



Lusophone
Network
for the Right
to Education

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Realization



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Steering Committee

Brazil | Brazilian Campaign for the Right to Education

Cape Verde | National Network of the Campaign of Education for All - Cape Verde (RNCEPT-CV)

Mozambique | Education for All Movement (MEPT - Mozambique)

Organization, editing, and writing

Andressa Pellanda, Helena Rodrigues and Marcele Frossard

Communication and design

Renan Simão and Leticia Uyetaqui

Lusophone Network for the Right to Education

Angola | Angolan Civil Society Network for

Education for All (Rede EFA-Angola)

Sebastiana Martins

Carlos Cambuta

Marcelina Tchimbandjela

Victor Barbosa

Brazil | Brazilian Campaign for the Right to Education

Andressa Pellanda

Helena Rodrigues

Marcele Frossard

Cape Verde | National Network of the

Campaign of Education for All (RNCEPT-CV)

Abraão Borges

Albertino Delgado

Guine-Bissau | Education for All Campaign

Network - Guinea-Bissau (RECEPT-GB)

Miguel Campos Sá

Vençã Mendes

Mozambique | Education for All Movement (MEPT - Mozambique)

Isabel Francisco da Silva

Sumeia Cassimo

Portugal | Centre for African Studies at the University of Porto (CEAUP)

Rui da Silva

Ana Poças

Andreia Soares

Sara Poças

Julio Santos

São Tomé and Príncipe | Federation of NGOs of

São Tomé and Príncipe

Eduardo Elba

East Timor | Civil Society Education Partnership

Francisco de Araujo

José de Jesus

Support

EDUCATION OUTLOUD
advocacy & social accountability

GPE Transforming Education

ABOUT THE RELUS

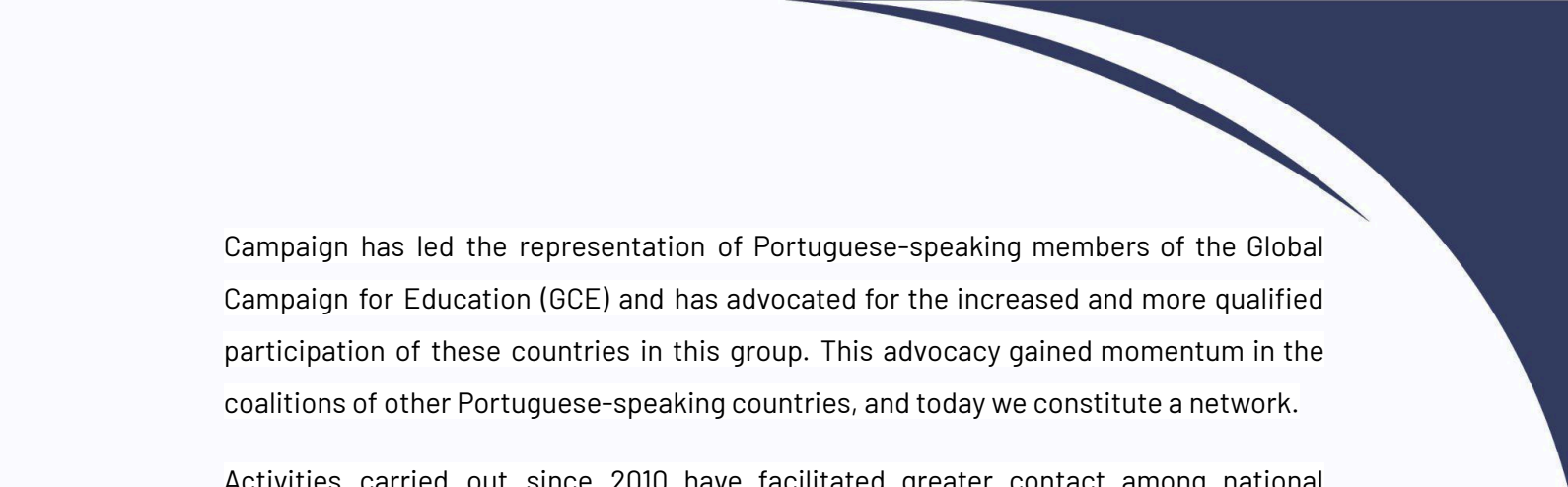
The Lusophone Network for the Right to Education (ReLus) is an international coalition of civil society, bringing together coalitions and organizations from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and East Timor. We are, therefore, present on 4 continents: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

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

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



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



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

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

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

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

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



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Presentation

Recommendations and Experiences from Brazil.

Project evaluations requested by funders typically follow two distinct approaches: interim evaluations and final evaluations. Both share essential questions to understand the scope and benefits of the project, such as:

- Has the project successfully achieved its results, objectives, and desired impact?
- Has it demonstrated relevance, effectiveness, and efficiency?
- Is there potential sustainability in its operations and impact?

Interim evaluations have the advantage of addressing many of the same questions raised in final evaluations, along with providing opportunities for suggestions to enhance the efficiency and impact of the project while activities are ongoing. This allows for redirection of actions in a timely manner and anticipation of potential challenges, limitations, and risks beyond the organization's control, with the opportunity for mitigation.

In turn, final evaluations and, to the extent possible, interim evaluations should include an analysis of the project's impact. Monitoring techniques are essential for critical analysis, facilitating the identification of successful points and areas that need improvement. The quality of project data and verification sources is also crucial.

How to Monitor Projects and Produce Reports

Monitoring projects is crucial for various reasons that contribute to the success and effectiveness of our work. Here are some important reasons:

Progress Evaluation: Monitoring and evaluating a project allows us to check if it is progressing as planned. This helps identify any deviations, delays, or issues, enabling corrections to be implemented before they become more significant.

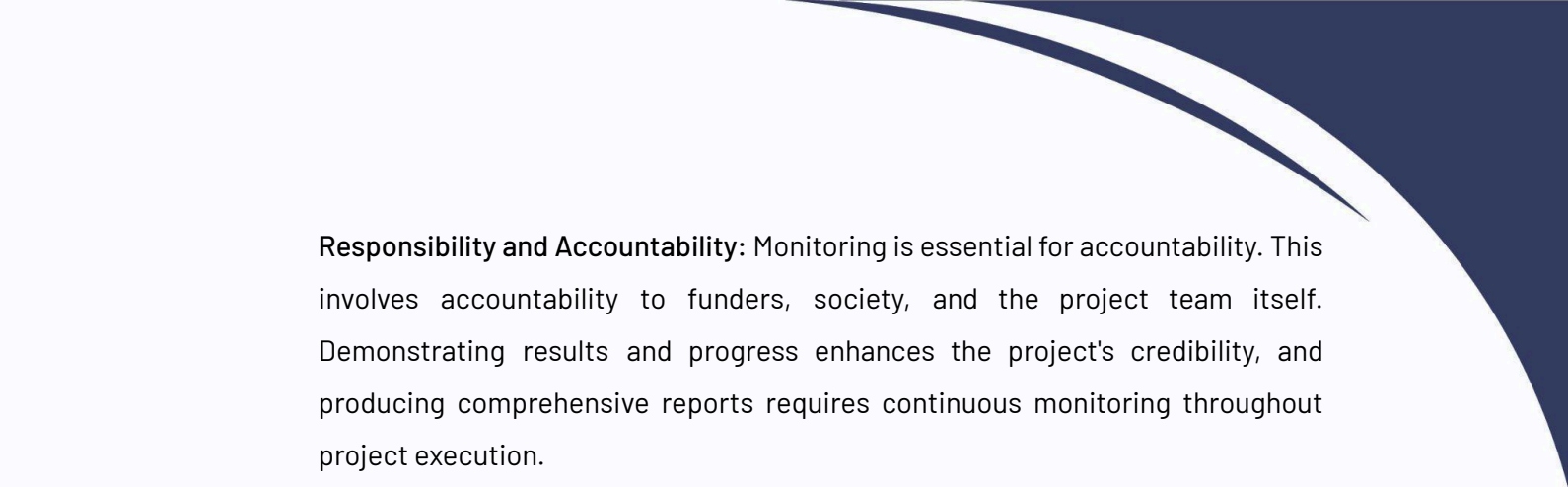
Informed Decision-Making: Monitoring provides data on project performance, empowering managers to make informed decisions by adjusting strategies, reallocating resources, or revising goals as needed.

Efficient Resource Utilization: Continuous assessment ensures that resources, whether financial, human, or material, are used efficiently. Identifying areas of waste or underutilization can lead to adjustments that improve efficiency and project reach.

Goal Achievement: Assessing progress towards established objectives lets the team know if they are on track to meet their goals. If necessary, strategies can be adjusted to ensure the fulfillment of final objectives.

Continuous Learning and Improvement: Evaluation provides opportunities for continuous learning. Identifying what worked well and what didn't helps accumulate valuable knowledge for future projects, allowing for continuous improvements in processes and approaches.

Adaptation to Changes: In a dynamic environment, it is crucial for projects to adapt to changes. Ongoing evaluation provides necessary information to adjust strategies and approaches as the context evolves.



Responsibility and Accountability: Monitoring is essential for accountability. This involves accountability to funders, society, and the project team itself. Demonstrating results and progress enhances the project's credibility, and producing comprehensive reports requires continuous monitoring throughout project execution.

Therefore, continuous monitoring not only contributes to ensuring the success of a specific project but also contributes to the development of better and more effective practices in project management overall. The production of interim and final reports largely depends on how efficiently monitoring is conducted, as the data generated during this process represents the accurate information used in accountability, preventing data from being overlooked or inaccurately reported.

How to do it in practice?

Start by establishing the Zero Milestone or Baseline

The zero milestone is an initial record containing all essential information that needs to be tracked throughout all project phases. It establishes the state of affairs before the project begins and helps identify the changes that have occurred thanks to the project. It is also important because it allows us to track the project's implementation.

This record should have all the necessary data to understand who the project's target audience is, their current situation, context, and information about impact indicators. It is important to avoid collecting information that does not have a clear purpose for the project, as this can complicate data storage and divert focus from truly important information.

Define the Most Relevant Indicators

An indicator is like a tool we use to measure and describe changes. For it to work, it needs to have a starting point, called a baseline, which is a measure of current performance, and a comparison. These parameters are defined at the beginning of the project and make up the baseline.

During the project, we assess performance in relation to a goal, which represents the expected improvements or changes. Indicators help us understand to what extent the project is achieving its results and impacts. They provide clear and measurable information about performance at each level of change, helping to avoid vague statements about what to expect from the project.

Definition of SMART Indicators

There is an international methodology for the development of indicators, which is the SMART criteria.

SMART is an acronym for the following:

- **Specific** – Indicators should be quantifiable and measurable, indicating what the project aims to change. For this, indicators provide detailed parameters regarding:
 - Quantity – the expected numerical representations of what should be achieved;
 - Quality – the narrative or illustrative description of the expected results;
 - Location – the geographical limit of the expected achievements.
- **Measurable** – Indicators must be quantifiable and measurable, meaning that the indicator can be assessed objectively and independently.
- **Achievable** – Indicators should be attainable within the project triangle's limits (budget/resources, time/budget, and scope/quality).
- **Relevant** – Indicators should precisely measure the change the project aspires to generate. In other words, the indicator practically and economically measures what the project team needs to know.
- **Time-bound** – The indicator must identify a specific moment or date. This is important to determine if the goals can be achieved within the established timeframe.

Indicators are measures that assess the achievement of results, objectives, and impacts of a project. They provide clear and measurable communication about performance at each level of change, eliminating ambiguities. In the Theory of Change, monitoring indicators is essential as they support in various aspects:

- Regularly check the progress of an activity;
- Evaluate how close an activity is to achieving its objectives;

- Analyze indicators that reveal the effectiveness and correctness of an action;
- Assess the successful implementation of a strategic plan;
- Provide data for adjustments and corrections along the way, practicing adaptive management;
- Offer conclusive information in the final evaluation regarding the achievement of the proposed social change in the Theory of Change.

Collect and record data periodically

The approach to collecting data for indicators is influenced by various criteria, and it is crucial to initiate this process from the beginning of the project. This practice consistently reduces the likelihood of neglecting data collection and analysis from any part of the project. There are different types of data collected, and for each category, there are at least two possible classifications. Depending on the type of data, the methods of collection, reading, and analysis vary. They include:

Secondary Data - Information available through published and unpublished sources, including literature reviews, surveys, evaluations, analyses, reports from NGOs, United Nations agencies, international organizations, and government agencies. Secondary data can be very profitable and should be the first sources accessed for evaluation data. Unfortunately, access to secondary documents is often limited, and caution is needed in interpreting secondary data. Sometimes, selective primary data collection will be necessary to verify the reliability and relevance of secondary data for the specific context or to obtain deeper and more specific information.

Primary Quantitative Data - In situations where secondary sources do not provide sufficient information for evaluation, organizations may collect data through quantitative evaluation approaches (surveys, questionnaires, tests, standardized observation instruments) that focus on information that can be

counted and subjected to statistical analysis. Quantitative data are more useful for resource classification, seeking accurate measures, analyzing target concepts, and explaining what has been observed. The drawbacks are that quantitative data sometimes lose the depth of the situation and do not capture essential contextual information.

Primary Qualitative Data - Unlike the quantitative data approach, qualitative approaches seek to capture participants' experiences with words, images, and objects (even non-verbal cues provided by data providers). Qualitative data consist of detailed descriptions of situations, conversations with focus groups, interviews, observed behaviors, and direct quotes from people about their experiences, attitudes, and beliefs. Qualitative data are more often collected as an open narrative, unlike the typical question-and-answer format of surveys, questionnaires, or tests. While qualitative methods generate "richer" data, the collection and analysis processes can be more time-consuming, and it is less easy to generalize results to a population.

Assessment tools

Secondary data	Primary qualitative data	Primary quantitative data
Reading Review Records Review	Brainstorming Affinity diagrams Focus groups Rural participatory assessment Mind mapping nominal techniques Historical narratives Timeline Authorization circles Venn Diagrams Enhanced images Vision Locality mapping Semi-structured interviews Interviews with informants- key Classification exercises	Research into knowledge, practice and roof. Standardized Tests Standardized observation instruments Anthropometric measurements

Verification Sources

Verification sources must be directly linked to each of the indicators at all levels present in the logical framework of the project. Verification sources are often routine checks that can be carried out by the project team itself under the supervision of the manager;

they are the "proof" that actions have been taken and that the generated indicators are accurate. In general, they are internal or external project documents, such as:

- Activity logs, attendance records at activities and events.
- Well-structured control forms created by the team.
- Documents controlling initial goals.
- Files for the production of technical or communication materials.
- Periodic reports, photos, and other audiovisual records.
- Recordings or publications by media outlets or official channels.
- Planned and/or commissioned statistical/sampling surveys.
- Official documents to assess the degree of insertion of incidence in public policies.

Exemplo

OUTCOMES	INDICATORS	BASELINE	TARGET	VERIFICATION SOURCE
- Decision-makers subsidized and impact on society through research, awareness campaigns, and public pressure; - Subsidized public debate with opinions	- Number and degree of acceptance of our subsidies used by decision-makers; - Number of articles published in the press featuring our subsidies.	- 3 propositions partially accepted per semester; - 2 press insertions per week.	- 5 propositions fully accepted per semester; - 5 press insertions per week.	- Recordings and meeting minutes; - Comparison of official documents with our documents; - Website and press publications

Narrative Reports

The presentation of narrative reports should be an account of the execution of what was outlined in the initial project proposal submitted to the funder or the internal planning of the organization. This allows us to demonstrate, through a descriptive thread of the organization's entire operation, the ability to directly and indirectly influence the guarantee of the right to education in the country. The reports should include the following items:

1. **Description of the activities** performed, including date, location, occasion, participants, duration, and other relevant information about the activity. Photos of the activities or links to broadcasts can be added if available.
2. **Presentation of the results and products** that resulted from the described activities. These include products, goods, services, and other tangible elements created or produced by the project that contribute to achieving the project's objectives.
Examples: published documents, trained individuals, produced legislation, implemented public policies, etc.
3. **Indication of the objectives** that were expected to be achieved and that were achieved with each activity at the beneficiary level, contributing to population-level changes and promoting the achievement of long-term impacts.
Examples: published documents with the aim of increasing the population's information about the right to education; individuals trained to advocate with the government; produced legislation requiring increased investments in public education; implemented public policies to provide transportation and school meals, etc.
4. **Measurement of impacts**, which represent the highest desired level of final objectives that the project contributes to. While crucial to be present in reports, impacts are not always easy to identify. It is necessary to monitor the results of

activities and the people involved to identify the impacts produced by the organization, i.e., changes in social reality that the project has brought about.

Examples: published documents aimed at increasing the population's information about the right to education reached a number of people who used this material to make claims that generated changes [describe the changes generated] in the education system; individuals trained to advocate convinced the government to take actions [describe the actions taken] to ensure the right to education; the produced legislation positively changed aspects [describe the changed aspects] of the education system; the implemented public policies to provide transportation and school meals contributed to increasing the access and retention of students in schools, etc.

It is important that the description of the above items be detailed for each specific objective presented in the initial project. This makes it easier for the organization and the funder to identify specific progress and areas that need attention. Another appreciated information in reports is the description of difficulties encountered during project execution and how they were overcome, generating learning for the involved team.

The presentation of results and impacts should consider the progress made with the project compared to the situation before the project started. Any execution failures or unachieved objectives should be justified in detail. Similarly, there may be results and outcomes that were not initially identified and also need to be described.

To avoid overloading the team close to the deadline for submitting the report to the funder, as well as to ensure the provision of accurate and complete information about the project, **it is recommended that the organization keeps a record of activities, results, and impacts continuously.** This record can be in the form of a general organization report, containing not only information related to activities but also photographic records, links to recordings, articles, and publications.

Example

Brazilian Campaign for the Right to Education Report on the Participation in the Construction of the New National Education Plan (PNE)

The National Education Plan (PNE) is a medium and long-term planning instrument established by the Brazilian federal government, defining goals and strategies for the development of education in the country. It is formulated every 10 years and aims to guide educational policies, seeking to improve the quality of teaching at all levels, from basic education to higher education. The current plan concludes its validity this year.

The importance of the PNE lies in being a document that sets guidelines and goals for the educational sector, aligning the actions of federal, state, and municipal governments in a joint effort to promote significant advances in education. The PNE covers various areas, including the valorization of education professionals, expanding access to basic and higher education, improving school infrastructure, promoting inclusion and equity, among other aspects.

The Brazilian Campaign for the Right to Education is participating in the formulation of the new National Education Plan (PNE) and was involved in the preparations for the 2024 National Education Conference (CONAE), which took place between January 28 and 30, 2024, in a deliberative manner. The campaign presented a set of proposals to contribute to the discussion and implementation of the new PNE. CONAE is chaired by the coordination of the National Education Forum (FNE) and organized by the FNE's Special Commissions, with technical, administrative, and financial support from the Ministry of Education (MEC).

The [Brazilian Campaign has representation in the FNE as a full member](#), with its general coordinator, Andressa Pellanda, participating in the Monitoring and Systematization Commission of the Forum and serving as its rapporteur. She contributed to the construction of the [Reference Document for the Conference](#), which was approved on October 9. The reference document, containing the positions advocated by the Brazilian

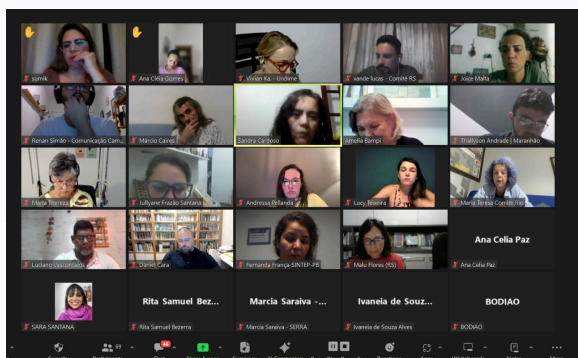
Campaign, moved to the subnational stages. As the **rapporteur** of the Monitoring and Systematization Commission of the National Education Forum for the construction of the theme and axes of CONAE 2023/2024, Andressa ensured not only the qualification of the entire text by including all our positions but also the construction of a new axis focused on climate justice and sustainable development: [Axis VII - Education committed to preserving life on the planet, addressing poverty, promoting social justice, protecting biodiversity, and fostering sustainable socio-environmental development.](#)



In October, the **11th National Meeting of the Campaign** took place with the theme 'Challenges and Opportunities for the Right to Education in Brazil: Towards the new PNE!



Without setbacks and with boldness!' in Salvador (BA). The discussions aimed to strengthen the coordination of hundreds of entities in the Campaign's Network from all federative units, in support of participation in the National Education Conference (Conae 2024) cycle.



The General Coordination of the Campaign developed strategies for the Regional Committees to participate in the municipal and state stages of Conae. A booklet of amendments was produced and distributed to all Committees, along with guidance meetings for the network, identifying successful strategies and

challenges. Our coordination with the Regional Committees and allies allowed us to reach the national stage with all our substantive amendments approved in more than five states, meaning that they would be incorporated by the National Education Forum (FNE) into the final document as recommendations for final approval.

The national stage of Conae took place from January 28 to 30 at the University of Brasília (UnB) in the Federal District. In total, 1,846 delegates participated in the event, with **140 (13%) officially from the Brazilian Campaign's delegation**. Additionally, we had a significant influence on a substantial portion of the other delegates, given the importance of our extended network and the reach of our Regional Committees.



In Axis II, entitled 'Ensuring the right of all individuals to socially quality education, with access, permanence, and completion at all levels, stages, and modalities, in different contexts and territories,' and coordinated by Andressa Pellanda, General Coordinator of the Campaign, the following revocations were guaranteed:

- Decrees and ordinances that undermine the Initial Student Cost-Quality/Student Cost-Quality (CAQi/CAQ);
- Common National Curricular Base (BNCC);
- High School Reform (Law 13.415/2017).
- As proposals to replace the revocations with new policies, the following were planned:
- For High School: the construction of a proposal including the participation of students, communities, teachers, and union representatives. The Campaign supports PL 2.601/2023 and suggests improvements to PL 5.230/2023 from the federal government;
- In the case of CAQi/CAQ: implementation as provided for in Law 13.005/2014, and approved in EC 108/2020.

We also highlight the approval of proposals in other Axes, maintaining the bold profile of the PNE's goals and strategies and avoiding setbacks. Some of them:

- Investment of 10% of GDP in education;
- Universalization of preschool attendance from the age of 4;
- Full-time education, with a daily schedule of seven hours, for at least 50% of students;
- Tripling enrollments in vocational education in high school.


The efforts and work since the reconstitution of the National Education Forum (FNE), especially in the rapporteurship of Axis II led by Andressa Pellanda, along with the elaboration and consensus of strategies during the Brazilian Campaign Meeting and several online meetings, added to the active participation of the Regional Committees in the subnational stages of the Conae, resulted in the inclusion in the reference text of the amendments produced by the Campaign, which were approved in more than five states,

which means that they would be incorporated by the FNE for the final document as a recommendation for final approval.

At the national stage, the strategic articulation of our delegation, with guaranteed representation in all axes of a significant number of delegates, as well as leaders in different themes capable of defending the positions of the Brazilian Campaign, ensured the approval of all our agendas during the axis plenaries. We went to the final plenary with predominantly all of our amendments approved in their entirety. This set of actions culminated in the approval of the final Conae document, which fully incorporates our agendas and demands, and we hope it will be the basis for the text to be produced by the Ministry of Education (MEC) and sent as a bill for the new PNE to the National Congress for consideration and voting.

These significant results are also the result of the strengthening of the regional committees and the work of the general coordination of the Brazilian Campaign in the FNE. The efficient articulation of these committees will also be essential in the next stage, which consists of pressuring the Ministry of Education to incorporate our demands into the bill sent to Congress and also to influence the parliamentarians of each state to vote in favor of our agendas.

However, the current Ministry of Education, as well as other government agencies, are strongly influenced by agendas of state reforms and policies linked to a restricted perspective of the right to education, and this is precisely the second challenge we have faced. As advocates for education as a full right, for integral formation, for citizenship and critical work, our action opposes agendas that ostensibly defend education issues, such as integral education and literacy, but with the intention of expanding privatization, maintaining inequalities and the social status quo and building an educational model that does not guarantee the full and emancipatory formation of individuals, but that trains for a technical and precarious workforce. These agendas also defend, for example, the insertion of technology in the educational field, as an end and not as a pedagogical tool, which must be used with regulation, security, data protection, and from a critical perspective.



To face these difficulties, we have strengthened alliances with aligned organizations through joint action in political advocacy or knowledge production. Another strategy has been the increase in legitimacy gained from our intense involvement in unifying agendas, such as the approval of the new Fundeb in 2020 and now in advocacy in Conae and the construction of the new National Education Plan (PNE). This legitimacy and collaborative action, especially within the FNE, have increased our visibility and political strength, strengthening partnerships with entities linked to the government base, allowing for the calming of tensions, democratic and diplomatic construction, and contributing to joint efforts for progressive agendas.

