EDUCATIONOUTLOUD
advocacy & social accountability

GP꜀ Transforming Education

Progress Report
1ST JULY – 31ST DECEMBER 2021

EDUCATION OUT LOUD

OXFAM
IBIS

INDEX

ABBREVIATIONS

ACEA	Arab Campaign for Education for All
ACTE	Alliance of CSOs in Tajikistan for Education – Tajikistan
AED	Association for Education development – Kyrgyzstan
ALE	Adult Learning and Education
ACLO	Fundación Acción Cultural Loyola
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
CEMSE	Fundación Privada de Fieles Centro de Multiservicios Educativos – CEMSE
CEFAN	Cameroun Education for All – Cameroon
CERC	Centre de Recherche sur l´Anti-Corruption
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
CODENI	Coordinadora de la Niñez – Nicaragua
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
CRCP	Consumer Rights Commission of Pakistan
CSO	Civil Society Organisation
CYAN	Center for Youth Advocacy and Networking, Inc.
DEDRAS	Organisation pour le Développement Durable le Renforcement et l´Auto-promotion des Structures Communautaires
ECM	End Child Marriage
ECOZI	Education Coalition of Zimbabwe – Zimbabwe
EFANet	Education for all Campaign Network – Gambia
EFA SL	Education for All Sierra 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
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
GDCA	Ghana Developing Communities Association
GISP	Global Independent Selection Panel
GMU	Global Management Unit
GNECC	Ghana National Education Campaign Coalition
GPE	Global Partnership for Education
G-Watch	Government Watch
HESA	Horn, Eastern and Southern Africa
HOPE	Helping Our People Excel

IID	Institute of Informatics and Development
I-SAPS	Institute of Social and Policy Sciences
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
MoE	Ministry of Education
MSIS-Tatao	MSIS – Tohana sy ainga ho an´ny tambazotran´ny olompirenena (name of Ngo)
NCE- NEPAL	National Campaign for Education – Nepal
NEC	National Education Coalition
NECOL	National Education Coalition of Liberia – Liberia
NEP	NGO Education Partnership – Cambodia
OC	Operational Component
PCE	Pakistan Coalition for Education – Pakistan
PEAN	Papua New Guinea Education Advocacy Network Inc – Papua New Guinea
RC	Regional Coalition
RECEPT GB	Rede de Campanha de Educação para Todos Guiné – Bissau – Guinea Bissau
REFAC	Rwanda Education for All Coalition – Rwanda
REPT	Regroupement Éducation pour toutes et pour tous – Haiti
RFW	Results-framework
RISP	Regional Independent Selection Panel
RIPEPT	Reseau Ivoirien pour la Promotion de L´Education pour Tous – Ivory Coast
RMU	Regional Management Unit
SCEFA	Sudanese Coalition for Education for All – Sudan
SCORE	Citizen Monitoring of Transparency and Accountability in Education
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
TFB	Teach for Bangladesh
ToC	Theory of Change

ToR	Terms of Reference
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nation Children Fund
VAEFA	Vietnam Association for Education for All – Vietnam
WCA	West & Central Africa
YCEFA	Yemeni Coalition for Education for All – Yemen
ZANEC	Zambia National Education Coalition – Zambia

EXECUTIVE SUMMARY

The present Technical Progress Report covers the period from 1st of July 2021 – 31st of December 2021. The first part of the document informs about EOL Grant Agent processes, monitoring and learning agenda support to grantees; while the second part informs about EOL Programme results obtained during this last semester of 2021.

During this six-months´ period, Oxfam IBIS as Grant Agent of Education Out Loud submitted a proposal to GPE secretariat in response to the decision taken by the GPE Board in its meeting in May 2021 to prepare for a possible extension of the current EOL efforts in support of National Education Coalitions under the Operational Component 1 beyond December 2021. In September 2021, GPE Finance and Risk Committee approved the top up to the Education Out Loud grant (USD 55 million) with additional USD 17 million which is mainly for being able to continue supporting the National Education Coalitions that are key actors of the EOL Programme since they are present in the respective countries and represent the voice of the civil society organisations and marginalized groups in the discussion of education policies and plans in more than fifty countries. This presence is particularly important in the Covid-19 crisis time since the marginalized groups continue to be disproportionately hidden by the crisis with severe effects for their education situation. The Global Campaign of Education (GCE) and Regional Coalitions´ support is also extended.

Despite the Covid-19 crisis continued to limit physical meetings, the EOL supported National Education Coalitions continued their important work in more than fifty countries participating in different policy discussing arenas, such as the Local Education Groups where bottlenecks in the national education systems and government priorities are discussed with stakeholders and partners. During the second semester 2021, 16 policies were approved that have been influenced by the civil society organisations or advocated for to promote the establishment of national legal and policy frameworks aligned to guaranteeing the fulfilment of the right to education for all. These policy changes have taken place in Burkina Faso, Democratic Republic of Congo, Ghana, Gambia, Tanzania, Malawi, Somalia, Nigeria, Zambia, Yemen, Nepal, Philippines, Pakistan and Vietnam. Some policy changes embrace the entire education sector with general education sector policies and plans being changed while other of the policies changed target specific groups that are currently often discriminated against in the education systems around the world, such as persons living with disabilities; female adolescents and small children. While the policy changes are attributable to the national authorities that have approved them, the merit of the civil society organisations lay in their constant and often year-long advocacy efforts, provision of evidence, argumentation and technical assistance that precede the policy changes.

During this reporting period, the EOL Program continued to support international civil society organisation alliances that help to place such specific policy topics that hinder the access to education for marginalized or discriminated groups higher on the international, regional and national political agenda, such as national education financing of the education systems; early childhood development; prevention of adolescent marriages and pregnancies to avoid school drop-out; and local community participation in school monitoring systems.

Likewise, the EOL Program supports national civil society organisations alliances working in Liberia, Philippines, Pakistan, Madagascar and Bolivia that are in full swing implementing their projects to promote additional transparency and accountability in the national education sector.

Civil society organisations´ capacities were also sought strengthened during the reporting period, mainly through capacity development sessions organized by the Global Campaign for Education, Regional Coalitions (ASPBAE, CLADE, ACEA) and Regional Management Units together with regional learning partners on various topics. The implementation of the learning agenda also sought to install a learning culture in each grantee; and learning collaboratives for peer learning and knowledge exchange on specific topics were operating in all regions. As part of these efforts, RMU-HESA developed a one-week review and reflection meeting in November 2021 with all the grantees in that region to share experiences and learn from each other. Lessons learned were also reported by all grantees that will be systematized for extraction of common learnings by global learning partners. The Grant Agent opened a call for expression of interest for potential global learning partners in October 2021 to advance in the process of distillation of learnings on specific topics across the sector.

EOL Global Independent Selection Panel also met twice during this reporting period and decided on the full project proposals for implementation under Operational Component 2 – second round (November 2021) and Operational Component 3 – second round (September 2021).

During the reporting period, GPE Secretariat carried out a Rapid Review of Education Out Louds Operational Component 1 (OC1) which presented conclusions and recommendations for improvements, such as developing workshops for EOL stakeholders on GPEs new operational model; lighten application and reporting processes; and facilitate tailored training opportunities. GPE Secretariat also initiated a Mid-Term Review of Education Out Loud in October 2021 to be finalized and presented in April 2022.

SECTION 1:
EOL PROCESSES AND LEARNING AGENDA

EDUCATION OUT LOUD – INTRODUCTION AND OVERVIEW

Education Out Loud is the GPE fund that supports civil society organisations so that they can take active part in policy discussions, advocacy and social accountability of national public education systems in low-income – and lower-middle income countries as well as in regional and international policy discussions with the aim of promoting effective, quality and transformative education systems for all including marginalized groups. The EOL Programme Operational Component 1 (OC1) supports National Education Coalitions in more than 50 countries that gather the voices of different civil society organisations and represent marginalized groups in their respective country. EOL also provides grants to the Global Campaign for Education (GCE) and its Regional Coalitions (ACEA, ASPBAE and CLADE) that support the national civil society organisations with arranging knowledge exchanges and with policy orientation and technical assistance. EOL also supports national civil society organisations that work on specific topics at the national level under its Operational Component 2 (OC2)

particularly for promoting transparency and accountability of national education sector policy and implementation; while EOL Operational Component 3 (OC3) provides grants to transnational alliances of civil society organisations with the aim of creating a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.

EOL has during 2020-2021 supported National Education Coalitions for the implementation of their full proposal projects in 52 countries under its´ Operational Component 1 (OC1); while 10 full project proposals to be implemented by national civil society alliances under OC2 have been selected; as well as 10 full project proposals are being implemented by transnational civil society alliances under OC3.

Oxfam IBIS is Grant Agent with a Global Management Unit (GMU) placed in Copenhagen and four Regional Management Units (RMUs) for West and Central Africa (WCA) placed in Accra; Horn, Eastern and Southern

Africa (HESA) placed in Kampala; Asia and Pacific (AP) in Kathmandu; and for one Latin America and Caribbean (LAC) placed in Mexico City. EOL has also operated with Global and Regional Independent Selection Panels (RISPs) that have taken final decisions on EOL grants after the proposals have passed through a technical screening process. Likewise, EOL has established pools of learning partners at the global level and in each region to draw upon to support capacity building, knowledge sharing and learnings.
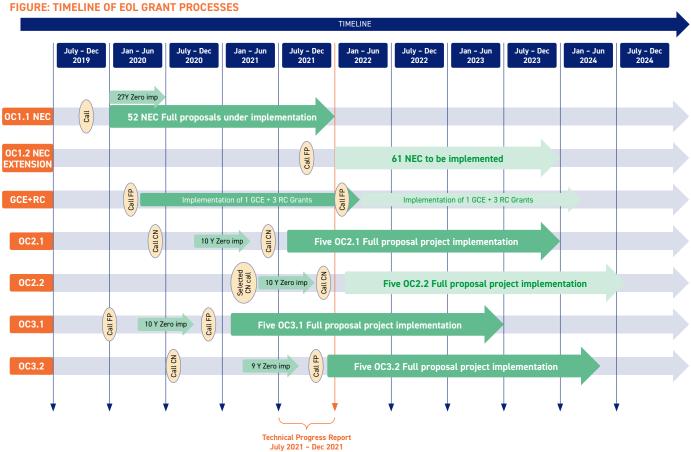
EOL GRANT AGENT PROCESSES AND GRANT AGREEMENTS

During the second semester 2021, the National Education Coalitions were both finalizing their first grant agreement (OC1.1) that ended in December 2021, while also preparing for submitting their grantee proposal in November 2021 that would cover the extension period (2022-2023) provided by GPE for EOL-OC1.

Meanwhile, grantees under the Operational Component 3.1 continued implementing their grants and grantees under Operational Component 2.1 started up the implementation of their grants; while grantee full proposals selection under Operational Components 2.2 and 3.2, respectively, took place during this semester with delay in relation to the original EOL implementation timeline. On their part, GCE and Regional Coalition grantees under EOL Operational Component 1 continued to implement their grants.

FIGURE: TIMELINE OF EOL GRANT PROCESSES

Under **EOL Operational Component 2** – the following full proposal projects started their implementation during this reporting period.

TABLE: INFORMATION ABOUT OC2-1 FULL PROPOSAL PROJECTS

INFORMATION ABOUT THE PROJECT OC2.1 FULL PROPOSAL PROJECTS	IMPLEMENTING ORGANISATIONS	COUNTRY
Gender equity and equality in education in Liberia. Despite the National Policy on Girls' Education in Liberia, implementation of the national policy is lagging behind. The alliance will promote an effective implementation of the National Policy on Girls' Education in all 15 counties of Liberia by 2023. Specifically, the project will focus on addressing the key barriers to girls' attendance, retention, and completion in secondary schools.	Helping Our People Excel (HOPE) (lead organisation), CareFound-Liberia, and Paramount Young Women Initiative (PAYOWI).	**Liberia**
Promotion of the improvement of results and quality of basic public education services provided in public schools through the promotion of more effective use and distribution of resources and improvement of control mechanisms to prevent corruption in the sector. Madagascar is challenged by a high number of children out of school, and this project aims to address the multiple challenges causing this as well as generally improve transparency and accountability of basic education services in the country. The SCORE project, as the grantee project is called, focuses on supporting local CSOs and conducts interventions in 6 regions in Madagascar.	MSIS-Tatao (lead organisation), Ravintsara, MonEPT, and Dinika sy Rindra ho an'ny Vehivavy (DRV) MSIS-Tatao	**Madagascar**

TABLE: INFORMATION ABOUT OC2-1 FULL PROPOSAL PROJECTS		
INFORMATION ABOUT THE PROJECT OC2.1 FULL PROPOSAL PROJECTS	**IMPLEMENTING ORGANISATIONS**	**COUNTRY**
Influence policies and public opinion on indigenous and other marginalized groups´ right to an inclusive education for persons from different cultures, particularly in three selected regions in the country. Although Bolivia has recently made efforts to eliminate social stigmatisation based on ethnicity, culture, and gender in the education system, further efforts are needed to promote the implementation of the new policies in Bolivia, particularly those related to these topics.	Fundación Privada de Fieles CENTRO DE MULTI-SERVICIOUS EDUCATIVOS (CEMSE) (lead organisation) and Fundación Acción Cultural Loyola (ACLO).	**Bolivia**
Strengthening of the capacities and participation of civil society in promoting contextualized policy solutions and multi-level accountability of education policies, plans, and financing for having a more robust education system in Pakistan. In general, there is a limited participation of rights holders and civil society organisations to challenge accountability and transparency in the education sector. This project works to use education data to generate insights on key education challenges, build civil society's capacities to use accountability mechanisms and to have increased policy influencing in favour of marginalized groups.	Institute of Social and Policy Sciences (I-SAPS) (lead organisation) and Consumer Rights Commission of Pakistan (CRCP)	**Pakistan**
Youth led Advocacy for improved education service delivery at the senior high school level to promote it is resilient, responsive, and accountable. The project works to ensure responsiveness and resiliency to the changing needs of students and education stakeholders, especially of the most marginalized youth. Additionally, it aims to ensure accountability by establishing a youth-led, multisectoral, and multi-level approach to monitoring the Philippine government's Learning Continuity Plan. The Covid-19 pandemic has deepened existing inequalities in Philippine education, and this project works to ensure continuous access and quality education for senior high school students in the post-pandemic context.	Implementing organisations: The Center for Youth Advocacy and Networking, Inc. (CYAN) (lead organisation) and Government Watch (G-Watch)	**Philippines**

In addition to the mentioned five full proposal projects selected, during this semester, there were five other grantee full proposal projects that were selected under Operational Component 2 out of ten full proposals that were submitted to the GA on September 31, 2021. The selected full proposals are included in the table below.

TABLE: INFORMATION ABOUT SELECTED OC2.2 FULL PROPOSAL PROJECTS		
INFORMATION ABOUT OC2.2 FULL PROPOSAL PROJECTS	**IMPLEMENTING ORGANISATIONS**	**COUNTRY**
Addressing low citizen participation in education policy monitoring and dialogue by strengthening the role and capacities of CSOs to monitor implementation of education policies and finances.	DEDRAS in Benin is the lead applicant of an alliance also including the two organisations Social Watch Benin and Woord en Daad. DEDRAS has expertise in influencing policies, capacity building, and social mobilization within the education sector. Social Watch Benin has experience in polling, citizen control of public action, and advocacy, while Woord en Daad has been a strategic partner of DEDRAS for the last decade working with education policy influence and capacity building.	**Benin**
Young people´s advocacy for education. The project to be developed will respond to the impact that corruption and lack of transparency has on young people's access to education and motivation to participate in their communities. The project aims to introduce Integrity Clubs in secondary schools to create a space for youth to discuss integrity as well as acquire skills and knowledge to empower them to become active citizens.	Centre de Recherche sur l'Anti-Corruption (CERC) is an organisation based in the Democratic Republic of the Congo. CERC has experience with engaging, mobilising, and empowering rural youth in DRC and has been responsible for a number of programmes focusing on youth.	**Democratic Republic of Congo**
Citizen-led action for educational accountability and responsiveness to improve girls education. It aims to address the inequality in basic education for especially girls in remote rural areas.	School for Life in Ghana is the lead organisation for this project and has partnered with YEFL Ghana and Ghana Developing Communities Association (GDCA). School for Life has experience working with education, hereunder capacity building of CSOs and approaches to literacy. GDCA has experience with community mobilisation and social accountability work, while YEFL Ghana is experienced in mobilisation and empowerment of youth in rural areas.	**Ghana**
Generation of knowledge and empirical evidence on the state of education. Through this, the project aims to strengthen the role and capacities of civil society to exercise social control, follow-up, and monitor education policy.	CODENI is a network of 23 organisations based in Nicaragua. The network focuses its work on the promotion and defence of children's rights in 54 municipalities in the country. CODENI is experienced in research, dissemination, and advocacy on children's rights, knowledge management processes, as well as monitoring public investment and policies on children and adolescents.	**Nicaragua**
Enhancing education equality and quality through multilevel evidence-based advocacy for public investment.	Institute of Informatics and Development (IID) in Bangladesh is the lead applicant of an alliance also consisting of 10 Minute School, Teach for Bangladesh (TFB), Multipurpose Socio-Economic Development Association (MSEDA), Udayan Swabolombee Sangstha (USS), and Youth for Policy. IID is a public policy institute focusing on learning analytics and multilevel policy advocacy models. The alliance partners come with a variety of experience working with e.g. teachers and online learning.	**Bangladesh**

Under **EOL Operational Component 3 (OC3)**, the five full proposal projects (OC3-1) that started up in the first semester 2021 continued their implementation; while there were also five full proposal projects se-lected during this reporting period (OC3-2) presented by five transnational civil society alliances. The multi-country alliances´ projects aim to create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts. The five OC-2 alliances were selected amongst the nine shortlisted alliances that underwent the Year Zero process.

TABLE: INFORMATION ABOUT OC3 – 1 FULL PROPOSAL PROJECTS	
OC3.1 FULL PROPOSAL PROJECT	**TRANSNATIONAL ALLIANCE**
GCE EOL Project "Campaigns and Advocacy Initiatives" aims to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts, particularly in relation to public education financing. As part of the implementation of the grant, GCE works on: expanding the use of the budget monitoring and pledge tracking online tool; a research initiative on debt mechanisms and education financing; development and dissemination of an education financing and advocacy e-learning course accessible from the GCE website; and the establishment of a financing observatory with the objec-tive of tracking the performance of public education financing. GCE also seeks to tighten the links between national, regional, and global advocacy, while enhancing CSOs influence in key education policy platforms and develops global campaigns as part of the project such as a campaign called One Billion Voices to help secure an increase in sustainable financing for education. Part of the campaign is the development of a Global Action Week for Education (GAWE).	Global Campaign for Education (GCE) – EOL Project. GCE is the main grantee and co-grantees are the regional coalitions: the Asia South Pacific Association for Basic and Adult Education (ASP-BAE), the Latin American Campaign for the Right to Education (CLADE) and the Arab Campaign for Education for All (ACEA).
Early Child Development and Education (ECDE) in Southern Africa. The project seeks to strengthen CSO's to engage in transnational advocacy to make governments in Southern Africa more transparent and ac-countable to their citizens on Early Child Development and Education issues and policies.	Zimbabwe Network of Early Childhood Develop-ment Actors (ZINECDA) and alliance partners in Eswatini, Mozambique, Zambia, Lesotho (NECDOL) and Malawi ECD Coalition.
Girls Not Brides – Global Partnership to end Child Marriage aims at strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa. Child marriage is one of the main factors leading girls to drop out of school in many low-income countries; and keeping girls in school is one of the best ways to prevent child marriage. With the EOL supported project, the Girls Not Brides´ project focuses on Francophone West Africa – in particular Burkina Faso and Niger – a region with a high prevalence of child marriage and out-of-school girls. By sharing learnings and strengthening collec-tive advocacy for laws, policies and programmes that improve girls' access to quality education, the hope is to help end child marriage.	Girls Not Brides – Global Partnership to end child marriage.
Street Child and alliance partner´s project focuses on the problem that a high number of children complete school but without reaching foundational levels of learning which is a major problem in South Asia. Street Child and their alliances find that education authorities and diverse stakeholders tend to focus on inputs in the education systems over outputs and learning outcomes which lead to a chasm between investments and their impact. It is also found that there is a misallocation of resources and mismanagement of pro-grammes that aggravate the marginalisation of children and communities. The project advocates for and creates citizen-led assessments that are simple, scalable and sustainable to assess whether children are in school and achieving functional learning levels. The project sees assessments as a powerful political tool and considers that if people are able to measure what affects their lives then they are able to represent themselves, and reach across communities, countries and continents to identify, communicate, create constituencies and catalyse change. The citizen-led approach will allow for assessment in under-reached, under-resourced areas, and assures assessments can be accessed and analysed at all levels. The assess-ments will contribute to a creation of common language on learning among communities and civil society organisations to claim their right to learning.	Street Child – South Asian Assessment Alliance. The South Asian Assessment Alliance comprises a close collaboration between Street Child and a network of national organisations including IID (Bangladesh), Ashoka (Myanmar) and ASER (Ne-pal) – with specialist support from the Pratham Education Foundation.
Tax and Education Alliance (The TaxEd Alliance) The goal is to sustainably increase the domestic financing of public education systems so developing country governments can achieve SDG4. The Alliance will enable civil society partners to contribute to a more strategic dialogue on domestic financing, linking particularly with Ministries of Finance and Education, Members of Parliament and other actors. The Alliance will focus on Nepal, Senegal and Zambia. The project is in general developing activities for increasing the capacity of the transnational Tax and Education Alliance, develop improved mechanisms and facilitate cross-sector dialogue between Alliance members at national and regional level with government and regional stakeholders to develop innovative responses to the issues of financing for education and tax justice; and it aims to build a comprehensive body of research to provide evidence for policy work that will generate recommendations and commitments by governments for tax and education financing reforms. The project expects to open up transnational policy debates to include civil society voices and link national policy setting for education budgets and tax reforms with international and regional frameworks and it will organize a comprehensive advocacy and influencing programme based on research evidence to bring about commitments by government to take action to reform domestic tax policy or practice. Through the project the alliance will work to ensure that the voices of citizens and marginalized groups are heard in national and international policy debates and to catalyse that Covid19 will mark a positive turning point in domestic financing of education.	The Alliance brings together ActionAid, the Tax Justice Network (TJN), the Global Alliance for Tax Justice (GATJ), nominated for the 2021 Nobel Peace Prize and its regional networks – Tax Justice Network Africa (TJN-A) and Tax and Fiscal Justice Asia (TAFJA) – together with Education International (EI) – with close practical links with the global education movement – the Global Campaign for Education (GCE) and their regional and national coalitions.

The five selected OC3-2 full proposal projects are described in the table below.

TABLE: INFORMATION ABOUT OC3 – 2 FULL PROPOSAL PROJECTS	
OC3.2 FULL PROPOSAL PROJECTS	**TRANSNATIONAL ALLIANCE**
Girls Education Advocacy in the Region (GEAR) Countries: Malawi, Zambia & Zimbabwe. The GEAR alliance aims to ensure inclusive and equitable education systems for girls in rural and farming communities with limited access to primary and secondary education in Malawi, Zambia, and Zimbabwe. Despite all three countries being signatories to progressive education frameworks, domestic funding of education systems, curriculum, and infrastructural facilities for education in rural and farming communities are lacking. The ambition of the alliance is to use advocacy as a tool to ensure that governments in the three countries are being held accountable in creating inclusive and equitable education systems for girls and young women in farming and rural communities of the three countries.	The GEAR alliance consists of four different organisations. Students And Youth Working on reproductive Health Action Team (SAYWHAT) is the lead organisation of the alliance and is based in Zimbabwe. The other alliance members are Farming Communities Education Trust (FACET) based in Zimbabwe, National Action for Quality Education in Zambia (NAQEZ) based in Zambia, and Girls Activists Youth Organisation based in Malawi.
Sub-regional environment conducive to the promotion of education options and better synergy between governments and civil society active in the education sector. The project is being implemented in the Sahel region which is experiencing a rapid increase in the population while at the same time dealing with social unrest and a dire security situation. The project aims to find solutions to this social crisis by promoting literacy and different education and training options in the four Sahelian countries, for adults and those excluded from formal education systems due to the prolonged social and security crisis in the region. The countries included in the project are Burkina Faso, Mali, Niger, and Tchad.	The alliance has the following implementing organisations: Groupe de Recherche et d'Action pour le Développement (GRADE) (lead), Association pour la promotion d l'éducation non formelle (APENF), l'Organisation d'appui aux populations rurales (AAPPOR) & l'ONG Université Populaire du Tchad. The lead organisation of the alliance, GRADE, works to contribute to social and sustainable development through improved health and education in Africa. It works with leadership and training, the design and implementation of programmes for women and adolescent girls, as well as research and advocacy in the region. APENF, based in Burkina Faso, works on the areas of vocational training, women's empowerment and supporting young people, especially girls, in training and in creating stable jobs. The organisation also has experience with advocacy and social mobilisation for quality non-formal education. Lastly, AAPPOR in Mali and Université Populaire in Chad both have experience working on non-formal education, particularly functional literacy, as well as with active community participation.
Addressing the learning crisis through system strengthening. The project will contribute to improve the ability of rural youth collectives to participate effectively in transnational spaces and positively influence access, quality, and relevance of education system for enhanced learning outcomes, particularly for marginalised groups. Inequitable learning outcomes rooted in learning poverty are some of the most compelling drivers of vulnerabilities among rural youth in Southern Africa. This project aims to strengthen CSOs, responding to specific learning problems directly affecting rural youth populations, and related stakeholders in the education system to participate in regional and transnational spaces. Hereby, civil society organisations and related stakeholders are able to lobby for policy reform, build pressure for national accountability, and exchange information for transnational learning and adaptation to support rural youth in Southern Africa. Countries: Malawi, Mozambique, Tanzania & Zimbabwe.	Global Integrity works with government and civil society partners in countries around the world, supporting their efforts to address complex challenges relating to corruption, the use of resources and the delivery of public services. Stimulus Africa, based in Zimbabwe, works with advocacy and skills development to economically empower marginalised women and youth. CESC works to strengthen the capacity of citizens and CSOs to actively participate in socio-economic and political development processes while FAWEMA works to support girls and women to acquire education and training for development in Malawi. PSAM is an institute at Rhodes University with technical experience addressing societal problems orienting from systemic public resource management failures. Teach for Zimbabwe focuses on reshaping educational systems to be inclusive and representative of highest-need communities while the Agenda 2063 Academy advocates for the Africa Union's fifty-year roadmap for creating a united, prosperous and inclusive Africa. Lastly, Policy Forum is a network of over 60 Tanzanian CSOs drawn together by their interest in augmenting the voice of citizens to influence policy processes.
Inclusive Education in South-East Africa. The project aims to reduce the policy implementation and -awareness gaps that exist between inclusive education policies and programming in Malawi, Kenya, and Tanzania. Despite strong global, regional, and national legal frameworks on inclusive education, the three countries still score low on inclusive education policy awareness, and there is a significant disconnect between the policy framework and subsequent implementation. The ambition of the project is to strengthen the use of evidence on inclusive and special needs education, advocate for the development of a community-driven, economic, and social rationale for investing in the implementation of inclusive special needs education.	Rays of Hope Ministries in Malawi works to enhance academic achievements of children and youth, provide job skills and leadership training to youth, and to provide a safe and controlled environment for young people to deliberate on their challenges. Fount for Nations in Malawi works to ensure equal learning opportunities, inclusive education, and health access for children with disabilities. Kesho-Kenya works with financial support to access of education, literacy and academic support in public schools, accountability mechanisms in school communities, and education advocacy at both local and national level. Lastly, Shule-Direct in Tanzania provides local and digital study platforms for learners in Tanzania. Through these platforms, the organisation is targeting primary and secondary level learners as well as educators, schools and caregivers enabling them to create, develop, and deploy impactful solutions.
Adolescent Mothers´ Education Initiative. The project contributes to ensuring that all pregnant girls and adolescent mothers have access to continue and complete a free, safe, quality, and inclusive education. Pregnant girls and adolescent mothers face various barriers to continued education including the absence of strong and effective strategies for implementation of laws and policies that support re-entry and continued learning. This project aims to integrate civil society alliances and representing diverse actors in transnational policy debates to facilitate the inclusion of citizen voices in transnational spaces dealing with continued education for pregnant girls and adolescent mothers.	The implementing organisations are World Vision UK (lead), RESULTS Educational Fund, Education Coalition of Zimbabwe (ECOZI), Coalition Nationale de l'Education Pout Tous (CONEPT), World Vision Zimbabwe (WVZ), World Vision DRC (WVDRC) & ISER. World Vision UK works to ensure the rights and protection of the most vulnerable children through inclusive, gender-transformative, multi-sectoral, and community-level programming. WVZ and WVDRC are both country offices of World Vision International and work to improve the situation of children through a variety of projects, and aim to effectively mobilise actors, engage politicians and empower communities in their respective countries. ECOZI has over 51 members and promotes education for all in Zimbabwe through coordinating civil society voices in evidence-based education advocacy, implementation and review. CONEPT is made up of 60 Civil society organisations in the DRC and has, amongst other things, campaigned against sexual and gender-based violence and works to improve the quality of education and school governance in the DRC.

LEARNING AGENDA

Learning Agenda, Year Zero and implementation

The Year Zero learning processes for OC2.2 and OC3.2 initiated in the last reporting period finalized during this reporting period, which also marked the end the Year Zero processes in the Education Out Loud call for proposal cycle. Year Zero has, as an integrated part of the EOL Learning Agenda, included thorough presentation and information to the grantees on the learning agenda strategy and approach. This was furthermore followed by ongoing RMU support to each of the 20 Year Zero grantees in the two operational components with Year Zero activity plans. The Year Zero processes ended at the application submission deadline in the end of July 2021 for OC3-2, and in the end of September 2021 for OC2-2, however, all Year Zero Grantees had the opportunity to extend their Year Zero learning activities up to a period of three months after these submission dates. To capture lessons learned of the Year Zero processes and enable looping of learning back into EOL planning and implementation strategies, an internal study was initiated after the ending of these two last periods.

In this reporting period, implementation of OC2.1 – and of OC3.2 grantee projects initiated, while all of the OC2-2 grantee projects will have started up in 2022. Start-up webinars, including specific focus on the learning agenda, were carried out for OC2.1 during the former reporting period and for OC3-2 on the 29th November 2021, outlining the upstart of the learning agenda process during the implementation phase. This included initiation of close collaboration between Grantees and the RMUs in each region for planning of the learning agenda process during this reporting period.

Grantees learning needs assessment and learning plans

In the beginning of the reporting period the Grant Agent finished the development and updating of tools for carrying out Learning Needs Assessments to feed into the Learning planning with each OC2 and OC3 grantee. Moreover, the GA have developed a specific learning plan template to use in the learning planning process with each of the these grantees. Using these tools and templates the RMUs have carried out learning needs assessments and subsequently close dialogue processes with OC2-1 and OC3-1 grantees to develop specific grantee learning plans.

In the **RMU-West and Central Africa region**, the Learning Agenda implementation continued during the reporting period with all EOL grantees.

In OC1 the training, mentorship and collaborative learning in five 5 learning areas that initiated in the first half of 2021 were continued into this period with all 14 Francophone and Lusophone OC1 grantees. Training in 2 thematic areas (MEAL and Policy Advocacy, respectively) were completed during the last reporting period and have continued with the mentorship phase during this reporting period. Training in the other three learning areas (Resource Mobilisation, Financial Management and Governance & Leadership) continued, including entering into the mentorship phase.

All seventeen (17) OC1 grantees were provided with proposal development capacity support by Learning Partners to develop their OC1.2 proposals in response to the OC1 extension Call for proposals

For OC2.1 grantees, the RMU provided capacity support for the assessment of learning needs through the use of the learning Needs Assessment tool designed by the EOL. This was followed by an analysis and prioritization of the Learning Needs Assessment data and subsequent preparation of Learning Plans for them.

The OC3.1 learning planning process was initiated during this reporting period. The grantee had conducted a learning needs assessment process with its Alliance members during YZ and identified learning needs. The RMU provided support to conduct a supplementary learning needs survey in July 2021 using the EOL on-line Learning Needs Assessment tool to identify additional learning needs. The learning plan

process including Learning plan development continued and will be finalized in January 2022.

RMU HESA conducted learning needs assessment with the OC3 grantee using tools developed by the Education Advisers virtual team. Data gathered was organized into broad learning categories used to form the learning areas equally to what was done with OC1 grantees in former periods. After identification of learning needs, learning plans were developed with the OC3 grantee with focus on indicated capacity areas and expected outcomes. Learning partners will be engaged for OC3 grantees in first part of 2022. There were no OC2 grantee operating in the HESA region during this reporting period.

OC1 grantee Learning plans were during the reporting period used as reference points when identifying learning areas and matching grantees with learning partners in learning processes. Six Learning Partners are engaged to facilitate learning courses for all the 16 OC1 grantees coordinated through the HESA RMU. A total of 8 courses were covered for the OC1 grantees and included: Advocacy Community Mobilization, Monitoring Evaluation Accountability and Learning, Financial Management and Accountability, Governance, Leadership and Management in the last reporting period and in this period: Disaster Risk Management, Project Management, Strategic Planning and Resource Mobilization and Human Rights Based and Gender Inclusive Programming.

RMU-LAC used the tools developed by the Education Advisers virtual team to carry out the learning needs assessment process for the OC2-1 grantee. Based on this assessment and dialogue with the OC2-1 grantee a learning plan was developed. The results of the survey reflect and confirm the feedback received both in the Due Diligence and in the evaluation of the Selection Panels.

Four training and support processes were facilitated and carried out by Learning partners during this reporting period on

the following themes: Strategic Planning and project proposal design (OC1), Project proposal design (OC1), Year Zero Support (OC2-2), Year Zero Support (OC3-2).

In the **RMU-Asia Pacific region** the needs assessment and learning plan processes were carried out with four implementing Grantees (two OC2-1 and two OC3-1) and final Learning plans were developed and submitted.

Learning plan implementation with OC1 grantees continued in this period. Three learning partners were involved in the learning support on 1) Project Design and Management, 2) Research Documentation and Knowledge Management and 3) Social Media for Campaigning. All the NECs in the region were invited to attend the learning opportunity. Project Design and Management was attended by 15 NECs out of 16 NECs in the region, while the two other themes Research Documentation and Knowledge Management as well as Social Media for Advocacy were attended by all 16 NECs.

RMU-AP decided on basis of an analysis of the use of the learning partners in the learning agenda implementation processes, that there was a need for broadening the scope of themes and geographic coverage of the existing learning partner pool. The RMU thus announced a call for expression of interest for learning partners to enhance support to grantees to implement their learning plans. In addition to the current pool of learning partners (VSO International and Management Development Foundation), three new learning partners were shortlisted.

Regional learning collaboratives and plans
Following the learning agenda strategy, collaboration between grantees has been strengthened through the implementation of capacity building strategies and establishment of Learning Collaboratives. The four RMUs have applied different context related strategies for identifying themes and structures for the learning collaboratives.

In the **RMU-WCA** region, the concept of Learning Collaboratives has so far been integrated in all the collective/group-based training and mentorship sessions facilitated by Learning Partners for grantees. These training and mentorship programmes are conceived to support mutual learning and a peer-to-peer learning approach, with sharing of lessons and best practices at the core of the training and mentorship of the grantees. They provide opportunities for grantees to develop and/or strengthen direct connections and exchanges with each other, even beyond the training programmes. This collaborative learning approach was deployed in the modular group-based training and mentorship in 5 learning categories organised for the OC1 grantees in 2021 and yielded desired benefits of cross-fertilisation of knowledge and networking among the grantees. The second strategy that has been promoted by the RMU-WCA so far is the facilitation of Discussion and Learning Groups around themes and topics of relevance and interest to grantees according to the grantees´ interest. These Discussion and Learning Groups are facilitated by a Learning Partner or an OC3 grantee and take a self-selection approach based on the interest of grantees.

RMU-HESA has led grantees in setting up the Horn, East and Southern Africa (HESA) learning collaborative. The strategy used has been a participatory approach in which a meeting of grantees was convened in November 2021 in Dar Es Salam and grantees given the opportunity to discuss the structure and operational guidelines for the Learning Collaborative (LC). This was guided by the need to promote ownership and sustainability of the Learning collaborative. A steering committee comprising of selected grantees was formed which worked on the operational guidelines and launch of the collaborative. In addition to this, grantees suggested the establishment of thematic and geographical collaboratives, which are underway. Thematic ones focus on Basic Education, Early Childhood Education and Development, Educational Planning and Curriculum, Education Financing, Higher Education and Technical and Vocational Education and Training, Inclusive Education, Peace, Climate Change and Education in Emergencies. As a means to promote learning and sharing of information amongst grantees, the RMU-HESA has also
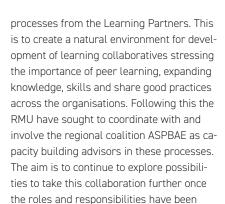
guided grantees from this region towards establishment of an online platform dubbed Africa Education and Learning Hub (www. africaeducationhub.org). Through this platform, grantees are expected to interact, discuss, post blogs and share success stories as well as researches.

RMU-LAC has encouraged grantees to set up learning collaboratives and it has also developed a first draft of the ToR on what is expected to be a learning collaborative in the RMU-LAC context, which was shared and presented at a meeting with the OC1 grantees. At that meeting it was agreed that the NECs would review the proposal and send a response on how it would be possible to establish a Learning collaborative on possible topics of interest (e.g., migration). Regional Coalition CLADE has also shown interest in the organisation of learning collaboratives on specific topics, such as Strategic communication, Youth engagement, and Parliamentary Advocacy. Regular meetings and trainings were carried out in the past six months. The trinational agenda coalition that was also established under EOL in the last reporting period and working on inclusive education and marginalized groups´ access to education also carried out regular meetings during the present reporting period.

RMU-AP has developed a strategy for establishing relevant learning collaboratives for the engagement of the grantees in sharing learning and support and promote a learning culture among grantees and strengthen common advocacy and accountability initiatives. During this reporting period, the RMU has applied the following specific strategies, some of which were already initiated in the previous reporting period.

The RMU has invited the grantees to participate in meetings and discussions on the learning collaborative development and on promoting different learning culture strategies and possibilities for support through the Learning Agenda. The RMU presented indicative terms of reference to be adapted when needed and through the process capacity-building activities will be introduced in a phased manner through group sessions and supported by mentoring

processes from the Learning Partners. This is to create a natural environment for development of learning collaboratives stressing the importance of peer learning, expanding knowledge, skills and share good practices across the organisations. Following this the RMU have sought to coordinate with and involve the regional coalition ASPBAE as capacity building advisors in these processes. The aim is to continue to explore possibilities to take this collaboration further once the roles and responsibilities have been made clearer.

A learning collaborative on Project cycle and management and learning was established in June 2021 and the RMU supported and facilitated the collaborative to conduct learning and sharing of different aspects of project management among the OC1 grantees. The future aspiration includes discussion on adaptive management and lessons learned around different aspects of project management for advocacy and social accountability related education programmes.

Promotion of Adaptive management
In the last reporting period, a series of Webinars on the development and use of Theory of Change in grantee project implementation combined with approaches and use of adaptive management strategies were carried out as part of the OC2 and OC3 Year Zero processes. These webinars were followed by the introduction of an EOL developed guiding note on how to do adaptive management supporting the process of becoming a learning organisation and how to benefit from on-going learning during implementation. Feedback from grantees on these processes have been positive and followed by requests for further support as part of the unfolding of the Learning agenda process and development of Learning Plans.

To strengthen the focus and use of adaptive and flexible management approaches favoring ongoing learning in management among the National Education Coalitions in OC1, four webinars were carried out for OC1 grantees. OC1 grantees were divided into

language groups and a process with two TOC and Adaptive Management webinars, introduction of the practical guide followed by initial RMU support was caried out. First steps were taken for developing an Adaptive Management Learning package and facilitation process for grantees. And discussions with potential learning partners and initial outlines of the process and facilitation were carried out.

Global Learning Partner roster
In relation to the establishment of a roster of Global Learning Parterns for the EOL program, a call for Expression of Interest was also launched in October 2021 for organisations that could be interested in acting in this role. Eleven organisations were pre-qualified and meetings have been held with four of them.

COMMUNICATION AND WEBSITE

As the final full implementation grants are being granted, the focus of EOL communication efforts has shifted. From communication being directed at potential applicants for funding in the beginning of the EOL programme, communication efforts are now focusing on communicating partners' activities, efforts, and results.

During the reporting period, EOL has built further on the design changes made on its website throughout 2021 to accommodate the shifted focus of communication efforts. In September 2021, EOL launched a new module on its website providing an over-

view of and information pages on all active OC2 and OC3 projects funded by Education Out Loud. As grant agreements for the final OC2 and OC3 grantees, and for the extension of OC1 grants, are being finalized, this module will be developed further and the OC1.2 projects will be included. The module presents individual project pages with key facts and project descriptions. As the final grantees are coming on board the Education Out Loud programme and activities are increasingly being undertaken, the new website design enables the further expansion of communication efforts.

Since the launch of the EOL newsletter at the end of 2020, there has been a steady increase in new subscribers. As of 31 December 2021, the Education Out Loud newsletter had 654 subscribers – an increase of 80 subscribers during the six-month reporting period. EOL has received positive response on the newsletters and a generally high interest is underlined by the above-average rates of subscribers opening the newsletter and clicking on articles to read more.

MONITORING FRAMEWORK AND REPORTING

The EOL approach to monitoring, evaluation, learning and reporting on the EOL Programme and across the grantee portfolio was laid out in the EOL programme documents and continues to be applied. The EOL Programme is to a high degree aligned to the GPE 2025 Operating Model framework in the understanding that almost all grantees´ planning, monitoring and evaluation takes place in the context of national policies and priorities and the grantees themselves decide their own grantee objectives and outcomes that make sense in the context as long as they in general terms are aligned to the EOL Programme objectives and outcomes. The EOL grantees have each their own theory of change, results- and monitoring- framework that they follow up on while supported by the EOL Regional Management Units. This was also during this reporting period a major task since EOL currently has 53 OC1 NEC full proposal projects operating in 53 countries across the four regional management units as well as OC2 and OC3 full projects being implemented, while information is also collected on the entire EOL Programme.

However, this possibility of the grantees doing the monitoring of their own individual project with its specific indicators continues to be considered an important feature of the monitoring strategy since it generates ownership of grantee projects and achievements while monitoring and adaptive management capacities are sharpened amongst the grantees. Moreover, it also allows adaptations of a grantee project can take place on basis of learnings drawn from project implementation itself – or because of changed national condi-

tions – without requiring that the global EOL results framework including the outcomes need to be adapted each time a grantee adapts its grantee project. This continues to provide flexibility to the EOL Program implementation.

During this reporting period, online meetings carried out with RMU participation and grantee project representatives were also part of the monitoring of the projects, and in some cases, monitoring visits to the grantee projects have also taken place, particularly in the RMU-HESA region. However, due to the Covid-19 restrictions only few of such visits have been possible since March 2020.

Of the 53 on-going NEC full proposal projects under implementation 38 (72%) of them are estimated by RMU to be on-track reaching their results, while 15 (28%) are estimated by RMU to be not-on-track in relation to reaching the NECs own established expected results. Two RMUs have during this semester approved budget revisions and adaptations of a number of grantee projects affected by Covid-19 restrictions and other external factors. The other RMUs approved a number of revisions in the former semester.

When it comes to spending funds, the RMUs considers that 41 (77%) of the NEC projects under implementation are on-track; while 12 (23%) are not on-track.

Oxfam IBIS also continued the **monitoring of the EOL global results framework** and outcomes, mainly using a kind of outcome harvesting (filtering out information from

grantee reports) combined with collection of information from all grantees and other sources; and the grant agent aggregates and reports to GPE on a semi-annual basis through Technical Progress Reports.

During this reporting period, various **evaluation activities** took place.

As part of the EOL extension process of Component 1, GPE EOL Team Secretariat carried out a **Rapid Review**[2] answering to the questions if EOL OC1 has been relevant, appropriate, and aligned with the GPE2020 thus far and whether it is found aligned with the GPE 2025 Operational Model looking forward. It also looked into if the existent processes for implementing OC1 are efficient and if the intended outcomes are being reached.

The GPE Secretariat also initiated an **EOL Mid-Term Review** of the EOL Programme during this reporting period.

The MTR Inception Report was developed in October-November 2021 and the final MTR report is expected in first semester 2022.

At another level, the EOL supported National Education Coalitions were also encouraged to develop a **NEC external evaluation** of the grantee project implementation (2020-2021), in order to orient and improve future project strategic planning and adaptation.

There are also a number of efforts underway for **collecting and systematizing lessons learned** from the implementation of the EOL Programme at all levels.

TABLE: NUMBER OF NECS PROJECTS CURRENT ON-TRACK STATUS AND PROJECT REVISIONS								
	TOTAL NUMBER OF NECS IN THE REGION	NUMBER OF NECS IMPLEMENTING FULL PROPOSALS IN SECOND SEMESTER 2021	NUMBER OF NEC PROJECTS UNDER IMPLEMENTATION THAT ARE ON-TRACK/NOT-ON-TRACK REACHING RESULTS		NUMBER OF NEC PROJECTS UNDER IMPLEMENTATION THAT ARE ON-TRACK/NOT-ON-TRACK SPENDING FUNDS		NUMBER OF NEC PROJECTS REVISED DURING THE LAST SIX MONTHS	
			# on-track	# not-on-track	# on-track	# not-on-track	# of NEC projects Revised	# of NEC projects Not-revised
RMU-WCA-NECs	18	18[1]	12	6	17	1	11	7
RMU-HESA-NECs	16	16	10	6	9	7	0	16
RMU-LAC-NECs	4	3	03	0	2	1	0	3
RMU-AP-NECs	16	16	13	3	13	3	16	0
Totals	**54**	**53**	**38**	**15**	**41**	**12**	**27**	**26**

[1] In comparison with first semester 2021, during second semester 2022, the NEC Grantee in Ghana has re-initiated its project.
[2] GPE Secretariat, Rapid Review of Education Out Loud´s Operational Component 1. August 2021.

RISK MANAGEMENT AND DUE DILIGENCE

Risk Management

EOL's approach to risk management maintains and deepens measures already presented in the Oxfam IBIS 2019 programme document. It centres on Risk Registers which capture risks at grantee, regional and global levels in extension of the baselining exercise of spring 2021 which is continuously kept updated. At the global, programmatic level, one section of the consolidated Risk Register is populated with risks that are not specific to any grantee or region but that may affect the entire programme. Besides identifying globally relevant risks, the Global Management Unit (GMU) also looks for similarities in regionally identified risks so as to develop common mitigating actions across relevant regions.

The Risk Register methodology is not unique to Oxfam IBIS and builds on standards such as the ISO 31000 risk management framework and asks participants to assess risks by likelihood and impact.

Once described in sufficient detail, a risk is assigned to a risk owner who must commit to a deadline by which mitigation must be implemented. Risk acceptance, change in scope or postponement of risk mitigation resides with management.

Complementing the Risk Register, Oxfam IBIS as grant agent also undertook due diligence assessments (DDAs) for all prospective grantees. DDAs are carried out as a participatory exercise for increased accountability, trust building and learning.

Risk Management activities by the RMUs

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

Ongoing monitoring of grantees' cash level

The COVID-19 pandemic continues to affect activities that involve travel, gatherings in hotels and meeting facilities which is a significant part of our grantees' initial budgets. To avoid unnecessarily high liquidity on the EOL grantee bank accounts, the grant agent continues to monitor grantee cash levels and validate fund requests only when a legitimate cash need is identified.

Recent OC Audit Results

As per the OC1 grant agreements, the year 2021 included a project financial audit for each NEC and for the full implementation period. Official audit TORs were drafted by the grant agent and forwarded to the grantees who were required to find an audit firm through a strict procurement process. The audit covered financial reporting, the follow-up on Due Diligence Assessment (DDA), and assessments of potential exchange gain or loss in USD if any at the end of the project. The audit report and a management letter were to be provided by the 11th of February 2022.

The waning impact of Covid-19

In the reporting period, Covid-19 was broadly on the retreat, yet government measures continued to be applied very differently. By and large though, a relaxation of restrictions on social and professional gatherings and travel was seen. An exemption was the Omicron variant towards the end of 2021 which once again shut borders and let to the re-introduction of restrictions.

Successive COVID-19 variant waves continue to exacerbate inequality between high-income and low-income countries and impede years of progress in education worldwide. This situation adds to the already unstable environment, especially in fragile countries where the political, economic and security contexts can be very challenging. As travelling bans were slowly lifted, it opened for the possibility to carry out more monitoring visits; and the number of visits picked up in the second half of 2021. All grant agent teams strive to apply the change management principles and use digital channels to mitigate this matter and a year and some months into the Covid19-pandemic, the grant agent has adapted to virtual due diligences through the review of scanned documentation and online grantee self-assessments on critical topics.

Safeguarding

Oxfam has a policy of zero tolerance towards sexual exploitation, abuse, and harassment (SEAH); and all Oxfam representatives are expected to uphold the highest standards of personal and professional conduct at all times. Therefore, efforts are deployed on a continuous basis towards building strong systems to ensure that risks associated with its programmatic work are mitigated. It is in this perspective that Oxfam IBIS – in addition to making partners sign the Oxfam Child's Safeguarding Policy as part of their grant agreements – carries out diverse activities to raise awareness and support EOL grantees on Safeguarding issues. In this reporting period, EOL's own homepage was expanded to include a page on how to report misconduct and various channels by which this can be done, also fully anonymously. That the sub-page went live was communicated to grantees and stakeholders through the newsletter and brought on the agendas of meetings with grantees.

COLLABORATION WITH OTHER ORGANISATIONS

Collaboration between GA and GPE

GPE EOL Secretariat and EOL Grant Agent, respectively, meet weekly to discuss the EOL implementation strategy and upcoming call for proposals as well as to sort out any problem with a specific grantee. During this reporting period discussions were also taken place related to the GPE new Operating Model and how to disseminate information about the Model and how to best support its successful implementation. It was i.e. agreed to organize a series of webinars on the Operational Model.

During this reporting period, good collaboration was also established between the GPE EOL Secretariat and EOL Grant Agent for organizing and presenting the proposal for EOL Operational Component 1 funded extension that resulted in an increase of 17 million USD to the EOL Programme.

During this reporting period, also various meetings were held to prepare for and discuss the two external evaluations of the EOL Programme that have been underway, both the Rapid Review and the Mid-Term Review. Both evaluations count on external evaluators that collect information through relevant documents, focus groups, surveys and individual key informant interviews; and afterwards present findings and recommendations. Rapid Review findings and recommendations were presented during this reporting period and are being acted upon, while the Mid-Term Review findings and recommendations are expected in the first semester 2022.

Collaboration with KIX Programme

EOL Grant Agent (Oxfam IBIS) and KIX Grant Agent (International Development Research Centre – IDRC) continue to meet periodically online to exchange information and learnings from being a Grant Agent. The two Grant Agents also discussed how to best promote the generation of learnings, innovations and knowledge-sharing from and with the partners in the different GPE countries where the respective programs are operating and with the aim of improving the national education systems. At regional and national level, collaboration also takes place between KIX and EOL grantees in some cases. One of them, is an exchange of knowledge and capacity building effort that took place between KIX and CLADE and that also involved the NECs in Haiti, Honduras, and Nicaragua, especially on gender issues.

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

During this semester, EOL-GMU and GCE/RCs met in various occasions; while the EOL-RMUs and the respective Regional Coalition met to discuss how to best provide support to the National Education Coalitions in order to strengthen them in different aspects and for helping to improve governance, technical and advocacy capacities; while both GCE and RCs also continue to provide strategic policy orientation to the NECs´ in their advocacy efforts with the overall aim of promoting well-functioning and equity generating public education systems. The Global Campaign for Education (GCE) and three of the Regional Coalitions (CLADE, ASPBAE and ACEA) received financial support from Education Out Loud fund and implemented each their respective grantee project during this semester, that will end in the first semester 2022, while new proposals will also be prepared.

SECTION 2:
RESULTS ACHIEVED AND PROGRESS IN RELATION TO EOL GLOBAL RESULTS FRAMEWORK

EOL OBJECTIVES

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

1. Strengthen national civil society engagement in education sector planning, policy dialogue and monitoring (OC1)

2. Strengthen civil society's role in promoting the transparency and accountability of national education sector policy and implementation (OC2)

3. Create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education (OC3)

As part of the EOL extension of EOL Operational Component 1 approved in September 2021, the wording of the first objective was slightly changed to: "Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring" in order to align better to the new GPE Operational Model.

EOL seeks to reach the mentioned objectives through the provision of grants to National Education Coalitions (OC1), national civil society alliances (OC2), transnational civil society alliances (OC3) and to Regional Coalitions (ASPBAE, CLADE, ACEA) and GCE as well as through the implementation of the Learning Agenda implemented with the support of learning partners as mentioned above.

CHANGES IN THE CONTEXTS

Since the EOL Programme embraces grantee projects in more than fifty countries, it is inevitable that external changes in the national, regional and global contexts at times affect the situation on which the grantee projects were designed or the project implementation process takes place. In some cases, such changes lead to delays or require that the projects are adapted to stay relevant in the new situation or to minimize the negative impact of the changes.

During this second half of the 2021, **the Covid-19 crisis continued** to affect all those projects that were designed before the Covid-19 even existed. The pandemic continues – for understandable reasons – to deviate much of the political attention towards the health crisis, however, the more profound education crisis that appear as the tail of the pandemic requires some renewed analysis of the situation and of the civil society strategies for ensuring that education is ensured for all both during and after the health crisis to avoid that the education system deepens the gap between rich and poor.

In Latin America and the Caribbean the health crisis has turned into a social crisis and increased the number of people living in extreme poverty from 81 to 86 million (ECLAC, 2022). The region also observed increased child labour, which – along social isolation, deterioration in socio-emotional health, and digital gaps – constitute threats to school dropouts. As of 16 December 2021, UNICEF reported that in Latin America and the Caribbean (LAC), 12 countries have fully reopened schools, 19 countries had partially closed schools and 3 countries totally closed schools. 60 million children

and adolescents are still affected by total and partial school closures, with an average of 162 school days without classes between March 2020 and early December of this year.

The countries supported in the HESA region also continue to grapple with the negative impact of Covid-19 pandemic on the economy and education sector. The pandemic has maintained schools closed for very long periods which has led to loss of the school year. With the introduction of vaccinations, many countries opened schools in 2021. However, in some countries it took long time to open the schools again, for instance in Uganda schools were only opened up in January 2022 after the closure in March 2020.

The COVID-19 also continued to affect the economy and education systems across the Asian and Pacific region, as well as the functioning of the civil society organisations. Schools in many countries are not fully operational yet despite being shifted to face-to-face teaching mode. The economic recession brought by the COVID-19 in all countries has also left severe implications for the social sector. Almost all NECs reported high inflation rate, unemployment, and increased poverty and marginalisation of people in the respective countries.

As in other parts of the world, experiencing new waves and variants of COVID-19 has resulted in massive and more or less compulsory vaccinations against the virus in the West and Central African region. This has led some countries to release constrains on public gatherings and reduced fear among citizens. Teachers, students and school administrators have begun to deliver lessons

normally; and children have come back to school. This situation provided a more conducive environment to some grantees who were able to successfully conduct their activities; while in other countries, the pandemic continues to be a hindrance to education actions. Many grantees report that their project underwent an important change. As citizens were mandated to take the vaccinations, especially those traveling to other districts, implementation of project activities started witnessing setbacks and delays. The new variant of the virus also made institutions revert back to virtual communications.

The economic and social situation was also **affected by natural disasters**. In Nepal, the continuous rainfall triggered flood and landslide resulting into the economic loss and loss of lives. In the Philippines, the Super Typhoon Odette delayed implementation of remaining project activities.

In some countries, political events changed completely the project contexts as for example in Afghanistan and Nicaragua.

Some countries continue to face **political conflicts** and insecurity. That is the case for example for Ethiopia, Sudan, South Sudan, Somalia, Yemen, Eswatini, Cameroon, Burkina Faso, Niger and others.

RESULTS RELATED TO POLICY CHANGES INFLUENCED BY NECS AND OTHER EOL GRANTEES

The EOL Programme strives to influence policies at all levels to become more in alignment with the human rights principles of non-discrimination, gender equality and universality, in general and in particular in relation to the right to education. The participation of the EOL supported civil society organisations in diverse policy discussion fora is key in this regard. The 52 supported National Education Coalitions and alliances participate in the national policy discussion arenas where they have the opportunity to argue in favour of the marginalized groups´ right to quality and transformative education. Also in this reporting period, the EOL grantees´ longstanding work bore fruits when laws were approved that had previously been advocated for by the civil society organisations or influenced in one way or another by the EOL grantees. Notes should be taken that policy changes are naturally attributable to the relevant policy decision making institution (Parliament, Ministry, Department in a Ministry, etc.) that has the authority to approve laws, policies, national plans and guidelines, directives, regulations, etc. However, the authorities do not act in a vacuum and the civil society organisations at times do reach to argue and advocate so that the laws are switched in a more human-rights-based-aligned direction to the benefit of those that are commonly excluded from receiving public free quality education.
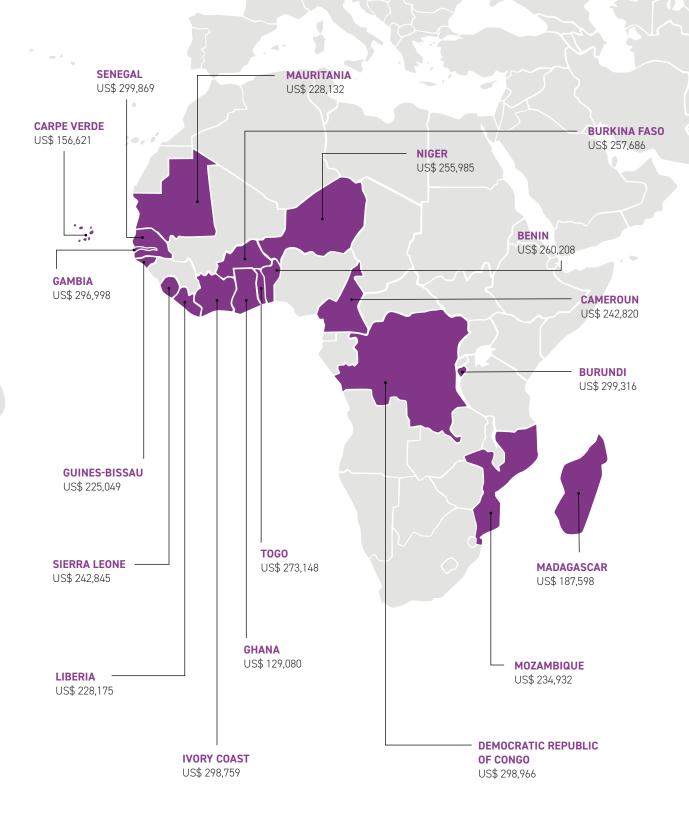
Advocacy and long-term efforts are often required from the civil society organisations to be able to influence policy changes; and the policy changes may take place various years after the civil society organisations have placed a sensitive topic on the political agenda. Such is the case with the promotion of people with disabilities´ right to education or adolescent girls´ universal and unconditional right to education, that might not have been seen as a 'right' and the 'normal standard' to be applied across the societies in former decades, just to mention two examples.

The EOL supported grantees continue to be active in Local Education Groups (LEGs) and other policy discussion fora, where they have the opportunity to argue in favour of marginalized groups´ right to education and to influence policies.

WEST AND CENTRAL AFRICA

SENEGAL
US$ 299,869

MAURITANIA
US$ 228,132

CARPE VERDE
US$ 156,621

BURKINA FASO
US$ 257,686

NIGER
US$ 255,985

BENIN
US$ 260,208

GAMBIA
US$ 296,998

CAMEROUN
US$ 242,820

BURUNDI
US$ 299,316

GUINES-BISSAU
US$ 225,049

SIERRA LEONE
US$ 242,845

TOGO
US$ 273,148

MADAGASCAR
US$ 187,598

GHANA
US$ 129,080

MOZAMBIQUE
US$ 234,932

LIBERIA
US$ 228,175

IVORY COAST
US$ 298,759

DEMOCRATIC REPUBLIC OF CONGO
US$ 298,966

The amounts are the OC1-NEC 2020-2021 grantee project amounts.

Below is a list of policy changes that took place and in which the civil society organisations have had some kind of influence, either by providing background information, evidence or advice during or before this reporting period or which they have advocated for. More information can be found in Annex 3 on the policy changes and the ways the CSOs have been involved in the discussion and promotion of them.
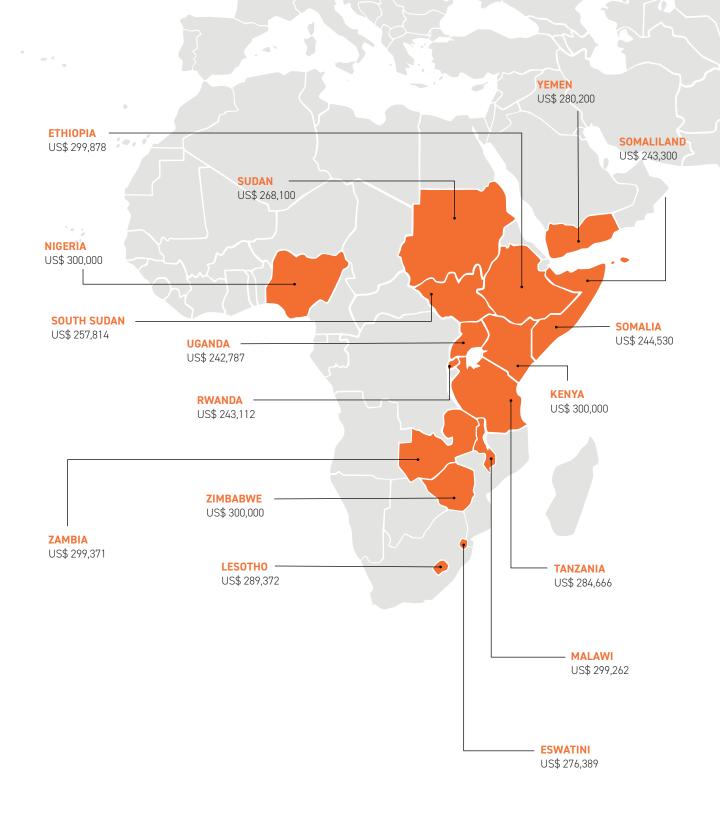
The policies are grouped according to themes/focus area of the policies. As it can be seen, the policy changes both embrace the entire education sector with general education sector policies and plans (7) as well as policies for specific groups that are currently often discriminated against in education systems around the world, such as persons living with disabilities; female adolescents and small children. It is very positive that these policy changes have been approved since it is the first essential step for their implementation.

TABLE: POLICIES INFLUENCED BY CIVIL SOCIETY ORGANISATIONS CHANGED IN SECOND SEMESTER 2021		
POLICY CHANGES RELATED TO THE FOLLOWING THEMES/FOCUS AREA	**NAME OF POLICY**	**NUMBER OF NATIONAL LEVEL POLICY CHANGES**
Education Sector Policies and Plans	**Burkina Faso:** Background Paper for the National Education Conference (Document de Base de Assises Nationales d´Education). (October 2021) **Somalia:** Accelerated Basic Education (ABE) Policy Framework (November 2021) **Nigeria:** National policy on gender in education and its implementation guide (October 2021) **Zambia:** Zambia Ministry of Education Guidelines for utilization of funds in schools under the education for all (December 2021). **Nepal:** Nepal Province Level (Gandaki Province) Gandaki Province Educational Policy, No. 2078; Provincial Council of Ministers. (August 2021) **Pakistan:** Single National Curriculum (December 2021) **Vietnam:** The National scheme on "Building a Learning Society 2021-2030", Approved by the Prime Minister (30th July 2021)	7
Education Budgets	**Democratic Republic of Congo:** Decree 21/06 of November 24th, 2021 on the Creation, organisation and operation of a public institution called the Fund for the Promotion of Education and Training (November 2021) **Malawi:** Teachers' hardship allowance (December 2021) **Philippines:** General Appropriations Act 2022 – national budget for Fiscal Year 2022 adopted proposals for inclusive education of the marginalized and child protection (December 2021).	3
Early Childhood Education	**Ghana:** Early Childhood Education Policy. Ghana Education Service and the Ministry of Education (Launched on 15th June, 2021). **Malawi:** Early Childhood Development (ECD) Budget. (July 2021)	2
Respect for female adolescents´ right to education	**Tanzania:** Re-entry policy; Education Circular 2, 2021 for access to education for all Tanzanian children. (November 2021)	1
Respect for persons with disabilities´ right to education	**Gambia:** Republic of Gambia National 'Persons With Disabilities Act 2021' (July 2021) **Philippines:** An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in All School Districts, Municipalities and Cities, providing for Standards, Appropriating Funds therefore and for other purposes. (December 2021)	2
Respect for economically poor peoples´ right to education	**Yemen:** Policy change at Regional level. Taiz Governorate in Yemen. Finance policy – Ministerial decision issued by Education office in Taiz Governorate exempting marginalized students from tuition fees (August 2021)	1
Total		**16**

EASTERN AND SOUTHERN AFRICA

YEMEN
US$ 280,200

SOMALILAND
US$ 243,300

ETHIOPIA
US$ 299,878

SUDAN
US$ 268,100

NIGERIA
US$ 300,000

SOUTH SUDAN
US$ 257,814

SOMALIA
US$ 244,530

UGANDA
US$ 242,787

RWANDA
US$ 243,112

KENYA
US$ 300,000

ZIMBABWE
US$ 300,000

ZAMBIA
US$ 299,371

LESOTHO
US$ 289,372

TANZANIA
US$ 284,666

MALAWI
US$ 299,262

ESWATINI
US$ 276,389

The amounts are the OC1-NEC 2020-2021 grantee project amounts.

	WEST AND CENTRAL AFRICA	HORN, EASTERN AND SOUTHERN AFRICA	LATIN AMERICA AND CARIBBEAN	ASIA AND PACIFIC	IN TOTAL
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 2021 – 31ST DECEMBER 2021[3]					
Number of EOL supported NECs in the Region	18	16	4	16	54
Yes, the NEC did participate in the LEG in 2nd semester	11	14	1	13	39
No, the NEC did not participate in the LEG in 2nd semester	6	2	2	3	13
N.D.	1	0	1	0	2

RESULTS RELATED TO NECS' INCLUSIVENESS AND STRENGTHENING

One of the expected outcomes of the EOL Programme is to support NECs to become more inclusive so that they can represent the different marginalized groups in these policy settings.

With funding from EOL, NECs across the portfolio have made inroads in becoming more inclusive despite continued and renewed political instability and conflict in several contexts. While some NECs have seen their membership become increasingly inclusive and have adjusted internal processes, advocacy on inclusive education policies have instead been the focus of others. This is evident especially in relation to ensuring female participation and representation of people with disabilities in NEC and other policy-related processes. Some NECs have, however, also reported that there are now fewer women in their boards as a result of elections which changed their board compositions. A third of the NECs report that 50% or more of their Board members are women.

Below examples highlight some of the diverse ways that NECs worked on increasing inclusion at the coalition level but also on their work on inclusive education:

- Somalia: As part of their engagement on access to quality education, the NEC – in collaboration with members – launched a campaign to raise awareness of children with visual impairment to access schools.
- Cambodia: The NEC reports that they have worked on ensuring additional attention to education for girls from poor families who do not have capacity to support online home-schooling.

- Malawi: The NEC in Malawi describes that they have registered nine new members with expertise in education for girls and children with disabilities.
- Nicaragua: With a stated goal to increase the inclusion of four vulnerable groups (indigenous peoples, women's organisations, people with disabilities and the LGTBQI+ community), the NEC in Nicaragua developed a 'quick guide for monitoring public education policies' with a view to promote these groups' voices and active participation. The guide was based on a training process on public policies and monitoring for the strengthening of technical capacities .
- Afghanistan: Despite political uncertainties, the NEC continued with direct and indirect advocacy to promote education for all, including girls and marginalized groups.

It is crucial that the NECs have good capacities in order to be able to defend the rights of marginalized groups; and during the reporting period, the NECs continued to be significantly engaged in activities to strengthen their organisational, thematic and advocacy capacities via a broad range of approaches. Regional coalitions, regional learning partners and the EOL RMUs played a key role in providing targeted opportunities for learning for the NECs – both individually and in groups. Several NECs report that training and support from the EOL RMUs has been helpful in guiding them with their proposals for the restricted EOL call in late 2021.

Close to four out of five NECs report to have worked directly to strengthen their organisational capacity during this period. Especially issues related to governance,
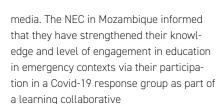
adaptive management, and project management have been in focus. The NEC in Ghana, inter alia, notes that they – via EOL funding – were able to conduct elections to appoint executives to represent 'Regional Chapters' in their 'Executive Council', which led to the strengthening of the coalition governance structure. Additionally, they have put in place computerized accounting software and systems that are helping the coalition to produce quality reports on a timely basis and in line with reporting guidelines.

On thematic capacity development, NECs have focused on a range of topics, including education in emergencies, inclusion of marginalized groups in public education, gender-related issues, and financing for education. In Rwanda, for instance, the NEC has set up a thematic group on inclusive education. The NECs in Bolivia, Haiti, Honduras, and Nicaragua took part in a gender mainstreaming workshop facilitated by the regional coalition CLADE with a view to refining their internal policies to ensure an appropriate gender perspective in all their activities and processes.

A cornerstone of their work, NECs report to have been engaged in a multitude of advocacy-related capacity development activities. Some describe having strengthened their advocacy strategies to better reach and convince decision-makers (e.g. in Burundi and Madagascar), while others note that they are now better equipped to carry out evidence-based advocacy (e.g. in Togo and Tanzania), and that they have strengthened their work by empowering members to base their work on a rights-based approach (South Sudan). A topic that has engaged a handful of NECs is how to improve their advocacy activities via social

[3] See detailed information in Annex 2

media. The NEC in Mozambique informed that they have strengthened their knowledge and level of engagement in education in emergency contexts via their participation in a Covid-19 response group as part of a learning collaborative

In their reporting, NECs have identified learning needs related to improving their organisational skills, such as gaining capacity in project management, adaptive management, governance, and on thematic and advocacy-related issues, including on gender mainstreaming and financing for education and tax justice issues.

RESULTS RELATED TO STRENGTHENING LEARNING COLLABORATIVES

As part of the EOL Programme, Learning collaboratives are established and supported to promote civil society capacity building and strengthening in general, and more specifically in relation to produce actionable data and how to turn information into advocacy relevant tools for change; and to do advocacy in an effective way.

During this reporting period, twelve learning collaboratives were in function and more are in the process of being set up. In the table below, a short description is given on each of the established learning collaboratives at national and regional level. The learning collaboratives differ in themes, formats, structures and sustainability expectations. Some have been dealing for example with increasing organisational capacities such as resource mobilization, while others seek to increase advocacy skills. Others are dedicated more to increasing the civil society organisations capacities in specific thematic areas.

In general, EOL supported learning collaboratives aim to strengthen civil society organisations in general or in relation to specific capacities through a kind of learning collaboration platform, learning coordination mechanism or learning network that give the opportunity to the participating civil society organisations to increase their knowledge, skills and capacities. The learning collaboratives give the opportunity for the civil society organisations to learn together on a topic that no of the members has expertise on with the support of an external mentor or learning partner; and

to participate in peer-learning through the sharing of knowledge and exchange of experiences to get to know which strategies seem to be most effective, while the grantees can also coordinate interventions and monitor the results to see and learn if certain strategies work equally well in different contexts. The participants of the learning collaborative share a common learning agenda aimed in general terms at strengthening the civil societies capacities to promote – through diverse strategies – the right to education; being these organisational, thematic or advocacy capacities and the learning collaborative will often produce a kind of a common tool, guidelines, innovations or method that build on or promote collaborative learning. The learning collaboratives often benefit from the participation of participants that have not traditionally participated in the education movement but that possess favorable knowledge or expertise in areas that the civil society organisations can learn from.

As mentioned above in the section on the Learning Agenda, the RMUs have implemented different strategies for supporting the establishment of Learning Collaboratives. The RMU-WCA has organized training and mentorship Programmemes that have all integrated the learning collaborative strategy to support mutual learning and a peer-to-peer learning approach, with sharing of lessons and best practices at the core of the training and mentorship of the grantees. Also, Discussion and Learning Groups around themes and topics of relevance and interest to the grantees were established. RMU-HESA on its part led grantees in setting up the Horn, East and Southern Africa (HESA) learning collaborative. The strategy used has been a participatory approach in which a meeting of grantees was organized where the grantees were given the opportunity to discuss the structure and operational guidelines for the Learning Collaborative. A steering committee comprising of selected grantees was formed which worked on the operational guidelines and launch of the collaborative. In addition to this, grantees suggested the establishment of thematic and geographical collaboratives, which are underway. RMU-HESA has also guided grantees from this region towards the establishment of an online platform – Africa Education and Learning Hub – for

the grantees to interact and exchange information. RMU-LAC also encouraged grantees to set up learning collaboratives and it has also developed a first draft of the ToR on what is expected to be a learning collaborative in the RMU-LAC context, which was shared and presented at a meeting with the OC1 grantees. Regional Coalition CLADE has also supported the organisation of learning collaboratives on specific topics. Meanwhile, RMU AP has also promoted the establishment of learning collaboratives and invited the grantees to discuss learning collaboratives, how it is conceptualized and how it can benefit the grantees in promoting their learning culture. RMU-AP has also developed capacity-building sessions and sought collaboration with the RC.

TABLE: EOL SUPPORTED LEARNING COLLABORATIVES		
ESTABLISHED OR STRENGTHENED EOL SUPPORTED LEARNING COLLABORATIVES		
Learning collaborative	Information about the learning collaborative	Activities during the second semester 2021
LEARNING COLLABORATIVES ON NEC STRENGTHENING (GRFW 1.4.1)		
RMU-WCA reported: EOL Collaborative Learning and training **programme on MEAL** Active from February-September 2021	The participants are francophone and lusophone NEC grantees under RMU WCA. The learning collaborative has covered Monitoring and Evaluation, Accountability and Learning (MEAL). RMU-WCA developed the Terms of Reference and recruited and funded the learning partner COSPE Onlus to train, mentor and facilitate collaborative peer sharing and learning processes. The learning partner COSPE Onlus on its part, developed the content and methodology in consultation with the RMU, and facilitated the collaborative peer sharing and learning. The learning collaborative has implemented Modular training, mentorship, collaborative peer sharing and learning activities on: • the design and role of theory of change in programme design and implementation • linking MEAL frameworks to the theory of change and adaptive management for advocacy interventions • Results – based approach • Generation of project results´ evidences	The learning collaborative continued to facilitate the collaborative peer sharing of knowledge and learning among the NECs, while the learning partner provided feedback and guidance to the participants in their discussions of various topics of interest to them on MEAL during mentorship sessions.
RMU-WCA reported: EOL Collaborative Learning and training **programme on Advocacy** Active from March – December 2021	Francophone and lusophone NEC grantees under RMU WCA participated in the collaborative which has covered the theme of National Education Coalition policy advocacy and campaigning; community mobilization; and budget analysis. RME-WCA developed the Terms of Reference and recruited and funded the Learning Partner A Ponte to train, mentor and facilitate collaborative peer sharing and learning processes. The learning partner A Ponte on its side developed the content and methodology in consultation with the RMU and facilitated the collaborative peer sharing and learning through the development of a series of initiatives, such as Modular training, mentorship, collaborative peer sharing and learning activities on: • Policy Advocacy and influencing skills • Policy implementation tracking and • Development of Advocacy Strategies	The learning partner (A Ponte) continued to facilitate the collaborative peer sharing and learning of the NECs, and provided feedback and guidance to the participants in their discussions of various topics of interest to them on Policy Advocacy; Campaigning; Mobilisation and Budget Analysis during mentorship sessions.
RMU-WCA reported: EOL Collaborative Learning and training **programme on Resource Mobilisation** Active from April – December 2021	The participants are the francophone and lusophone NEC grantees from the countries in the RMU WCA region. The theme covered is Resource Mobilisation and Sustainability. The collaborative developed Modular training, mentorship, collaborative peer sharing and learning activities on: • Conceptual Framework for Resource Mobilization • Understanding of fundraising landscape in the region and globally • Resource Mobilization Planning • Mapping of relevant potential donors and funding sources • Development of Resource Mobilisation and Financial Sustainability Strategy • Project proposal development • Managing Partnership Relationships RMU WCA developed the Terms of Reference and recruited two (2) Learning Partners to train, mentor and facilitate collaborative peer sharing and learning processes. The two learning partners: NextGen Consulting Solutions & Kalube Consults Limited developed the content and methodology in consultation with the RMU and facilitate the collaborative peer sharing and learning.	The learning partners *NextGen Consulting Solutions & Kalube Consults Limited* continued to facilitate the knowledge sharing and collaborative learning of the NECs, and provided feedback and guidance to the participants in their discussions of various topics of interest to them on Resource Mobilisation and Sustainability during mentorship sessions.

TABLE: EOL SUPPORTED LEARNING COLLABORATIVES		
LEARNING COLLABORATIVES ON NEC STRENGTHENING (GRFW 1.4.1) (CONTINUED)		
RMU-WCA reported: Collaborative Learning and training **programme on Financial Management, Audit and Accountability**. Active from May 2021 and ended in November 2021	This Programme was for NECs from the francophone and Lusophone countries, in order to strengthen them in Financial Management, Audit and Accountability through Modular training, mentorship, collaborative peer sharing and learning activities on: • A Project Budget • Request for Funding (Project Proposal) • Tools for Financial Management • Procurement Procedures • Budget Monitoring • Financial Reporting • Procedures for Internal Audit The RMU developed the ToR and recruited and monitored the Learning partner COSPE Onlus.	The learning partner developed the content and methodology in consultation with the RMU; facilitated the collaborative peer sharing and learning of the NECs; and provided feedback and guidance to the participants in their discussions of various topics of interest to them on Financial Management, Audit and Accountability during both training and mentorship sessions.
RMU-WCA reported: Collaborative Learning and training **programme on Governance, Leadership and Organisational Development**. Active from June – December 2021.	This Programme was for NECs from francophone and Lusophone countries under RMU WCA in order to support them with their Governance, Leadership and Organisational Development through a modular training, mentorship, collaborative peer sharing and learning activities on: • Governance structures and processes in an organisation • Board composition and functions in an organisation • Effective communication in an organisational setting • Effective leadership behaviour • Good governance for effective organisational development • The management of emotions in decision-making; • Productive communication for greater resource mobilization; for the improvement of the working environment.	The learning partner Skycom Consult and Training (SCT) Developed the content and methodology in consultation with the RMU; facilitated the collaborative peer sharing and learning of the NECs; and provided feedback and guidance to the participants in their discussions of various topics of interest to them on Governance, Leadership and Organisational Development during training and mentorship sessions.
RMU-HESA reported learning collaborative: The Horn Eastern and Southern Africa (HESA) Learning Collaborative	The participants and members of this Learning collaborative (that covers 8 learning collaboration thematic areas) are all EOL grantees in the Horn, East and Southern Africa which are coordinated by RMU-HESA. The collaborative focuses on the following thematic areas: • Basic Education • Early Childhood Education and Development • Educational Planning and Curriculum • Education Financing • Higher Education and Technical and Vocational Education and Training • Inclusive Education • Peace, Climate Change and Education in Emergencies The RMU has provided the general guidance and technical support, especially during the development of the operational document and the online knowledge hub.	The RMU intends to identify suitable learning partners to work with the grantees and to produce learning content for the collaborative. This will be done with close supervision and guidance by the RMU. The RMU also intends to develop, gather and share relevant materials via the collaborative. Learning partners have not been engaged with the Learning collaborative so far but are expected to play a critical role in production of learning materials and moderating learning sessions in the second phase of the EOL project.
RMU LAC reported: Trinational Agenda at Central America	The participants are the NECs from Nicaragua, Honduras and Guatemala. The topic dealt with is Inclusive education and marginalized groups´ access to education. Meetings have been carried out to discuss and approve the final document of the Agenda which includes an analysis of the national contexts situation and recommendations on education policy at the three countries and specifically for marginalized groups access, such as: girls and women, indigenous populations, LGBT+, and migrants. The design of a "Mochilas en Movimiento" subregional campaign has been concluded as part of the agenda agreements.	Meetings were held recently to systematize challenges and proposals to expand the scope of the initiative and its continuity in the coming years.

TABLE: EOL SUPPORTED LEARNING COLLABORATIVES		
LEARNING COLLABORATIVES ON NEC STRENGTHENING (GRFW 1.4.1) (CONTINUED)		
RMU LAC reported: Thematic working groups organized by CLADE	Under CLADE's coordination, CLADE members, including EOL OC1 NECs started participating at different thematic working groups on topics such as: • Strategic communication • Youth engagement • Parliamentary Advocacy • COVID-19 and reopening schools (on stand-by) • Exchange of learnings and lessons learned on EOL's project implementation The Strategic Communication Working Group has organized regular meetings and carried out joint thematic campaigns. Meanwhile, the Youth Engagement Working Group has discussed a strategy to amplify the youth engagement in LAC NECs, CLADE and GCE processes, and to foster learning exchange among students and youth representatives from different countries. The Parliamentary Advocacy Working Group has made efforts to develop a mapping of how the parliaments of 18 LAC countries are organized and will invite all CLADE members to complete the exercise next quarter. The members have also created a mapping on legal frameworks and parliamentary procedures in the region; as well as a systematization of good practices on advocacy. The group seeks to establish more interaction with the International Parliamentarian Education Network. This group has also organized a regional webinar to share learning and inspiring experiences about how to engage and influence the legislators regarding the re-opening of schools in LAC.	The Strategic Communication Working Group developed a training and held regular meetings to share experiences. The Parliamentary Advocacy Working Group held regular meetings to organize 3 virtual public dialogues to share experiences of dialogue with parlamentarians and legislative authorities in different LAC countries. The Youth Engagement Working Group held regular meetings to define a strategic plan to amplify the youth engagement in LAC.
RMU AP reported Project design/cycle and management learning collaborative (OC1) *(still under consolidation)*	All the Project design/cycle management training participants have been invited. Some NECs have been more proactive while others have joined occasionally. The more active NECs have been the NECs from Tajikistan; Cambodia; Bangladesh; Philippines; Moldova; Kyrgyzstan; Nepal, Pakistan; and NECs in the Asia Pacific Region. The learning collaborative is primarily organized to learn, share and discuss different aspects of the project design and management in the NEC context.	Since June 2021, RMU supported and facilitated the participants to come together and conduct learning sharing on different aspects of project management. The future aspiration includes discussion on adaptive management and lessons learned around different aspects of project management for advocacy and social accountability related education programmes. RMU presented the idea during the last few sessions of the project cycle management training. RMU also facilitated the meeting initially and is now encouraging the participants to gradually initiate the facilitation of the learning collaborative meetings on a rotation basis. RC ASPBAE representative joined the first few meetings of the learning collaborative and one of the participants volunteered to review the terms of reference for the learning collaborative. The learning partner that facilitated the training on project cycle management shared the benefit of such engagement and also supported that the NEC representative facilitates some of the sessions.
UP-COMING LEARNING COLLABORATIVES ON ACTIONABLE DATA (GRFW 2.3.1)		
RMU-LAC reported: Systematization in Bolivia of educational experiences that provide evidence for the development of educational policy proposals.	This learning collaborative is led by OC2-grantee CEMSE-AC-LO and the participants are Institutes of Languages and Cultures, Quechua, Guarani and Aymara populations which are Indigenous populations in Bolivia and Members of the educational community. The learning collaborative covered the following thematic areas: intra-intercultural and plurilingual education; and depatriarchalizing education.	During this reporting period, the Learning collaborative developed five trainings; and six systematizations of educational experiences which are expected to be documented in the next semester.
RMU-LAC reported: Teachers' meetings for the development of regionalized curricula in Aymara, Quechua and Guaraní Educational Councils of Indigenous Peoples (CEPOS) Guaraní, Aymara, Quechua	The learning collaboration members are the Institutes of Languages and Cultures Guaraní, Aymara and Quechua; teaching staff, members of the educational community and authorities from the education system in Bolivia and deals with Indigenous populations´ education situation and intra-intercultural, plurilingual education; and depatriarchalizing education.	During this reporting period, three Teachers' meetings for the implementation of regionalized Aymara, Quechua and Guarani curricula.

LATIN AMERICA AND CARRIBBEAN

HAITI
US$ 32,265

HONDURAS
US$ 299,964

NICARAGUA
US$ 253,141

BOLIVIA
US$ 292,104

The amounts are the OC1-NEC 2020-2021 grantee project amounts.

TABLE: EOL SUPPORTED LEARNING COLLABORATIVES		
UP-COMING LEARNING COLLABORATIVES ON ADVOCACY (GRFW 3.5.1)		
RMU-HESA reported: The Horn Eastern and Southern Africa (HESA) Learning Collaborative	The collaborative is open to all grantees coordinated under RMU-HESA. The participants are individuals and organisations interested in Early Childhood Education and Education Financing. RMU-HESA has so far coordinated the Learning Collaborative. However, Learning Partners are expected to play a critical role in production of learning materials and in moderating learning sessions in the second phase of the EOL project.	During this reporting period, the Learning Collaborative produced reference materials and studies on Early Childhood Development and education financing which were shared on the RMU-HESA developed knowledge hub. The RMU helped popularizing the collaborative and raising awareness on learning materials posted on the platform. RMU-HESA also conducted a rapid assessment of public sector budget analysis to inform education financing debates.

RESULTS RELATED TO PROMOTING TRANSPARENCY AND ACCOUNTABILITY OF NATIONAL EDUCATION SECTOR POLICY AND IMPLEMENTATION

All **EOL OC2 grantees** contribute – in different national and local contexts – to establish increased transparency and accountability of the national education policies and implementation. The five EOL OC2-1 grantee projects started their implementation in the first three months of the current reporting period, and though results therefore are only in their making, the start-up of activities show promising trends for strengthening the OC2 focus on participatory social accountability mechanisms for monitoring the national education policy and implementation including strategies for relevant data collection initiatives.

In **Liberia**, the project led by *HOPE* has established a formal partnership with the Ministry of Education to help enhance access to and availability of disaggregated data on girls´ education. This OC2-project is supporting 15 political education sub-division offices with strategies to facilitate continuous data collection and reporting. This work is supporting different ways to maintain a quality government education management information system (EMIS) especially with data on Girls' Education in all 15 Counties by 2023. The data will provide evidence-based decision-making to be used in advocacy on girls' education in Liberia. Training of community representatives and of women and girls inside and outside schools are carried out in the 15 Counties that raises the capacity to use data in influencing duty-bearers and decision-takers.

In the **Philippines**, the *Center for Youth Advocacy and Networking* conducted during this reporting period independent monitoring of the Department of Education's implementation of pilot strategies in response to Covid-19. This was done as an input to the development of a monitoring tool of the *Philippian Basic Education – Learning Continuity Plan*. At subnational level Social Accountability Teams conducted start up meetings for the involvement of the Department of Education, youth organizations and civil society organisations that work on education. The project carried out monitoring activities at local schools instrumentalizing different monitoring tools.

In **Pakistan**, the *Institute of Social and Policy Sciences* has generated data and evidence for tracking the government's education policies, plans, commitments, and financing at provincial, district, and local levels. Complete datasets from the government department are being processed. An online citizen portal for disseminating data and information on education outcomes will be developed when datasets are ready, and this will be done alongside developing citizen monitoring reports. The project has engaged with 30 civil society organizations across these districts. These organizations have been drawn into Civil Society Education Networks (CSEN). During the first year of the project, 8 of these civil society education networks were established across the intervention districts. The networks will be trained and facilitated in practicing and engaging in social accountability of education sector policies, plans, and services. These activities are planned for in the forthcoming part of the project, and so far, stakeholders and community members have been engaged in the project to initiate the awareness process.

In **Madagascar**, the OC2-grantee lead organisation MSIS-Tatao was part of the CSO group that signed an agreement with the Ministry of Education of Madagascar for the promotion of transparency and accountability of the national education sector policy and its implementation. This was an essential step for the effectiveness of the involvement of CSOs at different levels of the basic education system. MSIS-TATAO and partners also carried out six regional meetings with a total of 182 participants. These meetings raised awareness of local CSOs on the challenges related to the involvement in monitoring and enhancing of transparency and accountability of the use of resources for basic education services. An important result obtained was the commitment made by 127 CSOs from different country regions to focus on mobilization and awareness raising for peers and citizens on these topics.

In **Bolivia**, *Centro de Multiservisios Educativos, CEMSE*, is promoting the strengthening of social participation bodies in Bolivia like the Community Social Education Councils (CESC-UE), the School Board and the Student Governments. In the reporting period, the grantee carried out a mapping of the current situation of these bodies and activities for promoting more democratic processes in the election of organization leaders.

It is expected that these grantee projects will also enable the production of research/ monitoring publications with data and evidence that is relevant for promoting policy changes.

RESULTS RELATED TO CREATING OF A STRONGER GLOBAL AND TRANSNATIONAL ENABLING ENVIRONMENT FOR CIVIL SOCIETY ADVOCACY AND TRANSPARENCY EFFORTS IN EDUCATION

During this reporting period, the EOL Programme through its Operational Component 3 supported transnational alliances (four recently established alliances and GCE) that aims to place specific topics on the global,

regional and national political agenda that can help to create an enabling environment for the civil society organisations in advocating for improved conditions for the fulfilment of the right to education and for the establishment of strong public national education systems in the different countries.

The topics that for the moment are sought placed on the political agendas by the EOL OC3 grantees at the transnational level cover a diverse spectrum of themes: prevention of early marriages to improve female adolescents´ education situation as well as their right to education independently

if they are mothers, pregnant or sexually active; early childhood development; effective monitoring of education systems; and national public education financing.

TABLE: TOPICS ON WHICH AN ENABLING GLOBAL AND REGIONAL ENVIRONMENT IS BEING CREATED	
TOPICS BEING PLACED ON THE TRANSNATIONAL AND REGIONAL POLITICAL AGENDAS CREATING AN ENABLING ENVIRONMENT FOR NATIONAL ADVOCACY	**OC3 GRANTEES**
Prevention of early marriages to improve female adolescents´ education situation.	OC3-Grantee Girls Not Brides (GNB)
Promotion of Early Childhood Development in order to avoid that inequality in child development and education occurs from an early age and as a strategy for allowing particularly young mothers and fathers to attend education, vocational training and work opportunities.	OC3-Grantee TRANAC Consortium lead by ZINECDA
Promotion of effective public education monitoring and statistics systems through pilot projects – that include citizen participation – that show the deficiencies in monitoring of learning outcomes as well as in other areas.	OC3-Grantee Street Child and alliance partners
Promotion of increased national public education financing in a sustainable, just and progressive way	OC3-Grantees: Action Aid International and alliance partners; and GCE

In order to move these topics forward on the political agendas, the EOL supported transnational civil society alliances financed under EOL Operational Component 3 are following different strategies adapted to the topics and the geographical area that they concentrate their efforts on.

Promotion of female adolescents´ right to education through ending child marriages
By bringing together End Child Marriage coalitions of civil society organisations and national education coalitions as well as other key stakeholders the OC3.1 grantee alliance lead by Girls Not Brides is building a regional alliance committed to improving access to quality education for girls and female adolescents that are at risk of marriage or already married. Through this project, Alliance members are supported to identify common advocacy priorities and engage in joint advocacy and campaigns, and to follow up on national, regional, and global commitments.

During the current reporting period (July – December 2021), *Girls not Brides* (GNB) reached to establish closer relationship between End Child Marriage (ECM) coalitions and National Education Coalitions in Burkina Faso and Niger. The project inception workshop in Niger allowed key stakeholders to become familiar with the strategies applied for ending child marriages and the

alliance also reached to bring together the Ministry of Child Protection and the Ministries of Education, which is unprecedented.

The two types of coalitions (ECM and NECs) have had initial meetings in which they shared advocacy priorities and agreed on the potential benefits of working more closely together. They also identified common advocacy priorities and planned joint advocacy initiatives to be carried out as the project progresses. The lead organization GNB also plans to strengthen relationships between End Child Marriages coalitions and national education coalitions across Francophone West Africa. For the moment, GNB has begun to build connections between the national End Child Marriages coalitions in the region and the online project inception workshop as well as the budget advocacy 'how to' webinar involved ECM coalition members from across the region.

The alliance represented by Girls Not Brides together with UNESCO delivered a joint presentation on girls' education in Africa for the parallel session of the African Girls' Summit "Harnessing Girls' Education for the Africa We Want' held in November 2021 in Nigeria. *Girls Not Brides'* contribution allowed for a stronger gender analysis in the presentation while focusing on social norms and the relationship between child marriage and girls' education.

At the GPE Global Summit on Education, an Event on "Transforming Social Norms to End Child Marriage and Advance Girls' Education" held in July 2021, the UNGEI (United Nations Girls' Education Initiative) and the EOL OC3-grantee lead Girls Not Brides joined forces to learn and exchange around the social and gender norms which serve as barriers to girls' education in sub-Saharan Africa, with a focus on child marriage. GNB and UNGEI held a joint webinar as a side event to the GPE global education summit in July 2021. This session explored the global state of child marriage and its relation to girls' education. Participants learnt valuable insights from civil society on the cross-regional challenges and lessons from Latin America, Africa and Asia, whilst also considering the impact of COVID-19 restrictions. Learnings from Burkina Faso and Niger were shared by the OC3-grantee alliance. Interventions from young advocates, donor countries, and CSO representatives expressed recommendations to the international community on how to transform social norms, end child marriage and advance gender equality in and through education. Nearly 200 people from around the world attended the event.

The OC3-grantee alliance was also present at Africa Action Group to End Child Marriage workshop held in August 2021 with child marriage researchers and practitioners

from across Africa. The group reviewed the state of the evidence base, identified knowledge gaps, and built consensus on priority areas for future research and investment. There was an average of 72, 53 and 31 participants on each of the 3 days of the workshop.

One of the OC3-grantee alliance members CONAMEB's (Coalition against Child Marriage in Burkina (CONAMEB) was also invited by UNICEF and Save the Children to make presentations at the Ouagadougou film festival, FESPACO on the relationship between early marriages and education opportunities. The organisation was also asked to make a presentation at a regional meeting organized by Children Believe in early December 2021. CONAMEB was also invited by the Minister of Gender, National Solidarity, Family and Humanitarian Action to contribute to the development of the three-year action plan of the National Strategy for the Elimination of Child Marriage for the period 2022-2024.

In the context of the African Girls Summit and the youth training, the OC3-grantee Alliance lead by Girls Not Brides contributed to the elaboration of advocacy messages to be disseminated during the summit that were strongly focused on specific policy, budgetary and legislative reforms in Niger, Burkina Faso and Mali, respectively. While the messaging was shared at the Summit and some were reflected in the Summit's overall outcome document, the coalitions that contributed to the messaging will follow up with their respective governments to continue to advocate for the change they want to see. This is specific to legal reform to raise the minimum age of marriage to 18, advocating for the implementation of the regional ECOWAS framework at the national level and budget advocacy for resource mobilisation and allocation specific to child marriage and education.

The alliance, and particularly the Niger Platform to End Child Marriage, also played an active role in the organisation of the 3rd African Girls' Summit (AGS). It was a valuable opportunity for the Platform to build relationships with other actors for

effective advocacy on child marriage and girls' rights and to share learning from the EOL-funded project. At the end of the Summit a statement by the young women was presented to Heads of State. And an African Girls' Committee was established to follow up on the commitments of the African Girls´ Summit.

Promotion of Early Childhood Development
During this reporting period, a transnational task force under the TRANAC alliance was formed which will push to engage the South African Development Community (SADC) Bloc to place the Early Childhood Development on the political agenda. This was reached during a 5-day workshop dubbed "Road to SADC" organized by the OC3 grantee TRANAC Consortium lead by ZINECDA. The workshop was also organized to chart the course towards advocating for the adoption of an Early Child Development (ECD) framework under the South African Development Community (SADC) bloc.

Awareness on the need for Early Childhood Development was also created in various countries. In Malawi, for example, a member of the TRANAC alliance organised two media engagements to disseminate information about Early Childhood Development Education (ECDE) in Malawi and Africa as a whole. The objective of the live panel discussions was to engage with the media in order to share with stakeholders and the general public about ECDCE. During the discussion, suggestions for the implementation of Early Childhood development policies in Malawi, specifically, and in Africa in general, were made, for instance it was recommended that governments should commit to provide resources including financial, human and material to ECD sector as estimated. In Malawi a meeting was also organized to discuss policy implementation and ECD financing. The discussion was attended by officials from the Ministry of Education and Finance, Member of Parliament and representatives of the Academia and it enhanced the collaboration among the civil society that work on this topic and the government. The TRANAC consortium through ZINECDA is also strengthening the budget analysis and oversight platform/space for

parliamentarians in Zimbabwe. The space is focusing on empowering the Parliamentarians, Ministry of Primary and Secondary Education Officials to speak more on increased Education Financing than before.

ZINECDA (OC3 grantee) through the TRANAC project has organized the Early Childhood Education Regional collaborative in which some southern Africa countries participated. The collaborative focus on the discussion of Early Child Education policies and status in Southern Africa countries.

Promotion of effective monitoring of national public education systems
One of the EOL OC3 grantees, the transnational alliance lead by Street Child, addresses the problem that a high number of children complete school without reaching basic levels of learning. The alliance is working on showing how to set up civil society monitoring systems with citizen participation regarding the school functioning, particularly in relation to learning outcomes, which can demonstrate gaps in the education systems effectiveness. Currently, the Alliance members are collaborating with expert statisticians for validation and verification of the Alliance´s sampling strategy for scaling. The statisticians have been sourced from academic and governmental institutions to assure that the approach is comprehensive and credible. The South Asian Assessment Alliance sought to enhance engagement with evidence at the local level, leveraging the analysis of the assessments to approach significant stakeholders in understanding gaps in learning. The Alliance considers that it is an essential step towards advocacy at all levels, achieving national and global transparency of the education sector. In Nepal, Street Child has successfully increased engagement with data/evidence from the pilot assessments in 10 villages of Barahtal local municipality, involving local alliance members. In Nepal, the South Asian Assessment Alliance is collaborating with OC-2 Education Out Loud YZ Grantee Kharkhana Samuha on a Smart Solutions Conference to increase awareness of evidence-informed interventions that are proven to enhance educational effectiveness and efficiencies.

The Alliance partners have elaborated a case study of citizen-led assessments, advocating for the application Citizen-Led Assessments across South Asia and conducted consultations with school and state authorities to increase engagement. Critical challenges identified through consultations include an absence of evidence to inform education policy and practice due to absence of resources to encourage evidence production and publication in low-resource environments and emergencies. The Alliance sought to enhance engagement with evidence at the local level and the analysis of the assessments.

Promotion of increased national public education financing in a sustainable, just and progressive way

The TaxEd Alliance organized learning webinars and workshops attended by the different partner organisations that form the TaxEd Alliance in order to sharpen knowledge on fiscal policies, tax justice and financing of education and the alliance agreed on common areas for collective advocacy.

The TaxEd Alliance through partners in Nepal, Senegal and Zambia; GCE and the Global Alliance for Tax Justice and other partners continued advocating for analysing the link between the fulfilment of SDG4 on Education and the need for national progressive taxation and resource mobilisation. The TaxEd Alliance led by Action Aid International carried out capacity building through workshops and webinars, for members of the alliance as well as national education trade unions and other civil society organisations working on education and tax issues.

In Nepal, community dialogues and capacity building activities were organized at municipality level; while Action Aid Zambia engaged teachers trade union on education financing, during World Teachers day commemoration, ActionAid issued a press statement and participated in a live radio programme as part of the project advocacy efforts towards the commemoration. The statement called for the government to invest in information technology, ensure that

the recruitment and deployment of teachers is done in a transparent and systematic manner, and prioritize financing to the education sector by coming up with rigorous domestic resource mobilization strategies. In Zambia, a workshop was also organised with participants from civil society, government ministries, media and youth groups to enhance technical capacities on domestic resource mobilisation and just taxation.

In Senegal, the multi-actor alliance was constructed with the participation of organisations with expertise on different topics (governance, advocacy, taxation, education).

At international and regional level the TaxEd Alliance continues to map existing spaces and emerging opportunities to engage in discussions on tax and education to help it have a shared timeline to roll out joint advocacy. On World Teachers' Day (5th October), Education International as part of the TaxEd Alliance launched its 2021 Report on the Global Status of Teachers and pointed to the problem that many education systems do not attract a new generation of educators to the profession and teacher shortages undermine quality education. The Tax Justice Network on its part launched the State of Tax Justice Report which is a global analysis of revenue looses from corporate tax and abuse and wealthy individuals that seek low or no tax rate jurisdictions to hide personal wealth.

Various activities were carried out in the three countries (Nepal, Senegal and Zambia) for awareness raising, capacity building, campaigning and working in synergy to make linkages between tax and financing education and collectively putting forth the demands to governments to take measures to adequately fund quality education for all children through progressive taxation.

Alliance partners at country level were also provided with relevant information pertaining to the Raise Your Hand Campaign through webinars and meetings; the Kenyatta declaration, supported with a draft letter to their Ministries of Education and were also equipped with information on the commitments made during the Global

Education Summit to be followed up with their Ministry of Education and Finance. They were also encouraged to participate in webinars, side events and the Global Education Summit itself to understand and follow the commitments being made by their respective Governments.

The ActionAid contributed to the institutional analysis of the National budget for 2022 document with focus on the education and revenue pronouncements. It provided an in-depth analysis on the allocations and implications to the education sector. As part of the TaxEd Alliance, ActionAid Zambia representative participated in media engagement to provide civil society perspective of the 2022 national budget. According to ActionAid, 2022 National budget plans has shown progressive financial investments towards the education sector.

The Global Campaign for Education (GCE) together with Regional Coalitions ACEA, ASPBAE and CLADE also contributed to strengthen the capacities and enhancing the influence of citizens and civil society organisations in promoting better allocation of investments in education as well as inclusive education systems around the world. In the second half of 2021, NECs in the Arab region learned how to use the GCE developed budget monitoring and tracking tool available for following up on national governments' investments, budgets and allocations in the education sector. Participants from Somalia, Sudan and Yemen participated in a training and the tool was translated to Arabic. GCE also promoted knowledge exchange between the regions showing how the tool has been used in Africa. The tool builds on GCE's principle that governments have a primary responsibility to provide education for all, and the tool helps to monitor how governments are living up or not to their commitments.

GCE also continued the roll-out of an online course in Education Financing and Advocacy that forms part of GCE's Knowledge Exchange and Learning (KEL) strategy and its Learning Hub. The purpose of the online courses is to facilitate self-paced structured learning on topics and themes. GCE

members and partners were introduced and trained to access and engage with these courses during a series of training events between 14th-29th September 2021. User guidelines were also developed and translated into Arabic, French, Portuguese, and Spanish. All stakeholders are encouraged to engage with these online courses accessible on GCE's website.

GCE also advanced towards establishing the Education Financing observatory writing and consulting the concept note with RCs and NECs in August 2021 and discussing how best to operationalise it and how to build on and incorporate existing systems and experiences.

Preparations for a global campaign on Education in Emergencies took place and it will be launched in 2022. GCE also worked for the inclusion and building on national-level views in key regional and global level debates and events and effective engagement of the GCE membership in key global and regional policy advocacy platforms in alignment with the belief that the engagement of citizens and locally-driven civil society participation in key education policy dialogues is crucial to delivering on national and international education goals and to holding governments and the international community to account for commitments to education. The Global Education Summit held on 28th and 29th July 2021 was a major Education Financing event where GCE had the opportunity to engage with global community and world leaders from 90 countries in support of financing of quality education for all children as a centrepiece of the summit. The GPE's Global Education Summit was co-hosted by UK Prime Minister Boris Johnson and Kenyan President Uhuru Kenyatta and offered enriching sessions, one of which dealt with the theme: Education Financing for impact: volume, equity, efficiency. GCE engaged in the summit in various ways and with materials such as videos, advocacy materials and messaging and hosted side events. The GCE's video, "Voices from the ground: why education financing truly matters?" was part of the Summit's official agenda. It shows civil society, youth, and boys and girls from Hondu-

ras, Nigeria, Pakistan, and Senegal sharing their challenges in accessing free, quality public education and making a strong call to global leaders for more and better financing for education. As part of GCE's One Billion Voices Campaign, the video aimed at raising the voices of those most affected by the lack of education financing. GCE and partners organised two side events during the summit. The first GCE side event was entitled "Domestic Financing for Education: Pushing back on Debt and Austerity" (26th July 2021). This event was co-organised with Action Aid International and Open Society Foundation. The aim of the roundtable discussion in this side event was to discuss what GPE and education advocates can do to engage in more strategic discussions at national and international levels around debt and austerity. The second GCE led side event entitled, "Why is Tax key for Financing Education and What Can GPE Do?" (27th July) was co-organised with Action Aid International, Taxed Alliance, Tax Justice Network, Global Alliance for Tax Justice and Open Society Foundation. The aim of that roundtable discussion was to discuss and propose concrete actions that GPE can do to link tax and education internationally, in developing countries, and in donor countries.

In Africa, GCE worked with ANCEFA to support national coalitions to align and engage their national financing campaign with the overall GCE financing campaign. In line with the GCE's One Billion Voices Campaign on Education Financing, six NECs managed to have their political statement endorsed by their country governments. GCE also worked on an Open Call to African leaders to finance Education signed by a wide range of CSOs, Celebrities and Youth across Africa. In Latin America, CLADE also worked on the development of an online campaign about tax justice and education and the RC continues to support the NECs and facilitate their engagement in global campaigns.

At the July 2021 High-Level Political Forum where follow-up and reviews of the 2030 Agenda for Sustainable Development and SDGs took place, GCE made contributions through the Education and Academia Stakeholder Group organizing two side

events "Education: paving the way out of the pandemic and shaping the new-normal" and "The voices of the people: Civil Society Spotlights reports on VNR" hosted with the RCs (ANCEFA, ASPBAE, CLADE, ACEA and the European and North American Campaign for Education (ENACE). It was stressed that it is important to present alternative and complementary information from the perspective of civil society organisations related to the official documents that the States present during the VNR process. CSOs representatives from the five RCs offered and discussed findings and compared the data offered by official sources based on the perspectives of civil society views from national and local levels, which can be very useful for States, UN agencies and policymakers.

The GCE has also produced an initial background paper on debt relief and education financing to inform its political position and campaign on this matter and it is in the process of producing a comparative analysis as well that involves seven country cases.

UNEXPECTED RESULTS
This reporting period brought unexpected visibility to some of the grantees so that they could inform more widely about the topics that they work on.

In Burkina Faso, CONAMEB (a GNB's partner) became a reference point in the fight against child marriages and was invited by UNICEF, Save the Children and others to make public presentations, and the organisation was also invited by the Minister of Gender, National Solidarity, Family and Humanitarian Action to contribute to the development of the three-year action plan of the National Strategy for the Elimination of Child Marriage for the period 2022-2024 as well as to participate in UNICEF's theory of change development process in November 2021.

In Zambia, the Parliamentary Committee on Education and Technology took keen interest in the Social Accountability Initiatives implemented by the NEC in Zambia and indicated that it is a way to enhance community participation in making plans and deci-

sions at grass-root level and to strengthen community participation and monitoring of the Constituency Development Fund. In Sierra Leone, the NEC gained an unexpected positive relationship with the members of the parliamentary committee for education and was recognized for the positive work done. The NEC Mongolia did not expect to be included in the working group of the education law at the parliament level; and the NEC in Philippines has achieved unexpected increase in its online visibility through social media. The NEC from Bolivia (CBDE) on its part participated unexpectedly in the High-Level Political Forum and other regional and global discussion spaces.

In DRC, the NEC noted that their advocacy work led parents and local communities to actively fight for their children´s right to education and for their reinsertion after some school adolescents had been expelled from school due to 'misconduct'; while the NEC in Nepal found two girls who were facing violence in school committed by teachers and reported the case to the authorities so that it could be solved.

In Ethiopia where there are over 15 million illiterate youth and adults the NEC, CSOs and other International Organizations have been advocating for the proper management of Adult and Youth Education at Ministry of Education and Regional levels and sufficient budget allocation; and the Ministry of Education has now created a structure for Adult Education which is a Sub-Sector 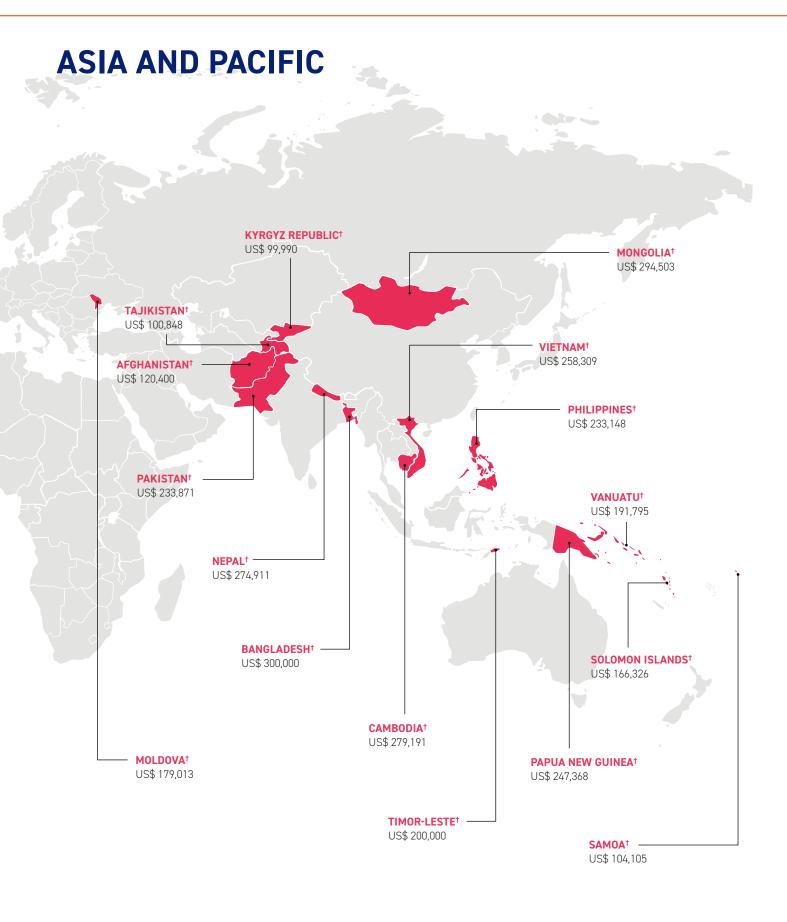managed by a State Minister which has four Directorates (Departments). The Regional Education Bureaus are also creating similar structures. This has been a big and unexpected success for the education sector.

In Nigeria, the results in targeted project states have influenced other states in the country to begin rigorous education advocacy activities in their states as well. Thus, the NEC and civil society organisations activities have had an unexpected multiplying effect.

In Bolivia, the grantee CEMSE-ACLO that promotes that the education system becomes more multi-linguistic unexpectedly obtained better results in the relationship and coordination with the Institutes of Language and Culture (ILC) Quechua, Aymara, and Guarani; as well as with the Plurinational Institute for the Study of Languages and Cultures, when the UN General Assembly adopted a resolution proclaiming the Decade of Indigenous Languages 2022-2032 on 18th December 2021.

ASIA AND PACIFIC

KYRGYZ REPUBLIC†
US$ 99,990

MONGOLIA†
US$ 294,503

TAJIKISTAN†
US$ 100,848

VIETNAM†
US$ 258,309

AFGHANISTAN†
US$ 120,400

PHILIPPINES†
US$ 233,148

PAKISTAN†
US$ 233,871

VANUATU†
US$ 191,795

NEPAL†
US$ 274,911

BANGLADESH†
US$ 300,000

SOLOMON ISLANDS†
US$ 166,326

CAMBODIA†
US$ 279,191

PAPUA NEW GUINEA†
US$ 247,368

MOLDOVA†
US$ 179,013

TIMOR-LESTE†
US$ 200,000

SAMOA†
US$ 104,105

The amounts are the OC1-NEC 2020-2021 grantee project amounts.

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

SECTION 3:
CROSS-CUTTING APPROACHES

PROMOTION OF GENDER EQUALITY

In the EOL Programme selection processes, **various OC2 and OC3 grantee projects have been selected which have specific focus on promoting gender equality**. This is the case with projects such as the following:

- OC2.1 Project in Liberia. Promoting Gender Equity and Equality in Education in Liberia. The project promotes an effective implementation of the National Policy on Girls' Education in all 15 counties of the country with a focus on addressing the key barriers to girls' attendance, retention, and completion in secondary schools.
- OC2.1 Project in Bolivia. Intra/inter-cul-turality, multilingualism, and de-patriarchi-alisation of education policies. The project seeks to influence policies and public opinion on indigenous and other marginal-ized groups´ right to an inclusive education through efforts aimed at eliminating social stigmatisation based on ethnicity, culture, and gender in the education system.
- OC2.2 Project in Ghana. School for Life. This project aims to address the inequality in basic education for especially girls in remote rural areas.
- OC3.1 Project 'Girls Not Brides' that seeks to end child marriages, keep girls in school and advance gender equality in West Africa, with emphasis on Burkina Faso and Niger.
- OC3.2 Adolescent Mothers´ Education Initi-ative that promotes that all pregnant girls and adolescent mothers have access to continue and complete a free, safe, quality, and inclusive education.
- OC3.2 Girls Education Advocacy in the Region – GEAR – that aims to ensure inclusive and equitable education for girls in rural and farming communities with limited access to primary and secondary education with emphasis on Malawi, Zam-bia & Zimbabwe.

These projects together with the remaining national and transnational alliances and the national education coalitions have produced various results related to promoting gender equality at all levels.

Some grantees have provided **technical assistance for introducing the gender per-spective** in different policies and proposals. This is the case with Action Aid Zambia (OC3 grantee) that was requested by the National Assembly of Zambia to provide expert com-ment and analysis on the implementation of the Re-entry policy and how to address implementation challenges. The Re- Entry policy is a policy that provides for female learners of school going age who become pregnant to be re- entered into school. The Tax and Education Project provided technical input to the submission highlighting the key challenges to the implementation and financing needs required to enhance the implementation of the policy.

As it was mentioned above in the section on policy changes, there were at least **three gender related policies** that were approved by the authorities during this reporting period and that have been influenced by the National Education Coalitions and different civil society organisations.

In Tanzania, a Re-entry Policy – Education Circular 2, 2021 was approved in November 2021 at the national level to promote access to education for all Tanzanian children. This is important, because for the past years Tanzania Mainland did not allow students who dropped out due to pregnancy to be re-enrolled back to formal schooling on the basis that it is against traditional customs and beliefs and therefore they were subject-ed to alternative education pathways which are costly in nature and not available in most parts of the country while also being discriminatory towards the girls. Thus this

new policy offers increased gender equality in access to education by allowing teenage mothers to resume with formal schooling after giving birth.

In Somalia, the Ministry of Education ap-proved at the national level an Accelerated Basic Education (ABE) Policy Framework that targets children that are unable to enroll in formal education because they are over the age requirements for the grade. It also targets older children who never had the chance to enroll in education or dropped out of primary school. The Accelerated Basic Education (ABE) is a flexible, age-appro-priate programme, run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. Adolescents that are mothers are often to be found in this group. The goal of ABE programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

In Nigeria, a National policy on gender in education and its implementation guide was approved by the Federal Government of Ni-geria in October 2021. The policy was made a holistic National policy to cover all aspects of Education, since it to start with had a more narrow scope since it was a policy on Gender in Basic Education, and now it is a wide National policy in Education. The content is to ensure that all aspect of education planning and delivery is gender responsive and inclusive.

Some grantees have carried out **advocacy activities** to promote these policy changes as well as other changes in the education systems so that they become more gender sensitive.

Some NECs have carried out studies to **generate new knowledge**, this is for example the case of the NEC in Mongolia that reports to have completed various studies on gender in the education sector. The findings and recommendations will be used for the next year's advocacy. Also, the NEC in Kyrgyzstan reports that it promoted gender equality in education through tracking the progress and results and through the collection and analysis of gender-disaggregated education data; and it also oversees gender equality regulations.

The grantees have also made efforts to **enhance the civil society organisations´ capacities to promote gender equality**. During the present reporting period, youth activists acquired new skills when the mentioned OC3.1 Girls Not Brides project developed a youth activism workshop in Burkina Faso which trained young women activists on how to have social media presence which will help them to amplify their voices. Similarly, a Youth Training and Pre-summit was held in Niger before the African Girls' Summit which also helped to build the capacity of youth representatives, especially girls and young women, to actively participate as panellists, moderators, and contributors to debates, and to develop their own advocacy recommendations.

The NEC in Samoa organized Life Skills Training courses in 10 villages for the prevention of Family Violence, conducted by METI (SEN's lead agency).

EOL has also made efforts at different levels to **improve gender equality during grantee project implementation**.

In Nepal, the TaxEd Alliance has ensured the participation of larger marginalised community people especially young people and community women from Dalits and indigenous caste in the organized workshops.

RMU-HESA supported grantees' project implementation to be gender sensitive by ensuring that project reports are compiled with a gender lens and that implementation of activities engage both women and men. RMU-HESA also commissioned a training on Human Rights Based Approach and Gender Inclusion to strengthen capacity of grantees especially NECs in methods of integrating human rights based and gender inclusive programming approaches in their advocacy and other programme/project work.

Some consortium members of the OC3-TRANAC project led by ZINECDA (OC3 grantee) also developed internal policies and guideline to strengthen the promotion of gender equality in their work. Meanwhile, NECDOL in Lesotho developed a Prevention Against Sexual Exploitation and Abuse (PSEA) statement and Protocol for all NECDOL employees, members, partners and board. This is in addition to several PSEA trainings as well as adding Sexual Exploitation and Abuse statement to their internal documents. ZINECDA in Zimbabwe also developed a prevention of sexual harassment policy. The consortium also ensured the promotion of gender equality through ensuring that in all activities carried out there was equal participation of both males and females, including when engaging consultants and facilitators, the issue of gender was considered.

The OC2-1 grantee (CEMSE-ACLO) in Bolivia has promoted equal participation between men and women in its various meetings and elections, i.e. in the elections within the Student Governments, the principles of parity and alternation have been promoted as a fundamental axis of democracy. The gender perspective is incorporated in the methodologies and techniques of training activities, such as in group dynamics, reflections on gender inequalities, the burden of care work on women due to the pandemic, etc.

SUPPORT TO FRAGILE COUNTRIES

As per 31st December 2021: 44% of EOL NEC grantees were located in fragile and conflict affected countries[4]. The EOL Programme is providing support to 23 fragile countries out of the 52 NEC countries where the EOL Programme is providing support to the NEC. Out of these 23 countries currently classified as fragile 5 are placed in the WCA-region, 10 in the HESA-region and 6 in the AP-region.

TABLE: NAME OF FRAGILE COUNTRIES WHERE CIVIL SOCIETY ORGANISATIONS HAVE BEEN SUPPORTED BY EOL FUNDS			
REGION	NAME OF FRAGILE COUNTRIES WHERE CIVIL SOCIETY ORGANISATIONS HAVE BEEN SUPPORTED BY EOL FUNDS	ABSOLUTE NUMBER	% OF SUPPORTED NECS IN THE REGION (FULL PROJECT DURING 2020-2021)
West and Central Africa Region	• Burkina Faso • Burundi • Cameroun • Democratic Republic of Congo • Guinea Bissau • Mozambique • Niger	7	39%
Horn, Eastern and Southern Africa Region	• Ethiopia • Kenya • Nigeria • Rwanda • Somalia • South Sudan • Sudan • Uganda • Zimbabwe • Yemen	10	63%
Latin America and Caribbean	• None	0	N.A.
Asia and Pacific	• Afghanistan • Pakistan • Papua New Guinea • Philippines • Solomon Island • Timor-Leste	6	38%
In total		23[5]	44%

Almost half of countries supported through the EOL Programme (23 countries out of 52 countries with NEC full projects) are classified by GPE as fragile or conflict affected countries. EOL-RMUs have taken different measures to provide special support to the NECs that are placed in fragile countries and the civil society organisations themselves also take special caution in order to cope with the often volatile security situation.

The grantees operating in Burkina Faso and Niger report that they were able to respond to the unpredictable security situation by working flexibly and by changing or postponing activities, when needed.

RMU-HESA carried out quarterly performance review meetings with the NECs located in fragile countries to support their project implementation.

Through the learning agenda programme, RMU-HESA also commissioned a learning course on disaster and risk reduction conducted by a learning partner. The purpose of this course was to Enhance the ability of the EOL grantees working in conflict situations and disaster-prone environments to analyse, design, facilitate and undertake measurement of disaster responses and mitigation strategies.

The regional coalition ACEA also provided oversight support to EOL grantees working in fragile and conflict affected countries especially Arabic countries. The coalition carried out initiatives aimed at strengthening the coalitions in project management and advocacy. For example, it supported Yemen, Sudan and Somalia to conduct a research on learning loss among learners as a result of the conflicts and the outbreak of COVID-19. The discussion and dissemination of research findings increased the engagement of NECs in the national education policy dialogues related to the impact of conflicts and Covid-19 on education including education loss, and this will reinforce the opportunity for these coalitions to influence the formal education policy processes in their own countries.
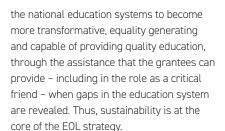
PROMOTION OF SUSTAINABILITY

There are two 'objects' that the EOL Programme intends to strengthen directly and indirectly respectively, so that they are capable of 'surviving' and act also in the future in a sustainable way, in favour of securing the universal right to education. The EOL Programme intends to support directly the civil society organisations so that they become strong and sustainable also in the future and capable of participating in policy discussions; while EOL also indirectly supports the strengthening and sustainability of

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[4] According to GPE fragile or conflict-affected (FY22) list.   [5]   23 fragile country-NECs out of 52 with full project proposals

the national education systems to become more transformative, equality generating and capable of providing quality education, through the assistance that the grantees can provide – including in the role as a critical friend – when gaps in the education system are revealed. Thus, sustainability is at the core of the EOL strategy.

A key concern for civil society organisations is financial sustainability, and various efforts were carried out to support the grantees to strengthen their capacity in this area. WCA RMU led the mentorship Program on Resource Mobilisation and Financial Sustainability organized for francophone and lusophone NECs in this region, aimed at enabling the grantees to sharpen their resource mobilisation capacity in order to diversify their sources of funding and move towards financial sustainability. Since many NECs in this region are still totally dependent of EOL funding, sustainability will continue to be a relevant theme to address.

RMU-HESA also engaged and supported grantees to develop strategies for resource mobilisation and sustainability. In the reporting period a number of trainings were conducted by learning partners in this region to build the capacity of grantees in project management and resource mobilization. For example, a Strategic Planning, Resource Mobilisation and Sustainability course was conducted to support grantees to deepen their understanding of strategic planning, resource mobilization and sustainability. RMU-HESA was also central in supporting fundraising initiatives of grantees, for example, the RMU provided recommendations to NECs in Zambia, Rwanda and Malawi which enabled them to access funding from GIZ.

Increased collaboration with other actors in the education sector has helped some grantees to diversify their sources of income, especially National Education Coalitions have collaborated with other partners in the education sector to advocate for good education policies in the countries and this approach has made some coalitions to get some funding. An example is the National Education Coalition in Eswatini that received co-funding from two organisation that are working in the country.

RMU-HESA also supported grantees to strengthen their institutional governance and leadership for good project management as well as the capacity to engage in education policy processes. For example, a course on Governance, Organisational Development and Leadership was conducted by a learning partner targeting national education coalitions' leadership team to help grantees increase their knowledge and skills in applying organisational development theories and concepts in structuring their coalitions' core business for improved performance and greater impact in education sector policy engagement.

RMU-LAC reports that during the updating process of the grantees´ institutional strategic plans in this region, the RMU-LAC explained that the sustainability of organisations begins with having the capacities installed to draft and take ownership not only of Strategic Plans, but also of the project proposals that are submitted for funding.

RMU-AP reports that in this region, some NECs have applied for funding from different funders. This is the case of NEC Bangladesh that has applied funds from different potential development partners in the search for greater financial and programmatic sustainability. Also other NECs have applied for funds during this reporting period.

ASPBAE on its part organised a 2-day Regional Conference on Domestic Resource Mobilisation and Tax Justice for Financing of Education in the Asia-Pacific on 6-7 October 2021 in collaboration with Action Aid International, and the Tax Education Alliance.

WORKING IN CONTEXTS WITH LIMITATIONS TO CIVIC SPACE
The right to education is universal and all right holders should be allowed to claim the fulfilment of this right independently in which country they live. However, in some countries, the governments take it as a critique if individuals, civil society organisations, journalists or others speak up or point out that the national public education system is uncapable of providing quality education for all, including for those living in remote areas or that face most difficulties for accessing or completing the education due to poverty. Sometimes the governments themselves exclude certain groups from education which

is totally unacceptable from a human rights perspective. Such groups can be girls, pregnant adolescents, certain castes, indigenous people, LGBT-groups, persons that live with disabilities, refugees and other vulnerable groups.

The civil society organisations are essential for speaking up on behalf of the marginalized groups since they are exactly discriminated groups that are often also discriminated from policy discussion fora. But it is not always that the freedom of expression and organisation right is respected by the governments and sometimes the persons and organisations that do speak up are persecuted by the government which is naturally unacceptable in a world where governments have committed to human rights, democracy and the rule of law.

In reality actually many civil society organisations work in contexts where the civic space is more or less closed, and it can be dangerous for the civil society organisations to point out gaps in the public national education systems effectiveness as it might be misinterpreted as a critique of the ruling political party or of the government.

In some countries the NEC is excluded from policy discussion arenas so that it cannot voice legitimate claims on behalf of the marginalized groups. That is the case in at least one African country where the NEC also during this reporting period continued to be excluded from LEG meetings, since the Ministry of Education has decided to invite an official entity in their place and the NEC is still claiming its seat at the LEG-meeting-table. In other countries, the NECs experimented other limitations to civic space due to the unstable political environment. In some countries, there were times when Internet was shut down by the government due to political reasons hence affecting the online engagement and advocacy of civil society organisations; and there were and are many other restrictions put in place by governments to curtail the work of CSOs. However, the NECs and other grantees continue to use the existing spaces and platforms like participating in Ministry of Education thematic groups meetings and LEG meetings to engage on education and influence policies.

SECTION 4:
ADAPTIVE MANAGEMENT MEASURES AND FORECAST FOR THE NEXT SIX MONTHS
(1ST JANUARY 2022 – 30TH JUNE 2022)

ADAPTATION MEASURES

At the global level, various measures have been taken to adapt the EOL Program to new circumstances and to incorporate recommendations from the Rapid Review (available here) of the EOL Program. As mentioned above, at the overall level, the Operational Component 1 of the EOL Program was extended to allow EOL to provide grants to National Education Coalitions (NECs) during two additional years (2022-2023). GCE and Regional Coalitions grants under OC1 are also to be extended. One major reason behind the top-up funding provided to EOL was to enable EOL grantees to be part of implementing GPE 2025 Strategic Plan and the new GPE Operational Model. Obviously, the design of EOL undertaken in 2017-18 could not take into consideration the adoption of a new GPE strategy in December 2020. Accordingly, a major adaptation in 2021 has been the reconfiguration of OC1 support to national education coalitions to enable these engage with country compact processes as foreseen in the new GPE modality which forms part of the said strategy. Beginning in December 2021 a series of regional webinars have been planned together with regional coalitions to inform and engage coalitions and other EOL grantees in providing civil society perspectives into the systemic transformation which GPE 2025 aims at.

A range of other adaptations of the EOL efforts were motivated by recommendations in the OC1 rapid review organised by the GPE secretariat and submitted by an external consultant in August 2021. One of these recommendations concerned reporting requirements and in order to address this the GA decided to simplify the reporting requirements for grantees. Linking to these

efforts another recommendation will be addressed in Q2/22 to conduct stakeholder mappings of the operational context for coalitions. One important recommendation of the Rapid Review deals with the role of EOL Independent Selection Panels once their responsibilities for proposal assessment and decision-making is coming to an end during the first quarter of 2022. It is envisaged that the grant agent can draw major benefits from the extensive knowledge held by panel members by means of soliciting their advice on e.g. regional learning agendas. The report also recommended reviewing experience with Year Zero and the grant agent therefore launch a review which is expected in Q1/22.

At the Regional and national level, also individual grantee projects have been adapted during the present reporting period in order to respond to changes in the context at national and regional level. In the RMU-WCA region, grantee projects were mainly adapted due to the Covid-19 crisis that made it impossible to develop certain activities, and also due to exchange rate losses which reduced NEC initial budget amounts. RMU-HESA also advocates for and promotes the incorporation of flexibility in the grantee projects and work plans in order to accommodate adjustments needed due to the Covid-19 situation, such as moving advocacy activities to an on-line mode. The RMU-HESA has also had to make funds disbursements in Euros in stead of USD to grantees in specific countries that have high restrictions on fund transfers. In the reporting period most grantees, for example, Zambia, Zimbabwe, Nigeria, Eswatini, Uganda and Rwanda requested for budget variations with a purpose of adapting to the Covid-19 realities in countries, and some

grantees improved performance because of the budget variations made.

RMU-LAC also continued to provide support to all EOL grantees in the region so that they have the possibility and flexibility to review and adjust their projects, plans, activities and budget in response to relevant changes identified by the context. During this period some beneficiaries were supported to make some minor and final budget and project adjustments.

RMU-AP on its side also had to find solutions to fund transfers to some grantees and the RMU also supported many NEC grantees to adjust their projects to include more on-line activities and the budgets to allow for developing a NEC project evaluation using underspent budget lines, since many NECs had estimated insufficient budgets for that. One OC3 Grantee also requested a change of indicators to measure project progress more accurately which the RMU approved; and other grantees in the region such as the NEC Afghanistan had to adjust planned aspects of the project implementation.

A large number of EOL grantees across all regions have also during this reporting period had to work from home which requires increased skills and capacities for implementing activities in a virtual mode. And due to slow internet connectivity and data limitations other adjustments have to be implemented such as the recording of presentations and events to be able to watch them when connections have improved.

FORECAST FOR NEXT SIX MONTHS

During the next six months – first semester 2022- the OC1-NEC grantee projects will

be completing their grants for the 2020-21 period. This includes submitting project completion reports and addressing recommendations from external consultants who have been carrying out evaluations of OC1 project funded activities. Likewise, coalitions will receive external financial audits requiring management responses. Both of these materials will also be used by the grant agent as part of decision-making on NEC proposals submitted in November 2021. These processes will also include applicant reviews of recommendations received from RISPs and RMUs to adjust their proposals accordingly before they start implementation. OC2.1 and OC3.1 Grantee projects will continue the implementation of their grantee projects while OC2.2- and OC3.2 Grantee projects will start their full implementation.

The Learning Agenda will also be able to develop fully when Global Learning Partners get on board to support the implementation of the Operational Components with capacity building, learning events and extraction of lessons learned from the project implementation across the regions. And they will also support the distilling of lessons learned on thematic areas for the entire education sector.

Meanwhile, the EOL continues to develop its Communication Plan and different materials for the dissemination of EOL success stories and lessons learned that can be of interest the grantees and stakeholders in the education community.

The EOL Mid-Term Review will be finalized and the GA will prepare for reviewing and implementing recommendations to ensure an effective implementation of the EOL Program. It is likely that this effort will also include decision by GPE governance bodies decisions on possible future funding for EOL beyond the present grant which is being completed in 2024.

ANNEXES

1 LIST OF FULL PROPOSAL GRANTEES

LIST OF OC1 – NATIONAL EDUCATION COALITIONS

	Country	Organisation
RMU – West and Central Africa		
1	Benin	Coalition Beninoise des 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[6]	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 Sierra Leone (EFA SL)
18	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)

[6] Grantee project implementation on stand-by and is being ended

	Country	Organisation
RMU – Horn, Eastern and Southern Africa		
1	Eswatini	Swaziland Network Campaign on Education for All(SWANCEFA)
2	Ethiopia	Basic Education Network Ethiopia (BEN-E)
3	Kenya	Elimu Yetu Coalition (EYC)
4	Lesotho	Lesotho Council of NGOs (LCN)
5	Malawi	Civil society education coalition (CSEC)
6	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria
7	Rwanda	Rwanda Education for All Coalition (REFAC)
8	Somalia	Education for All Somalia Coalition (EFASOM)
9	Samaliland	Somaliland Network on Education For All (SOLNEFA)
10	South Sudan	National Education Coalition in South Sudan
11	Sudan	Sudanese Coalition for Education for All (SCEFA)
12	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)
13	Uganda	Forum for Education NGOs in Uganda (FENU)
14	Yemen	Yemeni Coalition for Education for All (YCEFA)
15	Zambia	Zambia National Education Coalition (ZANEC)
16	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)
RMU – Latin America and Caribbean		
1	Bolivia	Campaña Boliviana por el Derecho a la Educación
2	Haiti[7]	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)

[7] Only Year Zero Grant had been awarded as of 31.12.2020

LIST OF OC1 – GCE AND REGIONAL COALITION GRANTEES

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

LIST OF OC2 FULL PROPOSAL GRANTEE PROJECTS

RMU follow up	Name / Organisation	Country
RMU-WCA	**1-OC2.1** Citizen Monitoring of Transparency and Accountability in Education (SCORE) MSIS Tatao and partners. (20092)	Madagascar
RMU-HESA	**2-OC2.1** Liberia. Promoting Gender Equity and Equality in Education in Liberia. Helping Our People Excel (HOPE) (10052)	Liberia
RMU-LAC	**3-OC2.1** Intra/inter-culturality, Multilingualism, and de-patriarchialisation of education policies. Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO) (40062)	Bolivia
RMU-AP	**4-OC2.1** Youth-led, Multi-sectoral and Multi-level approach to monitoring education. Center for Youth Advocacy and Networking (CYAN) (30032)	Philippines
RMU-AP	**5-OC2.1** Reframing Education Accountability in Pakistan (REAP). Institute of Social and Policy Sciences (I-SAPS) (30022)	Pakistan
RMU-WCA	**6-OC2.2** Centre de Recherche sur l'Anti-Corruption (10122)	DRC
RMU-WCA	**7-OC2.2** School for Life (10132)	Ghana
RMU-WCA	**8-OC2.2** Organisation pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS) (10112)	Benin
RMU-LAC	**9-OC2.2** Federación Coordinadora de ONG que trabajan con la Niñez y Adolecencia (40072)	Nicaragua
RMU-AP	**10-OC2.2** Institute of Informatics and Development (IID) (30062)	Bangladesh

LIST OF OC3 FULL PROPOSAL GRANTEE PROJECTS

GMU/RMU follow up	Name / Organisation	Country
GMU	**1-OC3.1** Global Campaign for Education – GCE and Regional Coalitions (60313)	Global Lead organisation is based in South Africa.
RMU-WCA	**2-OC3.1** Strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa. Girls Not Brides (10313)	Burkina Faso, Niger. Lead organisation is based in United Kingdom.
RMU-HESA	**3-OC3.1** Transnational Networks Advocacy Capacity strengthened for improved ECDE legislation, policies and measures in Southern Africa (TRANAC). ZINECDA, NECDOL, EDC (20313)	Zimbabwe, Zambia, Mozambique, Malawi, Lesotho, Eswatini. Lead organisation is based in Zimbabwe.
RMU-AP	**4-OC3.1** The South Asian Assessment Alliance: Communicating and Collaborating for Change. Street Child and partners (30343)	Bangladesh, Myanmar, Nepal, Afghanistan. Lead organisation is based in United Kingdom.
RMU-AP	**5-OC3.1** Tax and Education Alliance–Increase domestic financing of public education systems to achieve SDG4. Action Aid International and partners (30323)	Nepal, Senegal, Zambia. Lead organisation is based in South Africa.
RMU-WCA	**6-OC3.2** Promotion of education options. OASIS (10043)	Burkina Faso, Mali, Niger and Chad. Lead organisation is based in Niger.
RMU-HESA	**7-OC3.2** Girl's education in rural areas. GEAR – Saywhat (30053)	Malawi, Zambia and Zimbabwe. Lead organisation is based in Zimbabwe.
RMU-HESA	**8-OC3.2** Education inclusion of adolescent mothers. World Vision (10053)	Zimbabwe, DRC and Uganda. Lead organisation is based in UK.
RMU-HESA	**9-OC3.2** Promotion of inclusive education policies. Rays of Hope (20053)	Malawi, Kenya and Tanzania. Lead organisation is based in Malawi.
RMU-HESA	**10-OC3.2** Education system strengthening. Global Integrity (20043)	Malawi, Mozambique, Tanzania, Zambia and Zimbabwe. Lead organisation is based in USA

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

Country	National Education Coalition (NEC)	NEC participation in at least one LEG meeting in the period		Information regarding the LEG meetings that the NEC participated in during the second semester 2021
		1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
RMU – West and Central Africa				
1 Benin	Coalition Beninoise des Organistions pour l´EPT (CBO-EPT)	YES	NO	N.A.
2 Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	YES	YES	From the 5th – 8th July 2021, the NEC participated in an exchange workshop on the Burkina Faso Multi-year Resilience Programme, organized by UNICEF, Plan Burkina and the Ministry of National Education (Education Cluster/Partnership Framework) and held in Kaya. On the 30th September 2021, the Coalition participated in the Education Partnership Framework for the follow-up on the implementation of the recommendations of the Joint Mission related to the follow-up of the indicators of the Strategic Development Programme for Basic Education (PDSEB 2012-2021) – (Partnership framework). And from the 4th to 5th November 2021, the NEC participated in Ouagadougou in a technical validation workshop of the Strategic Development Programme for Basic and Secondary Education (PDSEBS 2021-2025) (Partnership framework). Finally, the NEC participated on December 23rd, 2021, in Loumbila in the second Board of Directors of the ministerial sector (CASEM) of the Ministry of National Education devoted essentially to the adoption of the action plan and the consolidated Programme of activities for the year 2022. (Partnership framework).
3 Burundi	Coalition pour L´Education pour tous BAFASHEBIGE	YES	NO	N.A.
4 Cameroon	Cameroun Education for All (CEFAN)	YES	YES	The NEC participated in five LEG meetings. In one of the LEG meetings held in November 2021, the coalition pleaded for the improvement of the conditions of teachers in Cameroon. Five proposals were made to the government to this effect in a memorandum addressed to the Prime Minister, Head of Government.
5 Cape Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	YES	YES	The NEC participated in a LEG meeting on 24th November 2021, which had the following agenda: presentation of the roadmap for the elaboration of the new Education Strategic Plan; Project for Strengthening Education and Development of Competencies (PREDC) – Supporting the Education Sector Response Plan Education to COVID-19: redistribution of Televisions; Guidelines on curriculum review secondary education; proposal for the revision of the RISE & QIRD results framework and presentation of the draft decree-law institutionalising the National Education Council (CNE). RNCEPT-CV was invited to participate in the steering committee for the follow-up strategic plan.

| Country | National Education Coalition (NEC) | NEC participation in at least one LEG meeting in the period | | Information regarding the LEG meetings that the NEC participated in during the second semester 2021 |
		1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
6 Democratic Republic of Congo	Coalition Nationale de L´Education pour tous en DRC (CONEPT/RDC)	YES	YES	The NEC (CONEPT) participated on the 7th July 2021 at the preparatory meeting with GPE representatives for the preparation of the process leading to the completion of the initial review form of the prerequisites. A set of questions related to context, learning, funding, data, governance among other topics were asked about. Members were expected to contribute to the research and literature review to complete the prerequisite review form. An important document produced by CONEPT DRC on budget analysis and monitoring was taken into account on data related to education financing. This step took two weeks of work before submission of the product and the underpinnings. On the 28th of September 2021, at the meeting to validate the sectoral priorities within the framework of the analysis of the prerequisites for the financing of the Global Partnership for Education (PME), three priorities were validated, namely Teachers and quality of education; Gender and girls' education; and Refugee and displaced population.
7 Gambia	Education for all Campaign Network (EFANet)	YES	NO	N.A.
8 Ghana	Ghana National Education Campaign Coalition (GNECC)	YES	NO	N.A.
9 Guinea Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)	YES	NO	N.A.
10 Ivory Coast	Reseau Ivoirien pour la Promotion de L´Education pour Tous (RIPEPT)	YES	YES	The NEC is a member of the LEG (Local Group of Education Partners – GLPE). As such, it took part in the regular and "extra-ordinary" monthly meetings (19th July 2021; 19th August 2021; 7th October 2021; 11th November 2021; 9th December 2021), in the preparatory workshops on the general education situation (9th July 2021; 2nd to 6th August 2021; 14th December 2021); the joint Government-UGPAPSE-partners mission from 15th to 19th November in the DRENs of Ferké, Mankono and Odienné within the framework of the PAPSE project; the workshop to review the activities of the Targeted Education Programme during the 2020-2021 school year: 14th to 16th July 2021, the EGENA launching ceremony on 19th July 2021, the working session with the Deputy Director General of UNESCO on 19th July 2021 and the joint sector review from 11th to 12th October 2021.
11 Liberia	National Education Coalition of Liberia (NECOL)	N.D.	N.D.	N.D.
12 Madagascar	Coalition Nationale Malgache pour L´Education pour Tous (CONAMEPT)	YES	YES	The NEC participated in various workshops of the restricted committee meeting for the preparation of the thematic review of the Education Sector Plan. The NEC also participated in 5 face-to-face and virtual workshops for the drafting of the orientation law of the education system in Madagascar; in 3 workshops of concertation (presential) on the presentation of innovative financing modes during the sectoral review November 2021; in the General assembly as part of the validation of the draft sectoral programme review from 4th to 6th November 2021.
13 Mauritania	Coalition des Organisations Mauritaniennes pour L´Education (COMEDUC)	NO	NO	The Ministry of Education considers that the Federation of Parents' Associations, a member of LEG, represents civil society to a certain extent and does not invite the Coalition to participate in LEG meetings. This situation prevails since last reports and the NEC continues to follow up with the new minister to talk about this issue.

| Country | National Education Coalition (NEC) | NEC participation in at least one LEG meeting in the period | | Information regarding the LEG meetings that the NEC participated in during the second semester 2021 |
		1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
14 Mozambique	Movimento de Educação para Todos (MEPT)	YES	YES	As part of the engagement in the Local Education Group and in the policy dialogue with the Government, the network participated in various meetings, held by the Education and the Economy and Finance sectors, during the period July to December 2021, as described below: 1. Participation in the Meeting with the Ministry of Economy and Finance, held on 23 July, through the digital zoom platform; this meeting aimed at sharing information about the philosophy of the Planning and Budgeting Subsystem and the Methodological Guidelines for the preparation of the Economic and Social Plan and the State Budget for 2022. During the meeting, MEPT raised its concerns regarding the current budget allocation criteria for the education sector, focused for example on the demographic issue of each province, defending the need to look at other criteria such as infrastructures in numerical and qualitative terms, teacher-pupil ratio, student population, among other aspects 2. Participation in the Meeting of the Coordinating Council of the Ministry of Education and Human Development, in Gaza Province, from 15th to 17th September 2021. The meeting had as objectives, to evaluate the performance of the sector in the light of the Five Year Government Programme 2020-2024 and the Sector Plans in the first two years of this five-year period; to envisage actions that allow the progressive and effective improvement of the supply of quality education services to Mozambican citizens, taking into account the state of emergency caused by the pandemic of Covid-19. For MEPT, the Coordinating Council served to reiterate their concerns regarding the importance of ensuring all conditions in schools, so that they are prepared and ensure a safe reopening and once open, can remain open, avoiding another closure due to the impact of Covid-19. 3. The GCC Restricted Meeting had main points covered: Follow up on Action Points from the last GCC; Consideration of the Report of the Annual Sector Review Meeting; Approval of the Sector Performance Report ; Update on the Sector Coordinating Council; and Status of Programme Implementation (Financial Status and Activity Plan).
15 Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	YES	YES	During this period the coalition took part in one (1) meeting of the LEG and was represented by a member of the Board. This meeting was held on the 5th of November 2021. The following recommendations were made in the meeting: Update the existing groups; Find ways to motivate them to work; Find a monitoring and reporting mechanism.
16 Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	YES	YES	The NEC was represented by the Executive Director in three LEG meetings. These were the 8th Annual Sectoral Review of the Programme for the Improvement of Quality, Equity and Transparency (PAQUET). The meeting was attended by the ministers in charge of education and training. It was held on the 6th of July 2021. The NEC Executive Director also participated in two monitoring meetings organised by the Ministry of National Education on 21st September and on the 4th October 2021.
17 Sierra Leone	Education for All Sierra Leone (EFA SL)	YES	YES	The NEC participated in a LEG meeting held on the 27th November 2021. The objective of the meeting was for all key partners in education to share relevant information on interventions in the education sector ranging from planning and implementation to monitoring and reporting. The meeting was an accountability platform where duty bearers and right holders in education meet to discuss and share information on the progress and challenges facing the sector and finding ways and means to address the challenges.
18 Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	YES	YES	On 29th September 2021, the coalition participated in a LEG meeting to discuss the assessment of the response in the sub-sector since the beginning of the Covid-19 pandemic under the chairmanship of the Minister of Primary, Secondary, Technical and Handicraft Education (MEPSTA).

Country	National Education Coalition (NEC)	NEC participation in at least one LEG meeting in the period		Information regarding the LEG meetings that the NEC participated in during the second semester 2021
		1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
RMU – Horn, Eastern and Southern Africa				
19 Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	YES	YES	The Coalition participated in four LEG meetings. The meetings focused on development of Education Sector Strategic Plan (ESSP 2034). The coalition and other education partners made proposals on topics to be included in the plan; such as the inclusion of Grade 0 in the Free Primary Education Programme and they advocated for increased education budget which is currently at 14.5%; and advocated for the demonstration of how the country will retain girls in schools with the increasing drop outs and inequalities exacerbated by COVID-19.
20 Ethiopia	Basic Education Network Ethiopia (BEN-E)	NO	NO	The coalition did not participate in a LEG meeting during the reporting period. Instead of specific LEG meetings, consultative meetings were held on reviewing the Education Sector Development Plan-VI and the Education Road Map draft documents in which LEG members, and other representatives from the government and the civil society organisations participated.
21 Kenya	Elimu Yetu Coalition (EYC)	YES	YES	The coalition participated in two (2) LEG meetings. The two meetings focused on deliberations over two topics: the monitoring of Ministry of Education projects including Primary school development Programme (PRIEDE) and Secondary School Quality Improvement Programme (SEQUIP) while the other was about the validation and endorsement of the Government of Kenya GPE Compact document. The participation of the Coalition in the development of the Kenya Partnership Compact placed it in a position of being able to influence education policy for the next five years over matters related to evidence, education financing, equity and inclusion and transparency and accountability. During monitoring of government programmes, issues identified were infrastructural gaps in the system, complete adoption of ICT and reaching highly marginalised areas in the country. Recommendations were made and government is negotiating for a project specifically to address the question of equality and inclusion under a framework similar to the PRIEDE and SEQIP initiatives.
22 Lesotho	Lesotho Council of NGOs (LCN)	NO	YES	The coalition participated in three LEG meetings. The key issues in the meetings were introducing UNICEF as coordinating agency of the LEG; discussion of a World Bank study on school dropout of boy child in Lesotho – the study indicated that in Lesotho a boy child is more vulnerable than the girl child. The second meeting was on approval of reallocation of GPE funds for the education sector Covid-19 response. It was recommended that the National Education Coalition be accorded enough time to do due diligence and scrutinise ministry's proposals so that during the meetings members are not just rubber-stamping approvals.
23 Malawi	Civil society education coalition (CSEC)	YES	YES	The coalition participated in two LEG meetings. The meetings focused on update of implementation of the GPE Covid-19 recovery acceleration programme and reprograming of the same and GPE funded MESIP disbursement linked indicators report. The Ministry of Education made a proposal to use the remaining funds under GPE Covid-19 recovery acceleration programme to pay auxiliary teacher's salary for the month of September and setting up of a national education radio station to reach out to the rural masses with education content. The coalition raised sustainability of the two initiatives beyond the programme life span, this is because the strategies the ministry put in place to sustain the auxiliary teachers and the radio station were not very clear according to the coalition.
24 Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria	YES	YES	The coalition participated in two LEG meetings during the reporting period where the involvement of CSOs in the education projects planning and monitoring at the states and Federal level were discussed.
25 Rwanda	Rwanda Education for All Coalition (REFAC)	YES	NO	During the reporting period, the coalition did not participate in any LEG meeting. It is important to note that the coalition is not yet a member of LEG.
26 Somalia	Education for All Somalia Coalition (EFASOM)	YES	YES	The coalition participated in four LEG meetings on new education sector strategic planning (ESSP) consultations and development, it also contributed to influencing the new GPE funding to focus on drought response and education of marginalized communities.

| Country | National Education Coalition (NEC) | NEC participation in at least one LEG meeting in the period | | Information regarding the LEG meetings that the NEC participated in during the second semester 2021 |
		1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
27 Somaliland	Somaliland Network on Education For All (SOLNEFA)	YES	YES	The coalition participated in two LEG meetings where two issues were discussed i.e. education in Emergency rapid assessment in the country and education stakeholder coordination. The coalition used the opportunity to ask the government to invest in Early Childhood Education Development (ECED) sub-sector so as to improve access and quality of education especially in rural areas.
28 South Sudan	National Education Coalition in South Sudan	YES	YES	The coalition participated in two LEG meetings. The discussion in these meetings included; drafting of the South Sudan-GPE Covid-19 response application, discussions on the No-Cost Extension of the GPE Phase II, discussions on the review and development of the new sector plan and safe reopening of the school during the Covid-19. In the meetings the coalition focused on advocating for putting more funds into quality and management of education rather than access. These included discussions on improving teachers' welfare and condition of services.
29 Sudan	Sudanese Coalition for Education for All (SCEFA)	NO	YES	The coalition participated in two LEG meetings. The discussions taken place were on the education situation, effective education policies and COVID-19 impact on the learning process and the different interventions for organisation in the sector and education humanitarian response plan.
30 Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/ MET)	YES	YES	The coalition participated in four (4) LEG meetings, these included three Technical Working Group Meetings (TWG) and one LEG-Education Sector Development Committee (ESDC) meeting. During the LEG-technical working group meetings the coalition participated in the incorporation of CSOs contribution report in the Education Sector Performance report 2020/21 for the purpose of informing the sector on how CSOs' work complements the government efforts in improving the education sector.
31 Uganda	Forum for Education NGOs in Uganda (FENU)	YES	YES	The coalition participated in one LEG meeting. In this meeting the coalition contributed to the development of Uganda GPE-2 compact where it identified teacher management as an important area that should be included for improved quality of education in the country. The coalition executive director was appointed by the minister of Education as a member on the compact team to participate in the development of the GPE 2 compact for the country.
32 Yemen	Yemeni Coalition for Education for All (YCEFA)	YES	YES	The coalition participated in two LEG meetings. The purpose of the meetings were to take stock of the implementation status of Education sector strategic plan, and to strengthen the coordination and the partnership mechanism in view of fostering the education sector development in Yemen. Other discussions were on Teacher incentives, Information management, Learning outcomes and System strengthening (including EMIS – Education Management Information System).
33 Zambia	Zambia National Education Coalition (ZANEC)	NO	YES	The coalition participated in one LEG meeting; the Policy Implementation Technical Committee (PITC) meeting 2022 budget was discussed and planning for Joint Annual Sector Review. The coalition produced a budget analysis statement that was presented to members of parliament for discussion focusing on reduction of education allocation from 11.5% in 2021 to 10.4% in 2022 budget.
34 Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	YES	YES	The coalition participated in two LEG meetings. The meetings were virtual and focused on discussion of Next GPE Operational Model and Multiplier Fund (MF) Programme Framework. The Coalition carried out and presented information on an Independent Verification of the Results Framework Indicators within the GPE Variable Part (VP) and Multiplier Fund (MF) Programme Framework on behalf of the Education Coordination Group. The Coalition independently verified the GPE VP & MF Results Framework on: Transition rate Gr 7 to Form 1 for 17 lowest Districts (avg.); School Improvement Grant released in Quarter 1; and Number of Primary school teachers (G1-G7) that participated in the in-service training programme using a new training package for Mathematics.
RMU – Latin America and Caribbean				
35 Bolivia	Campaña Boliviana por el Derecho a la Educación	NO	YES	The NEC participated in a preparatory meeting to set up/consolidate the LEG.

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		1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
36 Haiti	Regroupement Éducation pour toutes et pour tous (REPT)	NO	N.D.	N.D.
37 Honduras	Foro Dakar	YES	NO	N.A.
38 Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua	NO	NO	N.A.
RMU – Asia and Pacific				
39 Afghanistan	Afghanistan National Education Coalition Organisation (ANECO)	YES	YES	On the 8th December 2021, the NEC (ANECO) participated in LEG´s Development Partners Group (DPG) virtual meeting for national planning in response to the current situation of the education sector of Afghanistan. The DPG is working in close collaboration with the Education Cluster to develop the Afghanistan Education Sector Transitional Framework, which can be used in programming GPE activity in 2022.
40 Bangladesh	Campaign for Popular Education (CAMPE)	YES	YES	The NEC participated in several LEG meetings and discussed about GPE "no-objection to the extension of the Education Sector Programme" Implementation Grant, new funding allocations, etc
41 Cambodia	NGO Education Partnership (NEP)	YES	YES	The NEC in Cambodia (NEP) participated online in 4 LEG meetings such as in the Education Sector Working Group Meeting.
42 Kyrgyzstan	Association for Education development in Kyrgyzstan (AED)	NO	YES	The NEC (AED) took part in two LEG meetings that were held virtually. The main topics include an update on Education Sector Strategy and Multiplier Grant (WB), Financing agreement between the European Union and the Kyrgyz Republic Education sector Reform Performance contract; and the Review mission results (EU Delegation).
43 Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	NO	NO	No meetings were organized during this period. Due to COVID-19 and political instability the group has suspended its activity.
44 Mongolia	"All for Education!" National Civil Society Coalition	NO	YES	The NEC (AFE) representatives participated in 3 LEG meetings. On 27th October 2021, the LEG meeting was organized and Headed by the Policy Department, MOE presented on structural changes/ reforms in the Education Sector and introduced Working Group members to facilitate the GPE Multiplier grant proposal development.
45 Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'	YES	YES	During this reporting period, the NEC (NCE) in Nepal participated in the Joint Review Mission whereby it contributed to the discussion regarding the major issues that did not work out in School Sector Development Plan (SSDP) and that requires attention in the New Education Sector Plan.
46 Pakistan	Pakistan Coalition for Education (PCE)	NO	YES	The NEC (PCE) was actively engaged in LEG meetings and it recently participated in the Sindh LEG meeting held on 14th October 2021.
47 Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc	YES	YES	The NEC (PEAN) continued to participate in LEG meetings and pushed for CSO participation in the policy documentation process that forms part of the National Education Framework that the Department of Prime Minister, Department of Higher Education, Research & Science Technologies (DHERST) and Department of Education are drafting.
48 Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)	YES	YES	The NEC (E-Net) productively participated in five (5) policy development, programming processes, and monitoring in LEG, also called the Philippine Forum for Inclusive Quality Basic Education (Educ Forum). E-Net also attended the 10th and 11th Meetings of the Philippine Forum for Inclusive Quality Basic Education on 13th of July 2022 and on the 28th of September, respectively.
49 Samoa	Samoa Education Network (SEN) Advocacy Project to Better Achieve SDG4	YES	NO	The NEC (SEN) can only participate in the LEG as the representative of the Samoa Umbrella for NGO organisation (SUNGO) and on several occasions SEN informed it was not notified.

Country		National Education Coalition (NEC)	NEC participation in at least one LEG meeting in the period		Information regarding the LEG meetings that the NEC participated in during the second semester 2021
			1st SEMESTER 2021 (1st Jan – 30th June) (YES or NO)	2nd SEMESTER 2021 (1st Jul – 31st Dec) (YES or NO)	
50	Solomon Island	Coalition for Education Solomon Islands (COESI)	YES	YES	There was only one LEG meeting with the Ministry of Education, UNICEF and education key stakeholders. The meeting was held on 8th October 2021, focussing on the Early Childhood Development policy.
51	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)	YES	YES	In this reporting period, the NEC (ACTE) – for the first time – took part in a LEG meeting. It was held on 10th November 10. This meeting was attended by all members of the LEG including the Minister. The Partnership Compact and the next steps of the Ministry were presented during the meeting.
52	Timor Leste	Civil Society Education Partnership (CSEP)	YES	YES	The NEC (CSEP) attended only one Local Education Group (LEG) meeting in these six months (Jul-Dec 2021). The meeting discussed the establishment of Education Cluster Groups to respond to natural disasters and climate change in the future.
53	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu	NO	NO	No LEG meeting was convened in the second semester 2021.
54	Vietnam	Vietnam Association for Education for All (VAEFA)	YES	YES	The NEC (VAEFA) actively participated and influenced a range of LEG/ESG (Education Sector Group) processes during this reporting period.

3 INFORMATION ABOUT
POLICY CHANGES IN THIS REPORTING PERIOD

In the table below, there is also a short description about each of the policy changes. Different EOL grantees have contributed to the policy changes.

TABLE: INFORMATION ABOUT POLICIES CHANGED IN THIS REPORTING PERIOD (1ST JULY 2021 – 31ST DECEMBER 2021)		
POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
BURKINA FASO		
National level: **Background Paper for the National Education Conference** (Document de Base de Assises Nationales d´Education). This document was approved by the National Education Conference chaired by the Prime Minister. The document was approved in a Conference from 18th to 20th October, 2021. It enters into force from the date of its adoption by the Council of Ministers.	The first part of the basic document of the National Education Forum deals with the diagnosis of the education system, recalling the five major reforms that have marked the history of Burkina Faso's schools, as well as the projects and Programmes that have been implemented without fundamentally changing the education system. The document then dwells on the conclusions and recommendations of the 2002 National Education Forum, which are still being implemented today. In addition, it discusses the approach of the forthcoming National Conferences, recalling the participatory and inclusive approach in which they will take place, with information meetings and consultations with institutions, customary and religious authorities, former ministers and former secretaries general who have been in charge of education. The Burkinabe education system has undergone several reforms, at least five major reforms since the country gained independence in 1960, all undertaken with the aim of adapting the school to the realities of the national and global environment. The objectives of the current education system are the result of the 1994 general assembly, the 2002 national conference and the latest reform enacted by Law No. 13-2007/AN of 30 July 2007 on the 2007 Education Orientation Law. But the country has not yet succeeded in fully implementing the conclusions of this last reform. The incomplete implementation of this reform has been compounded by new security, health, social and economic challenges. This is why the Government has authorized the organisation of the National Education Conference to examine the structure of the national education sub-sector through twelve themes that address the burning challenges of the moment while opening up to the future to lay the foundations for a new, democratic, inclusive and quality school.	Civil society organisations, including the National Coalition for Education for All of Burkina Faso, find this an important opportunity to contribute to strongly engaging the government in the review of the 2007 Education Orientation Law in order to formulate a more coherent and resilient holistic education policy, in line with the achievement of the targets of the SDG4, the Continental Strategy for Education and the socio-economic realities of Burkina Faso. The proposals adopted and taken into account in the roadmap of the National Education Forum are gender-sensitive, focusing on girls and internally displaced children, out-of-school children and disabled children. These include the revision of the education orientation law to include preschool in free basic education; the increase in the number of scholarships for poor students; the construction of hostels for poor students in the regional capitals; the mapping of priority areas, schools and students with a view to allocating funds according to the vulnerability of the beneficiaries; and the provision of food to schools as soon as the school year starts. Proposals were also adopted for increased funding of education for the achievement of inclusive quality education and training. The NEC (CN-EPT/BF) transmitted its proposals to the Minister of National Education on 12th February 2021. After receiving a delegation from the NEC (CN-EPT/BF) on the 26th February, 2021, the Minister of Education thanked the Coalition for its work and proposals and the Coalition was reassured that its reports and proposals will be fed back into the reflections on the holding of the National Education Forum during the last semester of 2021. These proposals include: • Revisit the Law of Orientation of Education to include pre-school children in the range of free education (3 to 16 years); • Strengthen the capacity of teachers in basic disciplines (French, mathematics, science) and in education in emergency situations • Take into account emergency education and the essential needs of girls in the planning of the education budget • Establish shelters or hostels for disadvantaged girls • Allocate more scholarships to disadvantaged girls • Create a literate environment to promote that people are open to the world and to be in touch with the technological evolution • Reform the content of education and training in order to bring it in line with the current challenges of the education system and to train teachers to this effect • Strengthen the capacity of young people to be entrepreneurs • Facilitate the access of young people to financing for the implementation of their projects • Allocate at least 50% more of the education budget to technical and vocational education and training • Rethink the strategy for the realization of school infrastructures by encouraging community participation • Involve CSOs in monitoring the various achievements of the MENAPLN, in particular the construction of schools and the provision of school books and supplies. By respecting his commitments, the Minister of National Education has fully placed the NEC (CN-EPT/BF) at the heart of the elaboration of the basic document of the National Education Forum as a member of the technical team and reporter of the group. Thus, it participated in the consultation process, in the elaboration of the basic document, in its technical validation, in the regional education conferences and in the national conferences.

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POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
DEMOCRATIC REPUBLIC OF CONGO		
National level: Democratic Republic of Congo Decree 21/06 of November 24th, 2021 on the **Creation, organisation and operation of a public institution called the Fund for the Promotion of Education and Training**, abbreviated "F.P.E.F." Prime Minister approved. November 2021	The policy focuses on innovative financing for education. The Fund for the Promotion of Education and Training, abbreviated as "FPEF", has among other missions, to ensure innovative financing and to perpetuate free primary education in public schools, see Article 4 of the decree creating this institution. Since 2019, the president of the republic has made free basic education effective, but there is a serious problem in terms of the implementation of the policy of free education because the budget allocated to the sector does not allow it to meet the challenges of access, improving the quality of education and governance of the education system. In short, this budget is far from guaranteeing social inclusion, equity and equality in the Congolese education system, because there is still a large number of children who are out of school; this is why the search for additional or innovative financial resources is necessary to meet these challenges mentioned above. It is worth noting that the survey of children and adolescents outside of school (EADE) has identified more than 3.5 million children outside of school. This explains the effects of free basic education, overcrowded classes in schools. In relation to this situation of overcrowded classes, the government is called upon to build new classrooms with the implication of recruiting new teachers, etc. This is why civil society, through CONEPT/DRC, has seen fit to encourage the government to find innovative resources to take charge of free basic education. Note that the studies carried out show that this policy of free education needs more than two billion US dollars per year, for its flawless implementation.	The change in policy is influenced to a high degree by the coalition for the following reasons: • The Coalition is the only organisation to have initiated research on innovative financing of education at the first national roundtable on free basic education; and even at the second roundtable, it had the background document that guided the discussions among participants; • The NEC has also presented position papers addressed to the authorities. • The creation of a fund for innovative financing is one of the recommendations of this NEC study; • As part of NEC´s advocacy campaign on domestic and innovative financing of education, NEC sent a letter to the Head of State and the Prime Minister requesting the creation of a fund for innovative financing; • During the NEC´s last consultation meeting of civil society actors, this was one of the recommendations of the said meeting of local actors; • The creation of a fund for innovative financing is one of the objectives of the coalition's advocacy campaign on domestic and innovative financing of education.
GHANA		
National. **Early Childhood Education Policy.** Ghana Education Service and the Ministry of Education The Early Childhood Education policy was launched on 15th June, 2021. The Early Childhood Education policy entered into force from 15th June, 2021.	The Early Childhood Education policy will provide opportunities for children from less privileged backgrounds by helping to eliminate the inequalities in educational opportunities that are inherent in the different geographical contexts of Ghana. It is to ensure that every 4 to 5 year old child benefits from quality early childhood education. The development of the Early Childhood Education policy seeks to ensure that by 2030, all boys and girls have access to quality early childhood development, care and pre-primary education so they are ready for primary education. The Early Childhood Education policy has provided opportunities for children from less privileged background, including girls, by helping to eliminate inequalities in educational opportunities that are inherent in the different geographical context of Ghana.	NEC played a role through its advocacy efforts and engagements with the Ghana Education Service and the Ministry of Education and particularly through its participation in all Technical Committees that directly worked on the development and review of the Early Childhood Policy.

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POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
GAMBIA		
National level. Republic of Gambia National Disability Act 'Persons With Disabilities Act 2021' was passed by National Assembly Members on the 6th of July 2021 and was assented to by the President of the republic of The Gambia, on 25th of July, 2021. The authorities behind the change are National Assembly Members, the President of the Republic of The Gambia and The Cabinet of Ministery July 2021	The due date for enforcement of Persons with Disabilities Act is not specified in the Policy. According to the policy, the enforcement depends on the Minister according to notice it in the gazette appoint.	From January 2020 to the end of the current reporting period, the NEC (EFANet) engaged in conducting various social fora such as the Global Action Week for Education during which a platform is created for citizens to interact with their policy makers and renew their demand and promises. With Disabilities Act 2021, the coalition has been immensely contributing in the campaign to influence policy change since the CSEF project period. The NEC has during various periods provided financial support to The Gambia Federation of the Disabilities (GFD) through CSEF funding. The Coalition also held several one-on-one meeting with the Ministry of Justice and Attorney General Chambers, Minister of Health and Department of Social Welfare as well as a validation workshop and engagement with National Assembly members on draft National Disability Bill since in 2016. The campaign for the promotion of all policy changes were however not directly funded by the EOL project. However, the EOL project paid staff that engaged in various social fora and advocacy campaigns which called for inclusive policies such as engagement with National Assembly Members on research findings on Education Financing and Debt Relief Mechanism funded by GCE and Engagement with Stakeholders to Make Schools Disability Friendly and Increase Trained Qualified Special Needs Education Teachers.
TANZANIA		
National Level **Re-entry policy** This commitment has been documented through **Education Circular 2, 2021** and later Tanzania President, made a pronouncement on the policy and informed the public that the aim for the decision is to promote access to education for all Tanzanian children. November 2021 24th November 2021	For the past years Tanzania Mainland did not allow students who dropped out due to pregnancy to be re –enrolled back to formal schooling on the basis that it's against traditional customs and beliefs and therefore they were subjected to alternative education pathways which are costly in nature and not available in most parts of the country. Operationalization of re-entry policy in Tanzania mainland education system is important because it offers future to girls' who lost hope after getting pregnant. Further it's also promote accessible education for all towards attainment of SDG goal number 4 and 5 of promoting gender equality in access to education by 2030 and Tanzania Development Vision by 2025.	The research on identification and analysis of existing basic education initiatives and support aimed at helping out-of-school girls, was done using EOL funds, The different advocacy campaigns and dialogues on this issue were done using EOL funds. The new policy promotes gender equality in access to education by allowing teenage mothers to resume with formal schooling after giving birth
MALAWI		
National Level **Early Childhood Development (ECD) Budget.** Ministry of Finance. The Inclusion of ECD caregivers under the government payroll was read in 2021/2022 FY budget by the Finance minister. Government will pay a honoraria of K15,000 per month to certified caregiver workers during the 2021/2022 fiscal year. July 2021 FY 2021/2022	Malawi Government will pay a honoraria of K15,000 per month to certified caregiver workers during the 2021/2022 fiscal year. ECD facilitators were being paid on volunteer basis by communities. Salary payments by government is good for continuity of services and that government will certainly plan and incorporate oversight on ECD community centres. 1. The Inclusion of ECD caregivers under the government payroll policy is gender responsive since majority of ECD caregivers and teachers are women.	The Coalition has been advocating for better incentives for teachers in rural schools since 2019 when the Minister of Education was contacted. And over the last two years, the Coalition has been advocating for engaging the government to discuss the issue of teachers hard to reach allowances. Both the NEC and a member of the TRANAC grantee consortium have also participated in different meetings organised by the Ministry where these topics were discussed.

TABLE: INFORMATION ABOUT POLICIES CHANGED IN THIS REPORTING PERIOD (1ST JULY 2021 – 31ST DECEMBER 2021)		
POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
MALAWI		
National Level **Teachers' hardship allowance.** Approved: 30th December 2021 Enter into force: 1st April 2022 Malawi 2021/2022 FY budget statement, Ministry of Finance. 2021/2022 FY budget by the Finance minister. Government will pay a honoraria of K15,000 per month to certified caregiver workers during the 2021/2022 fiscal year.	Malawi Government increased teachers´ hardship allowance from MK10,000 to MK15,000 for semi-hard to reach schools and from MK10,000 to MK25,000 for hard to reach schools. The critical challenge the country was facing, was the issue of teacher retention in rural areas especial female teachers. As a result, it affected the role modelling of the young girls in the rural areas as there were few female teachers to act as role models. The teacher retention in rural areas especially female teachers was very low but with the increase in hardship allowance, it is anticipated that there will be improved retention of female teachers in rural areas.	As part of its advocacy work, the coalition has argued for better incentives for teachers in rural schools. A campaign on this started in 2019.
SOMALIA		
National Level. **Accelerated Basic Education (ABE) Policy Framework** Local Education Group- Ministry of Education June 2021 November 2021	ABE targets children that are unable to enrol in formal education because they are over the age requirements for the grade. It also targets older children who never had the chance to enroll in education or dropped out of primary school. With ABE policy disadvantaged, over-age, out-of-school children and youth especially girl child are able to access education. Accelerated Basic Education (ABE) is a flexible, age-appropriate programme, run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalisation, conflict and crisis. The goal of ABE programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.	The coalition through EOL project engaged ministry of education officials and other education stakeholders in the country over the ABE policy, it also participated in different education platforms where the policy was discussed eg Education Sector Coordination meetings.
NIGERIA		
National **National policy on gender in education and its implementation guide** Federal Government of Nigeria October 2021 November 2021	The policy was made a holistic National policy to cover all aspects of Education. Initially, the policy was on Gender in Basic Education, and now it is a wide National policy in Education. The content is to ensure that all aspects of education planning and delivery is gender responsive and inclusive. The policy removes all encumbrances to acquiring basic knowledge competencies and necessary skills to enable girls and boys to lead safe and productive lives.	The coalition participated in coordination and review meetings of the policy with other Development partners. It also contributed in the different thematic cohorts and made oral submissions on the various sectors of education. It produced policy briefs about gender transformative education that were discussed with legislators in Benue and Adamawa states

TABLE: INFORMATION ABOUT POLICIES CHANGED IN THIS REPORTING PERIOD (1ST JULY 2021 – 31ST DECEMBER 2021)		
POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
ZAMBIA		
Guidelines for utilization of funds in schools under the education for all policy. Ministry of Education (December 2021)	Extension of extended free education up to grade 12 by government. Initially it was up to grade 7. This was pronounced in the FY 2021/2022 budget statement speech made by Minister of Finance. The policy change is important because it assures that every school going age child can access education without any cost limitations. This follows the scraping out of examination fees, tuition fees and user fees. Further the government has introduced a scholarship scheme for vulnerable learners in boarding schools to pay their upkeep. The change ensures that all children, boys and girls, to access free education up to grade 12. All user fees at secondary schools would be abolished starting 2022 academic year according to the Guideline.	ActionAid Zambia through TaxEd Alliance (OC3 grantee) contributed to the change through advocacy activities on education financing. Zambia National Education Coalition (ZANEC) also contributed to this change as it has been advocating for relieving communities of the costs to education in order to reduce number of drop-out rates. Most of these recommendations have been made during previous pre and post budget analysis financed by EOL. Prior to these engagements, ZANEC conducted a study on Parent Teacher Associations in 2017 which generated more evidence that children are excluded from school because their parents could not afford to pay the minimal user fees collected by schools to supplement their expenditures. ZANEC has been raising this issue during budget meetings and other forums.
YEMEN		
Regional level. Taiz Governorate in Yemen. Finance policy – **Ministerial decision issued by Education office in Taiz Governorate exempting marginalized students from tuition fees** Education office which is the executive authority in Taiz Governorate 1st August 2021	The policy is exempting marginalized children from tuition fees in Taiz Governorate. The deteriorating economic conditions of the families of marginalized children, the low level of income in families in the country necessitated most families to stop sending their children to schools due to the lack of money for tuition fees. The exemption of marginalized children from paying tuition fees is very important because it will improve access to education by children from marginalized families especially those affected by conflicts in Taiz governorate. Both boys and girls that were charged tuition fees will now have an opportunity to go to school.	The coalition, in coordination with the General Unions of the Marginalized people and that of Civil Society Organisations, made several meetings and special contacts with officials in the local council and Ministry of Education in Taiz governorate to advocate for exemption of marginalized children from tuition fees.
NEPAL		
Nepal Province Level (Gandaki Province) **Gandaki Province Educational Policy, 2078** It was decided by the Provincial Council of Ministers. 23rd August, 2021	In the absence of an Education Policy in Gandaki Province, the policy was developed in collaboration with NCE Nepal and other civil society organisations. After more than six years of federalism, the provinces still do not have their own education policy, so they are guided by the Education Policy of federal level. Thus, it was crucial for preparation of the province level Education Policy so that the province government could plan for ensuring educational transformation and reforms at the province level. This would be also the guiding document for the local governments of that province. Gender responsiveness has to some degree been addressed in the policy. The policy ensures that the participation of female teachers is enhanced by enhancing their capacity through conduction of capacity development Programmes for preparation for teaching license (in the policy section 11.8.2) The policy also aims to enhance the participation of economically disadvantaged females in technical and vocational education and skill development Programmes, residential facility, scholarships, concessional loan, etc will be provided in accordance with the database of the local government (in the policy section 11.9.3)	NEC Nepal made a continuous follow up on its district coordination committees Kaski, Parbat, Lamjung and Nawalpur for the preparation of this policy. Time and discussions with the Education Unit of the province was made for making the policy inclusive and contextual. The Commission contributed with assistance and discussions with the province government, preparation of submissions and also meetings with the province government representatives were funded by EoL. The NCE Nepal also made submission to the Ministry of Social Development of Lumbini Province incorporating the major areas to be focused by the Education Policy of the Province. NCE Nepal also advocated for increasing education financing in the province level. A national level discourse was conducted where the Secretary of Education, Culture, Science, Technology and Social Development (Gandaki Province) participated along with Minister of Social Development and Secretaries from Other Provinces. In that occasion they made commitment for allocating at least 20% budget to the education sector. Subsequently, the Education Policy of Gandaki Province has ensured that at least 20% total budget would be allocated in the education sector (in the policy section 11.33)

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POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
PHILLIPINES		
An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in All School Districts, Municipalities and Cities, providing for Standards, Appropriating Funds therefore and for other purposes National level Legislative (Congress and Senate) **5th December 2021** There have been 2 versions of the bill approved: 1st, in the lower house or House of Representatives, which is the HB 8080 on Instituting Services for Learners with Disabilities in Support of Inclusive Education and Establishing Inclusive Learning Resources in School Districts, and 2nd, in the Philippine Senate – Senate Bill or SB 1907 – An Act Instituting Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers in All Municipalities and Cities, providing for standards, and appropriating funds therefor. Since those were different versions and with some minor disagreeing provisions, a Bicameral Conference Committee with representatives from both Houses (3 each), was tasked to reconcile the two versions of the bill. On 1th Dec 2021, a reconciled version was approved and in the days that followed, both Houses of Congress (House of Representatives and Senate) ratified the reconciled version.	The final version is "An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in All School Districts, Municipalities and Cities, providing for Standards, Appropriating Funds therefore and for other purposes." This final version was the one submitted by the Philippine Congress to the Office of the President for final approval and enactment. The bill: 1. establishes inclusive learning resource centres of Learners with Disabilities in all municipalities, cities, and school districts; 2. mandates the Department of Education to undertake continuing research to identify and design Programmes that meet the needs of learners with disabilities and provide nationwide dissemination campaigns on the prevention, early identification, and intervention Programmes for learners with disabilities; 3. appropriate funds for the delivery of services for learners with disabilities. The bill also addresses the education needs of persons with disabilities.	The NEC (E-Net) has convened partners and members to align policy recommendations and review, likewise to strategize campaigning activities; and the NEC has sent letters to Senate and Congress policy champions; and participated in hybrid bicam meetings of Senate and Congress.
PHILLIPINES		
National level General Appropriations Act 2022 Executive Department of Education and Legislative recommending approval Bicam report recommending approval on 15th Dec 2021. Ratified on 30th Dec 2021 Enter into force: January 2022	This is the national budget for Fiscal Year 2022 and adopted proposals which are for inclusive education of the marginalized and child protection: 1. P550M increase in Inclusive Education Programme to P16.59B of which: a. P35M for Indigenous peoples' Learning Centers in identified 100 IP communities (₱350,000 per ILC/Community Learning Center (CLC) b. P425M for construction of 17 school-based ALS Community Learning Centers (CLCs), and the provision of supplies and equipment @ P25M each c. P90M for the establishment of the 30 Inclusive Learning Resource Centers 2. P22.145-million increase in Child Protection Programme 3. P1-billion increase in Last Mile Schools Programme to P2.5 billion This will ensure additional financing support from the government on Inclusive education Programme, child protection and schools in the GIDA and conflict areas.	The NEC (E-Net) has contributed to the policy change through convening members to align and draft an alternative budget initiative proposal; presenting budget proposal to Senate and participated in other budget discussion activities.

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POLICY CHANGED AND DATE	**INFORMATION ABOUT THE POLICY CHANGES**	**NECs AND OTHER EOL GRANTEES PARTICIPATION IN POLICY CHANGE**
PAKISTAN		
The policy change applies to all Pakistan, except Province of Sindh as Government of Sindh did not adopt the Single National Curriculum. **Single National Curriculum** December 2021 **The SNC policy is approved and in implementation phase , the review of new textbooks developed as a result of SNC from grade 1-5 was happened during the reporting period, same is shared in the report."**	The Single National Curriculum is aimed towards unification of curriculum, medium of instruction, assessments and equalizing the standard of education across all public and private schools as well as madrassahs in the count. The Single National Curriculum is a major transformation in the education system which is why the Single National Curriculum and the content of the textbooks has been a central concern for all the civil society organisations working towards improvement of the education system.	The development of the curriculum started up as an exclusive process without any input from the civil society or other education stakeholders. As a result of writing letters to government officials engaged in the process and multiple consultations both in-person and online, the process has been made transparent with calls for feedback and review. A feedback portal has been established online where any concerned stakeholder can provide feedback on the Single National Curriculum and flyers are being circulated online calling out to all stakeholders to submit their recommendations. With the process opened for review, it has been an opportunity for civil society organisations to raise their concerns about various aspects of the curriculum and first and foremost, making the curriculum gender responsive and sensitive towards the ethnic and religious minorities in the country. The NEC (PCE) along with other civil society organisaitons has formerly submitted a comprehensive document analysing the curriculum from a gender lens and outlined recommendations to make it gender inclusive.
VIETNAM		
The National scheme on **"Building a Learning Society 2021-2030"** Approved by the Prime Minister 30 July 2021	The overall goal of the scheme is to continue and create fundamental changes in building a learning society, ensuring that by 2030 all people have equal opportunities to access an open, diverse and flexible education system with active and modern training modalities and methods to promote the development of human resources. The scheme has set specific targets to be achieved by 2025 and by 2030. The scheme is a high-level policy document which support further attention and investment in non-formal youth and adult education and lifelong learning in Vietnam. It sets specific targets and includes a large number of Programmes to improve non-formal education that will benefit vulnerable and marginalized learners. The scheme does not include specific gender responsive action, although the targets mention both male and female learners.	ASPBAE has supported the NEC with reference documents on international context, adult education policies of other countries in the region so that the NEC (VAEFA) could provide significant inputs to the drafting committee to improve the "International Context" section in the scheme.

4 CASES OF LESSONS LEARNED

The EOL Programme intends to incorporate learning at all levels and dimensions of the Programme. All individual grantees are requested to reflect and learn from past performance in order to adapt the project strategy accordingly and in that way become more effective in reaching the project objectives and outcomes.

Since the EOL Program is developed simultaneously in more than 50 countries, the Programme also collects lessons learned across the countries on specific topics that can help reveal which strategies seem to be more effective for reaching certain results in general across the NECs. This work will be intensified when Global Learning Partners are finally selected by the GA.

In the second half of 2021, the EOL Program collected some lessons learned as part of such an effort for generating knowledge and lessons learned through the systematization of information, analysis and evaluation, for example on the strategies that EOL grantees, particularly National Education Coalitions, have implemented for **promoting policy changes in each of their countries**. The knowledge will be used for further studies and for orienting the EOL grantees in general, and specifically the NECs in their future efforts for influencing national education policies, particularly in relation to promote policy changes aimed at ensuring equality generating and transformative quality education for marginalized groups with a human rights based approach.

TABLE: SELECTED CASES OF LESSONS LEARNED	
Country	**GAMBIA**
Name of the lesson learned	**NECs participation in the Local Education Group (LEG) allows that vulnerable groups have 'spokespersons' when catch-up learning plans after Covid-19 are discussed.**
Policy changed and influenced by NEC	Gambia Strategic Framework for the COVID-19 Safe Reopening of schools and Catch-up Plan on Learning Loss. Approved 6th October 2020. Strategic Framework for the COVID-19 Safe Reopening of schools and Catch-up Plan on Learning Loss – Ministry of Basic and Secondary Education (MoBSE)
Description of the Lesson learned	The participation of civil society in the education policy discussion framework is an effective way to ensure that the voice of civil society organisations, the spokespersons for vulnerable groups, is heard. The participation of civil society at the education policy discussion, particularly in the Local Education Group (LEG), allows particular attention to be paid to issues and challenges in the system, such as the safe reopening of schools for classes in times of Covid-19, the loss of school time, the importance of catching up on hours lost in times of crisis for the benefit of learners from vulnerable and marginalised groups who cannot afford distance or face-to-face support courses. To ensure the safe reopening of classes for learners, a strategic framework for dialogue and development of the document "Strategic Framework for the Safe Reopening of Schools and the Catch-up Learning Loss Plan COVID-19" was discussed and established within the context of the LEG. The NEC EFAnet's active participation in this discussion table ensured that particular attention was paid to the need to make up for the hours of schooling lost due to the closure of classrooms as a result of the health crisis for the benefit of all Gambian students, especially those from the most vulnerable groups who will not be able to afford tutoring or distance learning. After six months of school closures, EFAnet was able to get the attention of the Ministry of Basic and Secondary Education (MoBSE), parents, students, teachers and stakeholders in the education sector. To this end, a LEG zoom meeting was held on the 6th October 2020. The aim was to examine how the closure of schools in COVID-19 continues to impact on the learning and general well-being of children and young people. Participants in this LEG meeting reviewed responses and provided an update on the state of readiness for the safe reopening of the schools, and proposed plans for catching up on learning losses. At the same time, several LEG correspondences were sent, such as the request for approval of the project document for the supplementary funding of the education sector support programme on 28 November 2020; and the COVID-19 strategic framework document for the safe reopening of schools and recovery of learning losses. The strategy applied enabled the NEC EFAnet to contribute to the safe reopening of schools for the 9th and 12th examination classes by proposing actions to promote a rapid resumption of learning in all classes, all levels, and all regions.
Context in which the lesson was learned	This worked because of the government's willingness to dialogue with all education actors and stakeholders in the framework of the LEG. The opportunity for civil society participation and involvement in the education dialogue has allowed the specific needs of vulnerable groups to be highlighted.

TABLE: SELECTED CASES OF LESSONS LEARNED	
Country	**GAMBIA (continued)**
How and why did it work? – or how and why did it not work?	The Gambian context for civil society involvement and participation, coupled with the opportunity for establishing a strategic framework for dialogue, has enabled the NEC EFAnet to influence the challenges of equity and inclusion in relation to the reopening of schools to "leave no one behind" and insist on the need to plan for the catching up of learning losses.

Country	**ZIMBABWE**
Name of the lesson learned	**Influencing Policy Change through Collaboration and Networking Techniques; A case study on "Zimbabwe School Financing Policy"**
Policy changed and influenced by NEC	Finance Bill (2021 National Budget). Primary and Secondary education budget policy brief. Approved 15th December 2020. School Financing Policy. The overarching national development goal to which the School Financing Policy will contribute to increased and equitable access to quality and inclusive education that is relevant to the socio-economic context of Zimbabwe, as enshrined in the National Constitution and recently elaborated in the Education Amendment Act 2020. Approved: 30th June 2021
Description of the Lesson learned	Education Coalition of Zimbabwe (ECOZI) and other education partners influenced the Ministry of Primary and Secondary Education to bring changes in both the amendment of Education Act and the formulation of the School Financing Policy. The School Financing Policy 2021-30 is a strategic document which spells out the Government of Zimbabwe's Vision 2030 commitment to support equitable and quality education for all its citizens.
Context in which the lesson was learned	The lesson learnt was cross-cutting for structures that took into account institutional, social, political, and cultural contexts since all these segments are represented.
How and why did it work? – or how and why did it not work?	In 2015, an Education Sector Analysis (ESA) was conducted and reported that one of the major issues affecting the development of the education sector was the lack of a formal School Financing Policy. Without such a Policy, the Ministry of Primary and Secondary Education (MoPSE) does not have a basis for determining the level of financial support considered to be adequate for learners in different school contexts and at different levels of the system to meet established educational standards cost-effectively and efficiently (and ensuring that these are feasible and sustainable). For this reason, the 2016-2020 Education Sector Plan identified the development of a formal School Financing Policy as one of its priorities; this is also reflected in the current iteration of the Education Sector Analysis (ESA) in Zimbabwe. The NEC – Education Coalition of Zimbabwe (ECOZI) used a holistic approach for influencing the School Financing Policy which includes engagement with different stakeholders. The coalition mobilized relevant CSOs clustered under different thematic areas. It carried out research on school financing and conducted dialogue forums and meetings to disseminate the findings as well as analysis of alternative ways to finance the education sector in Zimbabwe. ECOZI crafted a workable relationship with the Research and Planning Department under the Ministry of Primary and Secondary Education. This positioned ECOZI to be part and parcel of the processes and interventions of the ministry of education hence the opportunity to practically advocate for the School Financing Policy. ECOZI then received the draft School Financing Policy and all its Thematic Committees and provincial Chapters met to review the draft School Financing Policy. A national meeting was convened to bring together all the recommendations and reviews from the Thematic Committees and Provincial Chapters. A communique on the School Financing Policy was produced and shared with the Ministry of Primary and Secondary Education and the consultant and through the Education Coordination Group (ECG), ECOZI ensured that its contributions were taken on board until the ECG and Cabinet approved the School Financing Policy.
What could or should be done differently due to the lessons learned	Zimbabwe Education Coalition and education partners have done a tremendous work in the process of influencing the School Financing Policy, however, the coalition and its members should embark on conducting awareness campaigns through TV, radio programs, and social media to explain to the target beneficiaries the developed Policy. Awareness creation is very important since without it, the education institution could take advantage lack of knowledge on the policy in the communities to maintain the current state of the education system.

Country	**HONDURAS**
Name of the lesson learned	**NEC (FDH) advocacy strategy to promote the implementation of the Honduras Education Sector Strategic Plan (PESE) 2018-2030 among parliamentarians.**
Policy changed and influenced by NEC	Policy not approved yet. The policy that the NEC is advocating for is called Honduras – Education Sector Strategic Plan (PESE). The PESE is a national policy that provides an articulated and comprehensive vision of the transformations required by the National Education system, with projections to 2030, in line with the goal of guaranteeing the Honduran population the right to education as set forth in the Fundamental Education Law.

TABLE: SELECTED CASES OF LESSONS LEARNED	
Country	**HONDURAS (continued)**
Description of the Lesson learned	The NEC (FDH) participated in the 2016-2018 period in the design and dissemination of the Education Sector Strategic Plan (PESE) 2018-2030, which, as a result of different circumstances, has lost momentum in the education policy agenda of Honduras. Though the results expected regarding the implementation of PESE have not yet been achieved, in the 2020-2021 period the Coalition has produced learnings resulting from pushing for the promotion of the law and from creating alliances as part of the legislative advocacy strategy. Contributing to the design and implementation of the PESE has been one of the core work areas of the FDH from 2016 until the present time. The Coalition carried out an investigation on similar experiences in the region (including Nicaragua, Guatemala and Costa Rica). Likewise, participatory processes were facilitated for indigenous groups as well as for students and teachers' groups, and campaigns were supported for disseminating their priorities. However, the NEC has so far not been able to advance in pushing forward the implementation of PESE due to a diversity of factors, such as the pandemic, the government pre-election period, lack of funding for the implementation of the PESE 2018-2030, among others. The NEC has acquired learnings from its experiences such as from its advocacy activities aimed at preventing the PESE from becoming invisible during the pandemic. A gender-sensitive law proposal was therefore devised to help in the implementation of the PESE under the education policy; additionally, a legislative advocacy strategy to foster alliances with several relevant stakeholders has been designed, such as: 1) an open letter submitted to the National Education Council and the National Convergence Forum; 2) publications inviting the government to institutionalize the PESE; 3) socializing the proposal with parliamentarians, political party leaders, CSO leaders, the National Education Council and local governments; and 4) presentation of the proposal for law to the National Education Council of Honduras. At the time an agreement was entered into to include this proposal in the "Fiscal Pact", which comprises a project for fundraising and generation of commitments on the part of the State for the adequate budget allocation aimed at implementing the PESE. Following are some of the experiences and learnings acquired in the process: • With the pandemic, the confinement for health protection and the need to manage individual, family and work lives during confinement, both the Honduran society and CSO showed a low level of interest and participation in actions aimed at demanding the implementation of the PESE; hence, the Coalition had to devise other participation strategies and seek alliances with relevant stakeholders through virtual platforms. • The disasters caused in Honduras by ETA and LOTA hurricanes during November of 2020 made it even more difficult to seize the attention of the political circles, so adjustments in the implementation periods and strategies had to be adopted to make headway. • The political campaigns for the November 2021 elections were a window of opportunity to approach congressional candidates and involve them in the legislative advocacy strategy. Unfortunately, despite several contacts, the expected response was not attained due to the virtual setting in which these communications took place. Though the PESE has not yet been implemented as was expected when the NEC participated in its design, the NEC has been able to draft a proposal for law with a legal framework that incorporates a gender-sensitive approach. This proposal for law was submitted to 6 of the ten commissions in the National Congress: Education, Finances, Human Rights, Children, Youth and Old Age. The proposal has also been furnished and presented to agencies of the Government, as well as to the presidential candidates who contended in the November 2021 elections; and at present, the Coalition is carrying out advocacy work with the recently elected government.
Context in which the lesson was learned	Context where lessons were learned during the development of the 2020-2021 EOL Project: • The PESE is aligned with the SDG4 and the 2030 Agenda and it is in line with the goal of guaranteeing the Honduran population the right to education, as set forth in the Fundamental Education Law. • Lack of transparency in the objectives pursued by the Education System in Honduras • Inability of the education system to respond to current challenges, poor funding, absence of an education model of its own; unpreparedness to respond to the existing challenges posed by COVID-19 in the present • Multiple laws in the country, as well as treaties, agreements and legal provisions that underpin the actions and strategies to be implemented in order to comply with the goals established for 2030; nevertheless, policy dispersion across the multitude of laws, regulation and norms make it difficult to clearly visualize the policy to pursue • Prior to the pandemic the dropout rates were alarming in Honduras due to violence and poverty and this situation has worsened in an alarming way with the pandemic. • Limited access to resources, technological and connectivity infrastructure for boys, girls and the youth

TABLE: SELECTED CASES OF LESSONS LEARNED	
Country	**HONDURAS (continued)**
How and why did it work? – or how and why did it not work?	Part of the NEC´s contribution did work out since a Plan was drafted, but in terms of its implementation, it was not successful because the Plan has not been implemented yet. What did work: • Pertinence and relevance of the NEC strategy, which prioritized advocacy and participation in the design and implementation process of the PESE. • Pertinence and relevance of the FDH's establishment of a line of work within the EOL 2020-2021 Project to allow the drafting of a proposal-for-law framework aimed at executing the PESE despite the complex economic, political and social context of the country. • Continuous and dedicated work around the PESE during a period of 6 years • Strategic connection achieved by the FDH with the National Education Council, entity mandated to coordinate the design and implementation of the PESE. • Network of contacts built up by the FDH with key governmental stakeholders, and stakeholders from the education sector and organizations of the civil society in the country. • Strategic relationship between the FDH with international bodies, such as CLADE, GCE, GPE, among others. • Recognition obtained by the FDH as a qualified technical, political and social reference in the local and national levels. • Configuration of the FDH itself, which comprises an important and diverse number of organizations from the civil society, many of which work in favor of the socially excluded groups. • Negotiations carried out by the FDH to participate in round tables and strategic meetings regarding the design and socializing of the PESE. • FDH commitment to ensure face-to-face participation of members from indigenous organizations of the Forum in round tables for the design of the PESE. • The leading role assumed by the FDH in socializing the progress in the PESE's design and disclose it once the PESE was completed. • Diverse activities carried out to disseminate the PESE, such as: drafting of informative documents; information notes and radio campaigns; research; socializing; training, and different other events. • Continuous and systematic work carried out by the FDH even at the present time for socializing of the PESE, harnessing all spaces and opportunities available irrespective of what the objective of the activity could have been. • Access to GPE funding to carry out advocacy activities. What did not help in the process: • Focusing efforts on only one rather than on several causes associated to this context with the purpose of contributing to the implementation of the PESE. At least four situations, among others, were present which the FDH could have worked upon to foster the implementation of the PESE: a) limited commitment and political decision on the part of the government and the education authorities; b) lack of funding for the execution of the PESE; c) lack of a proposal for law with a framework for the implementation of the approved PESE; d) limited participation on the part of the Honduran society to demand the implementation of the PESE. • The complexity that social and political advocacy activities entailed for the FDH, particularly those that required the organization of strategic meetings with governmental, educational authorities and civil society stakeholders. • Structural weaknesses and limitations in the education and social systems of the country that hindered the development of alternative or feasible strategies in face of uncertain events, such as the crisis caused by the Covid-19 and its impact on education services.

Country	**NEPAL**
Name of the lesson learned	**NEC (NCE) support in the strengthening of sub-national governance education programming as part of ensuring learning continuity during COVID-19 in Nepal, including support to the formulation of child protection policies and education in emergencies plans in various provinces and municipalities.**
Policy changed and influenced by NEC	Nepal Child Protection Policy, Mathagadhi Rural Municipality, April 2021 Nepal Child Club Formation and Management Guideline, Mathagadhi Rural Municipality, April 2021 Nepal Student Evaluation and Management Guideline 2078, Bhimeshowr Rural Municipality, Dolakha. April 2021 Nepal Education Regulation 259 (BS). 9th Amendment of Education Regulation 2059 had taken place which has now facilitated the transfer of students from one school to another and flexibility of academic year for remote Himalayan regions. 15th February 2021 Nepal Secondary Examination Evaluation (SEE) Guideline. May 2021 Nepal School reopening framework in the context of COVID-19, November 2020 Child Protection Policy – Rambha Rural Municipality, Palpa; 22nd November 2020 Nepal Emergency Education Plan – Parsa; July 2020 Emergency Education Plan – Bindabasini Rural Municipality, Parsa; July 2020 Emergency Education Plan – Kalikamai Rural Municipality, Parsa; July 2020 Emergency Education Plan – Pokhariya Municipality, Parsa; July 2020 Emergency Education Plan – Pakahamainpur Rural Municipality, Parsa; July 2020 Emergency Education Plan – Thori Rural Municipality, Parsa; July 2020 Education Budget of Local governments- Makwanpur District; August 2020Nepal – Raksirang Rural Municipality School Face to Face teaching Guideline, 2077; October 2020

TABLE: SELECTED CASES OF LESSONS LEARNED	
Country	**NEPAL (continued)**
Description of the Lesson learned	In the past two years, NCE Nepal focused its efforts towards sensitizing and empowering local governments for ensuring inclusive access and equity in learning for all children, especially from the marginalized communities, with the belief that 'education cannot wait during any emergencies' in two pilot districts. NCE Nepal's initiatives aimed at supporting the local governments to manage the education function in the federal transition are noteworthy given that there were no prior local governments engagement and no meaningful federal government efforts to facilitate such transition in the country. Besides learning continuity during the pandemic, NCE Nepal prioritized its engagement in public education financing, education privatization, adult learning in education (ALE), Abidjan Principles on education privatization, equity and gender responsive budgeting, and Sustainable Development Goals (SDG) 4.7 to ensure all learners acquired knowledge and skills needed to promote sustainable development.
Context in which the lesson was learned	Considering the state restructuring process from Unitary to Federal government in Nepal, the possibilities opened for working more closely with local governments for continuing education during times of emergencies through supporting them in the preparation of local plans for education in emergencies. Mitigating the learning loss resulting from such closures was therefore a major area of engagement during the period of uncertainty. The federal parliament is yet to endorse the federal education act. But the education function mandated by the constitution cannot stop in the absence of the federal education act. Therefore, local governments started to assume responsibility for education service delivery even in the absence of the required human resources and legislation in place. Hence, this support has been relevant and appreciated by the local government since their educational sector knowledge and operational capacity has been supported practically.
How and why did it work? – or how and why did it not work?	It was in such a context that the NCE Nepal initiated its work in supporting the subnational governments to better perform their newly acquired responsibility of education function monitoring and oversight and strengthen education service delivery in times of uncertainty and lack of operational clarity. Policy influence in education was also effective due to the continuous communication and coordination with the elected political representatives and administrators in decision-making positions at all levels regarding the educational issues. The process followed and strategy applied comprising of evidence-based advocacy and policy engagement, mobilization of experts and emphasis on enhancing gender and social inclusion and support from Regional Coalition all contributed to the results obtained. The NEC was strategic in the mobilization of influential legislators and experts around the policy issues being advocated for. This was largely the result of concerted efforts towards identifying such reform champions who can garner public support and exert influence, continuously engaging with them, and adequately orienting them to the reform agenda being pushed forward so that they also internalize the issue and were convinced that it is worth taking forward. The NEC also had a window of opportunity when there was much confusion initially at all three levels of governments regarding learning continuity once the country imposed a national lockdown in March 2020. Soon after, NCE-Nepal started its advocacy for education continuity, with the motto that "education cannot wait during any emergency" and that "free, quality public education is possible". NCE-Nepal was part of the education cluster that prepared and supported the implementation of the contingency plan for education during COVID-19. It also supported the federal MOEST (Ministry of Education Science and Technology) in the development and dissemination of the guidelines for learning continuity through alternative means, and the school reopening framework. The coalition adopted a three-pronged approach to learning continuity, starting with (i) parenting education and psycho-social counselling of parents via radio, TV and social media; (ii) door-to-door campaigns and community learning activities for learning continuity; and (iii) supporting the local governments in the preparation and implementation of education in emergency planning at the local level.

Education Out Loud is a fund for advocacy and social accountability, that supports civil society to be active and influential in shaping education policy to better meet the needs of communities, especially of vulnerable and marginalized populations.

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