOL colleagues from the GMU and RMUs have also been held, for example, on the unfolding of the EOL Learning Agenda. The EOL Coordination Team also meets regularly to follow up on the EOL implementation and to take strategic decisions on the program when adaptations are required.

EOL GMU and GPE communication team also have a fruitful collaboration around the development of the EOL webpage that has been refurbished and changed recently so that it presents more information about the on-going grantee projects´ implementation instead of being concentrated on the calls for proposals-topics.

8 EOL ADAPTATIONS AND UPCOMING ACTIVITIES IN FIRST SEMESTER 2021

Education Out Loud is a complex undertaking involving an extensive engagement with a multitude of different stakeholders. EOL Program implementation is guided by the programme document; while adaptive management is applied as an integral way of improving relevance, efficiency and effectiveness of program implementation and grant management. It is important to emphasise that the grant agent also encourages grantees to adopt adaptive management as they implement their respective projects. 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.

The Covid-19 crisis is affecting both EOL Program and grantee projects´ implementation. Many grantees have experienced a need to revise timelines as approved implementation schedules could not be adhered to due to Covid-19 lock down and limited opportunities to assemble larger groups of stakeholders. However, the grantees have also been fast in adjusting to a virtual reality and have accomplished important new gains as result of changed advocacy efforts. Both EOL GMU and RMU offices are still subject to lock downs and with staff working from home. The absence of regular monitoring visits due to pandemic has called for different approaches to risk management. On its part, the number of GISP members has been reduced to seven while the GISP Membership period has been renewed for the period until the end of 2021 and with an adjusted mandate.

The outlook for EOL operations in the first 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 while emerging opportunities 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 effectives and relevance of EOL funded efforts.

In the first months of 2021, the GISP is expected to identify which organisations will be awarded a Year Zero grant in response to concept notes submitted during 2020 as part of the open calls for OC3.2 and OC2.2 respectively. The GISP will also convene to assess and decide on OC2.1 grants among the YZ grantees which in September 2020 were awarded support to develop a full proposal after having successfully presented concept notes in response to the open call.

National Education Coalitions (NECs) are continuing implementing their two-year OC1 grants in 2021. EOL will seek to offer further opportunities in support of grantee learning 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 will happen at bilateral and regional levels EOL will also identify global learning partners to address priority issues cutting across the wider portfolio, including helping with analysis and further studies.

To ensure that space for the learning agenda is available throughout grantee engagement in EOL, Year Zero efforts will offer grantees an introduction to adaptive management and theories of change. The emphasis will be on supporting a learning culture among grantees both in regard to reflections within individual organisations and in regard to joint sharing of experience among EOL grantees.

At the end of 2020 the GPE board adopted a new strategy for GPE 2021-25. The grant agent is addressing how this can be unpacked in an EOL context, e.g. with regard to the envisaged emphasis on country level programming and in connection with an enhanced focus of girls' education.

ANNEXES

1 LIST OF OC1 – NATIONAL EDUCATION COALITIONS

	Country	Organisation
RMU – West and Central Africa		
1	Benin	Coalition Beninoise des Organistions 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	National Education Coalition of Liberia (NECOL)
12	Madagascar	Coalition Nationale Malgache pour L´Education pour Tous (CONAMEPT)
13	Mauritania	Coalition des Organisations Mauritaniennes pour L´Education (COMEDUC)
14	Mozambique	Movimento de Educação para Todos (MEPT)
15	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)
16	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)
17	Sierra Leone	Education for All Sierre Leone (EFA SL)
18	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)
RMU – Eastern and Southern Africa		
1	Eswatini	Swaziland Network Campaign on Education for All(SWANCEFA)
2	Ethiopia	Basic Education Network Ethiopia (BEN-E)
3	Kenya	Elimu Yetu Coalition (EYC)
4	Lesotho	Lesotho Council of NGOs (LCN)
5	Malawi	Civil society education coalition (CSEC)
6	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria
7	Rwanda	Rwanda Education for All Coalition (REFAC)
8	Somalia	Education for All Somalia Coalition (EFASOM)
9	Samaliland	Somaliland Network on Education For All (SOLNEFA)
10	South Sudan	National Education Coalition in South Sudan
11	Sudan	Sudanese Coalition for Education for All (SCEFA)
12	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)
13	Uganda	Forum for Education NGOs in Uganda (FENU)
14	Yemen	Yemeni Coalition for Education for All (YCEFA)
15	Zambia	Zambia National Education Coalition (ZANEC)
16	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)

	Country	Organisation
RMU – Latin America and Caribbean		
1	Bolivia	Campaña Boliviana por el Derecho a la Educación
2	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)
3	Honduras	Foro Dakar
4	Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua
RMU – Asia and Pacific		
1	Afghanistan	Afghanistan National Education Coalition 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)

2 LIST OF SELECTED NEW OR CHANGED POLICIES APPROVED IN THE SECOND SEMESTER 2020

The list includes changed policies ordered in the following groups according to their focus/theme:

a. Education Sector Policies and Plans
b. Education budgets
c. School building and ICT (digital learning) guidelines
d. Respect for female adolescents´ right to education
e. Respect for persons with disabilities´ right to education
f. Respect for economically poor peoples´ right to education
g. Education in emergencies and safe reopening of schools under Covid-19 crisis

a) Education Sector Policies and Plans

Below are mentioned examples of wide Education Sector policies, plans and guidelines that cover the entire education sector and that were approved in the second semester 2020. The NECs have participated in promoting the mentioned policies through their participation in the discussion of the plans in different spheres and forums specified for each case.

TABLE: POLICY CHANGES RELATED TO EDUCATION SECTOR APPROVED IN SECOND SEMESTER 2020

Country	Policy changes	Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process
Togo	Revised Education Sector Plan, 2020-2030 (PSE) July 2020 Education Sector Plan, 2020-2030 (PES) and endorsement letter of the Education Sector Plan TGOA / 0325 / ED / DAA / 2020 of July 24, 2020.	The Togolese Government wished to revise its Education Sector Plan on basis of the progress made, remaining obstacles and new challenges, in order to improve the education system performance in line with the National Development Plan (PND) and the Sustainable Development Goals (SDG). This new policy/strategic document has integrated the right to education of children with disabilities and of other previously neglected target groups such as pre-school children, illiterate women and out-of-school youth. In this regard, the document benefits marginalized groups, since the government will use funds for the Plan to reduce social inequalities by endowments in school infrastructure especially in rural areas and reduction of the digital divide between rural and urban areas. The NEC influenced the Education Sector Plan document through the active participation in all phases of its development process until validation, such as the national consultative sector review, regional and national consultations for the revision of the Education Sector Plan, the sectoral meeting on the considerations regarding gender and inclusion in the Plan; and the pre-validation and validation of the Plan. During the entire process the NEC succeeded to promote that various concerns were taken into account: (i) integration of seven SDG4 targets in the new 2020-2030 Education Sector Plan (pages 38-42) (ii) inclusive education (pages 44-45) and the community responsibility in the decentralized management of education (page 10, paragraph 03).
Somalia	Community Education Committees´ Policy framework September 2020	The Community Education Committees´ Policy framework is aimed at guiding the role of local communities in managing education in the local schools. The national education coalition participated in the different platforms that discussed the policy, and it also coordinated meetings with education stakeholders to discuss the policy issues. The NECs interest in promoting this framework relates to the increased community ownership and participation in school-based management through the establishment of Community Education Committees (CECs).
Bangladesh	Development of Education Sector Plan December 2020. The ministry submitted the approved ESP to GPE on December 10th, 2020. The plan has been uploaded on GPE website on the 14th December 2020. https://www.globalpartnership.org/content/education-sector-plan-202021-202425-bangladesh	Bangladesh has developed the Education Sector Plan that is now covering the pre-primary to tertiary education level. It embraces the following sections: context, access and equity, quality and relevance, and management and governance with quantifiable targets and indicators and a result framework. It is expected that the plan will contribute to improve planning, coordination and implementation of education programmes in alignment with national aspirations. The plan provides a framework for the implementation of the right to education agenda in Bangladesh and it is in alignment with the SDG 4 priorities. The plan has become a solid reference to advocate for the right to education in the coming five years and achieving SDG4 agenda as per the government commitments. Education Out Loud actors have organized several consultations involving national and sub-national stakeholders and provided the expert team's output.

[10]The term policies is used in a broad term and includes laws, public policies, plans, regulations, directives, guidelines, etc.

TABLE: POLICY CHANGES RELATED TO EDUCATION SECTOR APPROVED IN SECOND SEMESTER 2020		
Country	**Policy changes**	**Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process**
Mongolia	The Education Sector Medium-Term Development Plan 2021-2030 (ESMTDP) October 2020 http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/mongolia-education-sector-mid-term-development-plan-2021-2030.pdf	The Government of Mongolia has launched a new sectoral plan which has five key policy goals that aim at strengthening quality education and lifelong learning for the people in Mongolia through an education system reform. The last "Master Plan for Education of Mongolia" was implemented during 2006-2015 and enabled education sector to achieve significant outcomes in modifying the curriculum and programme content, revising students´ textbooks and learning materials and in establishing a favorable learning environment. The Education Sector plan is based on stakeholder consultations and research studies that have focused on enhancing the quality and relevance of the education system and services; increase equal access and inclusiveness in the services; and improve the efficiency of education governance, management and administration. One of the sector-wide priorities is identified as "Equal access and inclusiveness". The major challenge to equitable access and inclusiveness of education in Mongolia is related to children from herder and disadvantaged families, and those with special needs. The main strategies to tackle the inequality issue at all levels is to promote lifelong learning for all, enable open education, encourage flexible learning pathways, and recognize, validate and accredit outcomes achieved through any types of learning. The NEC (AFE) made contributions to this policy through the AFE Mongolia's position paper on SDG4 and through other activities. AFE proposed to develop and adopt a National level Road map to implement SDG goals at the national level with greater focus on equity and inclusion, review of previous Education Sector plan (ESP), development of the new plan covering the period up to 2030 and promotion of the establishment of LEG.

b) Education budgets

The NECs have also in various countries claimed a higher national education budget and below are some examples (Zimbabwe and Kyrgyzstan) where education budgets have been increased.

TABLE: POLICY CHANGES RELATED TO EDUCATION BUDGETS APPROVED IN SECOND SEMESTER 2020.		
Country	**Policy changes**	**Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process**
Zimbabwe	Zimbabwe Finance Bill (2021 National Budget) December 2020 Primary and Secondary education budget policy brief.	The bill increases the allocation of funds to the primary and secondary education sector budget. An extra $820 million was added to some items in the $421,6 billion 2021 National Budget to cover critical funding gaps identified by Parliament. The improvements in the budget are key to the primary and secondary education sector to enable them to improve the delivery of quality and equitable education especially in the face of COVID-19 and its effects. The coalition attended the parliamentary portfolio committee on primary and secondary education for a 2020-budget-utilization-analysis and presentation of the 2021 budget as an observer. The coalition made the budget analysis and made recommendations for improvements on the budget that was presented to the Parliamentarian Portfolio Committee on Primary and Secondary Education. This Committee guide Members of Parliament to debate the Finance Bill (2021 National Budget) improvements to the budget.
Kyrgyzstan	Kyrgyzstan Budget Resolution of the Kyrgyz Republic for 2021 and forecast for 2022-2023 Resolution of the Jogorku Kenesh of the Kyrgyz Republic dated June 2020[11] No. 3822-VI	The adopted Budget Resolution is the main guideline in the formation of draft laws on budgets included in the budget system of the Kyrgyz Republic for 2021 and forecast for 2022-2023.The law has added text for supporting inclusive education that was proposed by the National Education Coalition (AED), for example, through the letter: "Proposals for the project Budget Resolution of the Kyrgyz Republic for 2021 and forecast for 2022-2023 " dated April 23, 2020. Some of the proposals were accepted, i.e. the wording to the Draft Budget Resolution: "..ensuring funding in full for the Programme of the Government of the Kyrgyz Republic for the Development of Inclusive Education for 2019-2023, approved by the Resolution of the Government of the Kyrgyz Republic dated July 19, 2019 No. 360." AED informs that three of the four AED proposals were accepted.

[11]Not reported in former TPR.

c) School building guidelines and ICT

Below are mentioned some technical guidelines on school building infrastructure that are required in order to make schools adapted to the needs of both girls and boys and children with disabilities who might have physical difficulty in accessing the school.

TABLE: POLICY CHANGES RELATED TO SCHOOL BUILDINGS AND ICT APPROVED IN SECOND SEMESTER 2020.

Country	Policy changes	Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process
Somalia	School Building Infrastructure Guideline December 2020	This Guideline deals with the Standardization of school infrastructure building procedures. The guideline aims at ensuring that planning, design and construction of schools is done in such a way that the school infrastructure is fit for health and safety of children. As meeting minutes show the coalition participated in the different platforms that discussed the policy, and it also coordinated meetings with education stakeholders to discuss the policy issues.
Cambodia	Cambodia ICT Master Plan August 2020	The ICT masterplan enables the promotion of digital literacy across the society. The plan also focuses on data bases with information about the schools, school network, ICT education and creation of e-learning materials. The NEC was engaged in the first phase of the consultations of the plan that took place over various years.

d) Respect for female adolescents´ right to education

Some countries have approved strategies and guidelines on how to reinsert girls in the education system when they have been discriminated against and excluded from school due to pregnancy. It is unfortunately not uncommon that adolescents who get pregnant are neglected their right to education on the same footing as their peers. In order to avoid this kind of discrimination, there is a need to promote that the adolescent girls can stay in their school and receive education as other girls and boys. NECs have been very active in defending the female adolescents´ right to education in general and specifically in the case of pregnancy. There have been advances in this field in Ivory Coast, Mozambique, Kenya and Somalia.

TABLE: POLICY CHANGES RELATED TO FEMALE ADOLESCENTS´ RIGHT TO EDUCATION APPROVED IN SECOND SEMESTER 2020.

Country	Policy changes	Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process
Ivory Coast	Ivory Coast National Strategy for the Reintegration of Pregnant Girls / Mothers into the Ivorian education system. December 2020. Validation workshop for the National Strategy organized by Directorate of Gender Equality and Equity.	Many girls had to drop out of school due to pregnancy because of their precarious social condition and the costs associated with taking care of the child. This National Strategy for Reintegration of Pregnant Girls / Mothers into the Ivorian education system gives the possibility to girls who have dropped out of school following pregnancy to reintegrate the education system. The validated document is a strategy document and not a law. This document was initiated by the Directorate of Gender Equality and Equity (DEEG) of the Ministry of National Education, Technical Education and Vocational Training (MENET-FP). The process of its development and validation were participatory with the involvement of civil society organisations including the National Education Coalition (RIP-EPT) and some of its member organisations. During 2017 and 2018, NEC led advocacy and awareness campaigns on the phenomenon of pregnancies during schooling based on a documentary film that it produced with the institutional support of MENET-FP and the participation of the Education for All (EPT) sub-directorate of the Schools, High Schools and Colleges Directorate. These campaigns took place in nine regions of Ivory Coast. The Report of the validation workshop will be produced by the Directorate of Gender Equality and Equity.

TABLE: POLICY CHANGES RELATED TO FEMALE ADOLESCENTS´ RIGHT TO EDUCATION APPROVED IN SECOND SEMESTER 2020.		
Country	**Policy changes**	**Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process**
Mozambique	Multisectoral Mechanism for Reporting, Referral, Response and Assistance to Victims of Violence at School. Approved in October 2020 by the Advisory Council of the Ministry of Education and Human Development (MINEDH).	The mechanism was designed to replace Ministerial Decree 39/2003 which discriminated against and violated the girl's right to education at school since it required the transfer of pregnant girls from the day / day shift to the night shift. Apart from reestablishing the girls´ right to education on equal terms with the other students, the mechanism also establishes stronger punishment measures for violators, including teachers. The Mechanism aims to stop discrimination towards pregnant girls and also change the scenario of violence against girls at school and of impunity against violators in the school context, thus contributing to the improvement of the school environment through prevention, combat and response to sexual violence in schools and assistance to victims. The NEC in partnership with UNICEF and other organisations had formerly developed a proposal for a mechanism for preventing, responding, and forwarding cases of violence in schools as input to the discussion. That document was prepared with the involvement of MINEDH and was officially presented the first time to the extended group on August 16, 2019.
Kenya	Kenya National Guideline for school reentry in Early Learning and Basic Education December 2020	This is a new policy/guideline that attempts to make processes to get back to school easy for children that would otherwise lose out on education. It further elaborates on how Standard Operation Procedures will be observed in schools to curb Covid-19 spread and also presents a school calendar of how lost time will be recovered over time. This policy is important as it communicates the Government's commitment over school reentry in Early Learning and Basic Education. The policy was developed against the backdrop of high number of cases of Early Pregnancy, Gender based violence especially affecting children, cases of child trafficking and drug and substance abuse. The NEC contributed to the policy as one of the members of the LEG in Kenya (EDPCG) forums in which the guidelines were discussed and it participated in all the processes through the EDPCG fora on matters of school re-entry.
Somalia	Somalia Gender education policy November 2020 The policy deals with gender equality in the education sector.	The policy aims at enhancing access to schools and ensuring affirmative action to employment opportunities on completion, by developing a gender balanced national curriculum that will be adopted in all schools in the country, and by improving the teaching staff by recruiting more female teachers to act as role models for the girls. The National Education Coalition participated in different platforms that discussed the policy, and it also coordinated meetings with education stakeholders to discuss the policy issues.

e) Respect for persons with disabilities´ right to education

One of the marginalized groups that is commonly discriminated against in their access to quality education is children and adolescents with disabilities. NECs that in many countries are the amplifying voices of this group in order to claim the fulfilment of their right, have been active in promoting their right through the promotion of regulations and circulars, and in the following countries there have been improvements: Mongolia, Philippines and Vietnam.

TABLE: POLICY CHANGES RELATED TO PERSONS WITH DISABILITIES´ RIGHT TO EDUCATION.

Country	Policy changes	Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process
Mongolia	Regulation on ensuring reasonable accommodation and accessible learning environments for inclusion of students with disabilities at all levels of education December 2020	This regulation establishes how to create a learning environment with appropriate support to meet the needs of children with disabilities at all types of settings such as kindergartens, secondary schools, training centers, universities and colleges. "Reasonable accommodation and learning environment suitable for students with disabilities" means the equipment, materials, tools, software, environment and services that students with disabilities need in order to be able to learn like everyone else. The National Education Coalition (AFE) has promoted such regulation for a long time using diverse advocacy strategies for ensuring the right to education for children with disabilities. In relation to this, AFE has carried out public events, lobby meetings, and trainings. AFE held a meeting on 29 Oct, 2019 to develop proposals and to comment on the draft regulation. Comments were also submitted to the MOE on 30 October, 2020 and all main comments and inputs were accepted. AFE had beforehand received training organized by ASPBAE on the concept of inclusive education and participated in learning exchanges with sister coalitions to learn about this topic.
Philippines	Philippines House Bill 8080 on Instituting Services for Learners with Disabilities in Support of Inclusive Education and Establishing Inclusive Learning Resources in School Districts. Approved in the final reading in the House of Representatives on 7th December 2020 https://newsinfo.inquirer.net	The Bill establishes a Learning Resource Center in every school district to make education accessible to learners with disabilities ensuring their right to education. Children with disabilities often confront inaccessible schools or encounter learning barriers like inappropriate curriculum, learning materials, and methods of teaching. The National Education Coalition (E-Net) participated in the Technical Working Group in the House of Representatives during the elaboration of the bill. E-Net together with its members and persons-with-disability-partner-organisations made a position paper with recommendations to the bill that were submitted to the Committee on Basic Education and Culture and advocated for the incorporation of the recommendations in meetings and hearings. As support ASPBAE -where E-Net is a member- made also a thematic paper on inclusive education for persons where experiences from Philippines, Mongolia, Vietnam and India were shared that enriched the discussion.
Vietnam	Circular 17/2020/TT-BGDĐT "Regulations on national sign language standards for persons with hearing and speaking disabilities" July 2020	The issuance of this circular is considered an official guidance on using sign language method with hearing impaired learners in all educational institutions. The circular also introduced 408 standardized signs to be used in educational institutions. This is a progress for improving equity and inclusion in education, especially with hearing impaired learners, even if some limitations persist in relation to the standardizing different sign languages in Vietnam. The National Education Coalition (VAEFA) organized consultations with experts, members and organisations working on education for this group of people to provide input and recommendations to the draft of this policy and received inputs from ASPBAE, such as the Law on this same topic from Philippines to be used as reference.

f) Respect for economically poor persons´ right to education

In two countries (Philippines and Timor-Leste) improvements were registered in relation to increase the possibilities for marginalized and out-of-school youth, adults and children to get an education. The National Education Coalitions and Regional Coalition ASPBAE have been active in promoting the mentioned systems and regimes.

TABLE: POLICY CHANGES RELATED TO ECONOMICALLY POOR PERSONS´ RIGHT TO EDUCATION.

Country	Policy changes	Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process
Philippines	Alternative Learning System (ALS) Act September 2020 https://www.facebook.com/WinGatchalian74/videos/	The Alternative Learning System (ALS) Act institutionalizes the alternative learning system in basic education for out-of-school youth, adults, and children in special difficult circumstances. The ALS had a disproportionately low percentage of the Department of Education budget compared to the number of learners attended, which translated into a shortage of mobile teachers, low number and quality of Community Learning Centers, and unavailability of learning modules and other resources nationwide. E-Net has provided input to the Act through its participation in public hearings/sessions and in the Technical Working Group meetings; and it has submitted position papers and recommendations.
Timor Leste	The government's Council of Ministers approved a "Special Regime" to provide 1000 scholarships for students from poor and marginalized communities to access National University in 2021. September 2020	This policy is an important step in preventing discrimination of school children and students from disadvantaged and marginalized communities in their access to education and it also addresses inequality in the education system. The policy provides access to the National University in 2021. In 2019, the Government only provided scholarship for the children of veterans to access university education for free. The EOL funded National Education Coalition (CSEP) in Timor Leste has advocated for such education policy change while ASPBAE has provided capacity-building support to CSEP to enable it to analyze education issues and to strengthen the inclusion of gender, equity and inclusion dimensions of CSEP´s advocacy agenda.

g) Education in emergencies and safe reopening of schools under Covid-19 crisis

During this reporting period, at least five countries (Burkina Faso, Gambia, Nigeria, Honduras and Nepal) approved national strategies and plans to provide education in emergency situations caused by the Covid-19 crisis that NECs have pushed for in most of the countries. In Nepal also at the municipality level, steps were taken to secure the safe re-opening of schools and for securing child rights in general.

TABLE: POLICY CHANGES RELATED TO EDUCATION IN EMERGENCIES AND SAFE REOPENING OF SCHOOLS APPROVED IN THE SECOND SEMESTER 2020

Country	Policy changes	Description of Policy/plan and of National Education Coalition participation in its development, promotion or approval process
Burkina Faso	National Strategy for Education in Emergencies from 2019 to 2024. Adopted in September 2020 for the period from 2019 to 2024 and signed in December 2020. Ministerial order approving new Strategy.	This strategy is a multi-risk approach to education in emergency situations to offer a holistic and coherent response to all the risks that may affect the education system in all the regions in the country. This multi-risk strategy has the advantage of avoiding the dispersion of efforts between several structures by giving the National Strategy for Education in Emergencies the lead in the conduct of education in emergency situations in all its components. Faced with the negative consequences of the security crisis on the Burkina Faso education system, the Government had already in February 2019 adopted a schooling strategy for students in areas with strong security challenges (2019-2023). That schooling strategy was designed to ensure educational continuity in insecure areas, and it concerned the Sahel, North, Centre-North, East and Boucle de Moumouni regions. However, aware of the volatility of the security situation, this strategy is intended to be flexible, pragmatic and dynamic. It has also gradually taken into account the new regions directly affected by insecurity and those hosting displaced populations, thereby covering the entire national territory. And the question of other risks quickly arose because in addition to the security challenge, Burkina Faso is affected by other risky phenomena such as floods, strong winds, health risks, and now also COVID-19, which have the potential to profoundly affect the education system. Hence the adoption of the National Strategy for Education in Emergencies, in September 2020 for the period from 2020 to 2024. The NEC had developed advocacy activities for this strategy to be approved through the production and publication of press messages aimed at education authorities and other education stakeholders; production and dissemination of radio and tv spots, as well as participation in TV and radio programmes calling for the continuity of learning in safe conditions during the Covid-19 pandemic, which have influenced the content of the response plan of the Ministry of National Education, Literacy and Promotion of National Languages.
Gambia	Gambia Strategic Framework for the COVID-19 Safe Reopening of schools and Catch-up Plan on Learning Loss Document was shared with the LEG on October 2020 and endorsed for operation.	This strategic framework allows a full-scale safe re-opening of schools and actions to promote speedy recovery of learning across all grades, levels, educational settings and regions. Private schools are expected to follow the framework in the same way as public schools. The Framework for safe re-opening of schools is also inclusive and not discriminatory to the marginalized groups in the country and there are remedial or additional instructions given to learners that already lost considerable instructional and contact time. The NEC participated in a consultation meeting with the Ministry of Basic and Secondary Education and other partners where the NEC's perspective on the reopening of schools was presented. The NEC raised concerns for equity and inclusion and for the plan to catch- up learning loss during the stakeholder consultation.
Nigeria	Nigeria Covid-19 Schools reopening Guidelines July 2020	These new guidelines are important because they are focused on children and students´ continued learning and safety in school during and after the Covid-19 pandemic crisis.
Honduras	Emergency guidelines for the assessment of learning in the 2020 school year in non-governmental schools with a school calendar from February to November June 2020 https://www.tsc.gob.hn/web/leyes/Acuerdo-277-SE-2020.pdf	These guidelines establish that the students that were affected by hurricanes would be promoted to the next level, regardless the learnings they have acquired during the natural disaster. This policy benefits particularly those families that were affected by the hurricanes and who were already dealing with the loss of homes, crops and employment on which their food and income depend.

TABLE: POLICY CHANGES RELATED TO EDUCATION IN EMERGENCIES AND SAFE REOPENING OF SCHOOLS APPROVED IN THE SECOND SEMESTER 2020		
Nepal	Nepal "School reopening framework in the context of COVID-19" November 2020 The framework has been uploaded in UNICEF webpage: https://www.unicef.org/nepal/ reports/ school-reopening-framework-2020	The framework for school reopening was important to establish as the alternative learning and teaching methods applied during Covid-19 lockdowns since April 2020 only covered the children with access to computers and internet. In Nepal, only three out of ten children have access to digital forms of learning (UNICEF). The framework also decentralized the decision to local governments regarding school (re)opening. Students, parents, teachers, school authorities and other stakeholders have been uncertain about the opening of the schools even in the places where Covid-19 pandemic was not severe. The school reopening framework provides orientation on the preparations required before face to face education is resumed. The National Education Coalition (NCE) has contributed to the development of the school reopening guideline through joint advocacy efforts with other CSOs and through the provision of constructive ideas. It has also advocated for giving the local levels the authority to open/close the schools as the situation is different in all parts of Nepal. ASPBAE supported NCE Nepal on advocacy for this policy change by providing examples of school reopening procedures in different nations of the Asia-Pacific Region.
Nepal (Municipality level)	Nepal Child Protection Policy – Rambha Rural Municipality, Palpa November 2020	There was no local level policy for Child Protection Policy in Rambha Rural Municipality. The policy provisions will help guidance for the protection of child rights in the municipality. The coalition was engaged in this through the Child Protection Committee. Particularly NCE Nepal District Coordination Committee Palpa advocated for this policy as well as contributed in its development.
Nepal (Municipality level)	Nepal Emergency Education Plan – Parsa July 2020	These plans have so far helped in the continuity of education activities in each of the rural municipalities during the Covid-19 pandemic. In longer run, they also have the potential to better respond to other emergency situations such as floods that are experienced almost every year with severe damages to schools, while the schools are also used as shelters by the local people. NCE Nepal District Coordination Committee Parsa was supported by NCE Nepal to participate in the development of these plan. ASPBAE and GCE on their side continuously supported NCE in its advocacy strategies for ensuring learning during crisis times and emergencies.
Nepal (Municipality level)	Emergency Education Plan – Bindabasini Rural Municipality, Parsa July 2020	
Nepal (Municipality level)	Emergency Education Plan – Kalikamai Rural Municipality, Parsa July 2020	
Nepal (Municipality level)	Nepal Emergency Education Plan – Pokhariya Municipality, Parsa July 2020	
Nepal (Municipality level)	Nepal Emergency Education Plan – Pakahamainpur Rural Municipality, Parsa July 2020	
Nepal (Municipality level)	Nepal Emergency Education Plan – Thori Rural Municipality, Parsa July 2020	
Nepal (Municipality level)	Education Budget of Local governments-Makwanpur District August 2020	The Education Budget in the Makwanpur District was increased. During the Covid-19 crisis education budget tended to lose attention, particularly at municipality level. NCE DCC Makwanpur has advocated for improved education financing. NCE Nepal was already before the Covid-19 crisis engaged with the local government regarding an increased budget for education and the civil society organisations had submitted alternative budget proposals and technical support was also provided by NCE DCC Makwanpur in the budget preparation process, while ASPBAE has provided technical and financial support in the advocacy for education financing especially for Equity and Gender Responsive budgeting.

TABLE: POLICY CHANGES RELATED TO EDUCATION IN EMERGENCIES AND SAFE REOPENING OF SCHOOLS APPROVED IN THE SECOND SEMESTER 2020		
Nepal (Municipality level)	Nepal - Raksirang Rural Municipality School Face to Face teaching Guideline, 2077 October 2020	This guideline provides a pathway regarding learning modalities and approaches related to the opening of schools after Covid-19 lockdowns. The guideline was developed in collaboration of NCE Nepal DCC Palpa. NCE DCC Palpa suggested for example to remove quarantine from schools and instead opening schools by ensuring safety measures. NCE DCC Palpa was engaged in the preparation of the guideline with the technical support provided by NCE secretariat team. Learning partners ASPBAE and GCE have supported the process by sharing information and documents regarding safe reopening of schools and learning during the pandemic from several other countries.

3 NEC REPORTED LESSONS LEARNED FROM PAST EXPERIENCE

TABLE: INFORMATION ABOUT NEC REPORTED *LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE* AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be the most effective (or counter-effective) for NEC members for *engaging in policy dialogues* with the Government? (OC1 – 1.2.1)	
West and Central Africa NEC Grantees	Some of the NEC reported lessons learned in this region regarding effective strategies for engaging in policy dialogues are the following: ✓ It is important to be well prepared prior to any participation in an activity and involve ("use") NEC members according to themes and skills. The advantage of this strategy is that it makes the NEC credible and essential. ✓ For engaging in policy dialogue it is crucial to master the contents of laws, policy documents, strategic plans, strategy papers and action plans and budgets in order to be able to occupy the spaces for dialogue and influence the inclusion of the NEC´s concerns, and in this way support the marginalized groups´ access to quality education. ✓ Another effective strategy for engaging in policy dialogues is to design and implement relevant activities within the framework of government education concerns and strategies. ✓ Using public campaigns to involve governments or attract their commitment represents an important strategy and allows member organisations to be in direct contact with governments and be able to present the concerns of the groups they represent and suggest solutions. ✓ Possess a good knowledge of current issues and present contributions based on solid analysis is an effective way to get more influence. It is also important to promote innovative initiatives to address the shortcomings of the education system, particularly in relation to offer more inclusive solutions for those who are usually excluded. ✓ A lesson learned is that it is important to establish a NEC focal point within key ministries in the field of education and human rights, particularly to improve collaboration with the public authorities. ✓ It has also been useful to build a database with evidence-based arguments in advocacy work and strengthen beneficiaries on advocacy techniques, educational policies and planning; and involve and engage marginalized and vulnerable groups in the development of education policies.
Eastern and Southern Africa NEC Grantees	In this region it was learned over the years that effective strategies are linked to the following practices: ✓ Assure participation in education sector forums or committees (i.e. Local education group meetings, sector thematic meetings etc) discussions. This puts coalitions in a better position to engage and influence policy issues in public and private arenas. The coalition should also ensure that they are visible in Ministry of Education activities. ✓ Practice collaborative learning and sharing of lessons, since it is effective for members to engage in policy dialogues, and also for strengthening the capacity of coalition members to partner and collaborate with government education institutions and other international education discussion platforms. ✓ Taking a non-confrontational approach in the engagements with the government and parliament can build the necessary goodwill with the government for trust. This allows for example for organizing activities for the discussion and for dialogue on topics that else might create conflict and distance, such as teacher welfare issues in Zimbabwe. ✓ Build a unified position before engaging with the Government, since approaching the government without having an expanded voice of members of the NEC, weakens the NEC Campaign Agenda. ✓ Improve coalition's organisational capability to technically challenge decision-makers by using evidence-based approach, and the evidence should be collected through research and used to inform government on policy issues to be addressed. ✓ Influence decision makers through joint action approach (supporting and supplementing the government work) or using the duty bearer approach (holding them accountable for their responsibilities). ✓ Conduct pre-engagement consultative meetings is very effective because it ensures that the coalition members speak with one accord and complement each other effectively. ✓ Carry out quarterly thematic group meetings where NEC members identify policy related issues to be recommended to the Ministry of Education for effective policy implementation.
Latin America and Caribbean NEC Grantees	In this region, it was learned from past experience, that it is important: ✓ To always keep a non-party-political speech that promotes respect for diversity of opinions and criteria. ✓ To seek dialogue and participation at different political arenas and stakeholders at national, regional and international level. ✓ To keep a non- party-political-posture and also link arguments to the SDG4 goals and human rights approach.

TABLE: INFORMATION ABOUT NEC REPORTED *LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE* AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be the most effective (or counter-effective) for NEC members for *engaging in policy dialogues* with the Government? (OC1 – 1.2.1) - continued	
Asia and Pacific NEC Grantees	In this region, it was learned over the years that: ✓ The NEC members need to have a good understanding about the policy in discussion and its details; and they need to be able to manage advocacy in an effective way. ✓ It is possible to capitalize on window of opportunities in policy dialogues with the government through the LEG, that has increased interaction with high-level government officials at the ministry and department levels. ✓ Inviting policymakers to NEC activities has had both positive and negative effects, since stakeholders working in government institutions have expressed that they felt that they could not freely express their opinions in the presence of high-ranking policy-makers, however, those working in the development sector and NGOs welcomed the opportunity to engage with the ministry officials. ✓ The formation of international partnerships can improve the effectiveness of the policy engagement. ✓ Engaging members in policy dialogue is a very complex process and the success depends on many aspects, such as their capacity, level of expertise and the availability of human resources to be involved. ✓ Members need to be confident in order to be able to participate effectively in policy dialogues; and confidence is built through participating in data collections and small monitoring exercises increase the knowledge and skills needed. ✓ Involvement in local political dialogues with the local government can be very fruitful particularly using evidence-based advocacy. ✓ Engagement in the LEG had some limitations because some educational issues were not allowed to be raised in the meetings, so the NEC is now seeking other ways to present research findings. ✓ Consultation with the NEC members on specific policy issues is important prior to participation in policy discussions. ✓ The most effective way to engage in policy dialogue is to work in collaboration with the members and other CSOs and with relevant key stakeholders at the regional and international agencies. ✓ When engaging in policy dialogues with the government, the NEC must involve its broad membership, especially representing marginalised sectors, and the relevant stakeholders in the processes such as in LEG meetings and Technical Working Group meetings to effectively push for oral and written submissions for consideration by the government. ✓ The familiarity and knowledge of NEC staff and members on the policies developed by the government and their implementation is an important requirement for any influencing work. ✓ Specific marginalized groups interests are better promoted by the entire coalition, since the Government might be reluctant to deal with specific groups. ✓ ASPBAE regional coalition can facilitate the policy engagement in those cases the government is reluctant to dialogue directly with the national civil society organisations. ✓ Face-to-face-meetings are more effective for policy dialogue, however the NECs learned that they can also participate in policy dialogues through Zoom and this enables that a higher number of persons can participate.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be the most effective for having *rapid and effective influence in policies* according to the NECs´ learnings? (OC1 – 1.3.2)	
Eastern and Southern Africa NEC Grantees	In order to have rapid and effective influence in policies, some of the lessons learned acquired over the years by the NECs in this region are the following: ✓ It has been effective to form small parliament committees that can be named "Champions" which will be comprised of members of the parliament, that will help push CSOs agendas in the parliament discussion concerning the interest of the marginalized groups at a policy level. ✓ Evidence-building through research and policy analyses is effective for influencing policy processes, thus conducting research on policies is key because it supports coalitions in their advocacy efforts. ✓ It is found useful to conduct consultations with beneficiaries and stakeholders that are affected by the policy that is being formulated or implemented, since they help to identify people´s concerns or any gaps that should be taken into account in the policy. ✓ It is useful to analyse policies and develop recommendations, position papers and policy briefs to the government for discussion and action. ✓ It is learned that putting in place social accountability mechanisms that call for participation of both duty bearers and rights holders can be effective, since it gives an opportunity for different education stakeholders to discuss and check performance of policies. ✓ Having influence on policies calls for experience and credibility, thus it is found that it is crucial that an organisation builds credibility over time for it to have a speedy influence on policies. There is no shortcut to experience and having knowledge of the landscape and who to engage with. It is also crucial that one has the objectives clear in any policy influence endeavour. ✓ Being proactive and having CSO contributions handy whenever needed by the government is crucial. For example, when the government announces review of a policy, CSOs should mobilise themselves and make timely contributions for inclusion of changes to the policies if they affect negatively the right to education for the marginalized groups or in general. ✓ For effective policy influence CSOs need to be able to understand the policy process in their own specific context; generate high-quality relevant research, and link to and communicate with policymakers and other actors. This requires a wide range of technical capacities that need to be build up over time. ✓ Campaigns, networking and lobbying especially with influential stakeholders and decision makers in government are effective ways of influencing the policies. CSOs can do this by making the most of existing links, by getting to know other actors, and working through existing networks and coalitions. They also need to identify key personalities who can help and generate new linkages and partnerships with likeminded individuals and organisations. ✓ Evidence based advocacy is more effective and also use of media in publicising coalition position adds value to ongoing advocacy. ✓ Facilitate the development of objectives and common position over an issue, the issue should be summarised in the form of a position paper or policy brief. ✓ It is important to maintain an effective participation of CSOs in education sector activities like LEG meeting, Joint Education Sector reviews and other policy formulation events. This gives an opportunity to participate in making decisions. ✓ Civil society organisations should research and collect evidence from the communities that should be used as evidence to influence the policy processes. This leads to wide and deep consultation and true evidence building.
Latin America and Caribbean NEC Grantees	The NECs in this region have learned over the years that in order to have influence in policies, it is needed: ✓ To seek dialogue and participation at different political arenas and with different stakeholders, specially decision makers. ✓ To train education policy and SDG4 spokespersons. ✓ To keep an open invitation for diverse organisations, education community and different stakeholders to advocate for the human right to education. ✓ To create a high degree of credibility among the different stakeholders. ✓ To launch campaigns and public policy recommendations to get the messages across to the decision makers. ✓ To strengthen the capacities for all NEC members. ✓ To analyse very well the local realities and contexts.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be the most effective for having *rapid and effective influence in policies* according to the NECs´ learnings? (OC1 – 1.3.2) - continued	
Asia and Pacific NEC Grantees	Some of the lessons learned from past experiences in this region is that: ✓ Face-to-face interaction seems to be the most effective strategy to influence policy, however, in certain cases, online consultation can be easy and quick, as it was seen during a consultation for the finalization of an education sector plan. ✓ The coalition has achieved most results through coordinating with different CSOs to review policies and consolidate inputs, delivering the latter to the policymakers via working groups' communication channels. ✓ There are different ways to speedy influence policies, such as identifying potential stakeholders or allies from public authorities and parliament who support the NEC´s advocacy work ; signing joint appeals and opinion documents with more civil society organisations and put pressure on decision makers, including by presenting the recommendations in the mass-media. ✓ Using a combination of traditional and social media is the best strategy to get messages across when advocating for policy changes; and live streaming on Facebook reaches politicians and media alike. ✓ When marginalized community members raise their voice themselves and propose solutions, policy makers listen to them. ✓ Build respectful and cordial relationship with policy makers has shown to give speedy influence in policies because the policy makers were then convinced with the petitions of an organisation that represents the community voices of a large number of districts and that makes efforts to strengthen the public education system. ✓ Constant engagement with parliamentarians via online platforms and sharing new research and resources with them so that they have updated statistics on the state of education, to present it in the relevant committees and the parliament. Social media, specially Twitter has also become a very influential tool to gain the attention of government representatives, ministries and departments. ✓ Maintaining contacts with "champions"/politicians and following them in Facebook, participating in meetings and hearings, and inviting them in the NECs activities. ✓ Learning from the experiences of other CSOs, regional and international (virtual) conferences such as those organised by ASPBAE is a way to develop the methodologies to effectively participate in the policy processes. This includes learning by doing, whereby the more experienced CSO leaders accompany and mentor less experienced ones and provide them with a sound prior briefing and a thoughtful de-briefing after each meeting and involvement in the policy processes. ✓ Supporting CSOs to consolidate their opinions and offer channels to deliver those opinions has made it easier to communicate with policymakers, such as joint position statement development and participation in the national and sub-national level working groups. Drawing on regional and international structures such as ASPBAE and GCE to create platforms for the exchange of information and experience and building solidarity across CSOs. ✓ Involving NEC and its members directly in the process of developing, analysing and consulting on policies from the very beginning is much better than doing aggressive protests all the time because it gains much positive feedback and sustained reception from the government and education stakeholders in changing and improving policies. This also gains sustained openness to NEC's input and recommendations both in the short and long terms. ✓ Since individual NEC have limited resources, scale or capacity and in turn limited power to successfully influence policy change acting on their own, strategic alliances are often central to effective influence in the local, national and regional levels. ✓ CSOs need to be attentive to the policy processes in advance, and be aware of the spaces officially available for CSOs to participate, and in what form. CSOs often need to be proactive and request their participation in policy processes and events, including requests to speak at events, and to be part of relevant committees and working groups ✓ Identification of opportunities and gaps; setting agenda for the advocacy that require policymakers´ response worked well. Identifying key partners who can be part of advocacy; bringing in new ideas, expertise and resources and creating platform on specific areas/themes. Generation of evidence, collection of data to understand issues; and procure better use of evidence to influence public opinion.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be effective for the civil society organisation´s *strategic planning*? (OC1 – 1.3.1)	
West and Central Africa NEC Grantees	According to the NECs reports, the following has been found to strengthen the NECs strategic planning: ✓ An effective strategy for increasing the strategic planning of civil society organisations was to undertake a SWOT Analysis, referring to Strengths, Weaknesses, Opportunities and Threats. Carrying out an organisational diagnosis to detect the NEC´s strengths and weaknesses in strategic planning and development of a learning plan. ✓ Another used strategy is to gather a pool of experiences, and place emphasis on the use of effective tools such as results-based management . In such a process, the needs and orientations need to be determined and defined with civil society organisations, taking into account the local political and social context as well as international contingencies (international education guidelines, scarcity of financial resources, COVID-19, insecurity linked to terrorism, etc.). ✓ Another good strategy has been to strengthen the capacity of member organisations to do strategic and operational planning and involve beneficiaries in planning.
Eastern and Southern Africa NEC Grantees	✓ Mobilisation and involvement of members of the civil society stakeholders to participate in an inclusive strategic planning process in which they are able to identify their needs, set out objectives and how to achieve them. ✓ Facilitation of such processes is important. The Members should be taken through a process that enables them to identify the organisation´s strengths, weakness, opportunities and threats towards the achievement of the established objectives and set timelines for the planned achievements. ✓ Establishing long-term visions to objectives and actionable steps, plan around obstacles, and foster innovative thinking. It has been learned that an effective strategy needs to proactively involve different potential partners in its initial planning stages and execution that will help to ensure strategic objectives are achieved with minimal shortcomings. ✓ Strategic planning should be consultative to ensure everybody provides their input. This is important if all member organisations should feel ownership of the strategic plan.
Latin America and Caribbean NEC Grantees	✓ To seek strategies that link local actions with legal, national and regional contexts. ✓ To put in the centre of the planning, the diversity of views and interests. ✓ To provide trainings in the subject discussed and invite experts on the field. ✓ To have tools available to standardize procedures. ✓ To develop a Participatory Annual Operational Plan and seek support for its development in case needed.
Asia and Pacific NEC Grantees	The NECs in this region have found out over the years that the following is useful for doing strategic planning: ✓ Accurate review of provincial context needs to be taken into account by the NEC as each province differs in terms on culture, norms, traditional interactions, geographical positions and beliefs. ✓ It is found that continuous sourcing of inputs and feedback via online polls and surveys can be an extremely useful means of engaging members and partners. ✓ Involving diverse stakeholders directly related with the organisation's work in the planning process. Suggestions from the government stakeholders, development partners, strategic and funding partners and member organisations are taken during the planning process. This strategy of including multiple voices amplifies the organisational campaign in the strategic planning. ✓ Conducting social audit of the organisational work provides an opportunity for the stakeholders to critically review strengths and weaknesses of the coalition. ✓ Regular engagement with member organisations, especially women-led organisations to identify issues faced by girls, women and marginalized communities at the grassroots level can help incorporate demands in the national level advocacy strategic planning. ✓ The coalition´s experience has been a Retreat meeting held for the NEC members, which was considered as a successful initiative that has shown the eagerness to debate on education advocacy topics by the participating CSOs. ✓ The strategy has included the collection of information at the ground level, which is related to the mission, vision of the NEC, the political environment in the country, as well as an analysis of strengths and weaknesses of the coalition, the internal operating environment of the coalition, the skills and potential of the members. ✓ It is crucial to consult and involve all members in shaping the strategic plan of NEC. The NEC conducts annual membership meetings which is an opportunity for members to get updates on the achievements and challenges faced by the coalition in the previous year and plan its activities and engagements for the coming year. ✓ The most effective way to support the members strategic planning is to involve them at the coalition´s yearly planning. ✓ Ensuring participation of members and democratic processes in strategic planning is crucial. It is also very important to be mindful of the space and the support needed by the marginalized groups to raise their voice and become genuinely part of the coalition's strategic planning process. This requires strong political and financial commitment for the coalition to be truly inclusive especially when reaching out to the marginalised sectors. ✓ Develop the capacities of coalition leaders, both at the national and district levels, to facilitate bottom-up and participatory strategic planning to make sure that the plan is inclusive and represents all the voices within the network. ✓ Use ideas from other coalitions´ strategic planning processes, such as ASPBAEs.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies tend to be the most effective strategies for your NEC for *expanding representation of marginalized groups?* (OC1 – 1.1)	
West and Central Africa NEC Grantees	The NECs report that they over the years have learned the following: ✓ From the working sessions and exchanges with the different organisations of people with disabilities, NEC learned that the most effective strategy to expanding the representation of disabled people's organisations is to collaborate with federations or confederations of disabled people's organisations. ✓ Entrusting more activities to NEC member organisations, based on their expertise, in order to involve them more in the NEC's advocacy work. Defining a minimum quota (e.g. at least 30%) of representation of marginalized groups in each NEC decision-making body, advocacy activity and/or meeting. ✓ Strengthen and consolidate or set up Thematic Groups (TGs) to facilitate the development of themes and the collection of evidence for better advocacy. ✓ Strengthen the technical capacities of the leaders of these marginalized groups and bring them to bear on certain advocacy initiatives aimed at ensuring that the groups are taken into account in policies and decision-making processes. ✓ Build a database with associations of marginalized groups and disseminate information about the marginalized groups´ rights. ✓ Involving local CSOs and community leaders in the mobilization of marginalized and vulnerable groups. ✓ The key to expanding the representation of marginalised groups is to make them aware of their rights through the commitments contained in laws and policy documents. Another strategy is to take their concerns into account in the objectives and activities and to involve them from the outset in the processes of planning, implementation and monitoring of advocacy actions concerning them. ✓ Collaboration and joint efforts have been very key in the expansion and representation of people with disabilities, girls and women. Joint advocacy actions have been carried out in favour of the promotion of the rights of girls, women and especially people with disabilities in concert with their respective organisations. ✓ The engagement of marginalised groups in the network's advocacy efforts has proven to be very important; to the extent that it enables them to express their concerns directly to governments or other duty bearers. ✓ Starting with the identification and mapping of marginalised groups and the identification of existing spaces and frameworks for dialogue where they can participate.
Eastern and Southern Africa NEC Grantees	The NECs in this region responded that they have learned that the following is effective: ✓ Identification of a successful case study regarding participation of marginalised groups in activities implemented by the coalition and recognised as a way of encouraging participation of the marginalised group through positive deviance. ✓ Strengthening education sector thematic groups to discuss and expand their intervention on marginalized groups. ✓ Networking is an effective strategy for expanding representation of marginalised groups, such as being a member of a Child Rights Coalition, through which it has been able to present educational issues raised by various organisations. ✓ Stakeholder's engagement has been important because it brings the duty bearers and right holders together to discuss issues affecting the marginalized groups. ✓ Meetings and engagements with the community, government officials, CSOs, development partners and media to discuss issues of concern regarding marginalized groups and coming up with deliberations that benefit their interests. ✓ Careful selection of participants is a good strategy to ensure inclusion of marginalised groups in a coalition works. It has worked well during the symposium on learners with disabilities who were selected from various schools and ensured there was also a gender balance. ✓ In order to involve marginalised groups in a community, there might be a need to approach a particular group at a time. This gives an opportunity to deeply understand the existing challenges faced and the kind of support needed. For example, for girl's participation in education, engaging parents and traditional leaders clearly helps understand their thoughts, attitudes, and perceptions towards the girls´ education.
Latin America and Caribbean NEC Grantees	In order to increase the participation of marginalized groups in the coalition, the NECs report that it can be useful: ✓ To implement activities where beneficiaries are marginalized groups, such as trainings, social audits, among others. ✓ To give voice to marginalized groups participation. ✓ To conduct needs assessment of communities, research and collect evidence-based information on marginalized groups´ situation ✓ To carry out a stakeholder mapping exercise in order to detect and incorporate marginalized groups in project actions.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies tend to be the most effective strategies for your NEC for *expanding representation of marginalized groups?* (OC1 – 1.1) - continued	
Asia and Pacific NEC Grantees	The NECs in this region have learned the following over the years: ✓ There is no single approach to reach out to the most marginalized, hence it needs multiple methods,. ✓ Motivating, promoting, and recognizing in a public forum those persons or organisations that include marginalized groups voices, for example, one that has initiated an ethnic minority youth-led campaign designed to educate society on the issues that ethnic minority children and youths that face child marriage practices. ✓ Marginalized groups should be invited to the activities, let them feel welcomed and show support in full participation. ✓ Awareness raising about the NEC's mandate, functions and procedures among marginalized groups and local communities including information about marginalized groups in project documents and policies can be an effective strategy. ✓ Winning the trust of the marginalized people is key and being aware that marginalized groups have a history of exclusion from participation in development, politics and in the community. ✓ Providing platforms to members of marginalized groups to directly engage with the legislators and government representatives and share their lived experiences have worked. ✓ Multi-stakeholder webinars with participation of government can be effective to raise the concerns for marginalized groups and it works well when marginalized groups are telling their own stories and how hard it is for them to continue studying. It has been effective as they speak for themselves and use their language to express better their demands. ✓ Expand the network to the local community is an effective way to include more marginalized groups. ✓ The coalition was able to expand its membership to six civil society organisations and to achieve this, a series of informal meetings, correspondence and phone calls were carried out. The Coalition also prepared materials explaining about the Coalition, it created a Facebook site and it invited the organisations to its events. ✓ Having marginalized groups themselves explain their concerns and recommendations has proven to be an effective strategy to call attention from decision- makers and raise awareness on education issues. The Coalition needs to assert and secure spaces for marginalised groups in the official government processes so that they are given the opportunity to advocate and deliver oral and written recommendations and submissions based on the particular issues of marginalized sectors.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be the most effective for *NECs capacity building and strengthening?* (OC1 – 1.2.2)	
West and Central Africa NEC Grantees	The NECs reported the following: ✓ One training method which one of the NEC prefers and has always practiced is the waterfall method. This involves training a pool of eventual trainers at the national level so that those trained at the regional level multiply the training at the regional level and those trained at the regional level do the same at the departmental level and so on. This method has the advantage of allowing more people to be trained in a shorter period. ✓ Training methods through the development of learning partnerships or collaboratives seem to be the most effective for one of the NEC, as they allow the Coalition to be supported by experts who are not only fully conversant with the issues concerned, but who also have good approaches to capacity building. ✓ The NEC favours a participatory and inclusive approach for the identification of participants for training courses. Brainstorming methods, role-playing and group work make it easier to facilitate classroom training. ✓ The NEC has benefited from distance-support from the RMU in setting up the EOL project through the use of tools such as the logical framework, monitoring framework and risk register tool, while it find that it would be desirable to also have physical start-up meetings to harmonise the understanding of the tools. ✓ One NEC has learned that it needs to identify the real and priority training needs before staring up; and that it prefers the collaborative approach to learning between pairs; and the involvement, participation and empowerment of beneficiaries. ✓ The NEC has found that there is a need to agree on training needs with all stakeholders within the NEC, the volunteers and employees. The training should be offered for the most relevant learning needs, bringing together participants from the different organisations of the NEC and particularly from the regions. The NEC also finds that courses could take one day or a few days; and/or be delivered in cycles; and the training can take place on the premises of the organisation or outside the organisation. ✓ The NEC finds that training workshops can be used as platforms where the NEC members meet and review the NEC's past activities, identify the NEC's strengths and weaknesses and plan new training activities.
Eastern and Southern Africa NEC Grantees	In this region, the NECs report that the following was learnt over the years: ✓ Training needs assessment for members have to be carried out and training areas need to be tailored to the members' needs, thus, organised capacity building programmes should be based on coalition's member needs assessments. This is important because it gives an opportunity to address the available gaps. ✓ Experience sharing programmes among different members of the coalition should also be seen as a good opportunity for learning and knowledge sharing. Capacity gaps mapping also helps the trainings to be tailored to packages as per the identified gaps. ✓ It is important for coalitions to develop a capacity building and strengthening plan that is related to the strategic plan of the organisation. This helps in identifying the existing capacity gaps hence making it possible to develop a strategic approach for its capacity building or strengthening strategy to be effective. ✓ Training is at the center of the capacity building and strengthening of individuals. A structure of training interventions is recommended so that people's capacity is strengthened to enable them to effectively carry out their interventions. ✓ Exposure visits help people to observe and learn from others´ lessons learned and eventual ´best practices´ hence strengthening their capacity on how to do their activities better. ✓ Formation of Community of Practice Groups, consisting of members who share good practices and learn from one another. This improves knowledge sharing hence improving capacity building and strengthening among coalitions or members. ✓ Collaborative learning events and trainings improve the effectiveness of the Coalition in carrying out its mandate. ✓ Workshops strengthen the capacity of participants because in a workshop people exchange knowledge and learn from each other. Participants are able to ask questions and get answers instantly.
Latin America and Caribbean NEC Grantees	In this region, it is found important for increasing the NEC capacity: ✓ To have developed a Learning Plan based on a participatory learning needs assessment, where consensus was always searched (templates provided by RMU). ✓ To diversify methodologies always prioritizing meaningful learnings. ✓ To provide spaces where different experiences, knowledges, capacities are shared between members. ✓ To invite experts in relevant subjects to participate at learning activities. ✓ To adapt activities to different contexts and conditions, according to participants.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies seem to be the most effective for *NECs capacity building and strengthening?* (OC1 – 1.2.2) - continued	
Asia and Pacific NEC Grantees	In this region, it was learned over the years that in order to increase the NEC´s capacities it is important to: ✓ regularly share information about training activities with the Coalition members and invite them to participate in policy advocacy and public events. ✓ aligning training and capacity building to the agendas and priorities of its member organisations (as for example, fundraising, exposure with different coalitions, office management and documentation). ✓ carry out regular engagements with the member organisations i.e. resource sharing, virtual brainstorming sessions and offering continued guidance to strengthen their advocacy efforts. ✓ build capacity of the members regarding SDG 4 and other education topics. ✓ Carry out village consultations and interactive trainings and dialogue on topics of interest to the members. ✓ Taking into account the learning needs of the members and draw up a learning plan with the involvement of the members in various events such as webinars on SDG 4, training on human rights and non-discrimination organized by the NEC. ✓ Involving the NEC members themselves directly in the capacity building training opportunities especially their staff working in programme, finance and in leadership positions to secure better support from these members during the NEC's advocacy work. This also helps in building the members' capacities in ensuring the sustainability of their organisation as they get to know and learn from the work of other local CSOs. ✓ Capacity building should not be a single action such as a single training course or meeting. Capacity building needs to be carried out with blended activities such as sharing of good practices, exchanging experiences, attending training courses, and coaching/mentoring during real advocacy work are effective strategies. It is particularly helpful if the capacity building is anchored on specific advocacy issue, theme or a broader campaign being pursued by the coalition so that it is more relevant and the lessons are applied and utilised immediately. ✓ Carry out face-to-face engagement and facilitate regular contacts between the NEC and the learning partner, i.e. ASPBAE and the NEC; and pay close attention to the NEC´s needs and concerns, carry online meetings which are participatory, consultative and inclusive, where coalition representatives' existing knowledge and expertise is affirmed and where they are given opportunities to make inputs and presentations. ASPBAE finds that these strategies - of online 'learning by doing', focusing on relevant coalition priorities, building of NEC ownership in the trainings, their design and the process, and focused on specific outcomes and action steps are all effective. ✓ Attention to and knowledge of the coalitions' diverse contexts and unique organisational dynamics are important in responding to their learning needs and supporting them in their institutional strengthening. ✓ Peer learning and cross-country exchanges is also an effective and meaningful learning process. For example, in the thematic SDG 4.7 and on Youth and Adult Learning topics, among others. ✓ Sharing information among the NECs provide lessons for their own advocacy. ✓ Regular email exchange, skype and zoom communication and sharing of learning resources are also helpful for the NECs for improving their reports, learning plans and proposals. ✓ The NEC project management in close consultation with the RMU staff is an effective way to provide learning-by-doing skills, such as skills needed for budget revisions, writing skills, excel data management, preparation of financial reports and other topics.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which ways turned out to be the best for *organizing "Learning collaboratives"* among civil society organisations for increasing the institutional capacity building? (OC1 – 1.4)	
West and Central Africa NEC Grantees	✓ The Covid-19 situation has created special circumstances and challenges for the NECs for creating learning collaboratives, thus few learnings have been acquired so far. ✓ However, a NEC learned that it is possible to participate in learning collaboratives also during Covid-19, such as in the Africa KIX Hub; and the NEC is now at the data collection and validation stage. ✓ For the organisation of the Learning Collaborative, another NEC has invited some grassroots organisations that have proven experience on the themes that have been the subject of the activities implemented and this allowed the NEC to find solutions to certain challenges that the implementing actors were unable to overcome, but also to capitalize on other experiences beyond those lived within the framework of the EOL project. ✓ Mapping and identifying the different partners and learning collaboratives at national and international level according to their experiences in the thematic areas, as well as the communicative approaches towards them, were the best ways for another NEC to start organising learning collaboratives. ✓ Learning collaborations are marked by meetings for analysis, thematic exchanges and sharing of good practices developed around policies. This learning is based on the diversity of expertise within the different member structures. Thus, during the course of the interventions, some benefit from the expertise of others, whether it is on education policies, project management or gender-based violence, prohibition of corporal punishments or another topics.
Eastern and Southern Africa NEC Grantees	✓ While EOL learning collaboratives are under construction, the NECs reported some learnings drawing on their past experiences. ✓ It seems productive to facilitate experience sharing among Education sector thematic Groups to acquire knowledge and skills from CSO members who have shown good practices in managing projects, working with local education offices and in engaging community to support their interventions, and in monitoring projects. Operating an effective learning collaborative calls for common goals between organisations. ✓ An effective approach is one that emphasise on peer learning process, not putting one learning partner above the other(s). ✓ A learning collaborative can have different purpose and structure. Organizing learning collaboratives should encounter proper selection of members with whom they share the same interest and can join efforts to achieve the intended results. ✓ Identifying the needs of the members is important in organising learning collaboratives
Latin America and Caribbean NEC Grantees	✓ While setting up learning collaboratives in this region, it is reported that there is a need: ✓ To diversify types of learning activities and methodologies. ✓ To always keep an open invitation to join the cause of the learning collaborative. ✓ To have developed a Learning Plan based on a participatory learning needs assessment, where consensus is always sought (i.e. through templates provided by RMU) in order to assure that all members can participate and benefit from learning activities and share experiences.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which ways turned out to be the best for *organizing "Learning collaboratives"* among civil society organisations for increasing the institutional capacity building? (OC1 – 1.4) - continued	
Asia and Pacific NEC Grantees	While Learning collaboratives are under construction, from past experiences it was found that: ✓ Learning collaboratives work well when there is an agreed specific area of interest by national coalitions to share from each other and learn of other experiences and knowledge. It helps for one organisation to take the initiative to organise the first meeting, and to keep momentum going through regular communication with the members. ASPBAE has played this role on numerous occasions, including in 2020. For example, ASPBAE convened a meeting of all the coalitions on education financing, disability-inclusive education and a meeting of many coalition representatives on building youth constituencies. It also brought together coalitions to exchange on participation in spotlight reports and the HLPF process. ✓ The youth-led action research and brainstorming session on the digital policy bank as well as the cross-country discussion on the SDG4.7, among others, were very effective learning collaborative activities among civil society in the South Asia and Pacific region where a diversity of knowledge and thoughts were shared. ✓ The NEC in one country mentions that it has been working closely with a budget working group and facilitated several trainings on education sector financing and budget allocation monitoring and found it useful and effective. ✓ The learning collaboratives have focused on specific thematic issues, such as adult learning and education, debt financing, taxation, skills and empowerment, learning during pandemic, education financing, monitoring of private actors in education and other themes. ✓ Zoom meetings and webinars have worked for ASPBAE providing technical support on SDG 4 analysis and review of policy papers on 'Spotlight Report on the status of SDG 4 in the country`, highlighting the interlinkages of SDG 4 with the other SDGs and strategies to address the persisting problems of inequity in education. ✓ Likewise, GCE has facilitated 'Human Rights and Education' online classes on human rights and education. A learning reported by a NEC is that there is a need to take into account the time-zones if all NECs are to participate. ✓ It was reported that it was learned that virtual participation in learning collaboratives is not enough to meet members' needs. ✓ Learning collaboratives are based on voluntary commitment and proactiveness of those in the group. It is very important to optimise the commitment and willingness of members and partners to put in the time and effort to pursue the aims of the collaborative. For instance, one of the NECs initiated a local group supporting specifically education for hearing impaired persons; and the organisations in the group find the exchange of experiences, information and resources available very useful.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies were the most effective for guaranteeing the *inclusion of the gender perspective and the human rights approach* at all project stages?	
West and Central Africa NEC Grantees	The NECs reported that they have learned the following over the years: ✓ Collaborate with federations or confederations of disabled people's organisations helped to understand the challenges for the fulfilment of the right of education of this group of people. ✓ The NEC's strategy is to include groups from all backgrounds (mostly marginalised groups) in the implementation of their project and organise campaigns to raise awareness on the human rights perspectives. ✓ The strategy used by the NEC is to collect and share information pertaining to equity and the barriers hindering the effectiveness of laws in favour of diversity and inclusiveness. ✓ Apart from including information on the specific situation of women, young girls, people with disabilities and vulnerable populations, respectively, in their context analysis, the NEC seeks to promote their inclusion in all arenas and insists in sending invitation letters to actors that are minorities or discriminated due to other reasons.
	✓ One NEC reports that their strategy is the integration of human right aspects from the very beginning of their project. ✓ The existence of focal point persons or advisers on gender in their partner organisations is also a tool they utilise. ✓ The NEC´s strategy is to build an organisational culture based on a human right approach, focusing on improving gender integration in structure, strategies, programmes, and procedures; and to develop a gender strategy within the NEC. ✓ The use of non-party-political frameworks and community events proved to be effective in building trust and understanding between people of all genders. ✓ Promoting community awareness programmes aimed at reducing stigma, discrimination, exploitation, and political exclusion. The people who receive the information share what they have learned with other community members, increasing the dissemination. ✓ Taking into account the gender perspective and human rights approach at all stages of the project from the drafting of the terms of reference for the activities and the invitations to participate in the implementation of the NEC's various actions.
Eastern and Southern Africa NEC Grantees	The NECs in this region reported that they have learned the following from their decade long experience: ✓ Seeking media coverage to discuss issues concerning the girls´ protection and education. ✓ Having gender as a mainstreaming issue and a stand-alone sub-sector committee also ensures the gender dimension is emphasised; this has worked well in some coalitions ensuring inclusion of the gender perspective, for example, in advocacy work. ✓ Training coalition members on gender mainstreaming especially engaging men is also key. ✓ Using the gender analysis to develop the project intervention strategies (theory of change and project priorities); and ensuring that the results framework adequately reflects a social and gender analysis that has been undertaken during the design and shows consistency between the situation analysis and the proposed project activities. ✓ Applying the human rights-based approach to the project design and implementation, ensuring the promotion of the rights of the target beneficiaries as laid down in the human rights frameworks such as the Convention on the rights of the persons with disability, the Convention on the Right of the Child, and others pertaining to the rights of the target groups. ✓ Applying the human rights principles such as the universality, non-discrimination, the indivisibility and interdependence of human rights, accountability and respect for the rights among others, ensuring that stakeholders are supported to respect, protect and fulfil the rights of beneficiaries, by helping them develop their capacities to do so and helping the project target groups to develop their capacity to claim their rights. ✓ Develop members and stakeholders' capacities to apply and monitor the application of gender equality and feminist principles in the implementation of project activities.
Latin America and Caribbean NEC Grantees	In this region, the NECs have learned that it is important: ✓ To participate at events to position NEC's gender Plan/Agenda. ✓ To monitor the accomplishment of recommendations received by UN at Universal Periodic Review (UPR). ✓ To advocate for a Law proposal that includes gender perspective. ✓ To promote research, studies and tools for gender mainstreaming. ✓ To always promote gender equality in education.

TABLE: INFORMATION ABOUT NEC REPORTED LESSONS LEARNED FROM THEIR DECADE LONG EXPERIENCE AS CIVIL SOCIETY ORGANISATIONS PROMOTING EDUCATION FOR ALL.	
Which strategies were the most effective for guaranteeing the *inclusion of the gender perspective and the human rights approach* at all project stages? - continued	
Asia and Pacific NEC Grantees	The NEC grantees report that they have learned over the years that the following is important: ✓ Promote affirmative action for girls and women, persons with disabilities, ethnic communities, and marginalized groups in public policies, including in education. ✓ Categorization of the stakeholders has helped to reach out to a wide range of representatives and find common ground. ✓ Putting in place efforts to increase women's participation in consultative processes, emphasize women-led organisations and engage female practitioners, experts and think-tanks as resource persons. ✓ One NEC mentions that moderators created space and encouraged specifically women to speak in a forum held. ✓ Organizing an annual National Forum on Inclusive Education focusing on the importance of access to education for children and youths living with disabilities has been effective for a NEC. ✓ Showing women role models in awareness raising activities. ✓ A NEC mentioned that it ensures that the best interest and rights of children are respected, guided by international conventions such as the Convention on the Rights of the Child. ✓ One NEC mentions that orientation on gender equality and human rights principles carried out before research data collection has worked well. ✓ Taking into account the gender perspective from the research design moment. This has helped to have research reports that present recommendations with regard to boys' education, pregnant girls´ education, dropout rates for both boys and girls, respectively, etc. ✓ Having and respecting female leadership in the NEC and having maximum women led organisations in the membership and strategic partnerships of the NEC. ✓ The engagement with strong female legislators and capacitating young girls to become policy advocates and provide platforms for them to raise their demands directly with the legislators. ✓ Promoting Education for All using the fact that Education is recognized as a Human Right; and making position papers on legislation and on burning education issues using gender- and human rights perspective. ✓ Gender equality is being promoted as a cross-cutting advocacy theme in all policy discussions, including those related to early childhood care and development, formal and non-formal education, education for sustainable development and lifelong learning, and education governance and financing. ✓ Pushing for having women in decision making bodies especially in schools boards. ✓ One NEC informs that it intends to ensure gender balance in project activities in general and specifically in interchanges with community groups. ✓ One NEC informs the following: Our inclusive approach starts from NEC board itself, in which our new 2017 Constitution stipulates that there must be a minimum of two female members (out of six) on the board. It is planned that the Constitution will also include a member representative from an organisation that works for the people with disability on the Board. As the Board members are involved in planning and oversight, this is considered to be an effective strategy to ensure that both women and people with disability participate in decision-making level. ✓ It is using strong analytical framing on gender, inclusion and human rights in all areas of the NEC work. The coalition always asserts education is a human right, and gender equality in education should be affirmed in education systems. ✓ Ensure gender balanced participation, ensure report has a gender lens, for instance, the SDG4 Spotlight 2020 Report and one research of safe space has looked into gender issues in schools. ✓ Usually with cross-cutting themes such as gender equality and human rights, there is a tendency to do a little bit of work everywhere and spread it too thinly without much opportunity for deepening, thus the work can be ineffective at times. While we need to consider these aspects in everything we do, identifying two or three strategic areas to strongly focus the work to promote gender equality and human rights can be an important strategy to ensure optimal gains.

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