

Technical Progress Report - Annual Report 2019

EDUCATION OUT LOUD (EOL)

*Period covered: April 1st, 2019 - December 31st, 2019.
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ABBREVIATIONS

ACEA	Arab Campaign for Education for All
ANCEFA	Africa Network Campaign on Education for All
ASA	Advocacy and Social Accountability
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CfCN	Call for Concept Note
CfP	Call for Proposals
CLADE	Latin American Campaign for the Right to Education
CSEF	Civil Society Education Fund
CSO	Civil Society Organisation
DAC	Development Assistance Committee
EOL	Education Out Loud
FCAC	Fragile and Conflict Affected Countries
GA	Grant Agent
GCE	Global Campaign for Education
GISP	Global Independent Selection Panel
GMU	Global Management Unit
GPE	Global Partnership for Education
ISP	Independent Selection Panel
JSR	Joint Sector Review
KIX	Knowledge and Innovation Exchange
LAC	Latin America and Caribbean
LEG	Local Education Group
LGBT	Lesbian, Gay, Bisexual and Transsexual
ME & EE	Middle East and Eastern Europe
MEL	Monitoring, evaluation and learning
NEC	National Education Coalition
OC	Operational Component
RC	Regional Coalition
RFW	Results-framework
RISP	Regional Independent Selection Panel
RMU	Regional Management Unit
SDG	Sustainable Development Goal
SIC	Strategy and Impact Committee
ToC	Theory of Change
ToR	Terms of Reference
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Childrens Fund



EXECUTIVE SUMMARY

With an overall funding envelope of US\$55.5 million, Education Out Loud is the biggest education advocacy fund in the world available for civil society. Oxfam IBIS manages the funds on behalf of GPE. Education Out Loud offers three different funding windows to support civil society organizations. Grants are available for national and international civil society organizations and networks in eligible countries worldwide between January 2020 and December 2024. This document informs about progress in implementing EOL that supports civil society organisations' advocacy and social accountability work for quality education for all. The present report is the first Technical Progress Report and covers the period from April 1st to December 31st 2019.

The report informs about the EOL Inception phase. During this period, Oxfam IBIS created the institutional basis for the management of the EOL fund, through the establishment of a Global Management Unit and Regional Management Units and the recruitment of EOL staff. Independent Selection Panels for the review and decisions on funding proposals were also created. Oxfam IBIS also launched a website for the dissemination of the call for proposals as well as a grant application system through which all funds applicants submit their project proposals.

Oxfam IBIS launched the first EOL Call for Proposals in August 2019 under EOL Operational Component 1 for the National Education Coalitions (NEC) that formerly received support from the Civil Society Education Fund. Fifty-four NECs submitted their project proposals which were technically reviewed and afterwards decided upon by Regional Independent Selection Panels. In December 2019, Oxfam IBIS also launched a Call for Concept Notes under Operational Component 3 which aims at creating a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education.

As Grant Agent Oxfam IBIS also carried out diverse due diligence activities in order to ensure that grantees have the capacities to implement their projects in an effective way.

The Report also informs about adaptive management measures taken to ensure a fluid and effective development of EOL and it also includes perspectives and upcoming activities for 2020. The Report includes the EOL Financial Report in annex 3.

1 INTRODUCTION AND OVERVIEW

Education Out Loud

With an overall funding envelope of US\$55.5 million, Education Out Loud is the biggest education advocacy fund in the world available for civil society. Oxfam IBIS manages the funds on behalf of GPE. Education Out Loud offers three different funding windows to support civil society organizations. Grants are available for national and international civil society organizations and networks in eligible countries worldwide between January 2020 and December 2024. This document informs about the progress in implementing Education Out Loud which provides support to civil society organisations' advocacy and social accountability work for quality education for all. The report covers the period from April 1st 2019 till December 31st 2019.

Education Out Loud (EOL) came into consideration for the first time under the name Advocacy and Social Accountability (ASA) when GPE initiated a new financing and funding framework in 2017. It was finally approved by the GPE Board of Directors in April 2019, after the Strategy and Impact Committee (SIC) had discussed the grant agent proposal submitted by Oxfam IBIS in February 2019 and recommended its approval to the GPE Board of Directors. GPE is a global fund dedicated exclusively to education in the world's poorest countries. Its vision is to expand inclusive and equitable quality learning by helping to build stronger education systems in low- and lower middle-income countries, among them in Fragile and Conflict Affected Countries (FCAC). With this aim, it connects developing countries with donor governments, civil society -, teacher - and multilateral organisations, foundations, and the private sector in a partnership where all partners contribute. Civil society organisations (CSOs) are

recognised as important partners for advocating for inclusive and evidence-based policy dialogue; for contributing to monitor national public education policies and plans and for supporting the democratic vigilance of education policies.

GPE provides grants to support education sector planning and delivery, and it recognises the need to strengthen mutual accountability with investments across the partnership. In line with this, EOL seeks to promote transparency, accountability and social mobilisation through more active engagement of civil society across the education sector. Civil society is foreseen to promote political conditions needed for good policies, sound practices, inclusive approaches, and more and better financing at both the global and country level. EOL recognises that national accountability can be enhanced by supportive transnational environments, and that there is a strong interdependence between national policymaking and implementation, and global debates and normative policy frameworks in the education sector.

EOL Operational Components

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

This goal is foreseen to be realised through the following three objectives that intend to:

1. strengthen national civil society engagement in education sector planning, policy dialogue and monitoring

2. strengthen civil society's role in promoting the transparency and accountability of national education sector policy and implementation, and
3. create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education.

EOL therefore supports both local, national and transnational civil society efforts. At the country level, EOL supports particularly national education coalitions' (NECs) capabilities and skills development in order to enable civil society to participate effectively and meaningfully in evidence based and policy-relevant discussions and solutions in a timely, strategic and constructive manner. It also supports the strengthening of civil society's role in promoting the transparency and accountability of national education sector policy at local and national levels. Country level efforts will also be reinforced by supporting transnational civil society alliances to help create a stronger global and regional enabling environment.

Education Out Loud has three (3) funding streams named "Operational Components" (OCs) to meet each of the three objectives.

Operational Component 1 (OC1) aims to strengthen national civil society engagement in education planning, policy dialogue and monitoring, by supporting NECs in their core functions of supporting greater coordination and collaboration across civil society in the engagement of national policy setting and monitoring. OC1 also resources the advisory support to programme planning and implementation of the Global Campaign for Education Global Secretariat and the Regional Coalitions as well as the regional and

global advocacy of GCE. GCE was formerly Grant Agent of the Civil Society Education Fund (CSEF) that generated important outcomes during a ten-year period. CSEF concluded its operations by end of 2019, but GCE continues to be an important and strategic alliance of CSOs as a movement and learning partner for CSOs in their fight for education.

Operational Component 2 (OC2) aims to strengthen civil society roles in promoting transparency and accountability of national education sector policy design and implementation. Social accountability grants provide funding for activities such as: improving transparency, participation, and accountability of sector policy dialogue; increasing the availability, sources and variety of information to formulate and act on relevant policy solutions; mobilising citizens as right holders to monitor implementation of education policies and finance and use this information to hold duty bearers at all levels accountable.

Finally, transnational advocacy grants are provided under Operational Component 3 (OC3) for activities which create stronger global and transnational enabling environment for national civil society advocacy and accountability efforts. This includes funding for: joint advocacy to influence transnational education policy agendas; joint campaign initiatives; linking national efforts and evidence to global and regional influencing strategies; and, development of transnational learning capacities.

The EOL strategy is built on the belief that CSO grantees should each be able and empowered to develop their own Theory of Change in order to make it as contextualised and relevant as possible. The EOL Grant Agent also considers that capacity development and learning is an important part of the grantee project design and implementation process and that there needs to be room for adaptive management across the grants during implementation. Learning efforts are featured throughout EOL, e.g. through the financing of learning partners that support CSOs to become as technically skilled and strategic as possible in their work during a project preparation period, called Year Zero and during implementation. EOL also promotes - through the financing of GCE and other grantees - that both vertical and horizontal communication continue to exist among CSOs since it is seen as a strategic and valuable way of promoting advocacy, learning and capacity building. EOL is also committed to invest in a more diverse set of civil society actors to draw on expertise from other types of CSOs and ensure greater accountability in the education sector.

2 EOL INCEPTION PHASE

After GPE Board of Directors approved Oxfam IBIS proposal for implementing Education Out Loud in April 2019, Oxfam IBIS as Grant Agent established the institutional basis for managing the EOL fund.

EOL INSTITUTIONAL SET-UP

EOL Global Management Unit (GMU) and Regional Management Units (RMU)

As a first step, Oxfam IBIS set up a Global Management Unit in Copenhagen where Oxfam IBIS' Head Office is located. Following that, Oxfam IBIS established four EOL Regional Management Units in Uganda, Ghana, Mexico and Nepal. All four are hosted by the respective Oxfam country office and benefit from administrative and substantive collaboration and support from Oxfam colleagues. The choice of the location of RMUs was based on Oxfam IBIS assessment of geographical location (relative to countries being served by the respective RMU), capacity and programme portfolio of Oxfam programmes and existing Oxfam IBIS engagement with Oxfam country offices. Hence, Oxfam Ghana was chosen as the 'hub' for serving a region with a majority of francophone countries, as the office in Accra oversees a substantive education programme portfolio – and as Oxfam IBIS had had a longstanding collaboration with this office.

Oxfam IBIS also recruited five GMU staff members that started working in June – July 2019 and followed by that, recruitment took place of 16 RMU staff members that started working in September 2019. All job openings were publicly announced and disseminated at the international level, and all job applicants were requested to send their applications through Oxfam IBIS' electronic job application system in order to ensure fair and transparent processes. Oxfam IBIS received more than 1,700 applications for

the 17 advertised positions (one position could not be filled in this first recruitment drive). Recruitment processes involved review of the CVs and applications; longlisting of qualified candidates; shortlisting and first interviews with around 6-8 candidates for each post; second interviews with around 3 candidates for each post carried out by interview panels that used a predefined and agreed interview guide. The interviewed candidates also passed through a written technical test that was adapted to the specific job description. After the recruitments had taken place, Oxfam IBIS carried out Induction Workshops in October 2019 in all of the regions for RMU-Asia & Pacific, RMU-East & Southern Africa, RMU-West & Central Africa and RMU-Latin America and Caribbean staff.

Independent Selection Panels

In November 2019, Oxfam IBIS established five Regional Independent Selection Panels (RISP) which are important actors in the funding approval process of proposals submitted to EOL upon the Opening of Call for Proposals. GMU prepared and GPE approved Terms of Reference guiding the functioning of the Independent Selection Panels. The ToR establish that the RMUs and GMU make a first review of the proposals. Subsequently, the Independent Selection Panels (ISPs) are responsible for evaluating and approving the shortlisted proposals and deciding on recommended level of funding. With regard to OC1 the ISPs could decide if the Proposals were approved for implementation, eventually after minor changes have been included, or if the projects would go through a "Year Zero" (which is a capacity building period of 1-6 months) to strengthen the proposals and/or the grantees in order to prepare for a successful and effective project implementation. The ISPs make recommendations on learning- and capacity-building support

to be provided. Overall it is the expectation that the ISP members will stimulate learning and reflection across EOL.

The five Regional ISPs were established according to geographical and linguistic coverage: Latin America/Caribbean, Middle East/Eastern Europe, Anglophone Africa, Francophone/Lusophone Africa and Asia/Pacific in order to promote that the members have familiarity with the contexts in which the project proposals are developed.

Oxfam IBIS looked for an appropriate representation of expertise, official languages (English, Spanish, Portuguese, Arabic and French) and appropriate gender composition in each panel. Oxfam IBIS managed the selection processes and invitation of the candidates of the selection panels based on candidate biographies and references, while GPE Secretariat confirmed the selected candidates.

The ToR established that the ISPs should to the extent possible be comprised of a diverse membership with backgrounds in, for example, local organizations, international NGOs, universities and/or other education experts and other areas. It was also established that the different ISPs as a whole should cover the listed criteria below:

- Demonstrate a clear understanding of how diverse criteria should be applied and assessed when reviewing proposals.
- Ability to provide a sound assessment of the quality, logic and potential of concept notes and full Education Out Loud proposals.
- Significant experience in education and knowledge of issues in education, including education policy, systems and research, preferably at international level.

- Good working knowledge of GPE and their role in contributing to education sector development.
- An understanding of the role and context for civil society work including practical experience implementing Southern advocacy or social accountability programs within a country/cross country setting.
- Significant expertise in the field of advocacy, including experience of the development of advocacy strategies (e.g. context analysis, setting SMART objectives, power mapping, critical pathways, etc.), and of the employment of effective advocacy tactics and implementation.
- Significant expertise in the field of social accountability, including an understanding of latest trends and good practice in the field of social accountability, methodologies which are most effective, and expertise in the development of use of social accountability as a means to bring about change, and foster greater citizen and state responsiveness.
- Experience of working in or with civil society, including with marginalized groups, social or youth movements, or other civic and public interest actors with cross cutting priority in education (e.g. gender, human rights).
- Understanding of program design, budgeting, implementation, monitoring and evaluation, management and organizational development including adaptive management approaches, and experience in addressing common implementation challenges (e.g. financial and human resource management).
- Ability to dedicate adequate amount of time during the call for proposals process to review proposals
- Expertise in capacity development of civil society organisations and networks.

GPE, GCE, Regional Coalitions and others recommended candidates for the Independent Selection Panels. The GMU carried out a conversation with all the recommended candidates in order to explore their expertise, language skills and their knowledge

and experience in the area of education policies. Finally, GMU and GPE together decided the members of the Independent Selection Panels. Each of them consists of 4-6 experts in education, gender, development policies, project management and other fields and they include members of the former CSEF Regional Funding Committees when the candidates fulfilled the criteria established in the ISP ToR.

For the first year of operation Oxfam IBIS has selected one ISP-member to be Chair of the respective RISP. The Chair ensures that the ISP's business is completed at each meeting in an orderly way and facilitates the panel to reaching consensus on decisions and on recommendations to be made to Oxfam IBIS. The panel chair guides the discussion of each proposal and ensures that the panel's final recommendation accurately reflect the majority view or consensus of the panel.

In general, the decisions in the ISP should be based on a consensual approval model; however, a simple majority vote by voting ISP members is sufficient for binding decisions on proposal approval and funding level, providing that a quorum (at least 60% of voting members) is reached. Representatives from Oxfam IBIS and GPE can attend ISP meetings, however, they do not have voting rights.

Given the important responsibilities of the panel in determining the allocation of funds to grantees, it is mandatory that no panel members have any conflict of interest related to the Education Out Loud fund. Thus, Oxfam IBIS requested that the selected candidates signed diverse Declarations such as EOL Conflict of Interest Declaration, Oxfam Employee Code of Conduct and Oxfam IBIS Anti-corruption Code of Conduct.

Once the ISP members were on board, Oxfam IBIS and GPE carried out a two-hour online Induction workshop (webinar) to ensure a shared understanding of the conditions of the Call for Proposals, the review process and the responsibility of the ISP. The webinar was also recorded in order that the ISP members that were unable to attend the induction call could access the recorded version afterwards.

As explained in more details below, four of the Independent Selection Panels convened in December 2019 on the NECs' project proposals presented under Operational Component 1, while one (RISP Franco- and Lusophone Africa) met in early January 2020 to take decisions on the proposals under their purview. The list of RISP decisions on the OC1 Project Proposals can be found in the annex.

Website and Grant Application System

As part of the EOL Institutional Set-Up, Oxfam IBIS established an EOL Website www.educationoutloud.org in order to disseminate and facilitate information for interested applicants on the diverse Call for Proposals. The webpage contains sections for the dissemination of the specific Applicant Guidelines and during the course of 2020 it will also provide information of interest for civil society organisations and other actors that work with education policy influencing work and social accountability. The website is also the portal through which the applicants get into the Grant Application System. This website was launched in August 2019 together with the opening of the first Call for Proposals under Operational Component 1.

Oxfam IBIS has also developed an electronic Grant Application System that allows the potential applicants to access the specific Applicant Guidelines and download project proposal templates in four languages (English, French, Spanish and Portuguese). Only applications submitted before the established deadline through the Grant Application System are taken into account, in order to ensure fair and transparent processes. The applicants upload their applications and supporting documents in the system, and after the deadline reviewers also access them through this system. The system ensures an ordered system for submitting proposals to EOL and for handling a high number of documents during the Grant application and review process. The Grant Application System was used for the first time for the Call for Proposals for National Education Projects under Operational Component 1 in August 2019. It was also used for the Open Call for Concept Notes under Operational Component 3 in December 2019.

MEL framework

During the EOL Inception phase, Oxfam IBIS established the set-up for the overall EOL MEL framework. The following areas form part of it:

At the *Grantee level*, all grantees produce their own contextualised Grantee Results framework with its corresponding M&E Framework that is presented to EOL as part of the application process. So far, all NECs have produced such frameworks as part of their grant application package that they presented to EOL in October 2019, and each NEC has committed through the signed grantee contract to follow up on each their own project. Having each their own RFW offers the possibility that the NEC can decide to include both qualitative and quantitative indicators and apply diverse monitoring methodologies, such as annual participatory discussions about progress in implementing the project. They can also request to change their own RFW if the context has changed or if they have learned about a better and more effective strategy for reaching the objectives and outcomes. Then, the adaptive management strategy can be applied in these cases, and the RMU and the individual Grantee can agree adjustments to their RFW.

At the *Global level*, Oxfam IBIS also monitors the EOL Global Results Framework included in the project document. During this reporting period Oxfam IBIS produced Outcome Indicator Descriptions for each Global outcome under OC1 which were afterwards reviewed by GPE Performance Department. On this basis RMU and GMU co-created common baseline questionnaires to be applied to the NECs. Likewise, first Outcome Harvesting questionnaires were produced that will be applied as part of the reporting process and these will also be complemented with other information collection methodologies. The Outcome Harvesting questionnaire has e.g. been developed in order to be able to collect significant yet unplanned results from all grantees.

EOL also has a *Learning framework* for collecting lessons learned during EOL implementation that can feed into future

grantee activities. These lessons learned will be collected by diverse means among them the insertion of questions into the diverse grantees' reporting template. Oxfam IBIS will seek to produce lessons learned at diverse levels during project implementation so that they can enrich the project strategies, i.e. through discussions of best practices at the national level; recollection of lessons learned through thematic studies; surveys and the gathering of key stakeholders. Oxfam IBIS will also support that grantees compile lessons learned that can rapidly feed into the national project proposals through adaptive management of the projects. Finally, EOL has also planned to set up a system to monitor selected grant management processes mainly to monitor if they are effective and on-time.

Thus, Oxfam IBIS' Monitoring and Evaluation framework includes both a bottom-up approach to planning and monitoring among its grantees, while Oxfam IBIS also follows up on the EOL global results-framework and on the Grant management processes. Oxfam IBIS considers that it is essential that grantees have the opportunity to define each their own expected results and indicators in order to make them more contextualised. On previous occasions NECs had requested this and it was also recommended in the EOL Blueprint and in the CSEF III Evaluation published in May 2018. When Grantees have the possibility to monitor their own projects and plans, it helps them build strong strategic planning skills. And having good planning and monitoring skills are important for the NECs when they participate in Local Education Groups and similar settings.

Occasionally, Oxfam IBIS also requests all grantees to inform about success stories, lessons learned and other topics in accordance with the reporting format submitted to grantees in advance and that was developed during this period. Regarding NEC-Grantees, a minor evaluation has been included in their project proposals which will be carried out upon NEC-Grantee project completion. Oxfam IBIS has also developed draft guidelines for conducting programmatic and financial monitoring visits to the grantees.

OPERATIONALISATION OF EOL

OC-1 Call for Proposals for National Education Coalitions

Four months after EOL had been approved, Oxfam IBIS had created its institutional set-up, prepared the grant application documents and the first Call for Proposals for Operational Component 1 was launched in August 2019. Upon decision of GPE, this call was a restricted call for 56 National Education Coalitions that had formerly received funding under CSEF.

Oxfam IBIS wrote the Applicant Guidelines that gave answers to the following questions:

- What is this Call for Proposals About?
- Who can apply for this Call for Proposals?
- What can be funded under this Call for Proposals?
- Which grant amount and duration is it possible to apply for?
- What will we look for in the Project Proposals?
- How to apply?
- How will the assessment process take place?
- What happens after the decision on the grant proposals?

The Applicant Guideline was uploaded on the Oxfam IBIS webpage and the information was also sent directly to the relevant National Education Coalitions by email.

The interested organisations registered electronically as Applicants in the Grant Application System where they could access the templates that Oxfam IBIS had prepared before the Call was opened. Both the Applicant Guidelines, the indications in the Grant Management System as well as all templates were translated by the Grant Agent and made available, so that the National Education Coalition could choose to read and write in either English, French, Spanish or Portuguese.

The templates were the following:

- Project Proposal Template
- Logical framework Template
- Monitoring framework Template
- Project Budget Template
- Risk management Template

In addition to filling out these templates, the applicants were also requested to attach copies of their financial audited report for the last two years including the management letter as well as the CVs of the 2-3 key project responsible persons.

Oxfam IBIS had included in the Project proposal template, information about the topics and areas that would be taken into account during the review process, such as project relevance, strong and context based situation analysis, realistic proposal, quality of the strategy, etc. in order to orient the applicant during the project preparation period.

The Grant Agent established an application period of two months so that the National Education Coalitions had time to prepare their project proposals.

While the National Education Coalitions were preparing their project proposals, Oxfam IBIS established the Regional Independent Section Panels.

After the deadline, both RMUs and GMU made reviews of the proposals and included technical review notes on each individual proposal. GCE and Regional Coalitions did not have access to the project proposals, but they submitted cover notes for most NECs regarding their former work experience with the individual NEC and these were made accessible to the Independent Selection Panels and to GPE.

Oxfam IBIS made the applications available for review three weeks before the ISP review took place so that GPE could provide feedback where relevant to inform ISP discussions. GPE reviewed the proposals with an eye on any potential risks and to explore opportunities to reinforce GPE's other programs and country support, including ESPIGs, ESPDGs, KIX-funded work, GPE policy positions, etc.

Oxfam IBIS made all proposals and related documentation accessible through the Grant Application System and the Regional Independent Selection Panels took over the review process from there on.

The ISPs reviewed each recommended grantees' submission to the Call for Proposals. Then they convened in one-day's meetings or in virtual meetings and discussed the proposals and they also formulated recommendations on learning and capacity support and Year Zero. The Independent Selection Panels produced meeting minutes in which they established the decisions that they had taken.

The ISP meetings were held in December 2019 for the following regions: Latin America/Caribbean, Middle East/Eastern Europe, Anglophone Africa and for Asia/Pacific, respectively, while the RISP meeting for the Francophone/Lusophone Africa region was held in early January 2020.

For the OC1 Call for proposals, GMU organized the meeting for the Middle East and Eastern Europe RISP, whereas the four other RISP meetings were organised by the respective RMu. Observers from GMU attended RISP meetings for Middle East and East Europe as well as Anglophone Africa and Asia & Pacific. GPE participated

TABLE: NATIONAL EDUCATION COALITIONS INVITED TO APPLY FOR OC1-NEC-GRANTS.

RMU-West & Central Africa 19	RMU-East & Southern Africa 16	RMU-Asia & Pacific 17	RMU-Latin America & Caribbean 4	Total 56
Benin	Ethiopia	Afghanistan	Haiti	
Burkina Faso	Kenya	Bangladesh	Honduras	
Burundi	Lesotho	Cambodia	Nicaragua	
Cape Verde	Malawi	Kyrgyz Republic	Bolivia	
Cameroun	Nigeria	Mongolia		
Democratic Republic of Congo	Rwanda	Myanmar		
Cote d'Ivoire	Somalia	Nepal		
Gambia	Somaliland	Pakistan		
Ghana	South Sudan	Papua New Guinea		
Guinea-Bissau	Sudan	Philippines		
Liberia	Eswatini	Samoa		
Madagascar	Tanzania	Solomon Islands		
Mali	Uganda	Tajikistan		
Mauritania	Zambia	Timor-Leste		
Mozambique	Zimbabwe	Vanuatu		
Niger	Yemen	Vietnam		
Senegal		Moldova		
Sierra Leone				
Togo				

as observers in the meetings in Kathmandu and Kampala in order to audit the ISP process to ensure consistency, avoidance of Conflict of Interest and to identify early potential linkages with KIX, GPE's operating model and country grants. In the Accra meeting a colleague from Kampala attended as an observer to facilitate sharing of experience across the RMUs.

RISP meetings were of different duration ranging from three hours to full day meetings depending on the number of proposals to be considered. Among the total of 23 ISP members 21 attended the meetings, the majority by means of presence at the meeting, while others attended virtually. Meetings went well and all offered opportunities for a thorough discussion on the proposals. The RISP members were well prepared and shared good insights. As this was the first time for RISP to convene there was a need to bring clarity of the role of the panels. All RISPs each produced their own report documenting decisions made by the respective panel.

Of the 54 project proposals presented by the NECs (two NECs failed to submit a proposal), the Regional Independent Selection Panels (RISPs) decided that 27 projects could be implemented immediately (7) or after the introduction of minor changes to the project documents (20); while other 27 projects would go through a 3-6 months review process to ensure that the project proposal is of a good quality (Year Zero).

After the applicants were selected, they underwent a due diligence process organised by GMU and carried out by the respective RMUs to ensure that they have the capacity to implement the grant effectively (see below for more details).

The grant agent at both GMU and RMU level as well as the ISPs were somewhat surprised that a rather high volume of OC1 proposals did not meet the established quality standards as reflected by the number of applicants to undergo a Year Zero process. Considering that most NEC grantees had been receiving CSEF support for a number of years, Oxfam IBIS had assumed that proposals would contain relevant theory of change, links between activity plans, budgets and results framework etc.

As a result, implementation of OC1 full proposal activity plans will be somewhat delayed because of the time and efforts to go into revising proposals during Year Zero. And RMUs will be required to invest more time working with coalitions to ensure that revised project proposals are up to the required standards before being able to turn attention to capacity building and learning partners. In order to streamline and make the Year Zero processes more effective it was agreed that rather than working with Year Zero of a duration of up to 12 months, Year Zero could last for a maximum of six months and with a focus on proposal revision only, whereas the blue print had expected a more elaborate, tailor-made and potentially lengthy process. In effect this could have implied that a high number of NECs would be left with only twelve months to implement their full proposals out of the anticipated 2 years

OC3 – Call for Concept Notes

Initially, the grant agent had expected to launch call for proposals under OC2 and OC3 concurrently in late 2019. However, in a meeting in August 2019 with GPE it was decided to delay the launch of OC2 to some months into 2020. It was agreed that OC2 required more preparation efforts to ensure that the concept of social accountability would be adequately addressed in EOL. Also the grant agent was concerned of the resource and communication requirements related to having two calls running in parallel.

The OC3 Open Call aimed to engage a wider group of civil society organisations to get involved in the fight for quality and transformative education for all, that is particularly lacking for many population groups in the low- and lower middle-income countries, among them in the FCAC where GPE operates.

The OC3 Call was different from the OC1 Call since it was a Call for Concept Notes only and also because the target group of the Call was much broader than the OC1 Call for Proposals that was limited to the NECs. Oxfam IBIS developed the OC3 Applicant Guidelines and templates – in four languages (English, French, Portuguese and Spanish) - during the following

months and the call was launched at the beginning of December 2019.

As part of the elaboration of the Applicant Guidelines, the Grant Agent drafted the text that explains the:

- purpose of the call
- organizations that are eligible for applying
- amount and the period that could be applied for
- themes and approaches expected to be included in the proposal
- procedure for submitting an application
- review process of the applications
- the process after the decision on the grant proposal

The Applicant Guidelines were uploaded on Oxfam IBIS' webpage and national and international civil society organisations and networks were encouraged to disseminate them. Interested organisations registered electronically as Applicants in the Grant Application System where they also could access the templates that Oxfam IBIS had prepared before the Call was opened. As with the OC1 Call, also in this case, the Applicant Guidelines, the indications in the Grant Application System as well as all templates were translated by the Grant Agent into English, French, Spanish or Portuguese in order to facilitate the application process for a broader spectre of organisations.

The templates that accompanied the OC3 Call for Concept Notes were the following:

- Concept Note Narrative Template
- Year Zero Template
- Budget Template

In addition to filling out these templates, the applicants were also requested to attach c.v.s of the 2-3 key project responsible persons. In the Concept Note Narrative Template, Oxfam IBIS had included information about the topics and areas that would be taken into account during the review process as well as the steps that would be taken by the Grant Agent in the assessment process.

The Grant Agent established an application period of almost two months, which ended on January 31, 2020.

During the August 2019 coordination meeting, Oxfam IBIS and GPE also agreed to open up simultaneously a restricted Call for Proposal for the Global Campaign for Education (GCE). The Grant Agent prepared the OC3 Applicant Guideline and templates specifically for this call, and the call was likewise launched at the beginning of December 2019. GCE was requested to apply through the Grant Application System, and the deadline was also for this call established for January 31, 2020 – however, GCE requested later an extension of the deadline.

COLLABORATION WITH OTHER ORGANISATIONS

Relations with Global Partnership for Education

Throughout the reporting period, GMU has had close and effective working relations to GPE's EOL team. Calls were organised on a weekly basis between GMU and GPE, and GPE staff attended two of the five RISP meetings in December/January.

As EOL gradually moves from setting up structures and procedures for its various operations it is likely that the nature of the ongoing engagement will move towards more reflective and results focused discussions between GMU and GPE. Oxfam IBIS is also keen to use occasional opportunities for engagement between RMU staff and GPE staff charged with responsibility for country level operations. Oxfam IBIS can share baseline information compiled from the National Education Coalitions with GPE as an input to the country level policy discussions. Representatives from NECs may also benefit from being observers in Joint Sector Reviews at country level so that they get insight into policy discussions in order to detect key themes that can be taken to the Learning Collaboratives at the national, regional and global level.

Relations with KIX

Similar to EOL, GPE also embraces a fund that promotes the exchange of expertise, innovation and knowledge among GPE partners in order to help the developing countries to improve their education systems. This fund has a US\$75 million budget and it seeks to promote evidence-based solutions for national policy makers as well as capacity building in order to produce

knowledge and innovations in GPE partner countries. The Grant Agent of KIX is the International Development Research Centre (IDRC) in Ottawa, Canada.

During this reporting period, Oxfam IBIS EOL Global Programme Manager met with KIX Grant Agent representative from IDRC and GPE lead for KIX, respectively, in the framework of the UKFIET-Education and Development Forum September 17-19 meeting on "Education systems: futures, fallacies and finance" in Oxford; in order to discuss different collaborations. Both organisations are very interested in sharing lessons learned along the implementation of the two programmes and discussed ways of working together in this regard. This may include EOL grantees using findings from KIX sponsored studies in design of project interventions – and it may involve KIX grantees drawing on data and other experience from EOL grantees when studying education policy interventions.

Relations with Global Campaign for Education

As mentioned previously EOL builds on experience gained from the Civil Society Education Fund (CSEF) for which GPE had contracted GCE as a grant agent. At the beginning of the present reporting period in start April 2019, GMU set up a Call with GCE and Regional Coalitions in which it was established that Oxfam IBIS as Grant Agent for EOL would develop individual contracts for each of the Regional Coalitions and GCE, respectively. This was based on the need to take into account variations of responsibilities between regions, based on contextual and organisational differences.

At first communication was channelled by the GCE Secretariat, but with time bilateral communication lines came in place. In May – June, GCE and the individual RCs submitted documents to Oxfam IBIS in which they described their thoughts regarding the activities and approaches they considered to apply in their respective regions, which were afterwards followed up by bilateral consultations in calls or by email. GMU also had the opportunity to meet with the CSEF coordinator in August in Copenhagen and had the opportunity to exchange information during this meeting.

In order to ensure continuity, GPE, GMU and GCE agreed that RCs would submit cover notes for each of the 56 coalitions invited to submit proposals under OC1. Unfortunately, not all cover notes were submitted, and most were brief and with limited actual assessment of the capacities and results achieved thanks to past CSEF support. Still, this helped in the transition from CSEF to EOL. As GPE provided a costed extension to GCE and RCs until end of March 2020, the grant agent has not had any financial relationship to the GCE stakeholders during this reporting period. Oxfam IBIS expects that contracts with RCs will be signed before the expiration of the CSEF grants. At the end of the current reporting period, the GMU had ongoing conversations with several RCs, both with regards to due diligence issues as well as on the RC proposals (budget, timing, activity plan, etc.).

Considering that GCE and RCs is in the midst of a major transformation from being managing the CSEF grant for an extended period of time to once again articulating its mandate as an international civil society movement it is not surprising that this transition included moments of uncertainty and lack of clarity regarding new roles in relation to national coalitions. Likewise, the grant agent is also charged with defining and testing its relations to grantees and other EOL stakeholders. Oxfam IBIS is keen to build effective relations and to clarify roles in regard to responsibility, accountability, consultation and information (the so-called RACI matrix) which will be subject to review in 2020.

Because of the history and current position of GCE as representing the international education movement, the grant agent will continue to prioritise regular engagement and collaboration with GCE stakeholders, also because Oxfam IBIS has been a long-standing member of the international education movement. It is important that GCE continues to review and redefine its role as an international civil society movement mobilising and articulating concerns and policy agendas while no longer playing a role in monitoring the NECs' grant implementation.

3 PROGRESS IN RELATION TO EOL GLOBAL RESULTS-FRAMEWORK

As mentioned above, Education Out Loud administers funds to diverse civil society organisations through three funding streams, called Operational Components, OC1, OC2 and OC3. For each call under the respective Operational Component, a specific Applicant Guideline is elaborated in alignment with the specific Operational Component's objective and outcomes and the call for proposals is launched. When interested applicants have submitted their proposals, these are reviewed and decided upon by Independent Selection Panels after they have been technically reviewed by the RMUs and GMU.

The Operational Components are an integral part of the EOL Global Results-framework defining global objectives, outcomes, targets and indicators. During the present reporting period, Operational Component 1 was activated, mainly through the launch of a Call for Proposals for NECs.

OPERATIONAL COMPONENT 1 (OC1):

EOL Objective 1 is to Strengthen national civil society engagement in education planning, policy dialogue and monitoring.

There are four expected outcomes under this first specific objective.

EOL expected Outcome 1.1: national education coalitions become more inclusive, particularly for marginalised and local groups.

In order to monitor if the NECs become more inclusive for marginalised groups, Oxfam IBIS looks at a range of dimensions. A national education coalition is e.g. considered by Oxfam IBIS to be more inclusive when it includes civil society organisations that represent diverse marginalised groups, particularly those groups that have the right to education but that tend to be excluded from the formal public

education system or that are discriminated against inside the formal public education system. It is considered important that these marginalised groups have a voice inside the NECs and that their concerns are heard.

Such marginalised or excluded groups could be women/girls, due to the wide gender discrimination in society, marginalised or illiterate young boys and girls (aged 15-24), people living with disabilities, discriminated ethnicities, castes, nationalities or migrants, discriminated religious groups, indigenous people; internal displaced/refugees, LGBT persons or people living below the poverty line as defined by the respective government. A NEC is also considered to have become more inclusive if the marginalised group's civil society organisations work at the local level or in rural areas (and not only in capital city for example) and if diverse marginalised groups - and both men and women - are represented at board level. It is also of importance if the promotion of the right to formal public free quality education of the particular group is included in the NEC strategy or work plan.

Likewise, it is considered important that students, parents or teachers participate in the national education coalition since they are important stakeholders with first-hand knowledge when it comes to analysing and discussing the effectiveness of implementation of national education policies, thus it is important that their voices and concerns are heard as well.

In order to promote that a number of NECs become more inclusive, Oxfam IBIS will connect learning partners - such as GCE, regional coalitions and others - to the NECs when needed. Oxfam IBIS also has the possibility to support trainings and

other activities that can create awareness about the need to involve representatives of those groups of people that are currently excluded from education in the policy discussions. During this reporting period, the NECs were as mentioned above invited to present project proposals to EOL that should include information about the national context as well as the NECs strategy for becoming more inclusive. Oxfam IBIS also prepared a generic baseline questionnaire that was applied in January 2020, and it collects information from each of the NEC on this topic. In the January-June 2020 reporting period, this information will be systematized, and relevant data will be included in the next Technical Progress Report.

EOL expected Outcome 1.2: National Education Coalitions' capacities are increased, particularly in relation to engagement in policy dialogues.

Due diligence assessments of NECs participating in the OC1 Call for Proposals as well as technical reviews of proposals highlighted that many NECs remain confronted with capacity constraints even after ten years of CSEF funding. This is not surprising as this reflects wider CSO capacity constraints in GPE countries and it also confirms that the coalition modality involves a range of governance and operational modalities when a diverse range of stakeholders comes together to formulate and implement ambitious advocacy agendas.

In order to change this situation, the grant agent foresees diverse strategies, such as supporting directly the NECs with funds for capacity building; supporting learning plans; establishing contact with learning partners; among other strategies.

The NECs from all the regions were explicitly invited to present project proposals that include activities for improving the NECs own capacities. During the current reporting period, as mentioned above, these NEC proposals were technically reviewed and half of them (27) were approved for implementation (immediate implementation or after minor changes). The remaining were invited to participate in a 1-6 months support period (called "Year Zero" despite it is shorter than a year) for improving the project proposal.

EOL Regional Management Units (RMUs) are supporting the NECs with technical expertise to help them increase further their analytical and strategic planning capacities so that they can improve their project proposals. All NEC project proposals that were presented to EOL include activities for improving their capacities and which will start their implementation in the next reporting period (January – June 2020).

NECs will also receive support from learning partners in order to develop or improve Learning Plans based on needs assessments. The learning plans are expected to include training and capacity development in diverse areas, for increasing the organisational capacities, technical capacities and advocacy capacities. All three dimensions are considered essential for the NECs, so that they can become even stronger and more independent organisations; technical "experts" or skilled in the topics discussed in the education policy dialogue processes such as public education budgets; and with excellent advocacy capacities so that advocacy efforts carried out by the NECs become as effective as possible.

The grant agent will also provide funds to the Global Campaign for Education (GCE) and its regional coalitions in order to enable them to intensify their education-movement-strengthening-work, provide technical assistance and deliver capacity building activities for and with the National Education Coalitions.

NEC capacities will also be increased by other EOL supported strategies, such as the establishment of learning collaboratives for increasing capacities in selected

areas and establishment of connections with learning partners that can support the NECs in areas that are needed. The Learning Partners – with exception of GCE and RCs – were not identified yet at the end of this reporting period (December 2019). Since the NECs' learning needs are multiple and context specific, Oxfam IBIS collects information from each of them on a half-yearly basis to get information directly from them about the learning initiatives (development of learning plan, implementation of learning plan, participation in diverse learning activities) that they have carried out during the reporting period.

Oxfam IBIS will also collect information from learning partners and learning collaboratives that have offered or developed learning initiatives for selected NECs during the relevant reporting period, some of which might have been inscribed in the NECs project proposals and learning plans while others might be regional or global initiatives offered to the NECs without they have included them themselves in their plans beforehand. This could for example be the case when GCE and RC intend to place old but "newly" recognized problems, such as children's with disabilities' rights on the political agenda worldwide and therefore need to increase technical skills on such topics among the national education coalitions.

Addressing NEC capacity constraints and enhancing coalition sustainability are issues likely to feature high on the EOL agenda during the course of the 2020-21 OC1 implementation.

EOL expected Outcome 1.3: an increase in the strategic influence, participation and capacities of civil society in formal education policy processes in selected countries.

Diverse EOL strategies will together contribute to ensure that civil society increases its influence in formal education policy processes with the aim of producing improvements in education policies, financing or delivery in practice, - particularly for the benefit of marginalised groups. Such improvements could e.g. be related to an increase in the financing of

the education, more equal access to education, improved education management systems or curriculums, policies that lead to improved learning outcomes for the students, etc.

Among these EOL strategies is the funding and support to effective implementation of the NECs' own projects; and the introduction of strategies to help improve inwards accountability of governments to the citizens in training courses, learning plans, learning collaboratives, knowledge sharing events and workshops.

In the current reporting period, EOL introduced this topic in the OC1 Applicant Guidelines, asking explicitly NECs to formulate context specific strategies and activities on how the individual NEC plans to increase its influence in formal education policy processes in the respective country. All the NEC project proposals that were presented for EOL under the OC1 Call for Project Proposals, contain country specific outcomes that the national education coalition will seek to produce during the next two years. These specific outcomes are also included in the individual NEC's Results-framework that was presented as part of the project proposal, and which they commit to pursue and to follow up on when their project contracts are signed.

The NECs inform that they would like to change a range of different policies of diverse topics in the coming years, from general education codes and laws, and budget and financing of education, equity of education, free public education, gender sensitive policies, inclusive education policies for displaced persons, minorities, pregnant adolescents and persons with disabilities, early childhood development, decentralisation policies, coordination of educational and vocational training policies, etc. Oxfam-IBIS follows up on the implementation of the 54 contextualized National Education Coalitions RFWs that each have their own M&E Frameworks that they report on to RMUs. The 54 NEC's half-yearly reports are an important source of information when it comes to collect the number of policy changes that the civil society organizations have influenced and advocated for in the diverse GPE countries. Other sources of informa-

tion will be the Regional Coalitions' and GCE's reports submitted to Oxfam IBIS as part of their contracts for receiving funds from EOL.

NECs have the possibility to influence education policies through diverse strategies and at many different levels. One of the strategies that NECs can utilize is to seek to be present in the diverse local and national commissions that discuss education policies at the national level. In this sense, it is important that they are invited to and participate actively in the Local Education Group (LEG) or other commissions or meetings where the education sector plans are discussed or monitored. The baseline questionnaire that Oxfam IBIS formulated during this reporting period includes specific questions about NECs participation in LEGs in former years, that will be analysed during the next reporting period (January – June 2020) in order to detect if NECs are participating in these important policy discussion platforms.

EOL expected Outcome 1.4: the establishment of "Learning Collaboratives" that generate lessons learned for institutional strengthening of civil society organisations.

In the EOL, learning is a cross-cutting theme that is promoted at all levels. Under Operational Component 1, NECs were invited to include strategies for establishing or strengthening learning collaboratives as part of their project proposals, that will be implemented from 2020 onwards. Some NECs already participate in diverse forms of knowledge sharing and learning collaboratives, and they have planned for new activities in this regard. Most of the international activities for knowledge sharing that NECs have participated in have taken place in the framework of GCE and the Regional Coalitions. NECs will also have the possibility themselves to set up "learning collaboratives" with peers and learning partners.

OPERATIONAL COMPONENT 2 (OC2)

EOL Objective 2: strengthen civil society roles in promoting transparency and accountability of the national education sector policy and implementation.

There are three OC2 outcomes under this objective, relating to the generation of data relevant for policy changes; multi-level monitoring involving right holders; and the establishment of learning collaboratives on how to turn information into advocacy tools for change. During this reporting period that ended in December 2019, there were no activities taking place under this component, since it was decided with GPE in August 2019 that the Call for Concept Notes under Operational Component 2 would only be launched in April 2020.

OPERATIONAL COMPONENT 3 (OC3)

EOL Objective 3: create a stronger global and transnational environment for civil society advocacy and transparency efforts.

There are five OC3 outcomes that will be pursued under this objective, relating to the creation or strengthening of transnational civil society alliances that advocate for identified policy changes related to SDG4 on quality education. It is expected that transnational alliances increase their capacities particularly in relation to advocacy and that they succeed in contributing to produce changes in the education policies. OC3 also expect to produce social accountability mechanisms or spaces to follow up on global, regional or national commitments related to the right to quality education as well as learning collaboratives on effective advocacy strategies.

The first Call for Concept Notes under OC3 was launched in December 2019 with a deadline for submission of proposals by January 31, 2020.



4 CROSSCUTTING THEMES

Fragility

A substantial part of the EOL country portfolio is made up of CSOs working across FCAC. Setting up and maintaining challenging coalition structures requires substantial innovation and flexibility, and the space for policy advocacy may also be significantly constrained in fragile contexts. EOL will work to emphasise the value of inclusive partnerships and the benefits on regional and international advocacy agendas when addressing such concerns. It is hoped that applicants for OC2 and OC3 grants will offer novel perspectives on fragility to inform and inspire ongoing OC1 efforts in FCAC.

Gender

One of the cross-cutting approaches to be pursued at all levels in the EOL programme is gender. In this reporting period, this was e.g. reflected in the questionnaires applied during staff recruitments that included questions on experiences in working with the human rights-based approach. Also, the Guidelines for developing proposals under OC1 and OC3 explicitly included positive rating in reference to gender perspective in relation to the strategic approach. It was also reviewed that both women and men were selected for the Independent Selection Panels.

Sustainability

EOL seeks to create sustainable results at all levels. National CSOs are supported with capacity development from different learning partners, such as Regional Coalitions. It is considered essential that they become as skilled as possible in governance issues so that they have the capacity to make fund-raising and manage funds, and become economically independent actors. EOL also supports CSOs at all levels to create durable capabilities for influencing policies, so that they can continue to be important stakeholders in education policy discussions in the future. EOL will work with NECs to enhance sustainability of education coalitions by addressing governance and financing concerns.

Civic space

A basic assumption underlying the EOL ToC is that CSOs can organise and collaborate without undue government interference and constraints. Unfortunately, the Grant Agent observes that what is generally referred to as 'shrinking space' for civil society in many countries is also manifesting itself in the EOL country portfolio. Inclusive policy agendas are not emerging on their own as government authorities may be reluctant to widen access to policy-making. Likewise, while mobilising community voices may bring highly relevant experience to the table, more distinct social accountability efforts may be seen as a challenge to government authority to set education policy priorities. Demonstrating the potential of CSO contributions to national and international education policy agendas will remain an EOL concern when engaging with other GPE stakeholders.

5 RISK MANAGEMENT AND DUE DILIGENCE

During the period covered by this report the grant agent has focused on establishing systems and processes for operations. Overall, the risk register and risk management strategies proposed in the Oxfam IBIS project document remain valid and apart from the below mentioned efforts regarding due diligence the grant agent has not yet engaged in comprehensive risk management and internal audit processes.

In order to obtain assurance of applicants capacity and capability to deliver on grant objectives, the programme team required that all NECs and RCs fill in mandatory and standardised self-assessment and due diligence forms.

GMU had developed a due diligence framework to guide on the assessments based on the following principles: Consistency, Evidence Based, Proportionality, and Targeted, i.e.

- Due diligence will be consistent across EOL grant applicants for ease of comparability and quality assessments.
- Assessments will be based on the most current, objective, and verifiable information
- The scope and depth of the assessments should be proportionate to the risk and value of the proposal, striking balance between seeking assurance and burdening applicant for information
- Assessments to be designed on case by case basis with scrutiny and energy targeted towards functional areas where risks are deemed greatest

Assessments under this framework were divided into 4 functional areas covering issues on: Governance & Internal Control, Ability to Deliver, Financial Stability, and sub partnership management, Monitoring and evaluation

In reviewing applicant capacity, systems, policies and processes, EOL team sought to gain a better understanding of strengths, weaknesses and risks in working with the applicants, leading to a more informed and better managed intervention. The outcome of the due diligence gave EOL a reasonable level of assurance that funds will be correctly used to achieve the desired objectives before any engagement with an organisation.

RMUs assessed the NECs and were responsible for determining the scope and depth of the assessment. Following the review, RMUs developed comprehensive Due Diligence reports for each grantee with the scope of continuous improvement embedded with a clear action plan. All due diligence assessments and a summary report of findings were submitted to the Global Finance Manager. There were no critical findings to be discussed.

REGIONAL COALITIONS

RCs followed the same procedures as NECs in filling in the standardized forms. The Global Finance Manager assessed the forms and one RC was visited (ANCEFA).

6 ADAPTIVE MANAGEMENT IN 2019

The grant agent applies adaptive management as an integral way of improving relevance, efficiency and effectiveness of project implementation and grant management. It is used on a recurrent basis upon regular revisions of the project in response to experience as reflected in progress reports and interaction with stakeholders. Below is a list of adjustments relative to the procedures proposed in the project document presented to GPE in March 2019. This serves as an annotated list for Oxfam IBIS to promote accountability and transparency in EOL management.

- Term of Reference for ISPs state that chairs are appointed for one meeting at a time. To ensure better continuity in organisation and decision-making the grant agent has decided to request chairs to maintain their positions for a year; reappointment is possible.
- Initially RISPs were not meant to be involved in OC3-decisions. However, to ensure contextual knowledge in assessing proposals and as a way to filter and prioritise a high number of relevant proposals, RISPs will be involved in both Call for Concept Notes (CfCNs) for OC3 to be carried out in the course of 2020.
- When designing OC2 selection processes GISP was not meant to be part as this was an ISP responsibility solely for the RISPs. However, to ensure a balanced portfolio, GISP will take final decisions on the OC2 portfolio for both calls to ensure portfolio balancing
- The EOL Blue Print and the grant agent project proposal envisaged that Year Zero processes for all three operational components would range between one and twelve months. However, with

regard to OC1 it was decided to limit this to a period of maximum six months to ensure that NECs would have at least 18 months to implement their full proposals.

- For OC2 and OC3 grantees it was decided to limit Year Zero efforts to six months to allow for consistent GISP decisions to eventually arrive at balanced portfolios for these two components and to enable successful applicants to move from concept note stage to full proposal implementation in shorter time.
- For OC1 NEC grantees it was envisaged that Year Zero could involve a wider engagement of learning partners. However, with a more concise and shorter process focused on proposal development it was agreed that only RMUs will engage with NECs during Year Zero, not Regional Coalitions or other learning partners. It was also emphasised that NECs choose other learning partners than GCE regional coalitions.
- EOL was designed with the expectation that GCE regional coalitions would have similar roles in relation to NECs in OC1 and that grant agent relations would be coordinated by GCE. However, it has been realised that RCs may have quite different roles and capacities, hence deliverables and responsibilities will be more varied – and Oxfam IBIS will maintain bilateral relations to each of the RCs combined with regular coordination calls for all RCs and GCE. The above will also be reflected in a revised version of the RACI matrix.
- It has not been possible to enter an agreement with ANCEFA. Accordingly, the grant agent will work to identify alternative learning partners for

African NECs to avoid that their capacity building and learning efforts will be constrained by lack of ANCEFA contributions.

- In the project document GMU was placed as the RMU for grantees located in Middle East and Eastern Europe. However, to ensure consistency in engaging with primarily NECs, this responsibility will be shared between RMU Eastern and Southern Africa (for Middle East) and RMU Asia Pacific (for Eastern Europe).
- In light of recruitment challenges to identify a Regional Finance Manager for the RMU for Latin America & Caribbean, the grant agent is considering other options to carry out responsibilities attached to this position in the original project design.
- The GMU position as internal auditor will only become fully operational as systems are put in place during the course of 2019 and 2020. Oxfam IBIS has decided to place more emphasis on working with efforts such as Risk Registry, Risk Management and Grantee Due Diligence assessments.
- Oxfam IBIS had initially envisaged that learning partners would be contracted quite early in the EOL process. However, it was resolved that this should be informed by an understanding of grantee learning needs and learning agendas, hence the benefits of a more incremental approach with identification and contracting of learning partners beginning during the course of 2020.
- The Grant Agent will launch an on-line system in order to follow up on each EOL Grantee Project; and both GMU

and RMU staff will have access to the system. Grantees will submit narrative and financial reports filling out writable templates. Grantees will not have access directly to the full Oxfam IBIS' Project Cycle Management System due to firewall and security reasons. Still, all EOL Technical Progress and Annual Reports as well as Financial Reports will be made available on www.educationoutloud.org. This will also be used to disseminate relevant lessons learned and research results. The Grant Agent will support that GCE utilizes part of the EOL funds to build up an internal knowledge sharing platform that will exist also after the OC1 Grantee Projects end in order to strengthen the education movement.

- The project document envisages an annual evaluation to be carried out across the entire EOL portfolio. However, it has been decided to carry out Annual Technical Reviews instead of evaluations as such reviews are considered to offer more value for the EOL Adaptive Learning Agenda.



7 OUTLOOK FOR 2020

Corona Virus Crisis Management

At the time of submitting the present report the world is experiencing a crisis of unprecedented dimensions, as the COVID-19 virus impacts communities across the world. Undoubtedly this will have a bearing on EOL stakeholders, too. The Grant Agent will maintain a close dialogue with GPE, grantees and other EOL stakeholders to apply adaptive management measures and to review the context and overall strategic relevance and effectiveness of the fund. It seems likely that required measures will include a combination of

- A reassessment of the strategic context as education systems and policies are affected by emergency measures, dwindling financial resources and an erosion of previous gains
- A review of the position of civil society actors to represent, articulate and represent voices and positions of poor and marginalised communities to ensure that goals of inclusion and quality education are adhered to
- Opportunities for grantees to realign timelines and strategic priorities contained in exiting project agreements to remain relevant for beneficiaries and other stakeholders involved in EOL supported activities
- Reconsideration of timelines and scope of call for proposals to be launched during the course of 2020 (see below)

The evolving crisis will necessitate close interaction and communication between the grant agent and GPE, as well as effective communication between the grant agent and individual grantees and other stakeholders.

OC3

As mentioned above the first Call for Proposals (CfP) for OC3 was launched in December 2019. Decisions are expected in April 2020 after which grantees will embark on a six-month Year Zero process to refine the alliance modality and develop a full proposal for GISP consideration and decision before the end of the year. It was decided that following RMU assessments of the concept note proposals, RISP would rank the best proposals based on their contextual knowledge. Eventually, final decisions will be made by the GISP mandated to ensure that a balanced portfolio of quality proposals are moving ahead to Year Zero which will allow applicants to develop a full proposal. Once full proposals are submitted, then GISP will take decisions without further involvement of RISPs.

A second OC3 CfP is expected in mid-2020 based on revised guidelines to take into consideration experience from the first call. This will ensure that revised guidelines not only relate as much as possible to applicant information needs but also that any gaps in terms of coverage (thematic, geographically and organisationally) emerging from the grantee portfolio of the first CfP is mitigated by having a more targeted 2nd CfP.

OC2

A 1st CfP is expected to be launched in April 2020 with a process similar to the one adopted for OC3:

- a two-month period for applicants to submit proposal for concept notes
- GMU check for eligibility
- RMU assessments of proposals to be ranked by RISPs
- GISP to take decisions aiming at a balanced portfolio

Like in the case for OC3, a 2nd CfP will be based on revised guidelines to address gaps in the portfolio after the first call and with a similar process.

Learning plans and learning partners – for NEC and for OC2/OC3 grantees

Much of the period under review in this report has involved building up systems and initial engagements with grantees as calls for OC1 and OC3 proposals respectively have been launched, and the proposals have been assessed technically which has taken up a lot of the staff time. It is envisaged that 2020 will imply a much deeper engagement across EOL as learning needs and learning plans are being developed and learning partners are being contracted. This also involves drafting of learning agenda guidelines.

Review of RACI MATRIX to define better the roles of GCE – RC and GMU – RMU

During the course of 2019 the grant agent built up relations to GCE and its regional coalitions. On the basis of this initial experience, Oxfam IBIS will propose adjustments to the existing RACI matrix to provide a more effective framework for how regional coalitions are involved in supporting grantees under OC1. Likewise, it is envisaged that the grant agent will sign contracts with the RCs to guide the EOL support extended as part of OC1.

Reporting and Compilation of Baseline Information

As the Grant Agent applies a dual monitoring strategy that builds both on grantees' own results- and monitoring frameworks on the one hand, and the global results framework on the other, it gives flexibility for customizing relevant baseline information to the context specific situation of each grantee. Regarding the global results framework, Oxfam IBIS will

develop a common questionnaire based on the OC1 indicator descriptions to be filled out by the National Education Coalitions in January 2020. The Grant Agent will systematize this information in a common excel data base. The Grant Agent will also develop Reporting Templates for other Grantees and Learning Partners. Oxfam IBIS will establish the reporting requirements in the Contract signed between the individual Grantee/Learning Partners and Oxfam IBIS. Oxfam IBIS will request progress reports from all Grantees/Learning Partners and will collect both quantitative and qualitative information, from those Grantees that have passed at least three months of project implementation. Oxfam IBIS will also collect lessons learned, systematize them and make them available for EOL stakeholders. It is expected that the Grantees will be seriously behind their implementation schedule due to the impact of the Corona Virus situation in diverse countries.

ANNEXES

1 REGIONAL INDEPENDENT SELECTION PANELS

DECISIONS ON NATIONAL EDUCATION COALITIONS PROPOSALS IN DECEMBER 2019-JANUARY 2020

NEC OC1 PROPOSALS - RISP RECOMMENDATIONS AND DECISIONS DECEMBER 2019-JANUARY 2020

	Recommended for immediate implementation	Recommended w/minor changes	Year Zero
Afghanistan		X	
Bangladesh		X	
Cambodia		X	
Kyrgyzstan	X		
Mongolia	X		
Myanmar			
Nepal		X	
Pakistan		X	
Papua New Guinea		X	
Philippines	X		
Samoa			X
Solomon Islands		X	
Tajikistan		X	
Timor-Leste		X	
Vanuatu		X	
Vietnam	X		
Asia & Pacific Total	4	10	1
Eswatini			X
Ethiopia		X	
Gambia			X
Ghana		X	
Kenya	X		
Lesotho			X
Liberia		X	
Malawi			X
Nigeria			X
Rwanda			X
Sierra Leone	X		
Somalia			X
Somaliland			X
Sudan			X
South Sudan			X
Tanzania		X	

NEC OC1 PROPOSALS - RISP RECOMMENDATIONS AND DECISIONS DECEMBER 2019-JANUARY 2020

	Recommended for immediate implementation	Recommended w/minor changes	Year Zero
Uganda		X	
Zambia	X		
Zimbabwe		X	
Angl. Africa Total	3	6	10
Benin			X
Burkina Faso			X
Burundi			X
Cameroon			X
Cape Verde			X
Côte D'Ivoire			X
DR Congo			X
Guinea Bissau			X
Madagascar			X
Mali			
Mauritania			X
Mozambique			X
Niger			X
Senegal		X	
Togo		X	
Franco/Luso Africa		2	12
Bolivia			X
Haiti			X
Honduras		X	
Nicaragua		X	
LAC Total	0	2	2
Moldova			X
Yemen			X
ME & EE	0		2
Total OC1	7	20	27

2 MEMBERS OF INDEPENDENT SELECTION PANELS

TABLE: MEMBERS OF INDEPENDENT SELECTION PANELS

Independent Selection Panel	Male	Female	Number of Experts
Regional ISP - Latin America/Caribbean	1	3	4
Regional ISP - Middle East/Eastern Europe	1	3	4
Regional ISP - Anglophone Africa	2	2	4
Regional ISP - Francophone/Lusophone Africa	0	6	6
Regional ISP - Asia/Pacific	1	4	5
Global Independent Selection Panel	2	9	11

3 FINANCIAL REPORT

The role of grant agent was approved by the GPE Board in April 2019. Therefore, the overall financial results reflect the fact that the nine months of operations last year mainly involved costs related to grant agent structures and programme development. The main deviations is mainly explained by the fact that decisions on OC1 grantee proposals could only be taken in

December/January 2019/20, while OC2 was postponed and is set to be launched in FY2020. The first quarter OC3 preparations were done in December 2020.

Contingent Liability: Grants are only recognised when the agreements are signed and limited to the extent of availability of funds. Therefore, for FY 2019 EOL had

no contingent liability for grants in any region.

All Funds were maintained in a separate bank account, in the donor currency and all expenses with exception of GMU staff salaries, and other set up costs are in USD therefore FX risk is limited as we have less exposure.

Country Name:	Global
Grant Agent:	Oxfam IBIS
Implementing Agency:	Grantees
Financial Reporting Year	FY - 2019

SUMMARY

USD (\$)	BUDGET	ACTUALS	DEVIATION
INCOME	2,188,873	10,476,042	-8,287,169
Income received from GPE	2,188,873	10,452,966	(8,264,093)
Interest earned on Income		23,076	(23,076)
EXPENDITURE			
OPERATIONAL COMPONENT 1: SUPPORT FOR NATIONAL COALITIONS	488,125	35,812	452,313
Grants for NECs	0	22,209	(22,209)
GCE and regional capacity support for national coalitions	328,125	0	328,125
Cost of CfPs	60,000	13,603	46,397
LPN and capacity building	100,000	-	100,000
OPERATIONAL COMPONENT 2: SOCIAL ACCOUNTABILITY	50,000	-	50,000
Grants for social accountability	0	-	-
Cost of CfPs	50,000	-	50,000
LPN and capacity building	0	-	-
OPERATIONAL COMPONENT 3: TRANSNATIONAL ADVOCACY	-	2,808	(2,808)
Grants for transnational advocacy	0	-	-
Funding for GCE's cross-national advocacy	0	-	-
Cost of CfPs	0	2,808	(2,808)
LPN and capacity building	0	-	-
GA PROGRAM MANAGEMENT / SUPERVISION:	1,650,748	1,341,106	309,642
Direct program management costs	706,651	499,343	207,308
Indirect costs ⁵	650,000	648,599	1,401
MEL costs	173,097	102,844	70,253
Total Expenditure	2,188,873	1,379,726	809,147
GRAND TOTAL	0	9,096,317	-9,096,316



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

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