



Lusophone
Network
for the Right
to Education

GUIDE 4

Institutional Mobilization

2024

Realization



redelusofona.org

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



Right to Accessibility

Inform blind individuals, those with low vision, illiterate individuals, or those who need or prefer to read in other formats that this document is available in digital form. Just point your phone camera with a QR Code app and access it.



ABOUT THE RELUS

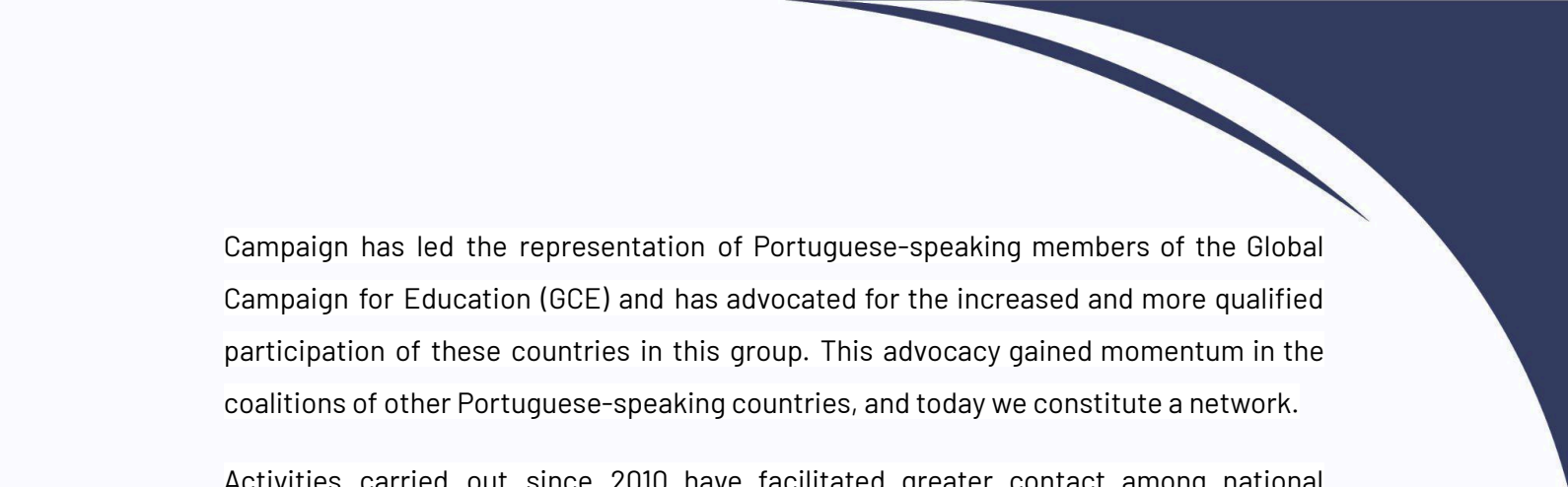
The Lusophone Network for the Right to Education (ReLus) is an international coalition of civil society, bringing together coalitions and organizations from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and East Timor. We are, therefore, present on 4 continents: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

TABLE OF CONTENTS

PRESENTATION.....	7
INSTITUTIONAL MOBILIZATION FOR ADVOCACY.....	8
Importance of Institutional Mobilization.....	9
Planning Institutional Mobilization.....	10
Actor Mapping.....	11
Engagement Strategies.....	13
Development of Messages and Arguments.....	14
METHODS AND MOBILIZATION FOR EVIDENCE-BASED ADVOCACY RESEARCH.....	21
Evidence-Based Research: What Is It, and Why Is It Crucial for Political Advocacy?....	21
Advocacy Actions Based on Research.....	22

PRESENTATION

Welcome to the Institutional Mobilization Guide, developed within the framework of the training cycle of the Lusophone Network for the Right to Education, with the support of Education Out Loud | Global Partnership for Education.

This resource aims to provide a comprehensive understanding of Institutional Mobilization , highlighting its importance and applicability in initiatives led by civil society organizations for education. By exploring the fundamental principles of this approach, we seek to empower participants to conceive, implement, and evaluate effective strategies to bring about significant changes in the educational landscape.

This guide addresses two main issues: 1) Institutional Mobilization for Advocacy; and 2) Methods and Mobilization for Evidence-based Advocacy Research.

We have gathered knowledge and established practices, adapting them to the context of Portuguese-speaking countries in the Global South, to strengthen the actions of the Network and its partners in promoting the Right to Education. We appreciate the support of Education Out Loud | Global Partnership for Education, which made the creation of this educational material possible.

By exploring the intersections between theory and practice, we hope this guide will be a valuable tool to inspire and empower all those involved in building a more just and inclusive educational future for everyone.

INSTITUTIONAL MOBILIZATION FOR ADVOCACY

Recommendations and Experiences from Cape Verde and East Timor.

Institutional Mobilization is the process in which legal professionals collaborate with various institutions and organizations to achieve specific objectives in the legal, political, social, or economic domains. This cooperation occurs at different levels and scenarios, aiming at a common goal greater than what can be achieved individually.

Elements of Institutional Mobilization for Advocacy include:

- Collective interest representation;
- Block political advocacy;
- Partnerships with state institutions;
- Legal actions and strategic litigation;
- Mediation and conflict resolution.

The success of institutional mobilization in advocacy depends on understanding political and legal dynamics, building strong relationships with other institutions, and the ability to develop effective strategies to achieve desired goals. This requires teamwork, in-depth legal research, effective communication, and mobilization of appropriate resources for the cause at hand.

Developing institutional mobilization is challenging, requiring considerable energy and goodwill from those involved, demanding methodology and monitoring processes. However, it is undeniable that efficient public management depends on collaboration among various actors, guided by common values and institutional diversity. This promising approach contributes to reaping more significant benefits for society and engaging a larger number of stakeholders in addressing the challenges faced by governments.

Importance of Institutional Mobilization

In institutional mobilization, organizations, institutions, and groups collaborate jointly to achieve common objectives or solve specific problems, providing a series of significant benefits:

Political Influence

Through institutional mobilization, organizations can expand their political influence by joining forces. This strengthened collaboration grants more weight and voice in political and public policy issues, potentially resulting in legislation more aligned with their interests. A practical example of this impact was the political advocacy for the approval of Decree No. 27/2018 of August 8th in East Timor, regulating the granting of free education for people with disabilities.

Access to Resources

Collaboration between institutions often provides access to resources that may be scarce for a single organization. This includes funding, specialized knowledge, technology, infrastructure, and other shared resources to achieve goals more effectively. Examples include partnerships with universities, Education Out Loud, and the Global Campaign for Education.

Amplification of Impact

Working together allows organizations to amplify their impact, reaching a broader audience and achieving more ambitious goals by combining efforts and resources. This is especially crucial in areas where challenges are complex and require coordinated actions from various stakeholders, such as partnering with UNICEF and other international organizations.

Other Benefits

Sharing of Experiences and Knowledge among Peers:

Institutions collaborating can share their experiences and knowledge, fostering mutual learning and growth.

Reduction of Conflicts and Avoidance of Overlapping Efforts:

Collaborative efforts help minimize conflicts and ensure that resources are used efficiently without unnecessary duplication or parallel initiatives.

Strengthening of Relationships through Long-Term Partnerships:

Institutional mobilization contributes to the development of long-term partnerships, strengthening relationships and creating a more sustainable impact.

Enhanced Legitimacy through Support from Diverse Social Actors:

Engaging with various social actors and stakeholders enhances the legitimacy of the initiatives, garnering support from a broader spectrum of society.

Resilience - Greater Capacity to Face Changes, Challenges, or Crises:

Collaborative institutions tend to be more resilient, possessing a higher capacity to adapt and respond effectively to changes, challenges, or crises.

Planning Institutional Mobilization

Planning institutional mobilization is an essential step to ensure that collaboration between organizations and groups is aligned, effective, and directed towards achieving common goals. The identification of clear goals and functions plays a crucial role in this process, helping align all involved parties and establishing a solid foundation to evaluate the success of the mobilization. Here are some guidelines on establishing clear goals during the planning of institutional mobilization:

Definition of Goals and Expected Outcomes:

Identify specific goals you aim to achieve through institutional mobilization. These goals should be measurable, achievable, relevant, and have a defined timeframe (SMART criteria - see more in the Institutional Development Guide).

Other Guidelines:

- Prioritize goals;
- Identify intermediate outcomes;
- Align with the mission and vision of the involved organizations;
- Establish measurement and indicators;
- Define responsibilities;
- Develop an action plan;
- Continuous monitoring and evaluation;
- Efficient internal and external communication.

By following these guidelines and setting clear objectives during the planning of institutional mobilization, the likelihood of success in achieving desired results is increased, maximizing the impact of collaboration among the involved organizations.

Actor Mapping

Actor mapping is a fundamental step in the process of planning institutional mobilization, as it contributes to identifying key actors in the field of education who can influence or be influenced by collaboration.

Some steps can be defined to carry out the mapping of actors in the context of education:

1. Identification of Actors:

Identify and list the key actors relevant in the context of education. This may include governmental and non-governmental organizations, educational institutions, international agencies, local communities, among others.

2. Assessment of Interest and Power:

Evaluate the interest and power of each actor concerning your initiative. Consider how involved each actor is in educational themes and the capacity they have to influence decisions.

3. Classification of Actors:

Classify the actors based on the combination of their interest and power. This may result in categories such as strategic allies, opponents, neutrals, etc.

4. Analysis of Expectations and Priorities:

Analyze the expectations and priorities of each actor regarding education. Understanding what motivates each actor can assist in constructing more effective strategies.

5. Development of Engagement Strategies:

Based on the assessment, develop specific strategies to engage each type of actor. Consider differentiated approaches for allies, opponents, and other groups.

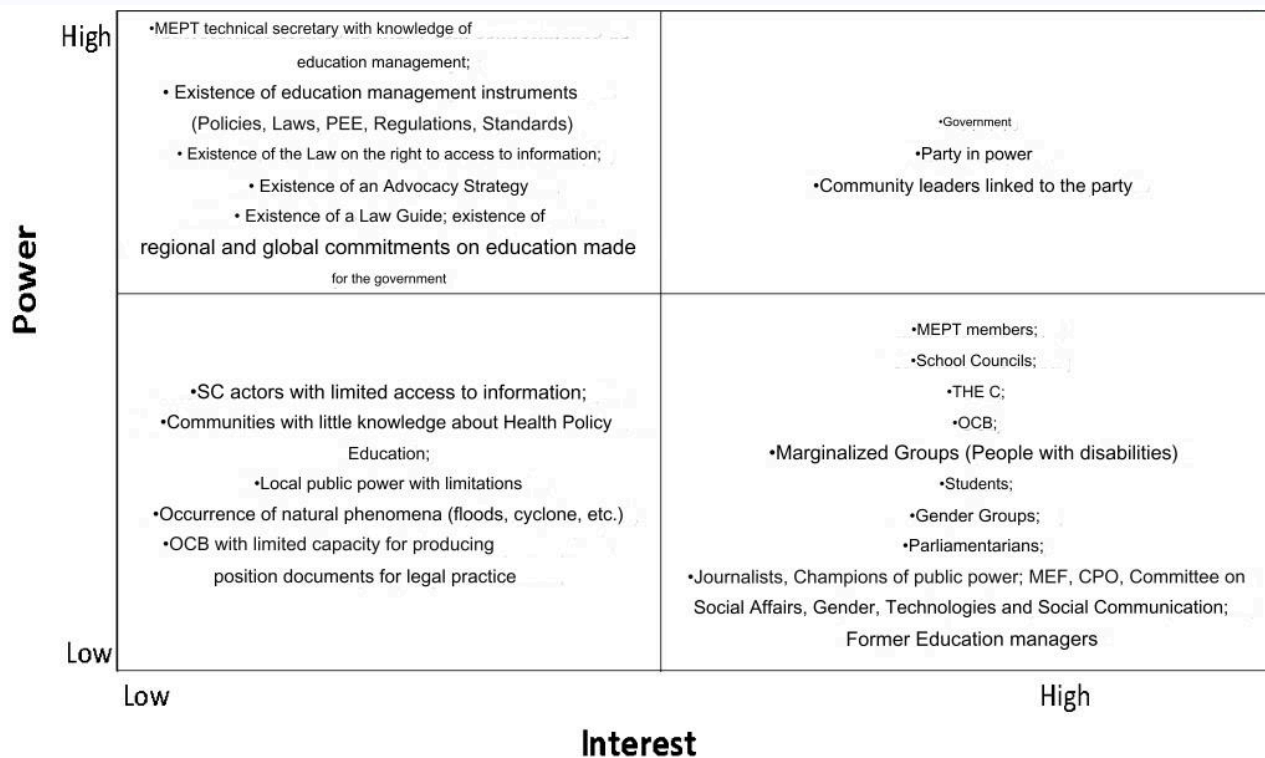
6. Establishment of Effective Communication:

Create communication plans tailored to each group of actors. Effective communication is essential to convey your messages clearly and persuasively.

7. Continuous Evaluation:

Conduct continuous assessments of the actor mapping as the initiative progresses. Scenarios may evolve, and it is crucial to adapt your engagement strategies as needed.

Example of actor mapping by MEPT-Mozambique:



Adapted from Melim-McLeod (2017): "Institutional and context analysis for the Sustainable Development Goals - Guidance Note"

Engagement Strategies

Engagement strategies concern how to communicate and collaborate with other actors, including governments, NGOs, schools, and communities. These strategies should facilitate effective communication and collaboration with the variety of actors mentioned, through actions that promote meaningful involvement:

- Understanding actors and context;
- Crafting relevant messages;
- Choosing appropriate communication channels;
- Developing strategic partnerships;
- Involving the community;

- Political advocacy;
- Transparency and accountability;
- Flexibility and adaptation.

Strategies should be developed based on the needs and evolution of the educational context and the community.

Development of Messages and Arguments

The development of messages and arguments involves preparing persuasive messages and evidence to strengthen advocacy.

This step is crucial in the institutional mobilization process, especially when seeking to influence public policies or garner support for an educational cause. Carefully crafted messages and robust arguments have the potential to significantly enhance the effectiveness of your advocacy by persuading stakeholders to support your initiative.

There are several steps to develop persuasive messages and arguments:

- Understand your audience;
- Identify key points;
- Highlight tangible benefits;
- Use concrete evidence;
- Present viable solutions;
- Employ accessible language;
- Combine emotional and logical appeals;
- Adapt to circumstances.

INSTITUTIONAL MOBILIZATION (SUMMARY)

1. Identification of Clear Objectives:

Define goals aligned with the collaborators involved in the process.

2. Stakeholder Mapping:

Analyze the interest of key actors through comprehensive mapping.

3. Engagement Strategies:

Develop effective strategies for communication and collaboration.

4. Messages and Arguments:

Craft persuasive messages and arguments based on solid evidence.

5. Present Viable Solutions:

Propose practical solutions that demonstrate commitment and problem-solving skills.

6. Transparency and Accountability:

Maintain transparency by being accountable for actions taken and assessing the impact of the process on collaboration.

Example from Cape Verde

INSTITUTIONAL MOBILIZATION FOR A PRESCHOOL UNIVERSALIZATION CAMPAIGN

The National Network of the Education for All Campaign in Cape Verde (RNCEPT-CV) has consistently expressed concern about the lack of access to quality preschool education at the national level. The main goal is to provide all children with the opportunity to receive excellent preschool education. Below are the essential steps considered to carry out effective institutional mobilization in this area:

1. Formation of a Unified Network:

Members, including educators, parents, and children's rights advocates, joined forces to create a cohesive, strong network dedicated to the universalization of preschool education.

2. Research and Analysis:

The network conducted research to understand the current situation of preschool education, identifying gaps in terms of access, quality, and funding. Data were collected on the number of children not enrolled in daycare or preschool, revealing that approximately 20% of them are outside the system.

3. Legal Advocacy:

The network's team examined existing educational laws and regulations to identify potential obstacles to the universalization of preschool education and legal opportunities to promote expanded access. For example, the Basic Law of the Educational System did not integrate preschool into the general education system.

4. Development of Policy Proposals:

Based on research and legal analysis, the network developed policy proposals aimed at expanding access to preschool education. This includes draft laws establishing the mandatory nature of preschool education or facilitating increased funding for daycares and preschools (kindergartens).

5. Community Engagement:

The network conducts awareness campaigns and involves parents, monitors, journalists, artists, educators, and community members to highlight the importance of preschool education and garner public support for their proposals.

6. Lobbying/Advocacy with Legislators:

Network representatives hold regular meetings with lawmakers, including government officials and national deputies, to support the legal reforms necessary for the universalization of preschool education. During these meetings, evidence-based legal arguments supporting the proposals under discussion are presented.

7. Resource Mobilization:

The network strives to secure or persuade increased funding for education, essential for expanding the infrastructure of daycares and preschools, as well as improving the quality of teaching. An example of funding opportunity would be the creation of an Education Fund funded by tourism fees.

8. Monitoring and Evaluation:

The network maintains constant monitoring and evaluation of intermediate results that will lead to the desired true educational policy reform, aiming for the effective implementation of policies and their impact on the universalization of preschool education. The team is prepared to take legal action if necessary to ensure compliance with new laws when they are published.

9. Celebration of Achievements:

When true universalization of preschool education is achieved, the network will celebrate its achievements, emphasizing the benefits for children and the preschool community as a whole.

In this example, institutional mobilization specifically aims at the universalization of preschool education, involving lawyers, educators, parents, and children's rights advocates in joint efforts to promote legal and policy changes ensuring access to quality preschool education for all children.

Example from East Timor

SHARING ADVOCACY EXPERIENCES TO ADDRESS PROBLEMS

In 2015, the Ministry of Education of Timor-Leste began implementing a new policy to transform some general secondary schools into vocational technical schools. The implementation aimed to develop the technical skills of Timorese people in various areas to meet the needs of the job market. As part of this change, the status of 56 general secondary schools was changed to vocational technical schools, and in the Ermera municipality, 6 vocational technical schools were established. However, in November 2022, the Ministry of Education decided to close three vocational technical schools in the Ermera municipality.

To prevent the closure of schools, the Civil Society Education Partnership (CSEP) used three strategies:

1. Gathering information about the educational situation in the municipality:
Collecting data on the current situation of education in the municipality.
2. Identifying the problem and government justifications for school closure:
Understanding the reasons given by the Ministry of Education for closing the schools.
3. Seeking solutions and preventing school closure:
Developing strategies to avoid the closure of schools.

Identifying the Problem:

The Ministry of Education's justification for closing three vocational technical schools was as follows:

- The number of students in these three schools continues to decrease year after year;
- Lack of infrastructure facilities, practical materials, and laboratories; and
- The condition of the buildings is not satisfactory.

Counterpoints presented by teachers, academics, civil society, local authorities, students, and parents to prevent the closure of schools:

- We disagree with the Ministry of Education's plan to close the three technical and vocational schools in the Ermera Municipality, as the learning process in these schools is proceeding normally;
- The closure of the three schools will impact communities with small-scale economies, which are poor and have no easy access to urban schools, depriving them of the right to quality education as advocated by the Sustainable Development Goals (SDGs) 4;
- We believe that the Ministry of Education's plan to close the schools represents a misallocation of the state budget resources, devaluing these institutions and demonstrating a lack of sustainability for the future;

- We disagree with the closure because the technical and vocational school, by itself, can provide employment opportunities for students who do not continue their studies at the university.

Resolution:

On February 10, 2023, CSEP promoted mobilization and established communication with Teachers, Academics, Civil Society, Local Authorities, Students, Mothers, and Fathers. The goal was to have a direct audience with the Minister of Education, seeking joint solutions and presenting recommendations.

Unified Recommendations:

- The unified recommendation from Civil Society, Local Authorities, Students, and Mothers and Fathers was clear:
- Implementation of improvements in infrastructure, including the construction of classrooms;
- Establishment of a library, laboratories, and acquisition of suitable teaching materials;
- Assurance of competent teachers to teach the subjects.

Positive Outcome:

As a result, the Ministry of Education chose not to close the three vocational technical schools. Furthermore, it fully embraced the presented recommendations, committing to building classrooms, laboratories, a library, and additional structures.

METHODS AND MOBILIZATION FOR EVIDENCE-BASED ADVOCACY RESEARCH

Recommendations and Experiences from Brazil.

Evidence-Based Research: What Is It, and Why Is It Crucial for Political Advocacy?

Evidence plays a crucial role in the activities of civil society organizations within the political landscape, substantiating arguments aimed at political advocacy. Evidence not only justifies the need for intervention and change but also forms the basis upon which robust arguments are built for the development and improvement of public policies.

Producing sound arguments requires a diagnosis grounded in evidence-based research. It is essential to establish a comprehensive methodology that utilizes various types of data. Evidence-based political advocacy goes beyond mere denunciation, contributing to the identification of causes and potential solutions.

Research Planning

A first step in research planning involves identifying which topics are essential for the context in which political advocacy is intended. Subsequently, the sampling or target audience is determined, specifying the research questions and detailing the intended methodology. A balanced combination of different methodologies allows for more comprehensive and robust results.

Within qualitative approaches, various tools are employed, such as interviews, case studies, focus groups, ethnographies, and experiential reports. These methods provide a deep and contextualized understanding of the phenomena under study.

On the other hand, quantitative approaches involve data collection through surveys or public databases, for example, and the subsequent treatment and analysis of this data using quantitative and statistical methods.

After data collection, it is necessary to assess the validity and relevance of the information gathered. It may be necessary to discard some data, redo the collection, or seek other information that was not initially mapped and needs to be included in the results to provide more robust outcomes.

From the organization and analysis of the data, it is possible to present and discuss the results. In the research conclusions, it is essential to show what the results mean for public policies, detailing the gaps in action and the possibilities for improving public policies.

There may be no available data for the intended study, either because they were not adequately provided by responsible agencies or the government or because they were not produced. In this case, advocacy actions should include the demand for the production and provision of data, emphasizing their importance for the creation of accurate and socially relevant public policies. **Here, the crucial need for institutional mobilization comes into play, involving other research networks and advocacy organizations, as well as government agencies, to ensure access to data.**

Advocacy Actions Based on Research

Example from Brazil

ANNUAL REPORT OF THE NATIONAL EDUCATION PLAN (PNE)

In 2014, the National Education Plan (PNE) was sanctioned without vetoes, in the form of Law 13.005/2014. With a validity period of 10 years (2014-2024), the PNE was organized as a progressive agenda for the fulfillment of its goals. This means that its provisions are arranged in a schedule of deadlines, with tasks distributed throughout its validity. If a task scheduled for 2015 is not completed, it hinders the progress of another task scheduled for 2016, which in turn affects a third task scheduled for 2017, and so on.

Since the enactment of the Law, the Brazilian Campaign has dedicated efforts to publish, every year on the Plan's anniversary, a monitoring report of its provisions. The Global Action Week for Education (GAWE), the largest global mobilization of civil society in support of the right to education, coordinated in Brazil by the Brazilian Campaign, has

dedicated all its editions since 2014 to bring the debate on the Plan, our main education law, to society, communities, schools, and decision-makers at all federative levels.

The document is published in the form of a set of cards with the most recent data showing the situation of all the goals of the National Education Plan. This report presents what has already been achieved, what remains to be achieved, and also the impact of this state of compliance on Brazilian society. Each of the goals is classified into the following categories:

- Achieved;
- Partially achieved;
- Not achieved;
- In regression;
- Data gap.

The document provides an overview of goal compliance and its historical evolution, as well as an analysis of the context of educational policies.

NOT FULFILLED/IN REFUND

Understanding the numbers...

Scheduled for 2016, the goal 1 provision that determines the universalization of access to school for children aged 4 and 5 has not yet been met in 2022. Worse than that, the estimate of attendance by the Continuous PNAD is still points to a setback since 2019, before the COVID-19 pandemic. Thus, the pace of progress observed continues to indicate that we will reach the end of the current PNE without achieving this objective.

Target 1 also establishes that in 2024 the percentage of Brazilian children up to 3 years old attending schools or daycare centers must be equal to 50%. From 2014 to 2022, this percentage went from 29.6% to 37.3%, configuring an average rate of progress that is far from insufficient to achieve this objective within the deadline. If before the pandemic the scenario indicated failure to achieve the objective of expanding Early Childhood Education in this age group, the trend after the pandemic is even more negative, with service advancing at half the pace necessary for this.

Due to complications arising from the COVID-19 pandemic, IBGE did not publish data for 2020 and 2021

of the Continuous PNAD referring to the expanded education questionnaire, source of information on the education level of the population under 5 years of age. For this reason, these years are absent from the series of monitoring indicators for this target.

In addition to the insufficient expansion, attention is drawn to the still high participation, in some states and the Federal District, of institutions affiliated with providing Early Childhood Education 1: in 2019, around 20% of enrollments in daycare centers financed with public money they were in private institutions in the states of Minas Gerais, Rio Grande do Sul and Pará, and the rate jumps to 40% in São Paulo and 95% in the Federal District. Despite the participation levels of partners being lower in pre-school services, the number is still high in some federative units, exceeding 10% in Rio Grande do Sul. In this context, the prospect for the following years is bleak. from the approval, in the Federal Chamber, of the New Fiscal Framework², which will prevent the public expenditure necessary to correct this distortion, in addition to compromising the entire Plan, if it is approved in the Federal Senate and sanctioned by the president in its current terms.

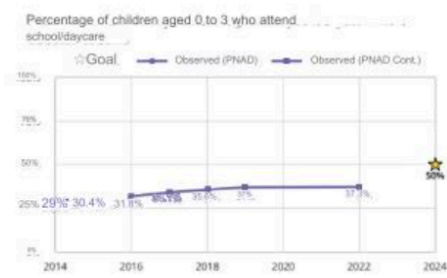
1 See the report "The Early Childhood Education Policy in Brazil: from legal guarantees to financing public offerings", available at <https://bit.ly/relatorio-politica-edu>

2 The National Campaign for the Right to Education is publicly against the parameters approved by the legislative house, see <https://bit.ly/prioridades-no-brasil>

The document also presents the evolution of the indicators since the beginning of the validity of the Law and analyzes whether the progress rate of the indicator is sufficient or not for the fulfillment of the goal [meta in Portuguese] within the set deadline.

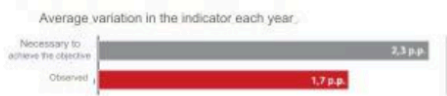
META 1

Universalize, by 2016, early childhood education in pre-school for children aged 4 to 5 years old and expand the provision of early childhood education in daycare centers in order to serve at least 50% of children up to 3 years old by the end of the validity of this PNE.



Year	2014	2015	2016	2017	2018	2019	2022
Percentage of children aged 0 to 3 years attending school / daycare (%)	29.6	30.4	31.8	34.1	35.8	37.9	37.3

Source: PNAD and PNAD Continua - Education / IBGE.
Prepared by: National Campaign for the Right to Education.

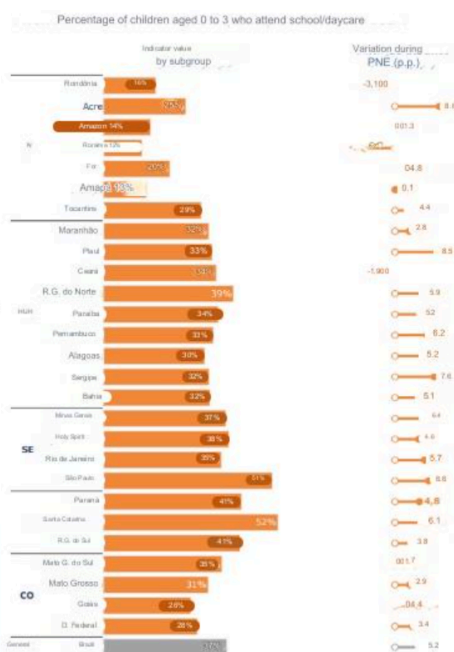


Furthermore, the Campaign has been producing disaggregated data by income, race/ethnicity, location (urban or rural), gender, region, and states.

Percentage of children aged 4 and 5 who attend school/daycare



Source: PNAD Continua - Education / IBGE. Prepared by: National Campaign for the Right to Education.



Source: PNAD Continua - Education / IBGE. Prepared by: National Campaign for the Right to Education.

In addition to the use of the PNE Balance during the Global Action Week for Education, the document is also used for political advocacy with the federal government. The document has been launched in a public hearing at the National Congress, with a debate about the status of its implementation. Its disaggregated data serves as inputs for various technical and policy documents presented both nationally and internationally.

In June 2023, during the public hearing for the launch of the PNE balance at the Federal Senate, the Brazilian Campaign denounced the non-disclosure of all data by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), which hinders the effective monitoring of PNE goals. Acknowledging our complaint and as part of an institutional mobilization agenda, Senator Flávio Arns (Rede - PR), the president of the Education Committee, issued a letter to the Ministry of Education (MEC) requesting a solution to the situation and also issued a request for a public hearing with the Brazilian Campaign, a representative of Inep, and a representative of the National Data Protection Authority (ANPD), among other organizations.

In response to the Campaign's complaint, a public hearing took place on October 26, 2023, at the Education Committee (CE) of the Federal Senate to discuss proposals to improve access to microdata from the School Census by the National Institute of Educational Studies and Research Anísio Teixeira (Inep). Andressa Pellanda, the general coordinator of the Brazilian Campaign, participated in the event presenting the Technical Note "Impact of the unavailability of Inep's microdata on the independent monitoring of the National Education Plan."

The [Technical Note](#) shows that the annual monitoring of the National Education Plan (PNE) – the PNE Balance, from the Campaign – is impaired in half of the goals due to restricted access to Inep's microdata. In approximate percentage terms, this represents a loss to the monitoring of 22% of the indicators, 50% of the goals, and 35% of the associated strategies.

At the beginning of November 2023, the Campaign sent a letter to the Office of the Comptroller General of the Union (CGU), requesting that the agency monitor and evaluate the promotion of transparent public management and suggest measures for improvement so that the microdata from the School Census, collected and processed by the National

Institute of Educational Studies and Research Anísio Teixeira (Inep), be disclosed in accordance with the Access to Information Act (LAI).

Aiming to address the concerns raised by the Brazilian Campaign, the Ministry of Education (MEC), in collaboration with the National Institute of Educational Studies and Research Anísio Teixeira (Inep) and the Representation of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Brazil, organized the "Data for What?" Seminar on Formulation, Financing, Monitoring, and Evaluation of Educational Equity on December 12 and 13. The Brazilian Campaign was invited and attended the event in Brasília (DF).

