ALL HANDS ON DECK FOR SDG 4

An action toolkit for collaboration in education systems

Operational Guide

Acknowledgements

The All Hands On Deck For SDG 4 Action Toolkit was commissioned by IDP Foundation (IDPF). It is the result of a technical collaboration between Global Schools Forum (GSF), IDP Foundation and Oxford MeasurED, under the umbrella of the All Hands On Deck Initiative.

The All Hands On Deck For SDG 4 Action Toolkit comprises a set of resources including toolkit, case studies, presentations, guides and facilitator notes to support better collaboration and integration across national, subnational and regional education systems. All Hands On Deck For SDG 4 calls for affirmative action by all education stakeholders, so that governments can benefit from the experiences and expertise of the affordable non-state sector (ANS) through their voice in policy development, implementation, and monitoring.

These resources were developed in consultation with experts including government representatives, non-state providers, researchers, and civil society organisations. Their valuable inputs and insights are a welcome contribution, and are listed in Annexure 3.

GLOBAL SCHOOLS FORUM	**The Global Schools Forum** is a collaborative community of non-state organisations working to improve education at scale for underserved children in low- and middle-income countries.
IDP Foundation, Inc. INNOVATION · DEVELOPMENT · PROGRESS	**IDP Foundation** is passionate about strengthening the global education system and giving children in all settings access to quality education.
Oxford MeasurEd	**Oxford MeasurEd** is a global education consultancy dedicated to working with international partners to collect and analyse data, and improve learning for all children around the world.

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Executive Summary

The 2021/22 UNESCO Global Education Monitoring Report 'Non-state actors in education: Who chooses, who loses?' called for all schools, whether public or private, to be recognised as being part of one system. This call to action requires that non-state providers, such as those within the Affordable Non-State sector (ANS) who provide education to marginalised communities around the world, be included in policy planning processes.

Currently most non-state schools (often referred to as informal schools or low-fee private schools) run with little support or regulation by governments. A lack of government engagement with the ANS means there is little supportive regulation of these schools in place to ensure a minimum level of quality within all education provisions. Alongside this, the lack of a collective voice for the ANS means they have limited opportunities to support the national education agenda.

All Hands On Deck For SDG 4, referring to the utility of all actors and providers, both state and non-state, in progress towards SDG 4, is an Initiative which aims to resolve the challenges of a lack of recognition, integration and support, by creating resources and practical tools to foster better collaboration between the ANS and government.

This resource guide builds on research and case studies to identify actions the ANS can take to facilitate better collaboration with governments. GSF are delivering a parallel set of evidence-based tools and resources focused on the range of partnership models between government and non-state providers.

All Hands On Deck For SDG 4 calls for affirmative action by all education stakeholders so that governments can benefit from the experiences and expertise of the ANS through their voice in policy development, implementation, and monitoring. By driving recognition of the role of the ANS in access to education, and engineering supportive regulation of the sector, learning outcomes for all children in all settings can improve.

To achieve this vision, the resource guide and tools aim to:

1	Inform the strategic plans of **implementing organisations** (including private schools associations, NGOs or research organisations) on effective ways to foster better collaboration between governments and the ANS sector.
2	Initiate **funding organisations'** understanding of where greater collaboration has had an impact on national systems change, and which engagements have been the most effective. This can lead them to support the activities of implementing organisations, and/or guide what activities they could support their current grantees to develop.

3	Influence **global organisations** involved in developing resources and setting norms in education, to further support the global education eco-system through better collaboration between governments and the ANS.

With these drivers in mind, All Hands On Deck mapped initiatives globally that had worked to foster systemic change through improved engagement and collaboration. Four of these initiatives were selected for deep dive research, with reflections from these case studies synthesised to develop a framework for action – including concrete recommendations for organisations looking to strengthen their approaches to fostering engagement.

i Case Studies

1 The Regional Education Learning Initiative (RELI)

RELI is a coalition of more than 70 non-state and civil society organisations working in education in Kenya, Tanzania, and Uganda. Formed in 2017, RELI aims to generate evidence to support governments in improving education quality.

As a case study, RELI demonstrates how coalition-building, and collaborative evidence generation can be a platform for government engagement and support for systemic change.

READ THE FULL CASE STUDY >

2 Engagement between the Ministry of Education and private schools in Lagos State

Most learners in Lagos State are in low-fee private schools, but until 2008 the number of schools wasn't known. Beginning with a DfID-funded school census, a constellation of organisations has been working to improve the quality of engagement between the Ministry of Education and these schools.

This case demonstrates how eco-system organisations committed to working together long term can improve engagement and collaboration with government.

READ THE FULL CASE STUDY >

3 Transforming Education in Cocoa Communities (TRECC)

TRECC was a collaboration between the Jacobs Foundation, the government of Côte d'Ivoire and a network of cocoa-producers.

The initiative aimed to reduce child labour in cocoa communities through joint funding and management of pilots to find innovations to improve education quality. These innovations could then be scaled up within the government system. TRECC is an example of productive engagement between private philanthropy, corporations, and government bodies.

READ THE FULL CASE STUDY >

4 Central Square Foundation's (CSF) work with private schools

CSF's work aims to improve the quality of education in the private sector by:
A. Better data on learning outcomes, thereby supporting informed parental choice,
B. Supporting improved regulation of private schools, and
C. Using evidence to build more productive narratives around private schooling.

This case highlights how evidence can be used to create and sustain new narratives around private schooling to support more productive engagement with government.
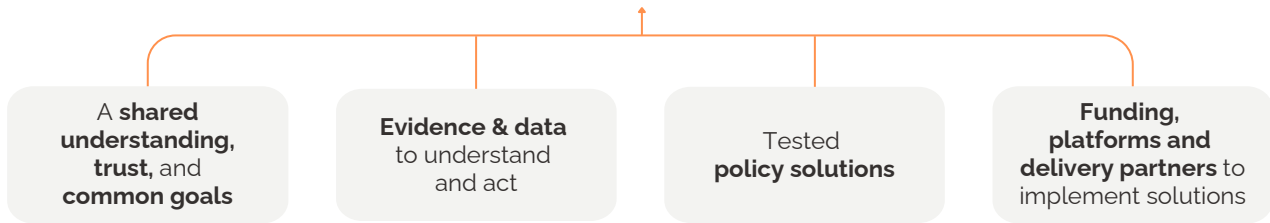
READ THE FULL CASE STUDY >

Our Action Framework

This action framework is based on the lessons learned from the four case studies. It maps what needs to be addressed, what factors enable change making, what activities are impactful, and what outcomes are required to reach a system level goal.

System Level Goal

Public and private operate as one system supported by government oversight and partnerships; and delivering goals of equity and learning

A **shared understanding, trust,** and **common goals**	**Evidence & data** to understand and act	Tested **policy solutions**	**Funding, platforms and delivery partners** to implement solutions

Outcomes of Increased Engagement

Trust Building	Issue Framing	Modelling & Testing Solutions

...for what purpose

What can be done...

Data & Evidence Generation	Coalition Building	Catalytic Funding

Activities to Build Engagement

Characteristics and Assets
- Alignment
- Technical Capabilities
- Commitment
- Skilful Leadership

Enablers of Change

Opportunities
- Policy Windows
- Political & Social Context
- Timing
- Ecosystems
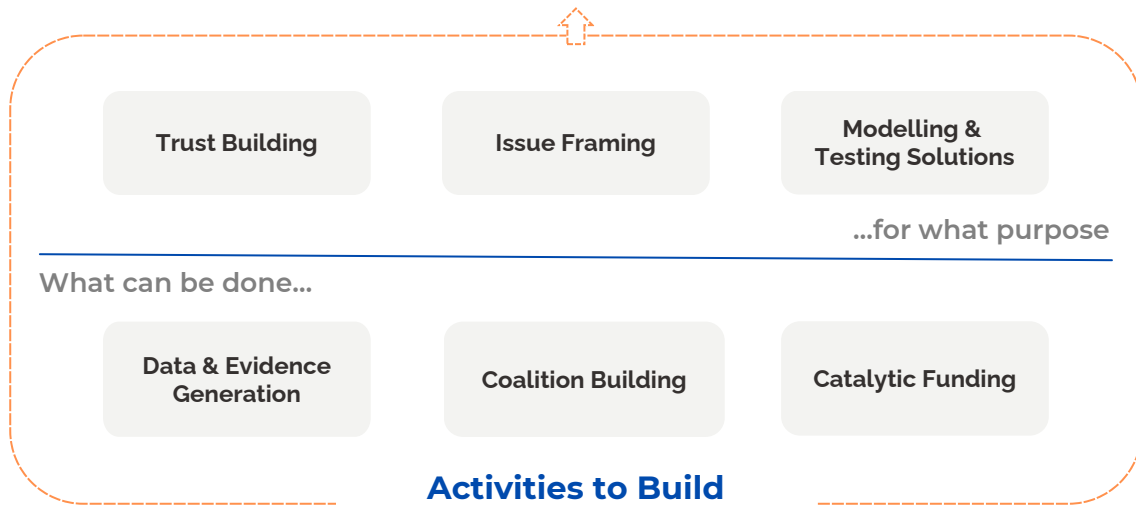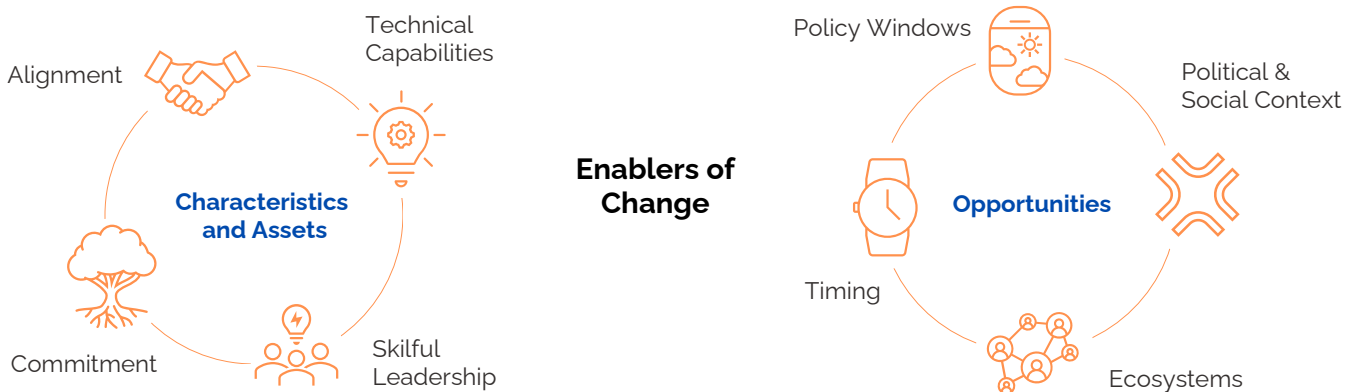
Problem Statements

Lack of **data and evidence** and shared understanding on non-state actors.	A **mindset** that views non-state education as outside public policy.	Lack of **policy and delivery solutions** for public-private collaboration.	Lack of **catalytic funding** & platforms to support public-private collaboration.

iii Putting into Practice

Using the evidence and knowledge-gathering from the four case studies, this framework can be used to shape effective action through the steps below:

Step 1 - Understanding Your Starting Position

Strategic Framework

Enablers for action are defined in terms of :
A) The characteristics and assets of successful organisations, and
B) The opportunities the context can provide as a starting point for action, as shown below.

Characteristics & Assets

COMMITMENT

Change is fostered by commitment. This can be achieved by local organisations with deep roots, or outside organisations willing to make long-term commitments.

SKILFUL LEADERSHIP

Change is powered by skilful individual leadership within organisations, which can drive and shape agendas and build relationships.

ALIGNMENT

Alignment within an organisation requires a clearly defined, consistent message, alongside alignment with government priorities and policies.

TECHNICAL CAPABILITY

As an organisation, having a specific and clearly defined technical niche is an asset for building collaboration and credibility.

Opportunities

POLITICAL & SOCIAL CONTEXT

Education is an important public issue. Understanding the public's view of the issue, and how this relates to the current political position can build understanding of opportunities.

TIMING

Change takes time, and enacting effective change relies on patience, trust and adaptability to persist with activities, and flexibility to act when opportunities arise.

ECOSYSTEMS

Knowing who else is working around you is key. The presence of other aligned actors with complementary skills can create an opportunity for collaboration and change.

POLICY WINDOWS

Opportunities for change can arise suddenly from changes in policy. Whether these are a product of a long advocacy processes, or shifts in political landscape, they create an opportunity for change.

Operationalisation

The first step in developing a strategy for systemic change through increased collaboration is to understand your starting point. This means spending time reflecting on who you are as an organisation, how that can support your work, and what opportunities exist for change in the system you work in. Below are some key questions which can guide this process.

Core Activities	Steps to Guide Action
Reflecting on characteristics and assets	1. What are your key strengths as an organisation or a coalition of organisations? How can you leverage them? 2. What are potential gaps or challenges? How can you work to narrow these through organisational development or complimentary partnership? 3. Who can you collaborate with to strengthen your voice or technical capabilities?
Mapping opportunities	• **Timing** What is the timescale of your theory of change? If you are aiming for long-term change, how will you measure your progress and know you're on the right track? • **Policy Windows** What are the key policies that underpin engagement in the country or countries where you work? If these changed, would you be ready to take advantage of new opportunities? • **Political & Social Context** What are the trends in education as a public issue? How do you frame (or re-frame) your work to speak to these narratives? • **Eco-systems** Who is working in parallel to you? Or in a complementarily cross-cutting way? How could you collaborate to create a collective voice, or to amplify each other's work?

Step 2 – Plan your activities

Strategic Framework

Across the four case studies, three activities were identified that foster systemic change through increased collaboration.
These are:

1. **Evidence generation** plays a key role, with three kinds of evidence - **mapping** to describe a previously undescribed issue; exploratory to understand how a situation was arrived at; and solution **generation,** to demonstrate effective approaches to addressing an issue.
To build credibility for evidence there is a need to:

   - Ensure evidence is framed within a clear narrative
   - Align evidence generation with questions being asked within the national sector
   - Involve wide coalitions of actors in the evidence generation process

2. **Coalition building** is an important way to build collective voice and collaboration within a sector. There are **formal coalitions**, in which organisations explicitly collaborate towards a common goal, and **informal coalitions**, in which groups of actors work separately but driven by a common goal.
To build successful coalitions, it is important to:

   - Establish alignment between organisations with a common goal
   - Establish trust and commitment between organisations
   - Ensure that the coalition brings in diverse organisations and perspectives
   - Work to build formal authority through inclusion of government voices, or through fostering of champions within government

3. **Catalytic funding** is an important impetus for action, which was evident across all of the four case studies. This is funding that caused sustainable or scaled up impact beyond the funding cycle.
To ensure this scale up or sustainability, the following is key:

   - Trust and commitment from funders
   - Funders support existing momentum, rather than using funding to create momentum
   - Listening and learning from funders, with the work and vision of grantees taking the lead

Operationalisation

Once you understand your characteristics and assets as an organisation, and the opportunities afforded to you by your context, the next step is to decide on what activities you are in a position to undertake.

This should be driven by an understanding of your technical specialty, as well as what opportunities exist. For each of the three potential activities identified, the following concrete actions can be followed:

Core Activities	Steps to Guide Action
Evidence generation	1. Establish purpose for the evidence 2. Agree on the kind of questions you will ask 3. Understand your audience and their need 4. Plan for participatory design
Coalition building	1. Identify other organisations working on the same issues 2. Explore whether your work is complementary, or whether there is a need to work together to establish collective voice 3. Define the shared common goal that will frame your work as a coalition
Catalytic funding	1. Map opportunities and find well-positioned partners 2. Use funding to support existing actions or ideas 3. Provide secure, flexible funding to catalyse change

Step 3 – Link your activities to your desired outcomes

Strategic Framework

The activities above can be used to address specific sectoral challenges, and to achieve outcomes which can lead to the overall system level goal. These pathways are:

1 **Issue framing:** collaboration between state and non-state actors is often hampered by a lack of shared evidence, and a mindset has existed in the sector which is opposed to collaboration. The case studies identified the importance of generating data and evidence, and then using that evidence to work towards a shared understanding and trust between state and non-state actors.
This was supported by

- taking a neutral, pragmatic position
- building on a track record of positive engagement with government
- ensuring strong connection with communities in evidence generation, and
- building coalitions around evidence

2 **Testing policy solutions:** Where there is a shared understanding of the need to act, there may be an absence of feasible, credible solutions to implement. There is value in working collaboratively between state and non-state actors to generate these solutions.
To achieve this outcome, it is important to:

- understand appetite within the government to trial & scale solutions
- ensure that a credible evidence base exists to demonstrate effectiveness
- recognise that to achieve scale, solutions need to be taken on by governments and should align with their priorities

3 **Building trust:** Collaboration is challenged by a lack of trust between state and non-state actors in education. In the four case studies, extensive work was done to build this trust, which is a key outcome for the goal of systemic change. Important in overcoming a deficit of trust is:

- constant use of evidence to ensure neutrality, and to avoid issue-based lobbying
- time and patience to build long-term relationships
- the establishment, by government, of platforms for discussion and collaboration with non-state actors

Operationalisation

Alongside planning which activities to engage in, you should actively think about how each activity links to your desired outcomes, and ultimately to systemic change. This process begins with identifying the key systemic barriers where you work. Once identified, you can assess which activities – issue framing, testing solutions, or building trust – can work to break down those barriers. Below are concrete steps to guide you in framing your activities to achieve these purposes.

Core Activities	Steps to Guide Action
Issue framing	1. Start with the common goal, which is shared by all actors – for example, better life outcomes for children. 2. Use evidence to build a roadmap from the current situation to the ideal change. 3. Spend time understanding how the issue may be perceived differently by different groups. 4. Understand your position in the framing of the issue, and how this may affect the discussion.
Testing policy solutions	1. Understand the appetite in government for new policy solutions. 2. Build a strong evidence base to demonstrate effectiveness. 3. Forge relationships with government agencies who could ultimately scale up the solutions.
Building trust	1. Work collaboratively with government to establish a shared evidence base. 2. Take time to build trust through shared activities. 3. Create space for practical discussion and collaboration between state and non-state actors.

Conclusions

Addressing the Global Need for Better Collaboration

1. **Key to systemic change is the need for greater engagement and collaboration**. The four case studies are examples where positive engagement has been fostered, which have been synthesized into a framework for how better engagement can support a pathway towards access to quality education for all.

2. **Organisations well positioned to create or take advantage of opportunities for greater engagement and collaboration can utilise the framework to reshape their strategic objectives and operational plan.** This guide can be used by change-making organisations to help them a) reflect on their characteristics and assets to support them with organisational growth and positioning, and b) shape their strategies and plan their activities to foster engagement with governments.

3. **Funding and technical support needs to target design and delivery of activities which can push towards more productive engagement and collaboration.** This guide can help funders design their funding strategies to target initiatives that foster better collaboration in the education sector, alongside a framework for providing technical support to their grantees.

Next Steps

Outcome 1	Outcome 2
Non-state actors, particularly the affordable non-state sector collaborate on common goals, establishing a collective voice, generating evidence, and identifying opportunities to engage with governments.	Research organisations contribute to an expanding evidence base to understand education in the affordable non-state sector, and how engagement can be fostered between state and non-state sectors.

Outcome 3	Outcome 4
Governments create gateways for collaboration with non-state actors in education. This facilitate two-way engagement by leveraging innovation and expertise from the non-state sector, while also creating an enabling environment through regulation.	International and multi-lateral organisations support collaboration through the production of resource materials, consolidation of research, and provision of technical support to actors, fostering collaboration at a national level.

Outcome 6
Funders contribute catalytic funding, and facilitate technical support to initiatives seeking to foster engagement – including research for mapping the sector, testing solutions to know what works, supporting scaling, and coalition building to support organisations looking to establish a globally supported local collective voice in the sector.

I   Introduction

1.1 Background

There has been a significant expansion in the role of non-state education providers in low- and middle-income countries. Over the last two decades, the percentage of students in low-income countries attending non-state primary schools doubled, from 11 percent to 22 percent. Non-state actors currently provide education to 350 million children globally, with many of those in marginalised or hard-to-reach communities underserved by public education.[1]

The involvement of the private sector in education is characterised by blurred boundaries between state and private provision, and state and private financing. Alongside schools that are privately managed and financed (such as NGO schools, private schools, faith schools etc.), there is a wide range of situations in which education provision is neither 100 per cent publicly owned and financed, nor privately owned and financed.[2] This includes public funding for private provision (voucher systems), or private funding for public provision (including household contributions to school fees, or corporate sponsorship of schools).[3]

Within this context the affordable non-state sector (ANS) can generally be described as any non-state education provision catering for populations at the lower end of the income distribution. However, there is no commonly agreed threshold for defining affordability.[4] This means that the ANS comprises a diverse range of actors, including for-profit and non-profit providers of education, from small individual proprietors to international businesses and non-profit organisations.

Non-State Actors
All non-governmental organisations involved in delivering or supporting the delivery of education. Including international organisations, research organisations, civil society organisations, etc.

The Affordable Non-State Sector (ANS)
All low-fee or no-fee non-governmental providers of education, and those ancillary organisations who support them. Includes low-fee private schools, free schools, religious schools, training institutions, curriculum providers, etc. While the exact scale is not known, the ANS is the largest provider of non-state education globally.

Low-Fee Private Schools
Within the ANS sector, LFPS covers schools which charge fees considered to be affordable for low-income families. Levels determined to be low-fee differ by contexts, but determined as a proportion of median household income (usually 10 percent). As with the ANS sector in general, the proportion of ANS schools that charge fees is not clearly known.
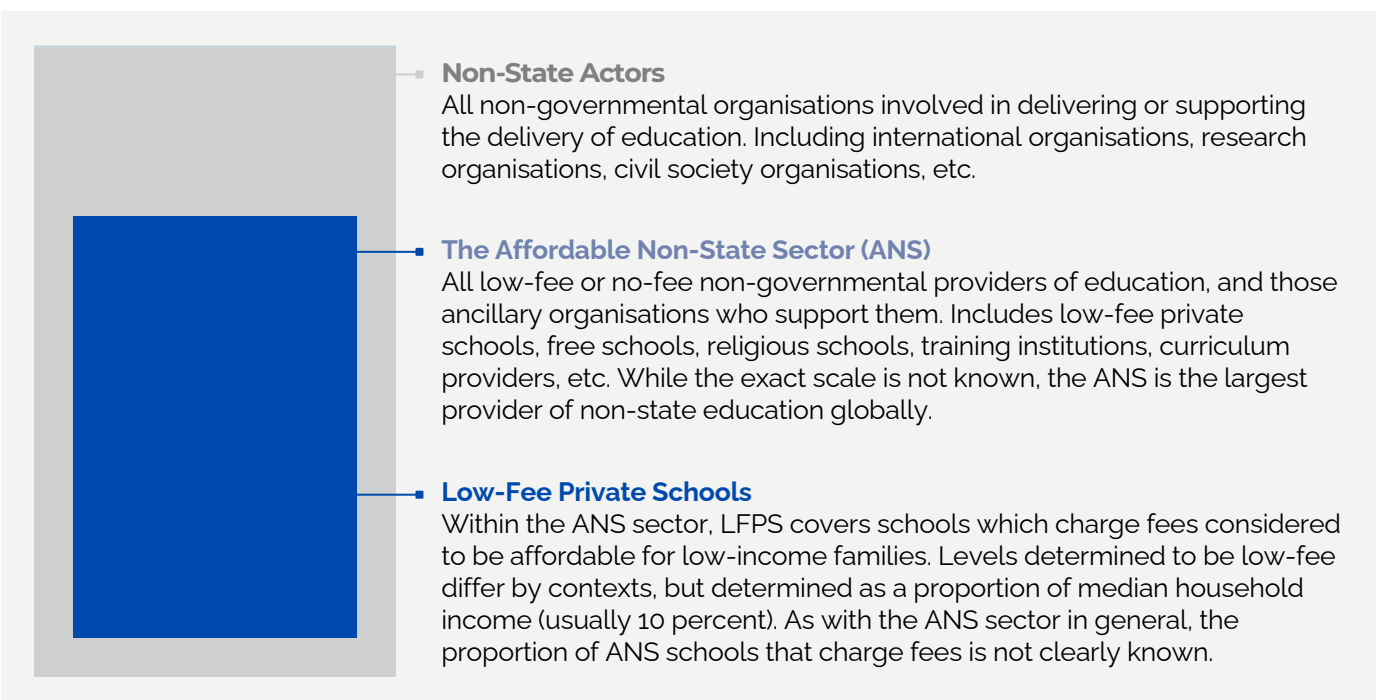
Figure 1: **Non-State Actors in Education**

This diverse mix of provision has led to fragmentation and disconnect. Many schools run completely independently, and with little support or regulation by governments. While research shows that the ANS contributes to increasing education access in low and lower-middle income communities, there are various factors other than quality that impact school choice, about which parents often have insufficient information. A lack [5]of engagement with the ANS from government results in no supportive regulatory framework within which providers can ensure a minimum quality of education. The lack of a[6]collective voice for the ANS means that they do not have opportunities to support governments and the state education sector.

A part of the solution to these challenges is greater engagement between state and non-state sectors. This was highlighted in the 2020/21 UNESCO Global Education Monitoring (GEM) Report (UNESCO, 2021), which counteracted previously unhelpful 'public versus private' debates. Core to this reframing is the fact that "governments need to see all education institutions, students and teachers as part of a single system." (p.2). The report also highlighted the importance of all stakeholder voices being represented, recommending that "all actors should have a genuine seat at the table" (p.24).

1.2 Purpose

As two organisations committed to supporting non-state education providers, both as they exist today and advocating for their inclusion in a centrally governed system, **IDP Foundation (IDPF)** and **Global Schools Forum (GSF)** have been long working on the GEM report recommendations to ensure that all actors have a genuine seat at the table. As part of this commitment, they commissioned research on models of successful collaboration, with the aim to provide insights, inspiration, approaches, and and an open door for funding, to support further collaboration between state and non-state actors. This initiative comprises:

a. Four case studies where engagement between state and non-state actors has been successfully fostered

b. This resource guide, which synthesizes the four case studies into tools that support organisations in planning their engagement strategies

c. An invitation for funders to offer flexible support to organisations looking to foster greater engagement and collaboration

1.   UNESCO (2022) Global Education Monitoring (GEM) Report. Source.
2.   Aslam (2017) Non-state education provision; access and quality for the marginalised. Source.
3.   Ibid
4.   UNESCO (2022) GEM Report
5.   UNESCO (2022) GEM Report.
6.   Global Schools Forum (2023) Regulating Non-State Education. Source.

Summary of the Purpose of All Hands On Deck and its Tools

The Goal

All non-state education providers working in underserved communities are recognised, included and supported in government policy planning, dialogue, implementation, and monitoring.

The challenge

While there has been progress in the support for non-state actors' engagement with government, there is still much work to do to include ALL non-state actors working to support education in underserved and marginalised communities.

The affordable non-state sector (ANS), including low-fee or no-fee private schools, religious schools, and the ancillary services which support them, are often left out of policy planning, dialogue, implementation, and monitoring. This limits the diversity of experiences involved in formulating and implementing policies to expand inclusive education, and denies the ANS a formal opportunity to support national education goals.

Imagining the future

Governments, as duty bearers of education, will be able to rely on expertise from all non-state actors involved in education. This would allow them to leverage the different experiences and knowledge that exist within the affordable non-state sector, helping to formulate and deliver on policies which expand equitable access to quality education.

Support to achieve better collaboration

This resource guide and tools aims to support greater engagement between non-state actors and governments by:
1. Desk research on effective approaches to systems change through better engagement of state and non-state actors.
2. Developing deep dive case studies of successful initiatives which have shifted narratives to more productive engagement between state and non-state sectors.
3. Producing a publicly available toolkit, created from synthesizing the case studies, to guide strategic thinking for non-state actors looking to increase their productive engagements with governments.

This is a live process. The toolkit (including this resource guide) is to be used by non-state actors in their strategy planning process, as well as serve as a point of reference for all education stakeholders including governments.

As the tools are used, we will look to generate new case studies on initiatives that have increased engagement and collaboration, to build an evidence hub for partnership with government – as well as building increased understanding of how state and non-state actors can work collaboratively towards ensuring quality education for all learners everywhere.

1.2.1 Framing the Audience

As the duty bearers, **governments** sit at the heart of education systems. Around governments sit a wide **constellation of state and non-state actors** who contribute to the delivery of education for all. These national actors include state and non-state schools, as well as state schools managed by non-state actors, non-formal education providers, tertiary institutions, teacher training colleges, providers of curricular materials and other ancillary services.

Surrounding these national eco-systems are an array of **international actors** who support both governments and those involved in service delivery. The role of these international actors includes setting or challenging norms for global education systems, providing technical support, as well as financial support through bi-lateral, multi-lateral and private philanthropic funding.
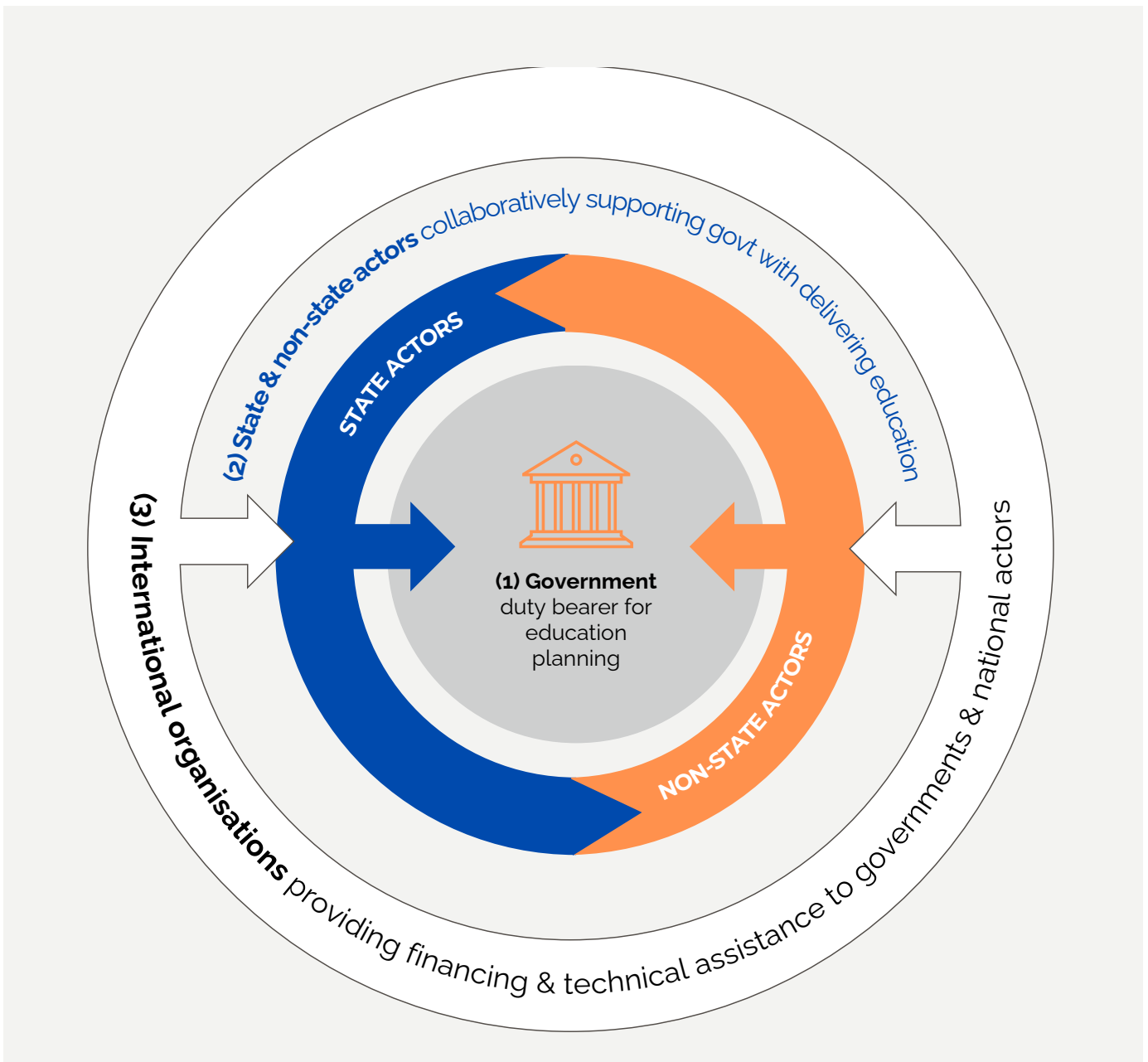

Figure 2: **Concentric Systems for Education Delivery**

1.3 Structure

The resource guide aims to both summarise findings from the case study research, and provide concrete steps for non-state organisations building their strategies to strengthen collaboration with governments. The content of this guide has been divided into three blocks for each sub-section, labelled throughout, and described below.

Summaries of Findings

These sections introduce each topic area, giving an overview of the definitions of specific blocks in the action framework, as well as synthesised findings from across the case studies.

These blocks are most useful **for those interested in a summary** of the All Hands On Deck action framework.

Spotlights from our Case Studies

These sections give specific examples of how each block from the action framework was manifested within the case studies. This includes what was learned from the case studies, as well as what that implies for other organisations looking to replicate their work.

These blocks are most useful for those with a deeper interest in understanding how change through collaboration occurs across a range of contexts.

Operationalising

Each section finishes with a summary of steps for an organisation to plan concrete actions. Taken together, these sections serve as an operational guide for practitioners to put theory into practice.

These blocks are most useful for practitioners, in particular organisations that work to advocate for non-state actors in education, and work to build productive collaboration between state and non-state education sectors.

II **Methodology**

All Hands On Deck is a framework for action, based on evidence from case studies of initiatives which have successfully enacted systemic change through increased collaboration between state and non-state actors.

The work was split into four phases, as outlined in figure 3, and included:

1	**Initial consultations** with GSF members and funders to explore how to approach the research, as well as what outputs would be most useful for those who would use them.

2	**Research design** based on a review of key literature on systems change. The results of this were a set of guiding questions which covered: • The political and social **context** in which initiatives operate • The **characteristics and assets** of initiatives that support them in their change-making work • The **approaches** taken to creating change, and the impact of that change A table outlining the questions used under each of these headings, and the literature from which they were drawn is included in **Annex Table 1.**

3	**Landscape mapping** of change-making initiatives across geographies and education sub-sector using the guiding questions generated through the literature reviews. Considering the breadth of initiatives that could be counted under this definition, the sampling of initiatives was purposeful rather than exhaustive.

4	**Case Studies:** After the landscape mapping, four initiatives were selected to profile. The two sources of data were document reviews and Key Informant Interviews. This data was analysed and written up into separate case study briefs.

5	**Analysis and development of the action framework and strategy guide** built through collaborative analysis of the case studies. The action framework uses earnings from the case studies to show a theoretical model for how non-state actors can better engage with governments to enable or enact systemic change.

The flow of these activities is shown in Figure 3 below.

1a

Consultations with members and funders

2

Research Design

1b

Review existing frameworks on change-making

Exclusion and selection criteria applied to select 5 initiatives

3

Landscape Mapping

Summary information gathered against mapping framework for 15-20 initiatives

4

5 Deep Dive Case Studies

Qualitative data from documents and KIIs used to document initiatives

Outputs:

5 internal case study briefs to support toolkit development

Figure 3: **Case Study Research Process**

Limitations

It is important to note that the case study process was not an evaluation of any organisation or initiative. The cases were chosen as illustrative examples of the kinds of initiatives which are having impact, or show positive indications of future impacts.

The approach was designed as a space for those most closely involved in the cases to reflect on *what they have learned* through the process. This means that what is presented here is based on their point of view, rather than on a rigorous, external assessment of what impact was achieved by any organisation or initiative.

III Four Case Studies of Systemic Change through increased engagement

After the landscape mapping, more than 25 separate initiatives met the criteria for inclusion*. The final shortlist of four cases were chosen for their individual relevance, and the range of approaches that they represent. Each of the cases are described in brief below, and referenced throughout this resource guide. You can find the full case study documents here.

3.1 The East African Regional Education Learning Initiative (RELI)

RELI brings together more than 70 education-focused non-state and civil society organisations across Kenya, Tanzania, and Uganda. This learning community of organisations can collectively generate evidence to support engagement with government to improve learning for children across the region. This is done across four thematic clusters: values and life skills, learner centred teaching, equity and inclusion, and accountability (only in Tanzania).
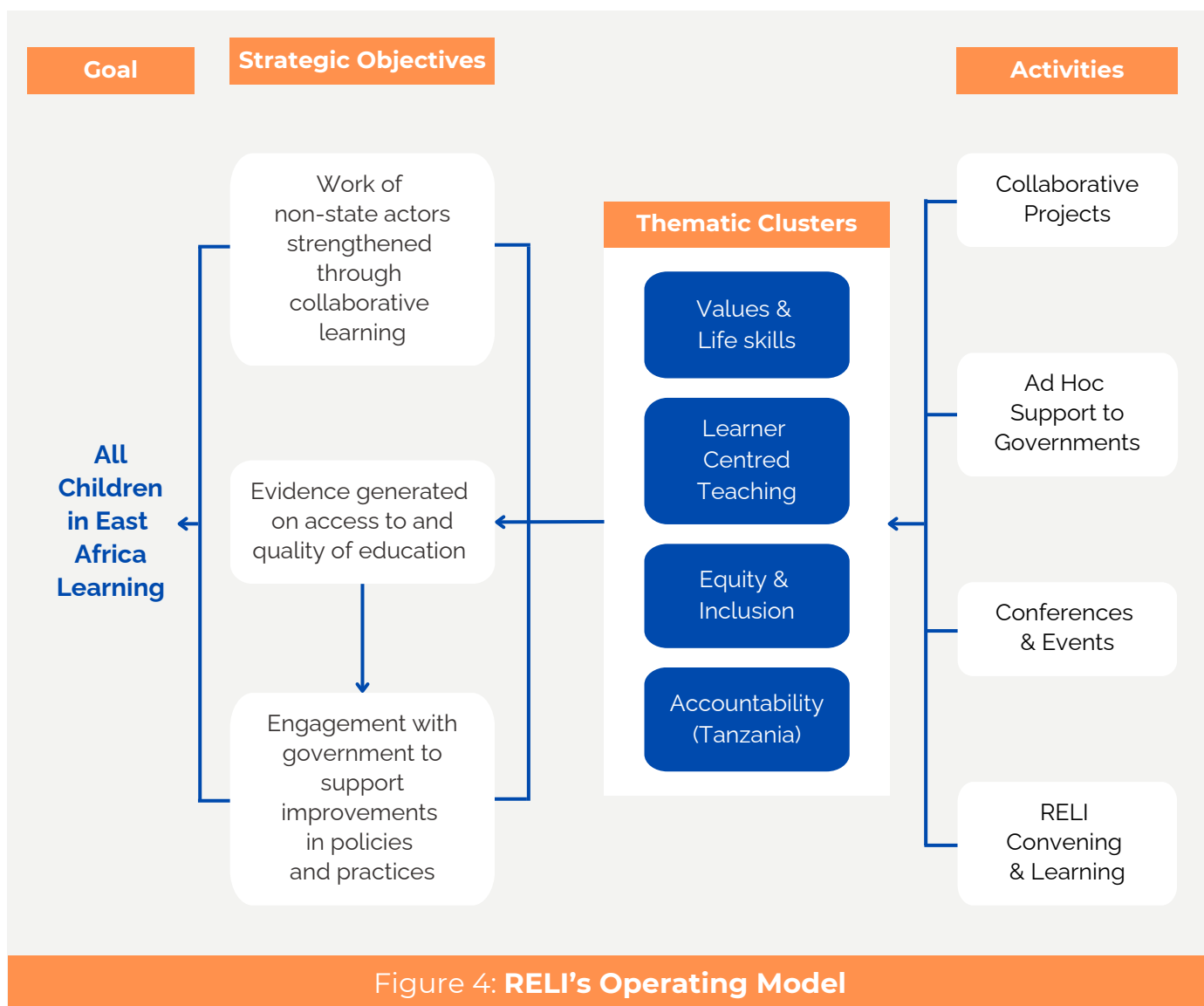

Figure 4: **RELI's Operating Model**

RELI shows the potential of inclusive coalitions of non-state actors for creating a collective voice to engage with and support governments. While RELI was initially supported by the Wellspring Philanthropic Fund, it has become self-sustaining, attracting funding for collaborative programmes such as the Assessment of Lifeskills and Values in East Africa (ALiVE).

From RELI we learnt:

a) what works in building and sustaining coalitions,
b) how locally generated evidence can be used to create a platform and collective voice for engaging with governments, and
c) how catalytic support from funders can build genuine collaboration.

3.2 Engagement with Low-Fee Private Schools in Lagos State in the decade after the Developing Effective Private Education in Nigeria (DEEPEN) project

In Lagos State, more than 80 percent of schools are non-state schools. This fact was only formally recognised when a 2008 school census commissioned by the UK's Department for International Development (DfID) was conducted. This led the DEEPEN project to focus on improving the quality of education provided by these non-state schools, through a series of market-based solutions.

The DEEPEN project, and the general shift in the global context for engagement between governments and low-fee private schools, has birthed a diverse eco-system of state and non-state bodies in Lagos State who seek to improve the quality of education across the whole sector, including non-state schools. This eco-system is mapped in Figure 5.
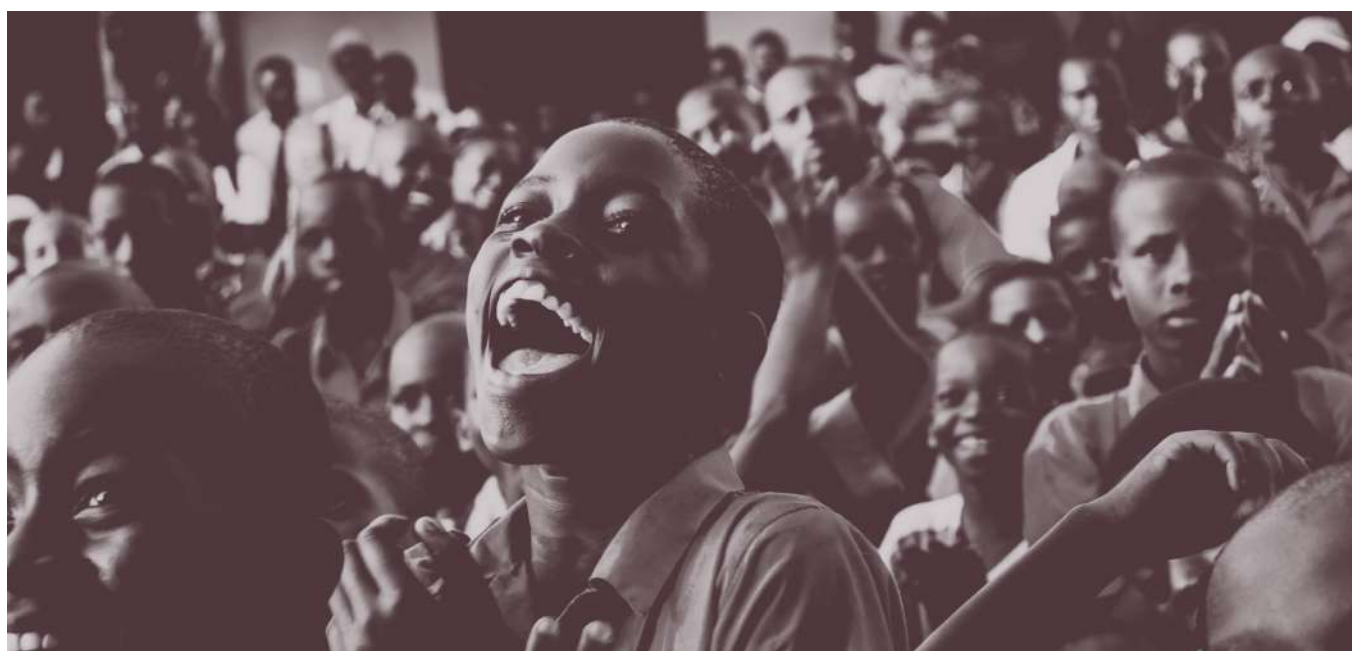
Acronyms

COPSAL Coalition of Private School Associations in Lagos
ESSPIN Education Sector Support Programme in Nigeria
DEEPEN Developing Effective Private Education in Nigeria
FCDO Foreign Commonwealth and Development Office
SEED Sustainable Education and Enterprise Development
TEP The Education Partnership

Network of Support for Private Schools in Lagos State

COPSAL acts as a platform for collaboration between the SMoE and private schools

The MoE plays the central role in regulating schools and supporting them to improve quality in line with regulations

COPSAL

Lagos State Ministry of Education

DEEPEN was the starting point for organisations such as SEED and EdFin bank

Private Schools Associations

SEED supports MoE through support for improved regulation

DEEPEN

SEED

EdFin Bank & Lagos State Education Trust Fund

SEED provides support to Private Schools Associations, as well as directly to schools

Banks provide finance for schools and support to improve quality

FCDO

The UK Government through FCDO provided funding to ESSPIN and DEEPEN programmes

ESSPIN

TEP CENTRE

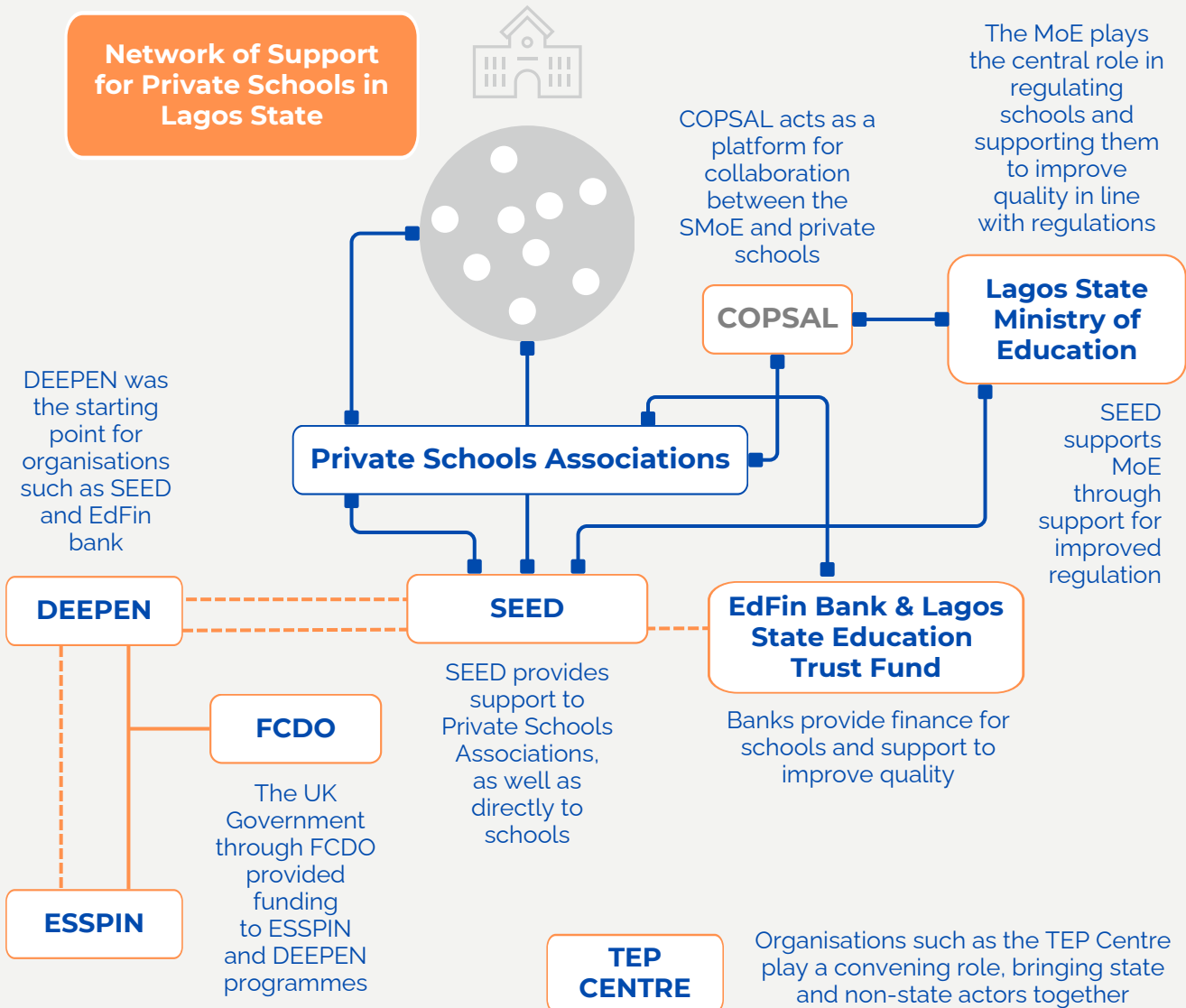Organisations such as the TEP Centre play a convening role, bringing state and non-state actors together

Figure 5: **Mapping of the Eco-system for LFPS in Lagos State**

This case study highlights how a wide range of organisations working in a flexible coalition can improve dialogue and engagement over time. It also **showcases** the long-term impact of catalytic investments in evidence, such as the **DfID** school census. Finally, as the baseline for trust between the government, the public, and the non-state school sector was low, this case study provides insights **into** how organisations can enact change when there is a deficit of trust.

3.3 Transforming Education in Cocoa Communities (TRECC) in Côte d'Ivoire

TRECC is an innovative partnership between the government of Côte d'Ivoire, the Ivorian Cocoa producers, and the Jacob's Foundation. Since 2016, the TRECC partnership has worked to select, co-finance, implement and evaluate promising education innovations. The structure for this partnership is shown in Figure 6.
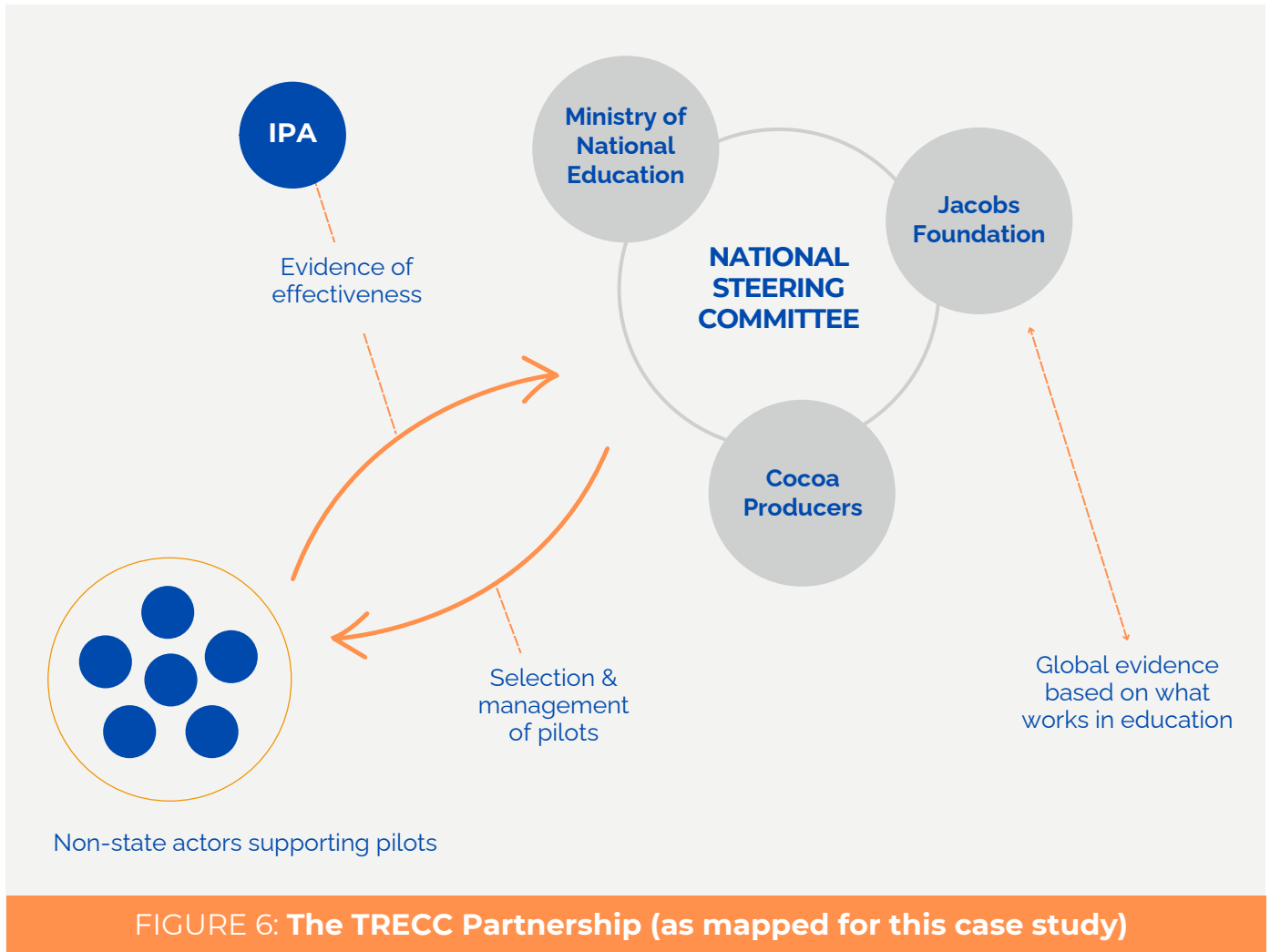

FIGURE 6: **The TRECC Partnership (as mapped for this case study)**

The result of this partnership has been both scalable interventions, such as Teaching at the Right Level, and a new space for productive, evidence-based partnership between the government and the private sector in Côte d'Ivoire. The latter is exemplified by the follow-on Child Learning and Education Facility (CLEF) which brings in equal co-financing from the government and the private sector.

This case study exemplifies:

a) the value of working in partnership to generate evidence on policy solutions,

b) how new partnerships between state and non-state actors can be productively fostered, and

c) how opportunities presented by context can be successfully leveraged to build engagement.

3.4 The Private Schools Work of the Central Square Foundation (CSF) in India

This case study looks at Central Square Foundation's work in India to support better engagement with, and regulation of the private school sector.
This work has rested on three pillars:

1	Better evidence for decision-making, so that parents are able to make decisions based on an understanding of the quality of education. To support this, CSF created competency-based assessments to support reporting on learning outcomes.
2	Outcomes-based regulation to improve quality in private schools, supportive regulatory frameworks should be based on learning outcomes, rather than inputs or infrastructure that may be difficult for schools in marginalised communities to achieve. CSF has supported the new independent state regulators to develop this approach.
3	Framing a new narrative on private schooling at the national level, whereby CSF worked on the publication of the State of the Sector Report.[1] This report synthesised evidence on private schooling in India, making a case for a shift in regulation and debate on private schools. This report has had significant influence on discourse around private schooling nationally.

CSF was selected as a key case study because:

a) it shows how evidence can be used to shape a narrative when the subject area is politically contentious, and
b) it shows how this narrative shift can inform and support other organisations working in the same sector.
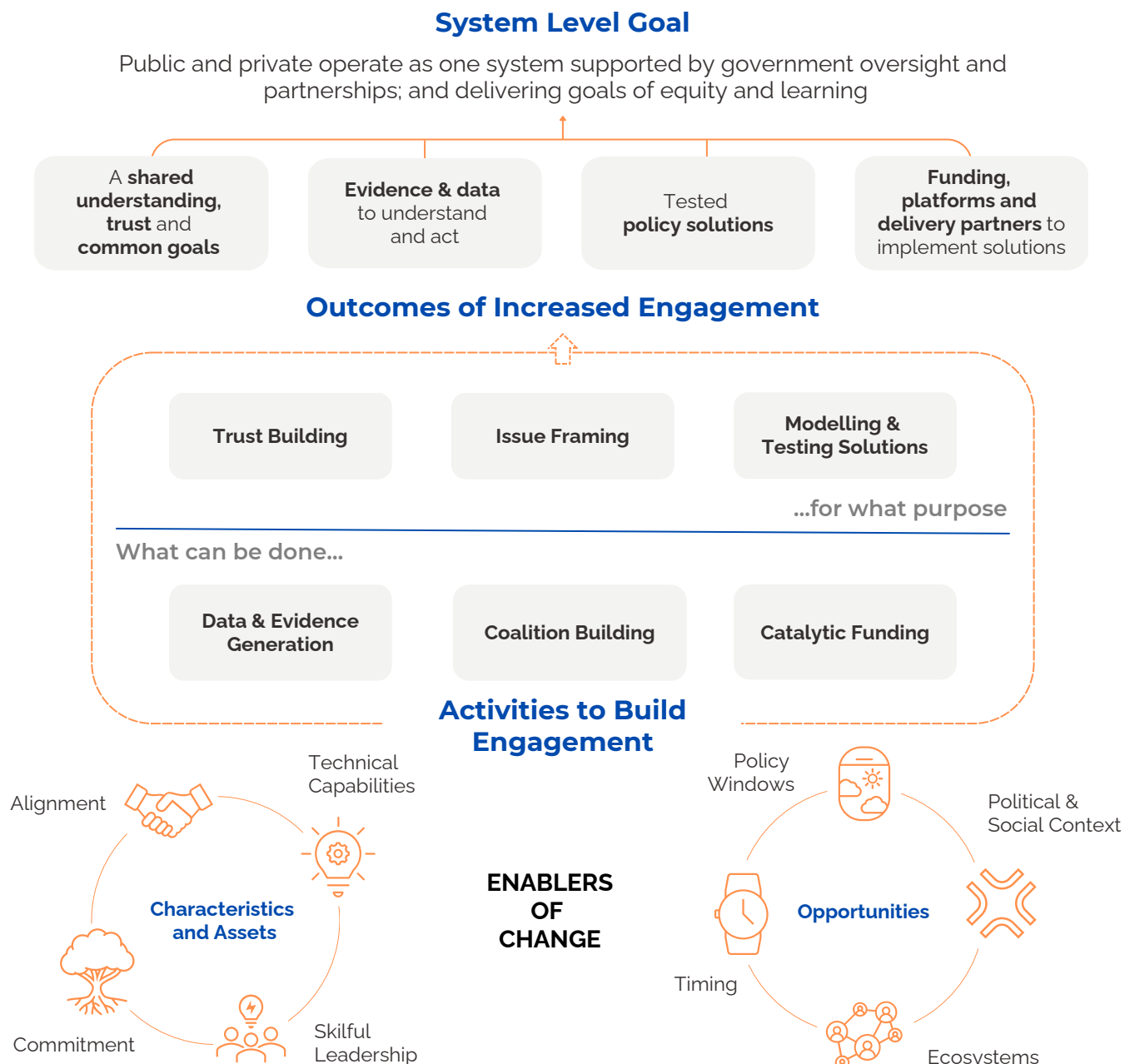

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1. Central Square Foundation State of the Sector Report: source

IV An Action Framework for systemic change through government engagement

These four case studies have been synthesised into a working guide and toolkit to support those looking to enact systemic change in education through better engagement state and non-state actors. Insights from the case studies have been used to build a framework for action, which uses the evidence of what has been effective in practice to create systemic change.

4.1 The Action Framework

System Level Goal

Public and private operate as one system supported by government oversight and partnerships; and delivering goals of equity and learning

| A **shared understanding, trust** and **common goals** | **Evidence & data** to understand and act | Tested **policy solutions** | **Funding, platforms and delivery partners** to implement solutions |

Outcomes of Increased Engagement

| Trust Building | Issue Framing | Modelling & Testing Solutions |

...for what purpose

What can be done...

| Data & Evidence Generation | Coalition Building | Catalytic Funding |

Activities to Build Engagement

Characteristics and Assets
- Alignment
- Technical Capabilities
- Commitment
- Skilful Leadership

ENABLERS OF CHANGE

Opportunities
- Policy Windows
- Political & Social Context
- Timing
- Ecosystems

Problem Statements

Lack of **data and evidence** and shared understanding on non-state actors	A **mindset** that views non-state education as outside public policy	Lack of **policy and delivery solutions** for public-private collaboration	Lack of **catalytic funding** & platforms to support public-private collaboration

This framework consists of:

1. **Problem statements** which capture the current challenges faced in many systems where engagement between government and non-state providers in policy dialogue is low.

2. **Enablers** which provide a foundation for organisations seeking to enact change. While they are not all necessary for success, in the four case studies they are seen as important levers for change.

3. **Activities** which can work towards improving engagement between state and non-state actors. These have been categorised as what can be done, and for what purpose, resulting in a wide range of combinations, many of which have already demonstrated success in the case studies.

4. **Outcomes** of initiatives for creating greater engagement between state and non-state actors, including:

    a. **A shared understanding, trust, and a common goal.** Alignment and trust across both state and non-state education sectors is a foundation for collaborative action.

    b. **Evidence and data to understand and act.** A base of evidence covering the entire education sector allows for more effective service delivery, supporting planning and targeting of interventions in the education sector.

    c. **Tested policy solutions are adopted.** Greater collaboration between state and non-state sectors creates a greater pool of tested policy solutions that can be scaled across the education sector.

    d. **Funding, platforms, and delivery partners support the implementation of solutions.** Increased collaboration provides new collaboration platforms to implement solutions and engage with hard-to-reach communities.

This action framework is designed to inspire action by laying out activities which have been successful in achieving the specified outcomes, in various ways in different contexts. This creates a template in which organisations can map their own activities and add detail to build their own theory of change.

4.2 Understanding and using the Action Framework

This framework is a tool for mobilisation and coalition building, reflection, and strategy development. It can be used by a range of organisations to support their work in building engagement between state and non-state actors.

This framework can:

|	
1	Provide a structure for organisations to reflect on their context, characteristics, and theory of change.
2	Provide real world examples of how different activities have been implemented to achieve systemic change.
3	Provide a template for organisations to use in strategy and operational planning, with examples of workable activities.

The following steps outline each level of the framework, linking evidence from the four case studies, and providing concrete recommendations for replicating or delivering similar work.

V STEP 1 – Mapping Enablers of Systemic Change
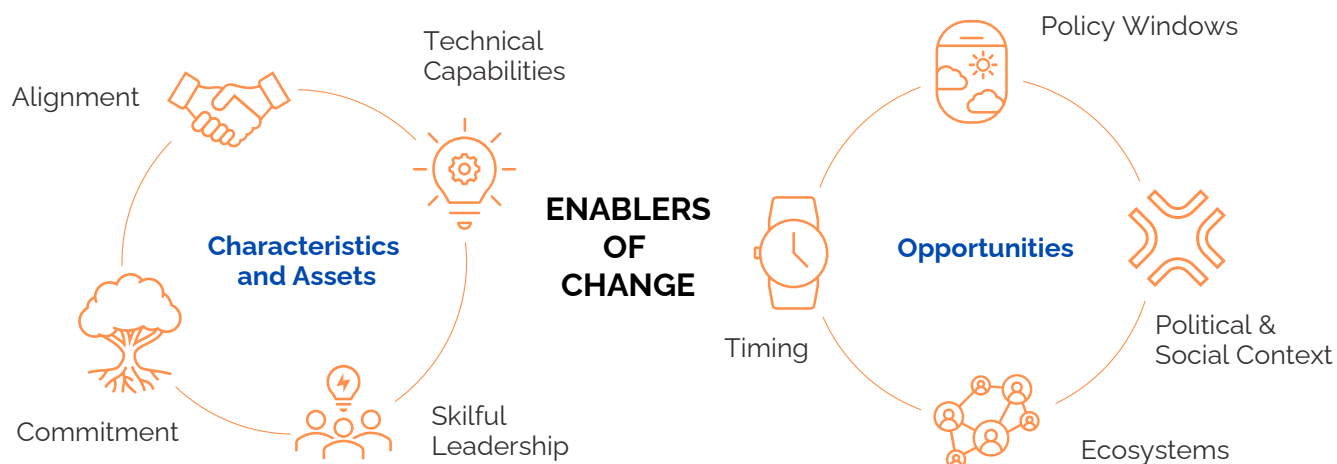
Before planning for activities, it's important to review, both internally and externally. Start by asking questions such as: What is it about me, my organisation, or those organisations I work with which lays a foundation for future success? What are the windows of opportunity which are ready to be climbed through? Reflecting on these questions is important in understanding the success of change making initiatives, as well as in planning for your own.

5.1 Characteristics and Assets

This framework is a tool for mobilisation and coalition building, reflection, and strategy development. It can be used by a range of organisations to support their work in building engagement between state and non-state actors.

Summary
What internal strengths can support your work in enacting systemic change through increased collaboration, and what weaknesses can you identify and pivot into strengths? From the case studies, the **characteristics and assets** that can support your work have been mapped. These traits were identified as being supportive of organisations' work on building collaboration. They include commitment, alignment, technical capabilities, and skillful leadership. As an organisation, your first step should be to map out these characteristics and assets. Understanding what will work in your favour, and what are areas to build upon will help you in developing your strategy for change.

Defined by insights drawn from the case studies are the below four key characteristics and assets which exemplify organisations who foster systemic change through increased engagement and collaboration. Each have a set of questions that can be asked during your review stage.

Commitment

What drives you as an organisation? Is it short term funding of quick impact initiatives, or long-term dedication to seeing sustainable change? How long have you been working on the problem statement in your area of focus?

Are you perceived as a committed voice in the debate, trusted through your longevity and willingness to persevere?

Are you a rooted local voice, or do you support one, in the communities with whom you work?

Alignment

Is your organisation, and those you partner with, driven by shared goals, interest and solidarity of purpose?

Do your activities align with organisations you collaborate with, as well as trends in the sector, such as national education goals?

Can you describe your goals in one sentence?

Technical capabilities

What are your areas of strength? Do you have a specific technical niche that you fill? Are you trusted by others in the sector to deliver on your technical specialisation?

Do you have any areas of weakness than you can build into a strength?

Skilful Leadership

How do you navigate complex political situations? Does your organisation generate momentum and inspire enthusiasm in other organisations?

Are you able to convey complex messages in a way that makes them engaging and accessible for people, or can you partner with or enlist someone to build this skill into your leadership?

The importance of **commitment** is seen across the four case studies. For example, in the case of **TRECC**, the Jacob's Foundation demonstrated their commitment early on by opening and staffing an office in Côte d'Ivoire. This focus on localisation at the outset is unusual for a philanthropic foundation, and showed Jacob's Foundation were serious about the journey they were asking partners to embark on. In the case of **RELI**, commitment was shown through longstanding community engagement work on improving learning. In both cases, there was a clear long-term commitment shown to the outcomes of the work.

Alignment can be interpreted differently for various contexts or different organisations; in all the four case studies it was a central theme. For example, in **Lagos State**, the 2008 school census allowed for a common, aligned language around support for low-fee private schools to be established. This alignment unites organisations who may have otherwise had opposing views, but now work together productively (see the later sections for more reflections on how this was achieved).

Within the four case studies, building engagement was a central activity engineered from a **technical capability**. In all cases this included the ability to generate evidence, as well as present that evidence in a meaningful way, which acted as a starting point for engagement. As an example, CSF in India used their strong technical base in supporting foundational learning across the education sector to build credibility for their work on private schools. Also displayed was the ability to develop and build consensus around alternative policy solutions, as the work of **TRECC** demonstrated.

Finally, while **skilful leadership** manifests differently in different contexts, it is a crucial enabler for success in creating change. The **RELI** network displays two ways in which leadership plays an important role. The first is in the work of Wellspring Philanthropic Fund (WPF) in catalysing the formation of RELI. In this case, WPF understood that leadership for them would mean taking a backseat, and ensuring the network formed organically. This approach to "quiet leadership" was recognised as key for the initial successes of the network. Those in RELI point to a small number of organisations within the network who have a stronger public presence and have acted as advocates for the network.

Who are you as an organisation? What are your strengths? What are the areas that you may need to strengthen? Understanding the answers to these questions will help you target your collaboration-building strategy to maximise your strengths and convert any weaknesses.

The first point to make is that not every organisation needs to have all these characteristics and assets to succeed. However, all of them are supportive to the success of an initiative.

Before you start planning your activities, ask yourself the following questions:

1	What have you done to demonstrate to potential partners that you are committed to the sector, and to achieving the same outcomes of quality education for all?
2	What is your message? Can you clearly communicate what you want to achieve and how you aim to achieve it? Are the activities of your organisation aligned around this message? What is your window of opportunity to align the message with the national education agenda?
3	What is the technical niche that you fill as an organisation? What is it that you do well, that can give you credibility in engagement?
4	Is your organisation a leading voice in the sector? Are you able to distil complex topics and create consensus, enthusiasm, and momentum? Are you good at communicating what you do to a range of audiences? Are there other organisations you can collaborate with, to strengthen the messaging?

For each of these, the answer may be mixed. Use the answers to think through:

1	What are your key strengths as an organisation or a coalition of organisations? How do you leverage them?
2	What are potential gaps or challenges? How do you work to narrow these through organisational development or complementary partnership.
3	Who can you collaborate with to strengthen your voice or technical capabilities?

5.2 Opportunities

Summary

In addition to understanding your characteristics and assets as an organisation, it is important to understand what opportunities for change exist in the system you work in. Understanding what opportunities exist, or don't exist yet, will help you plan to take advantage of the landscape, both by patiently waiting for the right opportunities, and acting decisively when they do arise.

From the case studies, we define key factors that create opportunities; timing, policy windows, social and political context, and eco-systems. Having a deep understanding of these factors in your context is a key enabler of an effective collaboration-building strategy.

What we learned from our Case Studies

No one plans activities in a vacuum. Initiatives and activities exist within complex contexts, which include the political and policy environment, public perceptions and popular narratives, and the work of other complementary organisations. These factors all interact with each other and shift over time, influencing your activities. This means starting with a deep understanding of the context in which you are working, or planning to work.

It also means that you should prepare to be opportunistic, and ready to take advantages of shifts in the landscape that create a new set of circumstances for action. These opportunities can be broken into four categories:

Timing

Change in social or political conditions is often seen over longer periods, which can span across political or funding cycles.
This means that catalysing change requires a combination of patience, trust, and opportunism. Patience to accept that change may not occur in the short term; trust to commit to an initiative over a longer period, even when there are limited indications of success in the short term, and opportunism to recognise and be ready to take advantage of sudden changes in context.

Policy Windows

Even within long processes of change, there can be sudden step changes.
This is commonly driven by a change in policy, which can create an opportunity or a need for changes in practice within the sector. A change in policy can either be the result of a long process of advocacy, or the result of changes in the political and social context. Recognising, and being well-positioned to build on these policy windows is an important enabler of success in catalysing systemic change.

Political and Social Context

Education is a public issue that is important to everyone.
This means that it is also inherently a political issue, particularly in systems in which governments are more accountable to their citizens. It is important to understand what issues are publicly and politically important. Understanding how the public perceives the issue you are working on can help you develop approaches which are both publicly relevant, as well as politically salient.

Eco-systems

Maximising the effectiveness of action means working in collaboration.
No organisation works in a vacuum, and eco-systems in education are complex webs of state and non-state organisations and individuals. Collective action is important, as is alignment on message and complementation of activities. To achieve these, it is important to understand the eco-system in which you are working, and how that eco-system can support, or may inhibit, your work.

Looking at these four reflections, they are not distinct, but closely entwined. For example, policy windows are often opened as the result of changes in the political and social context. Timing and patience are particularly important where there are no obvious policy windows, or where the political and social context is not aligned with your aims.

When considering how organisations can recognise and leverage opportunities for change, the case studies demonstrate how the four factors have manifested in practice.

The Lagos state case study, which shows change over the course of more than a decade, highlights the importance of understanding timescale. The case study examines a 15-year period, over which there has been steady progress towards better engagement between low-fee private schools and the state government. You limit the influence of the initial school census funded by DfID if you only considered its impact at the time of its completion, rather than from a 15-year perspective.

The impact of that school census is still being felt and built upon, and it has informed a new way of thinking about the non-state sector in Lagos State, which could only be observed over a longer period than the programme that supported it.

CSF is an example of an organisation that has worked strategically to create and use **policy windows** for improving education outcomes. In India the introduction of the new National Education Policy created a mandate for independent state regulators for private schools, and placed more emphasis on collaboration between the state and private schools.

CSF and other organisations had previously been advocating for these changes, and so were ready to support their implementation. This was done by providing support to the establishment of the new state regulatory bodies.

The experiences of the **TRECC** initiative highlights how an organisation can build on their understanding of the **political and social context** in which they work. TRECC was founded to reduce child labour in the cocoa-industry in Côte d'Ivoire, through improved access to quality education. In their planning process they recognised the opportunity to address child labour through partnership, because a) child labour was a key political issue for the government of Côte d'Ivoire, and b) it was also a key political issue for the cocoa-producers, to whom it represented a significant reputational, ethical, and legal risk. Understanding these "political" dynamics, provided a platform from which to build partnership and common ground.

When thinking about **eco-systems,** how **RELI** coalesced as a movement in East Africa is a perfect example. The **RELI** initiative recognises the need to strength local civil-society and non-state organisations working in education across the region. The community were aware that while there were a wide range of organisations working towards similar goals, there was not a space for learning, collaboration, and collective voice. This understanding created the opportunity for the establishment of RELI as a learning network.

Once you have a clear picture of your own key characteristics and assets, spend time reflecting on what opportunities exist (or don't exist) in the system in which you work. Reflecting on, understanding, and communicating clearly what opportunities exist, how you will leverage them, or how you will work to create them is an essential part of the planning process. Include thoughtful and consultative information-gathering, to address your own biases and develop a rich understanding of the context.

Timing

What is the timescale of your theory of change? If you recognise that your aim to improve engagement is unlikely to happen soon, how, in the meantime, will you know you're on the right track? Can you identify intermediate steps and targets that will help you know that you are making progress?

Policy Windows

What are the key policies that underpin engagement where you work? If these changed, would you be ready to take advantage of them?

Political and Social Context

What are the current trends in education as a public issue? Does your work speak to, or seek to shift, common narratives on education in your context? How do you frame your work to speak to these narratives?

Eco-systems

Who is working in parallel to you? What are they doing? How could you leverage their work to strengthen yours? How could you collaborate to create a collective voice, or to amplify each other's work?

VI STEP 2 - Planning Activities to Build Collaboration

By this stage, you should understand who you are, how that will help, or where you need to pivot in your work, to promote systemic change through fostering inclusive engagement between state and non-state actors. You should also understand what opportunities exist, or don't exist and need engineering or waiting for, as well as which you should be leveraging from your environment. Next is assessing what activities to undertake, or who to support to undertake them?

This section maps three kinds of activities identified as successful in the case studies. They are not the only activities which you could undertake as an organisation, nor are they mutually exclusive. Most of the case studies worked through a combination of these activities, depending on their position as an organisation, and the opportunities afforded to them. Your first step should be to reflect on your characteristics, assets, and opportunities, to determine which activities you can most effectively deliver. Once you have your chosen activities in mind, you can use the following sections to guide you in more detailed planning.

6.1 Data and Evidence Generation

Summary

Generation and use of evidence has an important role in promoting better engagement between non-state education providers and governments. A lack of evidence on the existence, activities and needs of non-state providers creates an environment where points of view are formed by individuals' or organisations' pre-conceptions. This erodes the space available for a pragmatic and productive discussion of how to improve access to quality education for all.

The case studies highlight three kinds of evidence;

a) evidence to **map** the current situation in an education sector,
b) evidence to **explore** an issue or challenge, and
c) evidence to prove the **effectiveness** of new solutions.

Building credibility for evidence was done through framing it within a clear narrative, alignment to sectoral priorities, and through inclusion of diverse actors in the evidence generation process.

All four case studies had evidence generation at the heart of their work. For the **RELI** network, evidence generation is at the core of building credibility with governments, supporting them in improving access to quality learning. For **TRECC,** generating robust evidence on what works drove how the programme was built. **CSF**'s State of the Sector report synthesised evidence on private schooling to help build a new, shared narrative on the need to support and constructively regulate private schools.

Finally, in **Lagos State**, the 2008 school census established a common language around the issue of low-fee private schools, and organisations such as SEED, and the TEP Centre continue to produce evidence on education quality in the affordable non-state sector.

The case studies highlight the variety of functions that evidence can play in building partnerships, across three kinds of evidence generation activity:

1

Mapping: This is an activity that identifies and describes an unknown area or scope so it can be better understood. It seeks to use evidence to light-up previously unexplored topics. For example, the Lagos State School Census provided an overview of how many schools were in Lagos State, which had not previously been known with confidence. For RELI, the ALiVE household assessment provided a clear picture of life skills and values in the adolescent population in Kenya, Tanzania, and Uganda.

This kind of evidence is most useful as a starting point for planning or action. As with a map, it provides a basis for planning a route to the desired destination. It drives a recognition of an issue that needs to be addressed, without necessarily suggesting a reason or a solution.

2

Exploratory: Like mapping, exploratory evidence seeks to describe a situation, but goes a step further to look at relationships between different factors. For example, the work done through the DEEPEN programme in Lagos State looked at the differences in learning outcomes between public and private schools, and how it could be explained by learner background characteristics. CSF's State of the Sector report looked not just at the level of enrolment in private schools, but synthesised evidence on why parents chose private schools.

Exploratory evidence goes beyond recognition of the existence of an issue, to an understanding of why that issue exists.

3

Solution generation: This is the most complex and time intensive form of evidence generation. It is evidence on what works, and therefore requires a trial of an intervention or collated evidence from previous interventions. For example, the TRECC initiative generated a large amount of evidence on the effectiveness of different solutions for improving the quality of education in cocoa communities in Côte d'Ivoire.

This kind of evidence can be generated once there is recognition of the issue, and an understanding of why that issue exists. It aims to demonstrate that a specific approach to addressing that issue will work, and is therefore narrow in scope, and intensive to deliver.

Evidence on its own is not enough to build consensus around the recognition of an issue or pathways to solutions. It is important to build credibility for, and engagement with the evidence generated. The case studies identified three priorities for building credibility in evidence:

1

Frame evidence within a clear narrative. If we look at **CSF**'s State of the Sector report, it uses a wide evidence base to lay out a need for a rethinking of how the government engages with private schools. This narrative is clearly linked to the evidence synthesised, and is repeatedly emphasised throughout the report. Following up the report with press releases and media engagements reinforced the narrative, and built momentum for the report. This focus on narrative building, not just evidence production, ensures that the evidence starts a broader conversation in the sector.

2

Align evidence to the questions being asked in the sector. We found that evidence was more effective in building collaboration when it was closely aligned to prevalent questions in the sector. For example, the ALiVE evidence produced by **RELI** in East Africa was conceived at a time in which all three countries were transitioning to competency-based curricula, and the question of life skills and values was important to governments.

3 Involve a wide coalition in evidence generation. The case studies show that involving a wide range of stakeholders can build credibility for evidence. This is particularly relevant when looking at politically sensitive issues, such as collaboration with non-state education providers. For example, when DfID commissioned the School Census in Lagos State, the **Lagos State** Ministry of Education (SMoE) was intentionally involved from the beginning in designing the approach. This co-ownership of the process ensured that the results were accepted as credible across the sector.

Putting this into practice

If you have decided that evidence generation is a core approach for you in catalysing collaboration for systemic change, guiding questions can help maximise your impact. While it goes without saying that the production of high quality, robust evidence is core to ensuring credibility, it is not the only necessary activity. Use the questions below to map out a clear strategy that will ensure credibility and buy-in for the evidence which you produce.

1 **Establish purpose for the evidence.**
What are you trying to achieve with the evidence? Are you seeking recognition of an issue, looking to understand its causes, or modelling solutions?

2 **Establish the kind of questions you will ask.**
Will your evidence be descriptive for landscape mapping? Will it be exploratory? Will it aim to demonstrate the effectiveness of a solution?

3 **Establish your audience and their needs.**
Who do you want to engage with this evidence? What questions are they asking? Will your evidence answer these? If not, can it be adapted to align with their priorities?

4 **Plan for participatory design.**
How can you ensure that your intended audience is involved meaningfully in the evidence generation process?

5 **Think about narrative building.**
How will you disseminate the evidence? Is there a clear, simple narrative which emerges from your evidence?

6.2 Coalition building

Summary

A coalition is a group of organisations working together towards a common goal. Coalition building is the act of purposefully promoting greater collaboration between organisations to work towards a common goal.

The case studies show that successful coalitions are built on
a) clear alignment around a common goal,
b) a foundation of trust and commitment between partners,
c) the integration of diverse voices and perspectives, and
d) inclusion of formal authority, through partnership with government, or building relationships with champions in government.

Integrating these factors can help you build sustainable and effective coalitions for action.

What we learned from our Case Studies

The case studies identified coalitions as either formal or informal. Formal coalitions are those which are explicitly set out through contractual agreements or joint funding, for example in the cases of the RELI network or the TRECC partnership. Informal coalitions are looser arrangements between organisations which share a common goal or work in the same sub-sector but have no formal connections or working arrangements. This arrangement describes the constellation of organisations working to improve the support to, and quality of education provided by low-fee private schools in Lagos State.

Coalitions can take a variety of forms and can contribute to creating a collective voice for non-state actors, or for creating a platform for collaboration with governments. Coalitions also encourage sharing of evidence and collaborative learning, opening the door for organisations to align resources and activities to avoid duplication. While the shape a coalition takes will depend on the context and the actors involved, the following highlight how the case studies undertook successful coalition building.

1
Establish alignment around a common goal.
This is important for all coalitions, and as with issue framing, the most effective way to this is to start with the impact level common ground. For the **TRECC** coalition, the common ground was the desire to reduce child labour in cocoa communities by improving quality of education. Sharing a common goal is an important starting point, even if different groups have different beliefs on how to reach it

2

Establishing trust and commitment.
There is no quick route to trust and commitment, and any attempts at short-cuts may undermine the approach. Within the case studies you can see trust being built through long-term commitment and demonstrated results. For RELI, many reported that the first major policy influence moment (the contribution to an inclusive education policy in Tanzania) was the point at which members trusted the viability of the network.

3

Integrating diverse perspectives.
Coalitions cannot function if they are top-down structures. In both the cases of RELI and TRECC, clear joint decision-making structures are in place. For **TRECC** this is a tri-partite steering committee consisting of the MoE, the Jacob's Foundation, and representatives of the cocoa producers. For **RELI**, a rotating voluntary coordinator structure ensures that a diverse range of organisations contribute to decision-making and leadership.

4

Building formal authority.
This is not an essential step to building a coalition, and if the purpose of a coalition is to act as an advocacy platform, it may not be **necessary**. However, integrating participation of policy makers, either as coalition members (as in **TRECC**), or as core participants in coalition activities (as in **RELI**) builds the ability of the coalition to contribute to decision-making.
The case studies showed that the most effective way of building these connections was through the identification of champions within the government, who would act as a point of connection, and advocate for the work of a coalition.

Coalition building is one activity to build collective action within a sector. Bringing together aligned actors around a common agenda can help to establish collective voice and shared action. Whether you intend to establish a formal or informal coalition of actors around an issue, you should consider:

1	Who else is working on the same issues you are working on?
2	Is your work complementary, or would it make sense to align as one group?
3	What is the shared common goal that you and the identified organisations share that will frame the focus of the coalition?

6.2.1 Catalytic Funding

Summary

A coalition is a group of organisations working together towards a common goal. Coalition building is the act of purposefully promoting greater collaboration between organisations to work towards a common goal.

The case studies show that successful coalitions are built on:
a) clear alignment around a common goal,
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c) the integration of diverse voices and perspectives, and
d) inclusion of formal authority, through partnership with government, or building relationships with champions in government.

Integrating these factors can help you build sustainable and effective coalitions for action.

A common thread across the case studies is the role which external funding played in starting the change process. In the Lagos State, RELI and TRECC case studies, external funders (DFiD, Wellspring Philanthropic Fund, and Jacob's Foundation) all played a role in kick-starting activities, before they were expanded and taken on by a range of other state and non-state actors.

Catalytic funding is funding which has a sustainable impact beyond the funding period. While funding may have been necessary for creating initial momentum, that momentum continued after the funding had been delivered.

The three highlighted case studies show how the funding provided by external organisations was catalytic, and how its impact has sustained beyond the initial funding period, or how it has scaled beyond the initial scope of funding:

1 — In the case of **TRECC**, the funding from the Jacob's Foundation was important in building trust in the TRECC model, but was always contingent on co-financing from cocoa-producers to fund the exploratory pilots. For CLEF, the follow-on programme to TRECC, this co-financing has been expanded to include funding from the government of Côte d'Ivoire.

2 — For **RELI**, WPF were key in instigating the network, both in terms of funding activities, as well as creating connections between organisations. As the network has grown, the funding for RELI activities comes from a more diverse set of organisations, with no central ownership or core funding from WPF.

3 — In **Lagos state**, DFiD's involvement through ESSPIN and then DEEPEN was instrumental in shifting the narrative around engagement with LFPS. However, much of the progress that has been made on fostering better engagement has been since DEEPEN ended, and has taken place independently of any engagement from external funders.

In these cases, none of the change was entirely, or even mostly driven by external requirements. Instead, funding was able to focus on supporting specific opportunities within the context of each case (as reflected in the discussion of opportunity in section 5.2). The funding that was allocated went to a variety of activities, including evidence-generation and coalition-building.

Taking a sustainable view of funding organisations is key when looking to catalyse change. Below are three lessons from the case studies which act as a guide for those looking to create momentum that will outlast funding periods and grant cycles.

1 **Fund with trust and commitment.**
Outcomes are likely to be seen in the long-term, and what may initially seem to lack results may yield impact in the future. Ensuring long-term reliable funding for organisations can be catalytic for their growth, when delivered within a framework of trust.

2 **Don't use funding to generate momentum.**
It is important to ensure that the commitment and momentum behind an idea originates with the organisations being funded, rather than using funding as leverage for an idea.

3 **Take a backseat.**
Create opportunities for learning, and provide support where there is demand for it. Within this, make sure that your funding is providing organisations freedom to plan their own activities and generate their own approaches by using their local knowledge.

Below are key steps for funding organisations looking to be catalytic:

1 **Map opportunities and find well-positioned partners:**
In the countries where you work, are there opportunities to catalyse change? Are there organisations in your network who are well positioned to take advantage, or to create, these opportunities?

2 **Use funding to support existing actions or ideas:**
Once you have identified your partners, work with them on growing their existing ideas and activities. What is the thing that they have been doing which is working, but needs funding to scale? What is the idea they have which they haven't been able to put into practice due to a lack of funding? What is the clear need they have identified?

3 **Provide secure, flexible funding to catalyse change:**
Once the idea is there, trust in the process of growth. Recognise that change in engagement and collaboration takes time, and progress may not be clearly visible in its entirety. Build in points of reflection, and interim goals with your partners. Make sure that funding arrangements are flexible enough to allow for adaptation as opportunities arise, and stable enough to allow for long-term thinking.

VII STEP 3 – Linking Activities to Outcomes

This framework for action emphasises that activities should be planned with outcomes in mind. It links "what can be done," to "for what purpose," breaking the framework down into specific conceptual pathways. These are driven by the problem statements, and layout how specific activities can be leveraged to target specific outcomes.

The following sub-sections provide three cases of this, based on the case studies. This is not an exhaustive mapping of pathways to change. Other pathways are possible, with different problem statements, leading to different constellations of activities, purpose, and outcomes.

7.1 Issue Framing for Improved Evidence and Shared Understanding

Summary

Issue framing is important to create space for collaboration between state and non-state actors. A lack of evidence on the quality of outcomes in non-state education reduces the ability of governments to frame their regulation, and for non-state actors to enhance their role in achieving education for all. This in turn can lead to distrust, and reduce opportunities for productive collaboration. In the highlighted problem statements this is captured as a lack of evidence and shared understanding on non-state actors, as well as a mindset that sees non-state education as outside public policy.

The case studies show a clear pathway to linking the generation of data and evidence with the development of trust, shared understanding, and common goals between state and non-state actors. This link relies on an ability to use evidence for issue framing.
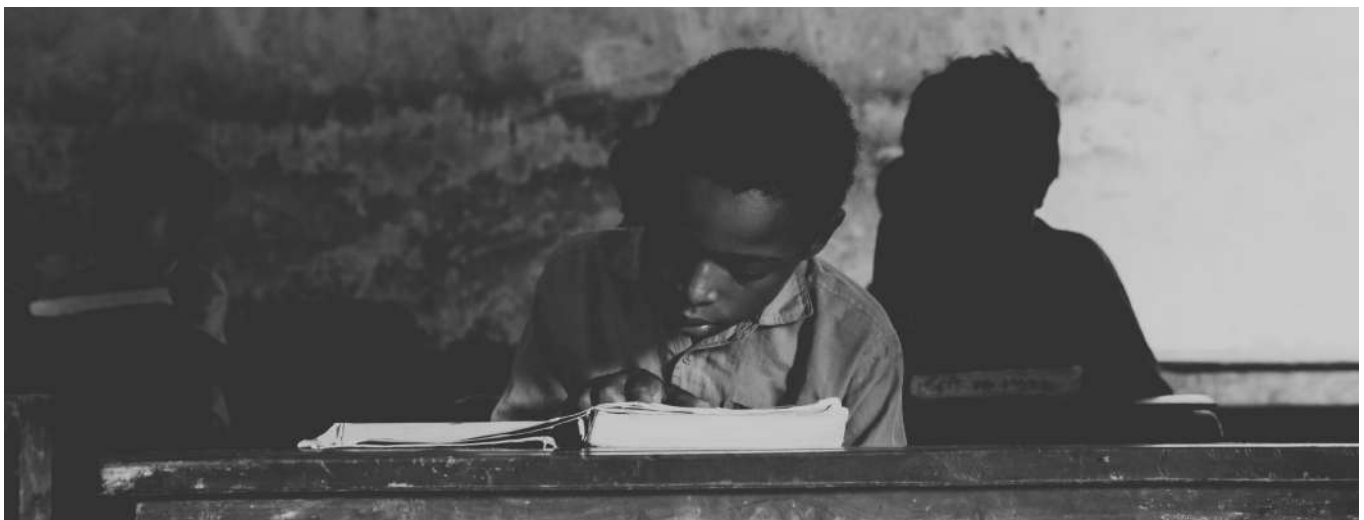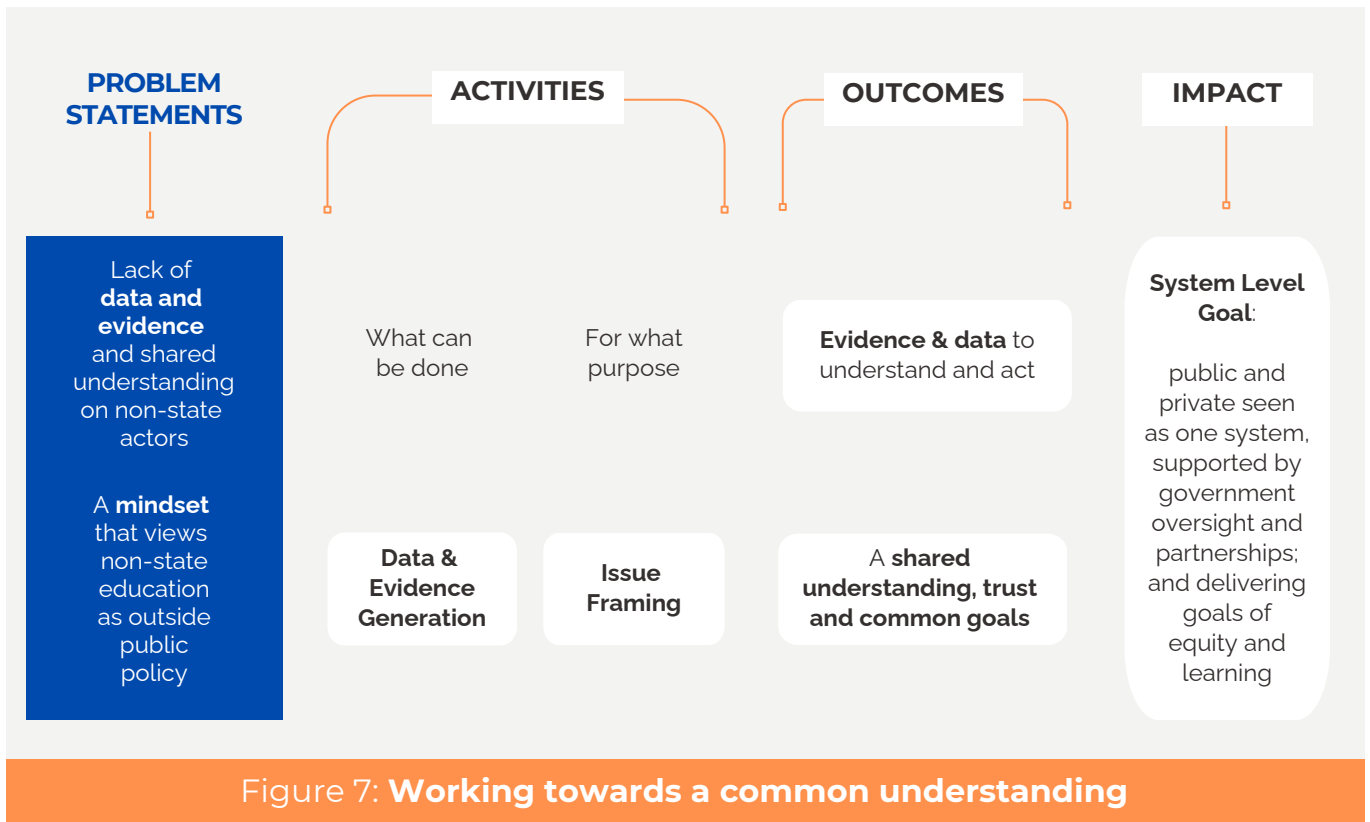
Figure 7: **Working towards a common understanding**

Figure 7 shows a breakdown of a pathway in the action framework from the problem statements to the future system level goal. There are two key outcomes – the first is better evidence and data to understand and act, the second is to develop a shared understanding, trust, and common goals between state and non-state actors. Together, these result in an evidence-driven understanding of what the issue is, as well as the trust and shared understanding needed to work together to address that issue.

Referring to the evidence from the case studies, the key activity for establishing this shared understanding is using data and evidence for the purpose of *issue framing*. What is meant by this is the creation of a common, shared narrative on an issue. This shared understanding acts as a platform on which to build collaboration and engagement when the following are applied:

1 **Start at the end.**
The easiest way to find a productive framing for an issue is to start with the broadest point on which everyone agrees, working to frame the issue in those terms. In the case of non-state actors (and indeed all education issues) it can be assumed that everyone working in the sector shares the goal of improving the quality of education available to all learners, regardless of background.

2

Use evidence to build a link from the current state to the ideal state.
How does the current reality differ from the ideal reality of universal access to quality education? What can the evidence you have tell you about the barriers between the current and ideal reality? In the case studies, both the DEEPEN school census and CSF's State of the Sector report took this position. By highlighting the fact that a significant proportion of learners are in non-state schools, they created a framing in which reaching the goal of quality education for all is only attainable through engagement with the non-state sector.

3

Understand how the issue may be perceived differently by different groups.
The purpose of improving engagement is to bring together diverse actors with diverse mandates and diverse points of view. Once you have a framing with an agreed end point, and agreed start point, you need to frame the pathway in a way that fits with different actors' understandings of their roles.

For example, in Lagos State, the current agreed issue framing recognises that to improve education quality, the role of the state is to set standards for quality, and to provide support to all schools in reaching those standards. The role of low-fee private schools is to engage with and work towards meeting those standards.

The role of the ancillary organisations is both to support schools in reaching (and exceeding) standards, as well as lobby state government to ensure the standards which are set are productive and feasibly achieved.

4

Understand your position in the framing of an issue.
Looking across the case studies, there are four different traits that supported organisations in taking a position to frame an issue of public policy. They are:

a. **Neutrality.**
   Organisations such as the Jacob's Foundation in Côte d'Ivoire can play a role in creating a new issue framing, as an external organisation with no previous roles in the sector or association with vested interests or previous mistrust.

b. **Track Record.**
   This is seen with DfID in Lagos State and CSF in India. Both organisations have a long history of positive contributions to the education sectors. This built a platform of credibility with both government and non-state actors, allowing them to actively work to re-frame a contentious issue.

c. Connection with communities.
This was reported by RELI members when talking about engaging with the government on evidence uptake. Counterparts in government were receptive to evidence, due to the RELI members deep connections with communities, and ability to engage communities in evidence-generation.

d. Coalition-building.
This is seen in both the cases of TRECC and RELI. Both engaged state and non-state actors from the design phase of evidence-generation. This means that a diverse coalition of actors took part in the process of issue framing, ensuring credibility of the process.

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Putting this into practice

</div>

Data and evidence can be used for issue framing as a pathway towards improved collaboration. If you are an organisation that is generating evidence in a situation where there is a deficit of trust and shared understanding between state and non-state actors, you should consider the following questions:

1 **What is the shared goal of all actors in your education sector?** Is it a shared vision of improved equity and quality in education? Or something more specific? Clearly state this goal as a starting point for framing the issue which you are generating evidence on.

2 **Align the evidence you have towards this shared goal.** What is it that you are learning about the education sector? Does this evidence tell a story in which the final outcome is better education for all? Can it be framed in terms of a shared understanding?

3 **Spend time understanding diverse perspectives.** In the process of generating and framing evidence, understand what common questions would be, and identify potential doubts from non-sympathisers or detractors of your work. Ensure that the evidence you generate can convincingly answer these questions and ease these doubts.

4 **Spend time understanding your own position.** Who you are is important to how what you say will be perceived. What is your position in the sector? Are you a neutral, trusted voice on this issue? Collaborate with other actors on evidence generation or framing to build the credibility of your narrative.

7.2 Modelling and Testing for New Policy Solutions

Summary

Our second pathway looks at identifying solutions to the issues that have been framed. This goes beyond a shared recognition of the issue at hand, to addressing the challenges presented. The identified problem statement is a *lack of policy and delivery solutions for public-private collaboration.* In terms of the system-level impact, this problem presents a clear barrier to developing a single system in which platforms exist for governments to collaborate with non-state actors in delivering goals of equity and learning.

The case studies show how a combination of strong evidence generation and catalytic funding can build potential policy solutions. These can be developed in the non-state sector, or in collaboration between state and non-state actors. The presence of tested policy solutions is a pathway for stronger collaboration, and ultimately for improving quality of education across state and non-state systems.

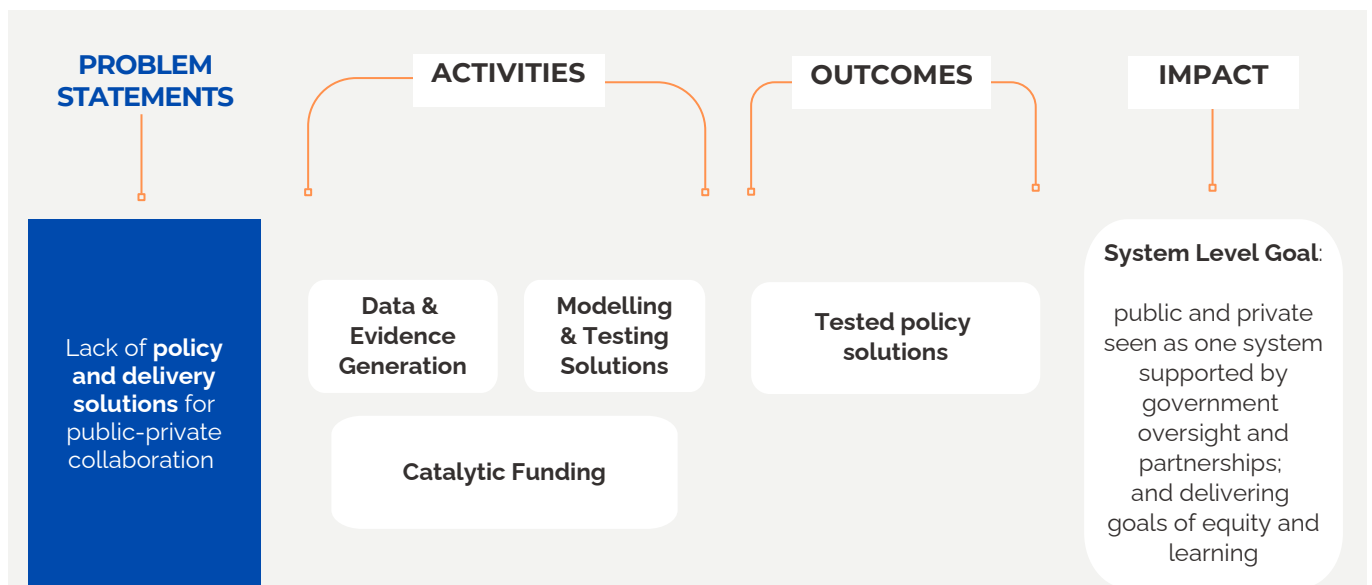### What we learned from our Case Studies

PROBLEM STATEMENTS

Lack of **policy and delivery solutions** for public-private collaboration

ACTIVITIES

Data & Evidence Generation

Modelling & Testing Solutions

Catalytic Funding

OUTCOMES

Tested policy solutions

IMPACT

System Level Goal: public and private seen as one system supported by government oversight and partnerships; and delivering goals of equity and learning

Figure 8: **Testing Policy Solutions for Scaling in the State System**

As per the framework, the solution to this problem statement is to use data, evidence, and catalytic funding to model and test solutions. This was done most prominently by TRECC, which worked as an incubator for policy solutions, but was also seen in the work done by SEED in Lagos State to provide tool kits for measuring school quality, or by CSF which developed competency assessment tools which were then scaled by the Rajasthan state government.

The case studies show that this solution modelling is an important way for non-state actors to support the work of governments in delivering, and regulating non-state schools to deliver quality education for all. Below are lessons from putting this into practice.

1

First, understand what appetite there is for solutions.
There needs to be a recognition of an issue for it to be solved, as well as the political opportunity to implement new solutions. Recognising the issue was seen in the use of evidence from research by TRECC and Lagos State to demonstrate the need to improve education to reduce child labour (TRECC) and address the issue of quality in private schools (Lagos State).
Identifying a window of opportunity afforded by context (as highlighted in section 5.2) was seen in the case of RELI's ALiVE programme, where the introduction of the competency-based curriculum created political will for new measurement solutions. In the case of CSF, the new National Education Policy created a window for collaboration on improving regulation of private schools.
If this window of opportunity doesn't exist, it is unlikely that the solution will gain traction.

2

Ensure that there is a clear, credible evidence to link the solution to the need.
Not only should you produce high quality evidence, but it also needs to be credible with those who would use it (refer to section 6.1). For TRECC, the intender users of the data, i.e., the government and the cocoa-producers, were involved in its production from the start. This collaborative evidence generation was key to establishing the legitimacy of the findings.

3

Solutions will have the impact when delivered at scale by governments.
An important role that non-state actors can play is in testing solutions that the government can then deliver across the whole school system. Building government buy-in for solutions means understanding,

i) what is possible within the government framework,
ii) what are the kinds of initiatives that the government prioritises, and
iii) what are the government's current plans, and which you can align with?

In the case studies, establishing the answers to these questions was done by long-term relationship-building with key champions and advocates within governments.

Where a window of opportunity for change exists, it is important that there are tested policy solutions which can be institutionalised and scaled within national systems.
Working together on these solutions is an important way to build productive collaboration between state and non-state actors. If this is your focus for activities, follow the below:

1
Understanding appetite for solutions.
What windows of opportunity exist? Have policies changed to create a need for new policy solutions? Are the issues you work on politically salient? Is the government looking to invest in new approaches, and is your work aligned with their needs? Working to answer these questions will help you ensure your work is aligned with existing opportunities.

2
Build your evidence base.
Once you have a clear solution aligned with government priorities, focus on building an evidence base for its efficacy. Clear evidence of effectiveness will make a policy solution more likely to build consensus. To ensure credibility for evidence, reflect on the guidance under section 6.1.

3
Strengthen relationships.
As stated above, the clearest pathway to scale is through national systems. Work from the beginning of your programme to build trust and collaboration with partners in government, to gain buy-in for scaling up of the solution.

7.3 Building Trust to Establish New Ways of Working Together

Summary

A key challenge preventing the achievement of the system level goal is a deficit of trust between state and non-state actors. A lack of support and regulation allows poor quality and bad practices to slip into the non-state education sector, eroding public and government trust. Conversely, a lack of support and appropriate regulation reduces trust in the government by non-state actors. This mutual distrust prevents collaboration.

Therefore, the problem statements are a mindset that sees non-state education as outside of public policy, and a lack of platforms to support public-private collaboration.

The case studies showed how bringing diverse coalitions together around evidence generation was a pathway to building trust. This trust in turn resulted in shared understanding and goals, as well as the establishment of new platforms for collaboration between state and non-state actors for supporting improvements in access to quality education.
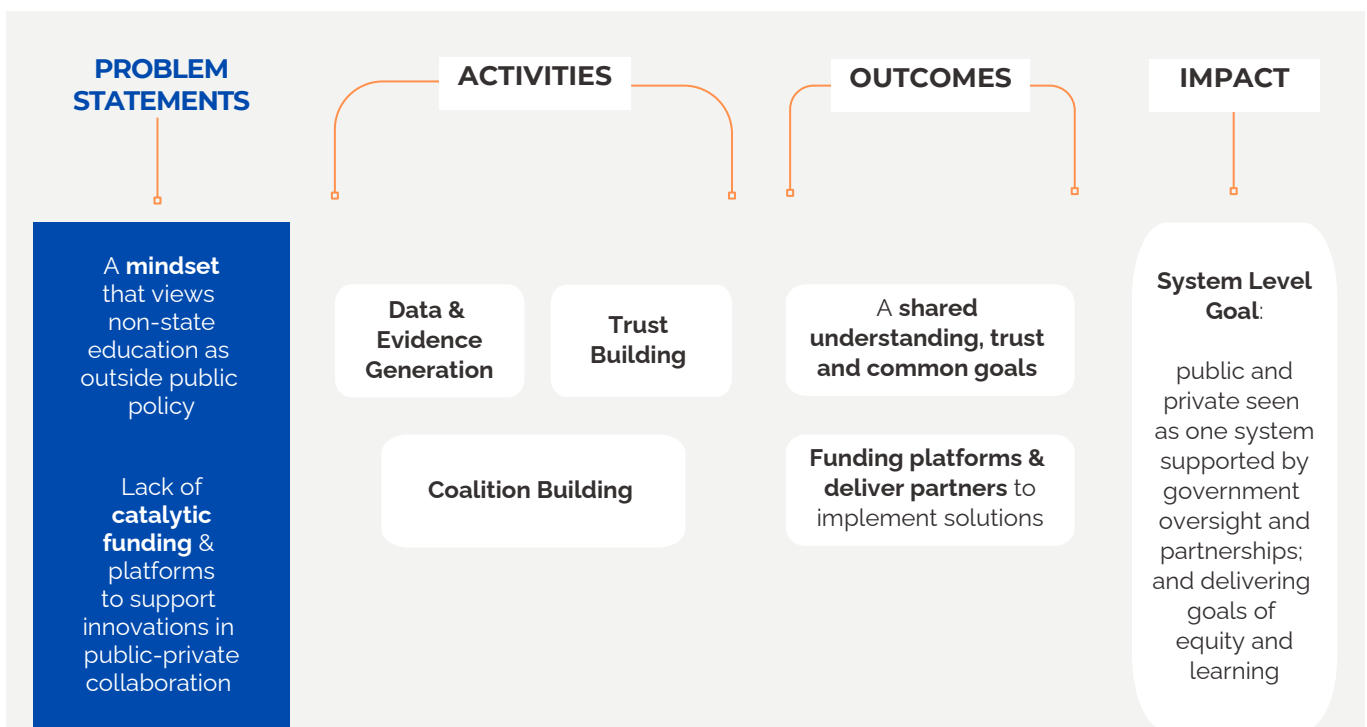
What we learned from our Case Studies

PROBLEM STATEMENTS

A **mindset** that views non-state education as outside public policy

Lack of **catalytic funding** & platforms to support innovations in public-private collaboration

ACTIVITIES

Data & Evidence Generation

Trust Building

Coalition Building

OUTCOMES

A **shared understanding, trust and common goals**

Funding platforms & deliver partners to implement solutions

IMPACT

System Level Goal:

public and private seen as one system supported by government oversight and partnerships; and delivering goals of equity and learning

Figure 9: **Trust Building between the State and Non-State Sectors**

The solution to a deficit of trust is to use data, evidence, and partnership to build trust between the state and non-state sectors. This in turn creates a space for shared understanding, common goals, and the establishment of platforms for collaboration. From the case studies, there are three general lessons on approaches to building trust in contentious spaces.

1 **Use evidence to ensure neutrality.**
A common perception in any oppositional environment is that organisations are working towards self-interest rather than a greater good. This belief will prevent any meaningful trust from being built. The most important tool to demonstrate neutrality is evidence. If all assertions, requests, or positions are based on clear evidence, it becomes impossible to mis-interpret the intent.
This is evidenced in the approach taken by SEED or the TEP Centre in Lagos state who collect data, or develop tools to collect data, to allow schools to communicate on quality and outcomes.

2 **Take time and work together.**
Shared narratives and framing for issues are key to establishing trust. It is crucial that all parties can trust in the intentions of other parties, and that the goal of improving access to quality education is shared. While not necessarily starting from a deficit of trust, the work done between the Jacobs Foundation, the Cocoa Producers, and the Government of Côte d'Ivoire to deliver the TRECC programme shows how shared activities over a long period of time steadily builds trust and good faith. In the case of TRECC, this trust building lead to the creation of the CLEF, a shared fund, built on a strong foundation of mutual trust.

3 **Create platforms for practical discussion.**
In Lagos State, the State Ministry of Education (SMoE) has worked to establish COPSAL, the Coalition of Private Schools Associations in Lagos. This platform allows for a space in which private schools associations can voice their views on regulation and other policies, and in which the state ministry of education can communicate clearly on changes to policy.
It is not a platform for strategic or policy-focused discussions, but for regular communication on the day-to-day issues of the education sector. While this platform is not perfect, it shows the value of regular, practical discussion that can de-mystify relationships, increase transparency, and reduce misinterpretation of motives.

The pathway to increased trust is straightforward, but not necessarily easily trodden. It rests on transparency and compromise from all parties, and leadership which pushes for greater collaboration, through which trust can be built. It is grounded in the belief and recognition that all actors, whether state or non-state, are working towards the same goal of improving quality education, delivered across the entire population.

Where there is a deficit of trust between state and non-state actors, you may want to specifically target your activities to build this trust, with the aim of establishing shared understanding and platforms for collaboration. While the specific avenues for establishing this trust will depend significantly on the context in which you work, here are some guiding activities to integrate into your work.

1 | **Think through how you present your evidence.**
The focus should be on a shared goal, such as an increase in access to quality education for all. Framing your evidence in terms of a shared goal, and contributing to wider sectoral discussions rather than focusing only on the work your organisation is doing, may help reinforce your neutrality and focus on the greater good.

2 | **Take opportunities to work together with government.**
It may be out of your hands to create these opportunities, but where they exist, use them. Even if they sit outside of your workplan, they are valuable opportunities to demonstrate that you are a supportive force in the education sector.

3 | **Work to create platforms for engagement.**
This may be done through coalition building, or by advocating for government to establish or expand platforms for engagement with non-state actors, or by increasing the presence of underrepresented non-state actors in existing platforms.

VIII Conclusions and Next Steps

This All Hands On Deck initiative uses case studies of systemic change through collaboration to demonstrate the value of state and non-state actors building trust to work together. This resource guide and toolkit have synthesised this evidence, to provide concrete steps for action that any non-state actors can use. For implementing organisations, these steps can help to clarify and target strategies for increasing engagement, and for funding organisations they can help to target support for new or existing partners.

Beyond this, the evidence and reflections captured can inspire further conversation around how the education sector globally can become more open and collaborative. Below is an outline of what this future action may look like.

8.1 What is needed to enact All Hands On Deck

All Hands On Deck signifies the inclusion of all non-state education actors working in underserved communities in government policy planning, dialogue, implementation, and monitoring.

To reach that goal, we need:

1	**Global recognition of the need for greater engagement and collaboration, and discussion on how to achieve this.** The 2020/21 UNESCO Global Education Monitoring report made a clear case for greater engagement with non-state actors in education, through supportive regulation and dialogue. This call has not yet been realised, with the affordable non-state sector rarely being included in national education sector planning processes.
2	**Organisations well positioned to create or take advantage of opportunities for greater engagement and collaboration.** The case studies used to synthesise this resource guide and toolkit show the importance of organisations that can act strategically to shift narratives and improve collaboration at the national level. These organisations have a range of characteristics and assets, which enable them to take advantage of opportunities to foster collaboration. They are the key agents for change at the national level.
3	**Funding and technical support for design and delivery of activities which can push towards more productive engagement and collaboration.** Even when there are organisations with the characteristics and assets necessary to leverage opportunities for change, the funding they require to enact change is often not available. The case studies show the value of catalytic funding for initiatives supporting better engagement and collaboration.

This resource guide and toolkit cannot change the world on its own, but it can provide a road map to help plot a route to change, supporting progress towards meeting each of the following:

1 Successful utility of the framework which has been synthesised from case studies where positive engagement has been fostered, supporting organisations to operationalise the pathway towards access to quality education for all.

2 The resource guide and toolkit enables change-making organisations in
a) reflecting on their characteristics and assets to support them with organisational growth and positioning, and
b) shaping their strategies and planning their activities to foster engagement with governments.

3 Funders use the insights from the case studies to shape the design of their funding strategies and target initiatives that can foster better collaboration in the education sector. It also gives funders a framework for providing technical support to their grantees.

8.2 What role different actors in the education sector can play

All Hands On Deck refers to the need for a diverse coalition of actors to work together in a unified way towards equitable access to quality education globally. Successfully bringing together this diverse coalition requires a shift in practice across the sector. The below actions align to the needs outlined in the previous section and are grounded in the experience from the case studies.

Action 1:
Non-state actors, particularly the affordable non-state sector plan to collaborate with each other, establish collective voice, generate evidence, and look for opportunities to engage with governments.

Action 2:
Governments create platforms and opportunities for collaboration with non-state actors in education. These platforms should create two-way engagement, leveraging innovation and expertise from the non-state sector, while also creating an enabling environment through supportive regulation.

Action 3:
Research organisations contribute to expanding the evidence base for the understanding of education in the affordable non-state sector, and how engagement can be fostered between state and non-state sectors.

Action 4:
Funding organisations contribute catalytic funding and facilitate technical support to initiatives seeking to foster engagement. This funding is across research for mapping the sector, testing solutions, and coalition building, to support organisations looking to establish collective voice in the sector.

Action 5:
International and multi-lateral organisations support collaboration through the production of materials, consolidation of research, and provision of technical support to organisations fostering collaboration nationally.

Annexures

i **Annex 1 - Methodology and Case Study Framework**
Annex Table 1 - Case Study Mapping Questions

Topic Area	Sub-Topic	Description	Sources
Context			
Political Context	Political space	Is the space for political participation and discussion open, mixed, or closed?	The factors of the political context which are influential on a change-making initiative are captured from a framework for understanding champion building published by Itad and the Bill and Melinda Gates Foundation. **Summary of Champion Building Framework**
	Decision makers' openness to influence	How regularly and collaboratively do political decision makers and policy makers engage with non-state actors in policy formation processes?	
	Stability of policy sub-system	How often have changes in policy direction taken place in the education sector?	
	Global connection	To what extent do international organisations or development partners have a strong voice in policy formation?	
Issue Context	Prevalence of non-state actors in education	How important is the non-state education sector in terms of number or school, and proportion of the student population enrolled in non-state education?	Elements taken from Champion Building Framework, as well as from the Advocacy Coalition Framework, first proposed by Sabitier and Weible. **Summary of Champion Building Framework** **Summary of Advocacy Coalition Framework**
	Inclusivity of policy environment	To what extent are non-state education providers, or associations representing them, engaged in education policy processes?	
	Stage in the policy process	Do policies exist to govern regulation of the non-state sector, and to guide collaboration with the non-state education sector? Is progress being made?	
Description of initiative			
Description	Geography	Is the target of the case study operating locally, nationally, or internationally?	Included by author
	Type of actor	Is the target of the case study: • A technical issue expert? • A political insider? • A high-level communicator? • An influencer communicator?	Adapted from types of actor who can act as champions for change. **Summary of Champion Building Framework**

Topic Area	Sub-Topic	Description	Sources
Description of Initiative			
Characteristics & assets	Core Characteristics	Is the target of the case study: • Influential in the system they work with? • Aligned with a wider popular message on the issue? • Committed to working towards their goals? • Capable of delivering the work they intend to?	Adapted from the core characteristics of successful champions for change. **Summary of Champion Building Framework**
	Assets	Does the target of the case study have: • Formal authority to adapt government policy? • Wide public support for the target issue? • Financial resources to sustainably deliver their work? • Skilful leadership to navigate policy influence?	The assets that change making initiatives have which can support their work are taken from the Advocacy Coalition Framework. **Summary of Advocacy Coalition Framework**
Theory of Change for and Impact* of Case Study Initiatives			
Goals		Is the target of the case study aiming to enact: • System change through strengthening sector performance? • Policy change through altering the policy direction of the sector? • Attitude and behaviour change among the public or education sector?	Definitions of three levels of change taken from work by 3ie on evaluating advocacy. **Summary of Advocacy Evaluation Framework**
Target stream		Is the target of the case study working to: • Ensure wide recognition of a problem in the sector? • Provide policy solutions to a recognised problem? • Build political will for change within the sector?	Streams for change adapted from Kingdon's Multiple Streams Approach (MSA) **Summary of Kingdon's MSA**
Approaches		Does the target of the case study focus on: • Advising the government as an evidence-driven insider/partner? • Advocating for change as an evidence-driven outsider? • Lobbying for change as an issue-driven insider/partner? • Activism as an issue driven outsider?	Approaches to enacting change taken from work by Simon Hearn and Better Evaluation on evaluating policy influence and advocacy. **Summary of policy influence framework**

* The assessment of impact is done against the goals, target streams and approaches used to map the theory of change of initiatives.

Initiative	Lead Organisation	Reach	Description	Time	Website
GPE Support to LEGs	Global Partnership for Education	Global	Global Fund Support to Sector Dialogue	2011 - Present	https://www.global partnership.org/
GPE - CSEF/EOL	Global Partnership for Education, Global Campaign for Education, Oxfam Ibis	Global	Network of Civil Society Networks	2016 - Present	https://educationou tloud.org/
ECW - MYRP	Education Cannot Wait	Global	Global Fund for Education in Emergencies	2017 - Present	https://www.educat ioncannotwait.org/
Movimento Pela Base	Fundação Lemann	Brazil	Civil Society Policy Change Movement	2013 - Present	https://movimentop elabase.org.br/
APHRC Urban Education Project	African Population and Health Research Centre	Kenya, Uganda, Tanzania	Research Centre Supporting Non-State Actors	2015 - 2018	https://aphrc.org/pr oject/urban-education-project/
Central Square Foundation	Central Square Foundation	India	NGO working to improve regulation for private schools	? - Present	https://www.central squarefoundation.or g/private-schools
Centre for Civil Society	Centre for Civil Society	India	NGO	1997-Present	https://ccs.in/
ITA Pakistan	Idara-e-Taleem-o-Aagahi (ITA)	Pakistan	Civil Society Organisation	2000 - Present	https://www.itacec. org/
TRECC	Transforming Education in Cocoa Communities	Côte d'Ivoire	Public Private Partnership	2016 - Present	https://treccprogra m.org/en/
PSL/LEAP	Government of Liberia/Various Providers	Liberia	Public Private Partnership	2015 - Present	None
SEED	Sustainable Education and Enterprise Development (SEED)	Nigeria	Organisation Advocating for Non-State Actors	2016 - Present	https://www.seed.c om.ng/
SBMCs	School Based Management Committees	Nigeria	Local engagement between schools and the private sector	? - Present	None
RELI	Regional Education Learning Initiative	Kenya, Uganda, Tanzania	Civil Society Network	2018 - Present	www.reliafrica.org

Initiative	Lead Organisation	Reach	Description	Time	Website
FPENS	Formal Private Education Network Somalia	Somalia	Private School Association	1999 - Present	https://fpens.org/
TEP Centre	The Education Partnership Centre Nigeria	Nigeria	Research Centre Supporting Non-State Actors	? - Present	https://tepcentre.com/engage/
PMNCH	Partnership for Maternal, Newborn and Child Health	Global	Health Sector Platform for non-state actors	? - Present	https://pmnch.who.int/
Ghana Partnership Schools	Education Partnership Group	Ghana	Public Private Partnership	2017-2019	https://epg.org.uk/portfolio/ghana-ghana-partnership-schools/
Bogota Concession Schools	Various	Colombia	Public Private Partnership	1999 - ?	None
PEAS	Promoting Equity in African Schools	Uganda	School Network	? - Present	https://www.peas.org.uk/
Non-formal schooling for Syrian refugees in Lebanon	Various	Lebanon	Network of non-state actors	Various - Present	None
Community Schools in Cairo	Various	Egypt	Network of non-state actors	Unknown	None
Fe y Alegria	Fe y Alegria	Latin America	International School Chain	1955 - Present	www.feyalegria.org/es
BRAC	BRAC Bangladesh	Bangladesh	School Network	1980 - Present	https://www.brac.net/program/education/

ALL HANDS
ON DECK
FOR SDG 4