ALL HANDS ON DECK FOR SDG 4

An action toolkit for collaboration in education systems

Case Study on RELI Network

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.

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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.

Contents

Figures

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.

All Hands On Deck For SDG 4 aims to find a way to support this direction using a case study approach to synthesise common lessons across diverse initiatives which have built successful engagement between state and non-state actors.

This case study is one in a set of four which provide the background for the All Hands On Deck Initiative. The case study focuses on the work that has been done in building the Regional Education Learning Initiative (RELI) in Kenya, Tanzania and Uganda. The RELI network was established to form a learning community of non-state education actors in East Africa. The core aim of RELI is to use the network as a platform for organisational growth and collaborative evidence generation, both with the aim to strengthen the role of non-state actors in supporting the three East African governments.

RELI was chosen for All Hands On Deck because the initiative demonstrates how diverse groups of non-state actors can collaborate in a non-hierarchical, organic structure to build their relationship with governments. While RELI is not a network specifically created for collaboration between non-state education providers, it is informative for how coalition building can act as a key strategy for productive engagement with governments.

I Introduction

1.1 Background

Over the past decade, progress has been made in growing the support for non-state actors' engagement with government. However, this space still does not include all non-state actors working to support education in underserved and marginalised communities. The affordable non-state sector, including low-fee or no-fee private schools, religious schools, and the ancillary services that support them, are often not engaged to support governments in policy planning, dialogue, implementation, and monitoring. This limits the diversity of experiences involved in formulating and implementing policies to expand inclusion in education.

In a more collaborative environment, governments, as duty bearers for education, would be able to rely on expertise from all non-state actors involved in education. All Hands On Deck aims to find a way to support this direction by using a case study approach, to synthesise common lessons across diverse initiatives which have built successful engagement between state and non-state actors. This forms the basis of a practitioner toolkit aimed at supporting non-state actors to engage government in education policy planning, dialogue, implementation, and monitoring.

1.2 This Case Study

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Specific questions relevant to this case study are:

> 1   How can we build platforms or coalitions that bring together a wide range of non-state actors and are genuinely collaborative?

2	What characteristics of the work of non-state coalitions are important in building credibility and engagement with governments?
3	What is the role of funders in supporting the growth of networks such as RELI?

1.3 Methodology

We use an analysis framework (shown in Annex 1) to analyse **(1)** the political and issue context in the setting; **(2)** the characteristics and assets, including geography, types of actors, core characteristics, and assets of the initiative; **(3)** goals and approaches, including targeting and **(4)** Impact.

There are two key sources of data for this case study. Firstly, we reviewed documents covering the context of non-state actors in East Africa. We then supplemented this with interviews with RELI members across the region. In total, we spoke with 11 individuals across 10 organisations. The data from these sources was analysed using our analysis framework.

To answer the case study questions, we:

- Present the **findings** of the research aligned with the analysis framework, with a narrative summary presented in the main body of this report.
- Draw **conclusions** from these findings. This is presented under three headings.

  ➜ The **first** is concerned with how the approach was informed by and adapted to the context.
  ➜ The **second** looks at what lessons can be drawn from the findings, responding to the three specific research questions outlined above.
  ➜ The **third** presents recommendations for organisations looking to undertake similar activities to RELI.

This structure is common across all four case studies, with different specific questions being addressed under the first two sections of the conclusions for each, depending on the relevance of that case study.

Limitations of these Case Studies
It is important for us to note that this does not represent in-depth research or evaluation of the impact of RELI. Instead, it is a case study, gathering reflections from those involved in RELI on the lessons they have learned from the process.

II Findings

2.1 Context

The context in which RELI has emerged and the history of engagement between the governments and non-state actors[1] in Kenya, Tanzania and Uganda are important and relevant to the case study. While there are significant differences in the civil society space in each of the three countries, there has been a general, if inconsistent, trajectory towards increased engagement with non-state actors. In Tanzania, the 2010 election led to a closing down of the civil society space, with new restrictions on registration and regulation of NGOs by the government. During this period the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), founded in 1999, continued to bring together NGOs in the education sector. In the last three years, new partnerships have begun to re-emerge between the government and the non-state sector. Similarly, in Uganda, political changes in the late 1990s limited the role of civil society and increased oversight by the government (De Coninck 2021). This led to education-focused NGOs forming the Forum for Education NGOs (FENU), which still plays an important role in an otherwise fractured civil society space (Forum for Education NGOs in Uganda, 2022). In Kenya, the formation of Elimu Yetu in 1999 as a civil society platform for education opened engagement between government and civil society. The 2005 Education Sector Programme, as a multi-donor trust fund, necessitated more formalised engagement between the government and non-state actors (Sivasubramaniam, 2006).

Historically, non-state provision of education has played a varied role in each of the three countries. While all countries have a high proportion of enrolment in the non-state sector (see table 1), the structure of the sector and its engagement with government varies. In Kenya, there are two broad categories of private schools; those that provide exclusive education for high-income populations, and those that have emerged to meet demand in marginalised areas. The latter category includes faith-based schools which have been key in reaching rural populations, and schools which have emerged in informal urban settlements. While there are guidelines for the regulation of and engagement with these schools, currently there is not a strong platform for them to be engaged on supporting policy delivery, with the Kenya Private Schools Association having little representation of low- or no-fee schools. In Uganda, most non-state schools are run by religious organisations, while 45 percent are entrepreneurial or community schools. Of these, 57 percent receive government funding, with this funding skewed heavily towards religious institutions. In Tanzania, the provision of private education was legislated in 1995, and since then a range of non-state institutions have emerged. The majority of these are religious institutions and are privately funded through fees. In addition, there are a minority of community schools, which receive grants from the government to provide education.

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1. For the purpose of this case study we use the term non-state actors to cover all organisations outside of the national government who have a role in delivering information. This can include Non-Governmental Organisations (NGOs), Civil Society Organisations (CSOs), non-state education providers, religious organisations, and international development partners.

Looking at these three historical contexts, a complex picture of the relationship between non-state organisations and governments emerges. While there is a degree of openness, this is heavily shaped by the priorities of governments. These priorities have shifted and evolved over time across the region, creating an inconsistent space for non-state actors to work in. The space for engagement has historically been one-directional. Organisations have been welcomed in their capacity to provide direct support on government priorities while being less welcome to scrutinise government activities or contribute constructively to planning and shaping policy priorities. In each of the three countries, there is an established platform for education NGOs/CSOs, which acts as a representative in dialogue with the government and international actors. Non-state education provision has played a significant role in each of the countries, but without the same kind of representation for no- and low-fee schools as has been seen through the civil society platforms.

2.2 Description of Initiative

2.2.1 Overview and background

The genesis of RELI's work in East Africa can be seen in 2017, driven by the Wellspring Philanthropic fund (WPF). At this time WPF had a wide portfolio of grants supporting improvements to quality of education in East Africa. Most of these grants were with local civil society organisations. An organisational review carried out by the fund found that while individual grants were having localised impacts, the ability to enact wider systemic transformation was limited by the fragmentation of the sector. This led to a series of consultations in which grantees developed the idea of a membership-driven learning collaborative, which then became the RELI network.

Currently the RELI network has a membership of more than 70 organisations across the three countries. These organisations represent a wide range of non-state actors. This includes international and national NGOs, research organisations, early childhood education providers, basic education providers, tertiary institutions, and think-tanks. When the network was founded, it did not intend to have a fixed structure. Instead, board members provided advisory oversight, and a RELI facilitator for each country was assigned on a rotating basis. At the time of writing (April 2023), RELI was seeking official registration as an organisation in each of the three countries, which will entail having a full-time management structure.

RELI activities are organised under three thematic areas; equity and inclusion, teacher training, life skills and values, and in Tanzania, accountability. These thematic working groups organise the activities of RELI, and cluster together organisations with similar areas of expertise. Each organisation can only be a member of two clusters.

2.2.2 Core characteristics and assets

The core characteristics of RELI's network are that it is aligned, committed and capable. Firstly, alignment is driven by a single common goal; improving learning outcomes through the production of evidence. This is reported as a driving force for the membership, as well as in engagement with governments. Secondly, the members of RELI are committed to the work of the network. This is evidenced by the purely voluntary nature of the organisational work. Finally, due to the breadth of technical expertise of the network, the membership is clearly capable. One area of weakness is the level of RELI's *influence*. As a new network with no official registration, RELI does not sit on any high-level fora such as the Local Education Group (LEG) in each country, and the inability to offer government significant funding has been perceived to limit access.

Using our assets framework, we see that while RELI has lacked formal authority and financial resources, it has had skilful leadership and a degree of public support. While the RELI network itself is not particularly publicly influential, the public and political support for programmes to focus on improving learning outcomes, combined with a shift towards more local solutions (as opposed to international solutions) has been seen to benefit the network. The distributed leadership of the RELI network has been particularly successful in building momentum within the member organisations.

2.3 Approach

The overarching goal of the RELI network is to improve the quality of education for all children in East Africa. This places a dual emphasis on improving the quality of learning in schools, as well as improving equity of access to quality learning.

To reach this goal, RELI has three strategic pillars. The first is using a member-driven platform to strengthen the work of non-state organisations working to improve education outcomes. The second is working collaboratively across the network to generate evidence on access to learning across the region. The third pillar is the use of this evidence to influence and engage with governments to improve policies and practices in education.

Activities across these pillars are generated under 3 thematic clusters: values and life skills, equity and inclusion and learner-centred teaching. In Tanzania there is a fourth thematic cluster focused on accountability. These clusters bring together likeminded organisations who then plan activities related to that thematic focus. These activities are either planned, such as the Assessment of Life Skills and Values programme[2] which began from the Values and Life Skills Cluster[3], or they are ad hoc, and respond to needs and requests from governments for support. For the ALiVE Programme the structured engagement has involved engaging individuals from either curriculum development departments or examinations councils in each of the three countries, within the technical teams, to deliver the programme.
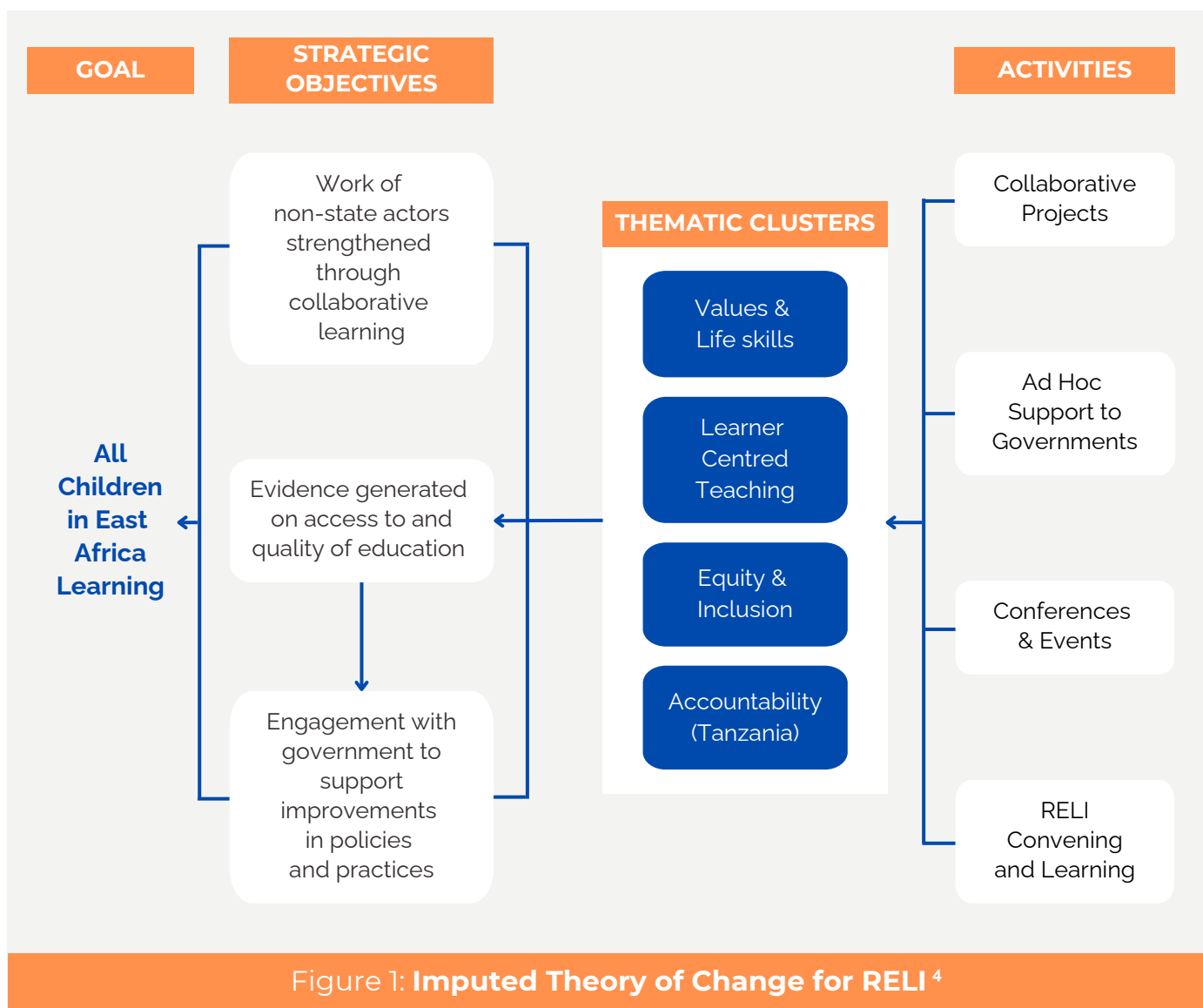
| GOAL | STRATEGIC OBJECTIVES | THEMATIC CLUSTERS | ACTIVITIES |

GOAL

STRATEGIC OBJECTIVES

ACTIVITIES

Work of non-state actors strengthened through collaborative learning

All Children in East Africa Learning

Evidence generated on access to and quality of education

Engagement with government to support improvements in policies and practices

THEMATIC CLUSTERS

Values & Life skills

Learner Centred Teaching

Equity & Inclusion

Accountability (Tanzania)

Collaborative Projects

Ad Hoc Support to Governments

Conferences & Events

RELI Convening and Learning

Figure 1: **Imputed Theory of Change for RELI** [4]

2.4 Impact

RELI has been working as a network since its foundation in 2017. This means that it has had five years to build the network, and to begin to generate evidence to inform policy. While this case study is not an attempt to evaluate the impact of RELI, we can highlight some of the successes across the three strategic pillars:

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2.   The ALiVE programme aims to develop contextualised tools for the measurement of creativity, self-awareness, problem solving and respect. Data is collected through a household survey, with collaboration from governments in Kenya, Tanzania and Uganda.

3.   One of the three thematic clusters for organisations working on research or implementation related to lifeskills and values education

4.   This is not a ToC generated by RELI, but rather inferred by the research team based on interviews and documents and used here for illustrative purposes.

Strengthening work of non-state actors through the creation of a learning network:
The success of RELI's work in building a network can be assessed at the output level. Since RELI's formation as a group of Wellspring Philanthropic grantees, it has expanded greatly to encompass more than 70 organisations. This network is now being officially established as an independent entity in each of the three countries. Learning events have focused on regular national convenings, as well as ad hoc events such as the 2023 values and life skills conference set to take place in Kenya. While this review can't determine the impact of the network on the strength of individual organisations' work, it can be said that the network has momentum, and is putting in place structures for learning and collaboration.

Evidence generation:
The clearest measure of success in this area is the ALiVE initiative. ALiVE has brought together more than 20 members of the values and life skills cluster to develop contextualised tools for assessing life skills and values. The 2022 household survey using these tools reached 50,000 adolescents across the region, with reports being launched in late 2022. In addition to this, RELI has acted as a platform to support evidence generation by members, and to share this evidence with a wide range of publications, available through the RELI learning hub[5]

Engagement with Government:
There have been several instances where the RELI platform has enabled an entry point for engaging with governments in the region. For example, when the government of Tanzania was drafting its new inclusive education policy, the RELI network was invited to sit on the steering committee, with almost all the recommendations generated by RELI being incorporated into the final policy. The ALiVE programme has provided more structured engagement, with curriculum boards and examinations councils in each country having been involved in the ALiVE technical steering committee from the beginning.

It is important to note that the impacts of RELI on enacting systemic change are still emerging. At this point RELI has demonstrated an ability to build momentum for collaboration within its network and has leveraged this for joint programmes such as ALiVE, as well as a platform for ad hoc support to governments. Whether this momentum will be sustained, and whether it will lead to more systemic change in the three countries is not something that this case study can predict. The purpose is instead to look at how RELI built the initial momentum to reach their current stage.

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5.   https://reliafrica.org/publication/

▚ Discussion

3.1 How did the approach adapt to the context?

The work of the RELI network built on three shifts in the East African context. These shifts created an environment in which the RELI network could thrive. They were:

1	**A shift in governments towards more engagement with civil society:** This is visible in the history of the region. While it has not been a consistent forward progression, in general, the environment across the three countries has improved for non-state and civil society actors.
2	**A strong eco-system of actors working to improve learning outcomes:** the genesis of the RELI network was in the work that members were previously doing, and which was being funded by the Wellspring Philanthropic Fund. This eco-system of organisations working on the same issue allowed for the network to come together. The fact that there is a growing interest in building collective action beyond individual organisations' work is a key catalysing factor for RELI's successes so far.
3	**A shift towards locally generated solutions and regional collaboration:** It was reported across interviews that governments in East Africa have increasingly been looking for local solutions and evidence. This created a space for smaller organisations to build their relationships with governments, with an emphasis on the long term relationships they have with communities. In addition, this focus on local solutions is also linked with more focus on regional collaboration within East Africa, which provides policy makers with comparative information, from contexts with similarities to their own.

These shifts created fertile ground for the growth of the RELI network. The three East African countries in which RELI operates all have a strong ecosystem of actors who had previously been working on the issues that RELI focuses on. This, in combination with the shift in governments openness to collaboration created an enabling environment for RELI to emerge organically.

3.2 How did the characteristics of the individual/organisation inform the effectiveness of the approach?

3.2.1 Lessons Learned on Building the Network

The legitimacy of the RELI network was built on three main tenets.

De-centralised leadership for an equitable platform for collaboration. There is no formal leadership of the RELI network. While the initial impetus came from WPF, the focus has always been on collaborative decision making. This means that members all have equal ownership of the agenda for RELI, as well as for its future directions. While this may potentially slow down decision making and delivery, it builds buy-in and enthusiasm for participation, and creates a genuinely collaborative platform.

Clear goals keep diverse organisations focused on a common direction. The RELI network started with a clear shared goal of improving equitable access to quality learning opportunities. This common goal sits at the heart of all RELI activities. Underneath this goal sits a common understanding of how to reach this goal, focusing on organisational growth, evidence generation and engagement with governments. This differentiates RELI from more traditional civil society coalitions, which act as platforms for members' goals, rather than establishing their own. Having this shared goal keeps alignment and focus for activities.

Shared activities and shared successes to kick-start a collaboration. It was reported in our research that a key catalysing moment for the RELI network in Tanzania was its involvement in the formation of the inclusive education policy. This was a proof-of-concept moment, which showed members the value of collective action. RELI's focus is on being an action-focused collaboration in which organisations do things together, rather than being purely a knowledge-sharing platform. This focus has been central in building credibility with its members.

3.2.2 Lessons Learned on Engaging with Government

Building credibility has been central to RELI's work in engaging with government. RELI is not a network with significant funding for their ideas. Rather, their influence is through the advice and support they can provide to governments. This means that having credibility and trust is the foundation for their engagement. From their first five years of work, there are several principles on how this credibility was built. They are:

> **Working on the ground:**
> Being embedded in community demonstrates value to the government. It provides an opportunity to act as an interlocuter with communities, whereby RELI members can directly speak to the reality in marginalised communities.

Focus on using evidence:
Governments need evidence to shape their agendas and approaches. Evidence is also the difference between an advisor and a lobbyist. RELI have kept a clear focus on accompanying every message with clear evidence. This is reported to have been an effective strategy in building credibility, and is in line with RELI's strengths as technical experts in education.

Approaching with a single collective voice and a clear purpose:
Government counterparts have reported appreciating the simplicity of dealing with RELI as a single voice, rather than a collection of separate organisations.

Constructive support aligned to government priorities:
RELI have worked to ensure that their evidence generation and activities begin with the priorities of the government. This has been both in the choice of thematic clusters, but also in the inclusion of government officials in technical working groups on projects such as ALiVE. This creates a sense of co-ownership from the beginning. The network strikes the balance between being external and willing to be critical of government, while also being a supportive, constructive partner.

Focus on genuine engagement:
While a lack of specific funding for supporting government activities can make the work of building engagement more difficult, it also has benefits. The reflection from RELI members is that if you can build engagement without offering funding, then it is likely to be genuine engagement, rather than a more transactional relationship.

3.2.3 Lessons Learned on the Work of the Donor

While RELI is a strongly independent initiative, its conception was catalysed by the work of the Wellspring Philanthropic Fund. Beyond the work of RELI as a network, it is useful to reflect on what has been learned about "what works" for foundations looking to support the establishment of a genuine, self-sustaining collaborative network. The RELI network is a successful example of a collaborative initiative, which was first conceptualised by a funder but has since become self-directed and self-sustaining. This can provide useful insights for others looking to fund similar initiatives.

The most important lesson from this case study is that it is important to "take the long way around". This means rather than using funding to create incentives for collaboration, the focus was on building a collaboration where there was a clear need and desire for collaboration. This approach de-centred the funder to focus on the organisations and their perceived needs. Funding was made available to support collaboration, but only when a

clear need was identified by the member organisations. This positioned the funder as a background facilitator rather than as a leading force. This approach focuses on building RELI as something owned by its members, rather than the strategies and outcomes set by a funder.

3.3 Key Lessons for Other Initiatives

3.3.1 For Funders Supporting Learning Coalitions

1	**Avoid the use of funding to incentivise coalition-building. Focus on genuine, needs-driven collaborations.** Where there is a clear opportunity for a coalition to form, funders can play an important role in bringing individual organisations together. However, the coalition should be driven by a desire and need for increased collaboration. Funders can start with a facilitation and needs assessment, and where there is momentum and a clear need, funding can be used to support specific activities.
2	**Take the back seat, and the long way around.** Coalition building is built on shared achievement, and this may take time. Funders can play a supportive role and inject funding where it is needed to put plans into action. The focus should be kept on the coalition as its own, long-term venture, not as an initiative created by a donor. Funders can be a critical friend, providing advice and support where needed, and it is best for funders not to act as gate keepers for decision-making about the direction of the coalition.

3.3.2 For organisations designing coalitions

1	**Start with a shared vision, and achievable shared goals.** Coalitions come together through shared action towards a common goal. From the beginning, organisations can agree on a simple target that can bring together diverse organisations. This can be used as a starting point to think about what shared activities organisations can work together towards. Reaching these targets will have a significant impact on motivation, so early on, organisations should ensure targets are ambitious but achievable.

2

Provide a platform in which every member has an equal voice and input. Diversity of organisations in a coalition is a benefit, bringing different experiences and perspectives. To ensure that all members feel equally engaged, there should be a focus on developing a system of shared leadership. This can be done, as with RELI, through a rotating leadership and division into working groups.

3.3.3 For coalitions looking to inform policy formation

1

Use the network to build contextualised, locally-rooted evidence. While a network of local organisations may not have the same access to resources or global data collection that an international organisation has, local evidence of community realities is vital. Coalitions should focus on building credibility for locally-rooted evidence, ensuring that it is unbiased and rigorous. Advice to government counterparts should always be accompanied by, and rooted in, evidence.

2

Identify champions, align with their priorities, involve them in the journey. Generating evidence and using it to shape policy and practice is a journey. Coalitions should identify champions within government who share the coalitions' goals to help to ensure credibility and success.

Annexures

i **Annex 1 - Research Analysis Framework**

Data Point	Details	Link to Frameworks	Scoring (Initial)
Context			
Political Context			
1.1 Political Space	Is there political space for civil-society/non-state engagement in policy discussions? Is the system democratic or autocratic? Open or closed?	Taken from Champion Building Framework	Open/ Mixed/ Closed
1.2 Decision makers' openness to influence	Are there for engagement on policy formation? Does the government involve outside voices in technical discussion and reflection?	Taken from Champion Building Framework	Collaborative / Mixed/ Non-Collaborative
1.3 Stability of policy sub-system	Are there rapid changes happening in policy at the national level, or is there stability in government? Has the prevalence of non-state providers been changing dramatically?	Taken from Champion Building Framework	Stable/ Mixed/ Unstable
1.4 Global Connection	Do international organisations have a strong presence in the system? Are they heavily involved in dialogue and policy formation? Is there significant donor funding for education?	Adapted from "geopolitical considerations" point from Champion Building Framework	Weak/ Mixed/ Strong
Issue			
1.5 Prevalence of Non-state actors in education	What proportion of the student population is outside of the public system?	Taken from Champion Building Framework	Low/ Moderate/ High
1.6 Issue Sensitivity	How sensitive is the issue of non-state education providers? Is it a subject that has been widely debated? Are there important organisations who oppose broadening inclusion?	Taken from Champion Building Framework	Sensitive/ Mixed/ Supported
1.7 Stage in the policy process	Do clear policies exist for governing/supporting non-state education providers?	Taken from Champion Building Framework	Nascent/ Emerging/ Established

Context in East Africa

1.1 Political Context

Political Space	**Mixed:** Space is mixed across countries, with Kenya having more space for engagement with government, and Uganda and Tanzania having relatively less space
Decision makers' openness to influence	**Mixed:** Platforms exist for engagement of non-state actors on issues of policy formation and implementation. However, the official platforms are not always effective, and much support is provided through informal channels.
Stability of policy sub-system	**Mixed:** In a period of relative stability now, but government policies and attitudes towards support from the non-state sector have varied historically. More stable in Kenya than in Tanzania or Uganda.
Global Connection	**Strong:** International development partners play a strong role in guiding education sector dialogue through the Local Education Groups in each of the countries.

3.2 Issue Context

Prevalence of non-state actors in education	**High:** Varies in prevalence between countries, but in all three countries, non-state provision accounts for a significant proportion of all education provision.
Issue sensitivity	**Mixed:** some public sensitivities around issues of private schooling. Particularly in Kenya, the issue of non-state provision of education in informal settlements is politically sensitive. Significant discontent in the education sector with practices of Bridge International academies, but these are not seen as representative of the non-state sector as a whole.
Stage in the policy process	**Mixed:** Some progress has been made to better regulate and engage with non-state provision of education, but this is mixed. For example, in Kenya, a registration policy is in place, but implementation is seen as ineffective.

Characteristic & Assets of RELI

2.1 Geography

Level	RELI operates regionally, but is primarily driven by local and national organisations and activities

2.2 Types of Actors

Technical Issue Experts	RELI members brought together a wide array of contacts and relationships with key figures within the government.
Political Insiders	RELI members brought together a wide array of contacts and relationships with key figures within the government.
High-level influencers	These two categories have not been significant strengths of RELI. There are several organisations within RELI which have a higher public profile, but for the most part they are focused on technical delivery and policy influence, rather than public advocacy.
Influencer communicators	

2.3 Core Characteristics

Influential	While individual RELI members have high profiles, the network as a whole does not have significant inherent influence over policy processes.
Aligned	As a network, RELI is strongly aligned around a shared goal and set of structures.
Committed	All leadership of RELI is taken on voluntarily by members. This shows significant levels of commitment to its goals.
Capable	With a wide range of expertise across member organisations, RELI has significant technical capability across the sector

2.4 Assets

Formal Authority	RELI has no membership with formal authority over policy-making processes.
Enthusiastic Public Support	While RELI as a member does not necessarily have the public profile to enjoy widespread support, its connections to communities means that it champions issues, such as delivery of competency based curriculum, that speak to widespread public support.
Financial Resources	RELI has funding for some activities, but for the majority of its work in engaging with and supporting government, it has little specific funding.
Skilful/ Influential Leadership	The leadership of RELI, being decentralised across the membership, and facilitated from the beginning by Wellspring Philanthropic Fund, has been very skilful in building the network.

Goals & Approaches of RELI

3.1 Goals

System Change	RELI's core aim is a system pivot towards equitable access to improved learning outcomes.
Policy Change	RELI doesn't aim for changes in a specific area of policy but sees policy as the core pathway to reaching its aim of system change.
Attitude & Behaviour Change	This is less of a central aim for RELI.

3.2 Target Stream

Problem	RELI's evidence generation pillar aims at highlighting the challenges in learning faced across the region, in order to advocate for action by governments.
Policy/Solution	Strengthening its membership and acting as a coalition aims to provide a network of support which the governments can use to enact solutions to strengthen learning outcomes.
Politics	While there is an inherent advocacy aim to RELI's work, there is little explicit work done to shift governments' political priorities. Instead RELI focuses on highlighting challenges, and then working to support solutions aligned with government priorities.

3.3 Approaches

Advising	The core of RELI's work is advisory. It works with government closely to use evidence to identify and resolve challenges of policy.
Advocacy	Along with the advisory work, RELI does work to use the evidence generated by their activities to advocate for a greater focus on issues related to learning.
Lobbying	RELI is largely evidence-focused, and therefore does not aim to lobby on a predefined solution
Activism	As above
Coalition Building	Coalition building sits at the core of RELI's approaches.

Impact of RELI

4.1 Goals for Private Schools

System Change	**Not Yet Achieved:** It can't yet be said that RELI has had a significant influence on improving learning outcomes systematically in East Africa
Policy Change	**Partially Achieved:** RELI has shown some strong early successes in its work of engaging governments to support policies which work towards better learning outcomes
Attitude & Behaviour Change	NA

4.2 Target Stream

Problem	**Partially Achieved:** The evidence generated by ALiVE is credible and has been engaged with by government. Too early to say whether this evidence is leading to a shift in government priorities.
Policy/Solution	**Partially Achieved:** RELI has been invited in a number of cases to provide technical support for new policies and practices
Politics	NA

4.3 Approaches

Advising	**Fully Achieved:** RELI has done strong work in working closely with government. This is evidenced, for example, by the deep engagement of key government officials in the ALiVE project, who have been involved in technical teams designing and delivering the assessments.
Advocacy	**Partially Achieved:** While ALiVE has done a lot of public dissemination of its results, it is still in the process of building a significant public profile as a platform for advocacy.
Lobbying	NA
Activism	NA
Coalition Building	**Fully Achieved:** RELI is a strong, functioning coalition. It is in the process of registering as an official entity in each of the three countries in East Africa.

Central Square Foundation

Kapil Khurana	Central Square Foundation
Amit Chandra	Central Square Foundation
Harish Doraiswamy	Central Square Foundation
Parth Shah	Centre for Civil Society
Prabhat Jain	FICCI Arise
Baladevan Rangaraju	India Institute

Lagos State

Folasade Adefisayu	Commissioner Basic Education Lagos State MoE
Olanrewaju Oniyitan	SEED
Mo Adefeso-Olateju	TEP Centre
Bunmi Lawson	EdFin Network
	Lagos State Muslim Schools Association of Nigeria
	Association for Formidable Education Development
	League of Muslim School Proprietors
Gboyega Ilusanya	Mott MacDonald
Abiola Seriki-Ayeni	Director Education Quality Assurance Lagos State MoE

RELI Network

Gaudence Kapinga	Haki Elimu
Margaret Wawira	Zizi Afrique
Emmanuel Lubaale	LGIHE
Goretti Nakabugo	Uwezo Uganda
Samuel Otieno	GESCI
Joyce Malombe	Wellspring Philanthropic
Samson Sitta	Milele Zanzibar Foundation
Khadija Shariff	Milele Zanzibar Foundation
Mauro Giacomazzi	Luigi Giussani Institute for Higher Education
Modern Musiimenta Karema	Stir Education
Emmy Zoomlamai Okello	FICH Uganda

TRECC

Samuel Kebou	Jacobs Foundation	Darrell High	Nestle
Donika Dimovska	Jacobs Foundation	Isabelle Adam	Touton
Sabina Vigani	Catalytica Consulting	Faustin Koffy	MoE Côte d'Ivoire
Olaf Hahn	Catalytica Consulting		
Matthias Lange	Cocoa Initiative		

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