

TECHNICAL PROGRESS REPORT JULY 2022 – JUNE 2023 EDUCATION OUT LOUD

*Period covered by the report:
July 1st, 2022 – June 30th, 2023*

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ABBREVIATIONS

ACEA	Arab Campaign for Education for All	DRC	Democratic Republic of Congo
ACER	Australian Council for Education Research	ECOZI	Education Coalition of Zimbabwe – Zimbabwe
ACTE	Alliance of CSOs in Tajikistan for Education – Tajikistan	EFANet	Education for all Campaign Network – Gambia, The
AED	Association for Education development – Kyrgyz Republic	EFA SL	Education for All Sierra Leone – Sierra Leone
ACLO	Fundación Acción Cultural Loyola – Bolivia	EFASOM	Education for All Somalia Coalition – Somalia
ANCEFA	Africa Network Campaign on Education for All	E-NET	Civil Society Network for Education Reforms Inc. E-Net – Philippines
AP	Asia Pacific	EOL	Education Out Loud
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection – Moldova	EYC	Elimu Yetu Coalition – Kenya
ARC	Accountability Research Center	FENU	Forum for Education NGOs in Uganda – Uganda
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT – Niger	GAWE	Global Action Week for Education
ASPBAE	Asia South Pacific Association for Basic and Adult Education	GCE	Global Campaign for Education
BAFASHEBIGE	Coalition pour L'Éducation pour tous – Burundi	GISP	Global Independent Selection Panel
BEN-E	Basic Education Network Ethiopia – Ethiopia	GLP	Global learning partner
CAMPE	Campaign for Popular Education – Bangladesh	GMU	Global Management Unit
CBO-EPT	Coalition Beninoise des Organisations pour l'EPT – Benin	GNECC	Ghana National Education Campaign Coalition
CEMSE	Fundación Privada de Fieles Centro de Multiservicios Educativos – CEMSE	GPE	Global Partnership for Education
CEFAN	Cameroun Education for All – Cameroon	G-Watch	Government Watch
CLADE	Latin American Campaign for the Right to Education	HESA	Horn, Eastern and Southern Africa
CLEAR	Citizen-led Action for Educational Accountability and Responsiveness in Ghana	HLSC	High-level steering committee
CONAMEPT	Coalition Nationale Malgache pour L'Éducation pour Tous – Madagascar	HOPE	Helping Our People Excel
CNEPT/BF	Coalition Nationale EPT du Burkina Faso – Burkina Faso	IDS	Institute of Development Studies
CNT/EPT	Coalition Nationale Togolaise pour l'Éducation Pour Tous – Togo	IID	Institute of Informatics and Development
CSEC	Civil society education coalition – Malawi	IIEP-UNESCO	Institute for International Education Planning of UNESCO
CSEF	Civil Society Education Fund	I-SAPS	Institute of Social and Policy Sciences
CSEP	Civil Society Education Partnership – Timor-Leste	ISP	Independent Selection Panel
CODENI	Coordinadora de la Niñez – Nicaragua	KIX	Knowledge and Innovation Exchange
COESI	Coalition for Education Solomon Islands – Solomon Island	KoBLE	Kolisen Blong Leftemap Edukesen Vanuatu
COMEDUC	Coalition des Organizations Mauritanienes pour L'Éducation – Mauritania	LAC	Latin America and Caribbean
CONCEPT/RDC	Coalition Nationale de L'Éducation pour tous en DRC – Democratic Republic of Congo	LCN	Lesotho Council of NGOs – Lesotho
COSYDEP	Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualite – Senegal	LEG	Local education group
CSACEFA	Civil Society Action Coalition On Education For All – Nigeria	LGBTIA+	Lesbian, Gay, Bisexual, Transsexual, Intersex, Asexual
CSO	Civil society organisation	MDF	Management for Development Foundation
CYAN	Center for Youth Advocacy and Networking, Inc.	MEL	Monitoring, evaluation and learning
DDA	Due diligence assessment	MEPT	Movimento de Educação para Todos (MEPT) – Mozambique
DEDRAS	Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires	MoE	Ministry of Education
		MSIS-Tatao	MSIS – Tohana sy ainga ho an'ny tambazotran'ny olompirenena – Madagascar
		NCE- NEPAL	National Campaign for Education – Nepal
		NEC	National education coalition
		NECDOL	Network of Early Childhood Development of Lesotho – NECDOL Lesotho
		NECOL	National Education Coalition of Liberia – Liberia
		NEP	NGO Education Partnership – Cambodia
		OC	Operational Component
		PCE	Pakistan Coalition for Education – Pakistan
		PEAN	Papua New Guinea Education Advocacy Network Inc – Papua New Guinea



PNG	Papua New Guinea
RC	Regional Coalition
REAP	Reframing Education Accountability in Pakistan
RECEPT GB	Rede de Campanha de Educação para Todos Guiné – Bissau – Guinea-Bissau
REFAC	Rwanda Education for All Coalition – Rwanda
REPT	Regroupement Éducation pour toutes et pour tous – Haiti
RISP	Regional Independent Selection Panel
RIPEPT	Reseau Ivoirien pour la Promotion de L'Éducation pour Tous – Côte d'Ivoire
RR	Risk registers
RMU	Regional Management Unit
SADC	Southern African Development Community
SCEFA	Sudanese Coalition for Education for All – Sudan
SCORE	Citizen Monitoring of Transparency and Accountability in Education
SDG	Sustainable Development Goal
SEN	Samoa Education Network – Samoa
SOLNEFA	Somaliland Network on Education For All – Somaliland
SWANCEFA	Swaziland Network Campaign on Education for All – Eswatini
TRANAC	Transnational Networks Advocacy Capacity Strengthened for improved Early Childhood Development Education legislation, policies and measures in Southern Africa
TEN/MET	Tanzania Education Network / Mtandao wa Elimu Tanzania – Tanzania
TFB	Teach for Bangladesh
ToR	Terms of Reference
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation Children Fund
VAEFA	Vietnam Association for Education for All – Vietnam
VNR	Voluntary National Review
WCA	West & Central Africa
YCEFA	Republic of Yemeni Coalition for Education for All – Republic of Yemen
ZANEC	Zambia National Education Coalition – Zambia
ZINECDA	Zimbabwe Network for Early Childhood Development Actors



EXECUTIVE SUMMARY

The following technical progress report covers two semesters, the second semester of 2022 and the first semester of 2023 (July 2022 – June 2023). It is the first to be conducted on an annual basis as the grant agent had previously submitted its reporting every six months. The report covers the main processes within the Education Out Loud (EOL) programme and the results obtained by grantees in 63 countries and territories supported by EOL during the reporting period.

In the reporting period, EOL's grantees achieved significant results under each objective. Policy changes were enacted by governments across the portfolio with the influence of EOL-supported national education coalitions (NECs), and other EOL grantees e.g., regional coalitions and alliances. 46 policies changes were influenced by civil society across a range of topics. For example, creating a more inclusive education system, providing a greater budget to the education sector, and improved education facilities. EOL supports its grantees to push for policy changes by generating evidence which can be used to place pertinent topics on the national agenda through local education groups and other monitoring mechanisms. In total, throughout the whole reporting period 51 NECs participated in local education groups, demonstrating the capacity for EOL grantees to influence the education agendas in their respective countries.

EOL-supported alliances, national and regional coalitions, and CSOs created and strengthened 31 social accountability mechanisms to enable civil society and local communities to continually hold governments accountable, push for transparency in the education sector, and act on policy solutions. Mechanisms include monitoring reports generated by grantees and local systems to ensure community challenges are heard at a national level. The social accountability mechanisms aim to influence the education agenda, creating a more inclusive, transparent, and effective education system.

Grantee learning to strengthen civil society is a fundamental aspect of EOL. It ensures grantees are updated on relevant education themes, building their knowledge, and becoming more effective in their advocacy strategies. In addition to the grants, EOL-supported civil society organisations were provided with capacity development and learning sessions by the Global Campaign for Education, Regional Coalitions (ASPBAE, CLADE, ACEA), Regional Management Units, and regional and global learning partners on various topics. Education Out Loud's learning framework has been developed, focused on greater use of learning efforts for a more sustainable and impactful programme.

At the end of the reporting period (June 2023) within Operational Com-

ponent 1 (OC1) 59 NECs are supported by EOL. In OC2, 8 civil society organisations are implementing projects supported by EOL and in OC3, 10 transnational civil society alliances are implementing projects with support from EOL, as well as 3 regional and 1 global education coalition (ACEA, ASPBAE, CLADE, GCE).

In December 2022, the GPE board approved an overall extension of the full range of EOL efforts up to June 2027 in line with its GPE strategy 2025. This last extension has enabled the grant agent Oxfam Denmark to undertake calls for proposals from existing, and a few new grantees, conducted during the March – August 2023 period and therefore falling slightly outside the scope of this progress report. Based on the coming assessments and decisions by the five independent selection panels, the grant agent expects to sign approx. 80 grant agreements towards the end of 2023, with implementation starting in 2024. Most grantee projects currently in operation are scheduled to conclude by the end of 2023 with a few continuing into 2024.



SECTION 1: EDUCATION OUT LOUD OVERVIEW

EDUCATION OUT LOUD – INTRODUCTION AND OVERVIEW

Education Out Loud (EOL) is a programme funded by the Global Partnership for Education (GPE). EOL strives to advance quality, effective, and transformative education systems for all, with a particular focus on marginalised groups. To achieve this, the programme supports civil society organisations (CSOs) at national, regional, and global levels to participate in advocacy, policy discussions, and social accountability of the education sector.

Since 2019, Oxfam Denmark has served as the grant agent for EOL and oversees the programme. The Global Management Unit (GMU), headquartered in Copenhagen collaborates with four Regional Management Units (RMUs) in West and Central Africa (WCA); Horn, Eastern and Southern Africa (HESA); Asia and Pacific (AP); and Latin America and Caribbean (LAC). EOL grantees operate nationally and regionally within each of the 4 regions, as well as at a global level.

Structured into three Operational Components (OC), EOL provides tailored support to different CSOs. OC1 grantees are national education coalitions (NECs) operating at a country level. OC2 grantees are national civil society alliances working nationally. OC3 grantees are transnational civil society alliances working at a regional or cross-regional scale. Financing provided to global and regional education coalitions enable these to support national education coalitions (OC1). In addition to its grant making activities, EOL places significant emphasis on learning. The programme is committed to building the capacities of its grantees, fostering a stronger, more sustainable, and relevant civil society within the education sector. Regional and global learning partners collaborate with EOL to build the capacities of grantees and distil knowledge and lessons from the implementation process.

The present technical progress report provides an overview of EOL's structure, main processes, and results achieved by grantees under each Operational Component (OC). Covering the period July 2022 – June 2023, the report marks a transition in EOL to annual reporting, replacing the previous semester-based approach. Section 1 provides a more in-depth view into EOL's processes, structure, and underlying assumptions. In Section 2 the report highlights significant results achieved during the reporting period according to the Global Results Framework. The results are consolidated from grantees' efforts under each Operational Component, a full overview of all results according to the monitoring framework can be found in Annex 4. Section 3 focuses on the learning framework within EOL, detailing the results gained in the reporting period. Key cross-cutting approaches within EOL, namely inclusion and gender equality, fragile and conflict-affected contexts, synergies, and sustainability, are outlined in Section 4. For each approach, the processes, key results, and the outlook on their development into the next reporting period are described. Sections 5 and 6 cover EOL's communication and collaboration with other organisations, as well as key developments in risk management and internal audit in EOL. Finally, Section 7 focuses on future processes, including adaptive management and the new extension proposal to be implemented 2024–2027.

This report demonstrates EOL's commitment to support civil society in generating positive change in education systems worldwide, outlining the achievements and progress of the programme in reaching its overarching goals.

EDUCATION OUT LOUD – UNDERLYING ASSUMPTIONS AND FRAMEWORK

Education Out Loud (EOL) has set important and high ambitions for its efforts across the 63 countries and territories in which it operated during the reporting period. Implementation

occurs in varied contexts and involves a diverse range of CSOs, as described above. Yet despite this variety, across the programme several common assumptions have informed the design of EOL and underlie its operation.

The first of these assumptions is the willingness and ability for CSOs to participate in policy spaces. Central to the EOL programme is the involvement of civil society in policy discussion arenas to influence change. All grantee proposals therefore demand the need for clear plans which articulate the grantees' ambitions to engage in policy discussions.

Equally, CSOs funded by EOL must have a motivation and interest to improve their advocacy capacity in policy development, implementation, and monitoring. The EOL programme offers a strong focus on building the capacities of its grantees through learning efforts, aided by the global and regional coalitions (GCE, ACEA, ASPBAE and CLADE) and the global and regional learning partners.

EOL is designed based on the assumption governments in the respective countries permit political and civic space to exist in which CSOs can participate and engage. EOL rests on this mutual accountability in which government authorities are expected to provide opportunities for civil society to influence policy making on education. Contexts where civil society is restricted thereby make the implementation of EOL grantees' activities challenging, without the possibility to criticise or advocate for change.

The EOL programme focuses on the commitments of countries to regional and global agreements, values, rights, and standards, set out in UN conventions and other spaces. It thereby relies on governments of those countries being willing to, and sufficiently interested in, improving their education policy framework in line with the international standards on human rights.



Based on the experience in recent years of disasters and other unprecedented events such as the Covid-19 pandemic, EOL relies on these events not disrupting CSO policy engagement and advocacy. In light of these experiences of changing contexts, EOL mitigates the disruption to grantee activities by allowing adaptive management approaches to be applied, ensuring project effectiveness is maintained as much as possible.

A final assumption on which EOL is based is the public engagement in demanding the provision of equitable, inclusive, and gender responsive education systems. EOL is founded on the engagement of local communities through civil society networks, ensuring local issues are heard and addressed at a national level, requiring citizen participation in order to be effective.

In the reporting period (July 2022 – June 2023) the assumptions outlined above were applied and verified as an integral part of programme implementation. Challenges to these assumptions occur in the various contexts in which EOL operates, and the grant agent supports the continual sharing of experiences across the diverse range of grantees through its learning efforts.

EDUCATION OUT LOUD – GRANT AGENT PROCESSES AND GRANTEE AGREEMENTS

Education Out Loud (EOL) funds civil society efforts under three Operational Components (OC). A full list of EOL grantees under each OC can be found at the end of this section. The first, Operational Component 1 (OC1), supports national education coalitions (NECs) to implement their projects. NECs are gatherings of civil society organisations working for quality, inclusive education sectors, often representing different

marginalised groups excluded from the education systems. Initially in the first years of EOL (2020–21), 54 NECs submitted a proposal for EOL funding across the four regions (WCA, HESA, LAC, AP), with 52 active grantees under OC1.1 in 2020–2021¹. 53 of these NECs submitted new proposals to extend their projects for the period 2022–2023. In this extension, seven NECs from additional countries submitted proposals and were accepted as grantees under OC1.2, bringing the total number of NECs supported by EOL to 60 in 2022. As of June, 2023 (the end of the current reporting period), EOL supports 59 NECs in total, as Nicaragua is no longer a grantee of EOL.

Under Operational Component 2 (OC2), EOL supports national civil society alliances. 5 project proposals were selected originally under OC2.1 (2021) in Liberia, Madagascar, Pakistan, the Philippines, and Bolivia. Another 4 civil society alliances were selected under OC2.2 (2022) in Benin, Democratic Republic of Congo, Ghana and Bangladesh, bringing the total to 9. At the end of the reporting period, 8 OC2 grantees are supported by EOL.

Operational Component 3 (OC3) supports 10 transnational civil society alliances to promote an enabling environment for civil society advocacy and transparency in education systems. 5 OC3 grantees became EOL grantees in late 2020/early 2021 and 5 others joined in late 2021. The OC3 grantee projects mainly occur in 15 countries in Africa (Burkina Faso, Chad, Democratic Republic of Congo, Mozambique, Niger, Senegal, Mali, Eswatini, Kenya, Lesotho, Malawi, Tanzania, Uganda, Zambia, and Zimbabwe); and in four countries in Asia (including Bangladesh, Nepal, and Myanmar).

In addition, grants are provided to the Global Campaign for Education (GCE) and its regional coalitions (ACEA, ASPBAE, CLADE) who support national education coalitions under OC1, providing capacity strengthening, knowledge exchanges and technical assistance.

The table below shows the 63 countries and territories in which EOL grantees operated during the reporting period, with their respective grantee presence and budgets according to the Operational Components (as per July 2022). As shown, some countries and territories have one, and others two or more grantees from different Operational Components working within them. Out of the 63 countries and territories, one has grantees from all Operational Components, eight have OC1 and OC2 grantees present, and eighteen have OC1 and OC3 grantees present. Two countries have OC3 support but no NEC receiving EOL funding (Myanmar, Mali). One country receives OC2 support but has no NEC receiving EOL funding (Liberia). At the beginning of the reporting period, the budgets demonstrate that the largest proportion of funding and support from EOL was given to 17 countries (Benin, Burkina Faso, Democratic Republic of Congo, Ghana, Madagascar, Mozambique, Niger, Malawi, Tanzania, Zambia, Zimbabwe, Liberia, Bolivia, Bangladesh, Nepal, Pakistan, and Philippines). These are countries or territories with one OC2 grantee present or at least two OC3 grantee projects supporting national civil society organisations, in addition to the OC1 NECs present. These countries or territories are marked in green in the table below. The countries or territories coloured light blue demonstrate the presence of one OC3 grantee in addition to the OC1 NEC.

	RMU	OC1.2 Grant-ee project ID	Country/territory	Total OC1.2 Approved budget (USD)	Total OC2 Grantee project approved budget (USD)	Sum of OC1.2 approved budget + OC2 grantee project budget	PART of an OC3 Grantee project (the numbers refer to the OC3 ID project grantee numbers)
1	WCA	10201	Angola	159,96		159,960	
2	WCA	10411	Benin	223,523	1,157,760 (OC2-10112)	1,381,283	
3	WCA	10421	Burkina Faso	283,454		283,454	(OC3-10313) (OC3-10043)
4	WCA	10431	Burundi	224,932		224,932	
5	WCA	10451	Cameroon	266,932		266,932	
6	WCA	10441	Capo Verde	225,000		225,000	
7	WCA	10221	Chad	100,000		100,000	(OC3-10043)
8	WCA	10471	Cote d'Ivoire	224,815		224,815	

¹ Although eligible from 2020, Haiti did not sign a contract until the extension of OC1 contracts in 2022 (OC1.2) NECs. Furthermore, the OC1.1 contract with the NEC in Liberia was ended in 2021. The number of active NECs in OC1.1 was 52.



	RMU	OC1.2 Grant- ee project ID	Country/ territory	Total OC1.2 Approved budget (USD)	Total OC2 Grantee project approved budget (USD)	Sum of OC1.2 approved budget + OC2 grantee project budget	PART of an OC3 Grantee pro- ject (the numbers refer to the OC3 ID project grantee numbers)
9	WCA	10461	Congo, Democratic Republic of	299,996	853,942 (OC2-10122)	1,153,938	(OC3-10053)
10	WCA	10491	Gambia, The	299,858		299,858	
11	WCA	10561	Ghana	300,000	1,109,586 (OC2-10132)	1,409,586	
12	WCA	10231	Guinea	218,906		218,906	
13	WCA	10481	Guinea-Bissau	196,509		196,509	
14	WCA	10591	Madagascar	120,000	1,169,479 (OC2-20092)	1,289,479	
15	WCA	N.A.	Mali	0		0	(OC3-10043)
16	WCA	10511	Mauritania	196,511		196,511	
17	WCA	10531	Mozambique	224,958		224,958	(OC3-20313) (OC3-20043)
18	WCA	10521	Niger	281,584		281,584	(OC3-10313) (OC3-10043)
19	WCA	10541	Senegal	299,998		299,998	(OC3-30323)
20	WCA	10551	Togo	286,229		286,229	
21	WCA	10251	Tunisia	224,995		224,995	
22	HESA	20011	Egypt	220,860		220,860	
23	HESA	20411	Eswatini	268,872		268,872	(OC3-20313)
24	HESA	20421	Ethiopia	85,894		85,894	
25	HESA	20431	Kenya	299,988		299,988	(OC3-20053)
26	HESA	20441	Lesotho	296,868		296,868	(OC3-20313)
27	HESA	N.A.	Liberia	0	861,015 (OC2-10052)	861,015	
28	HESA	20451	Malawi	288,828		288,828	(OC3-30053) (OC3-20313) (OC3-20053) (OC3-20043)
29	HESA	20461	Nigeria	202,775		202,775	
30	HESA	20471	Rwanda	98,778		98,778	
31	HESA	20481	Sierra Leone	242,000		242,000	
32	HESA	20581	Somalia	215,165		215,165	
33	HESA	20561	Somaliland	253,04		253,040	
34	HESA	20491	South Sudan	231,35		231,35	
35	HESA	20401	Sudan	230,000		230,000	
36	HESA	20521	Tanzania	299,313		299,313	(OC3-20053) (OC3-20043)
37	HESA	20531	Uganda	267,055		267,055	(OC3-10053)
38	HESA	20621	Yemen, Republic of	177,430		177,430	
39	HESA	20541	Zambia	299,982		299,982	(OC3-30053) (OC3-20313) (OC3-20053) (OC3-30323)
40	HESA	20551	Zimbabwe	299,900		299,900	(OC3-30053) (OC3-20313) (OC3-10053) (OC3-20043)
41	LAC	40441	Bolivia	199,969	1,074,744 (OC2-40062)	1,274,713	
42	LAC	40061	El Salvador	75,000		75,000	
43	LAC	40411	Haiti	267,135		267,135	
44	LAC	40421	Honduras	299,964		299,964	
45	LAC	40431	Nicaragua	84,532		84,532	
47	AP	30421	Bangladesh	300,000	991,943 (OC2-30062)	1,291,943	(OC3-30343)
48	AP	30431	Cambodia	251,256		251,256	
49	AP	30061	Indonesia	178,000		178,000	
50	AP	30441	Kyrgyz Republic	106,288		106,288	
51	AP	30511	Moldova	100,000		100,000	
52	AP	30451	Mongolia	294,507		294,507	
53	AP	N.A.	Myanmar	0		0	(OC3-30343)
54	AP	30471	Nepal	294,694		294,694	(OC3-30343) (OC3-30323)
55	AP	30481	Pakistan	260,203	1,062,608 (OC2-30022)	1,322,811	



	RMU	OC1.2 Grantee project ID	Country/territory	Total OC1.2 Approved budget (USD)	Total OC2 Grantee project approved budget (USD)	Sum of OC1.2 approved budget + OC2 grantee project budget	PART of an OC3 Grantee project (the numbers refer to the OC3 ID project grantee numbers)
56	AP	30551	Papua New Guinea	210,651		210,651	
57	AP	30461	Philippines	256,514	950,682 (OC2-30032)	1,207,196	
58	AP	30541	Samoa	106,091		106,091	
59	AP	30531	Soloman Island	150,413		150,413	
60	AP	30491	Tajikistan	92,000		92,000	
61	AP	30401	Timor-Leste	218,627		218,627	
62	AP	30571	Vanautu	164,750		164,750	
63	AP	30521	Vietnam	284,140		284,140	
				13,820,978	9,231,759	23,052,737	N.D.

The extension proposal retains the same modalities as the EOL programme from 2019-2023 but has been designed to enhance certain aspects in line with the GPE 2025 strategic plan. A further description of the changes to EOL in the coming period is outlined in Section 7.

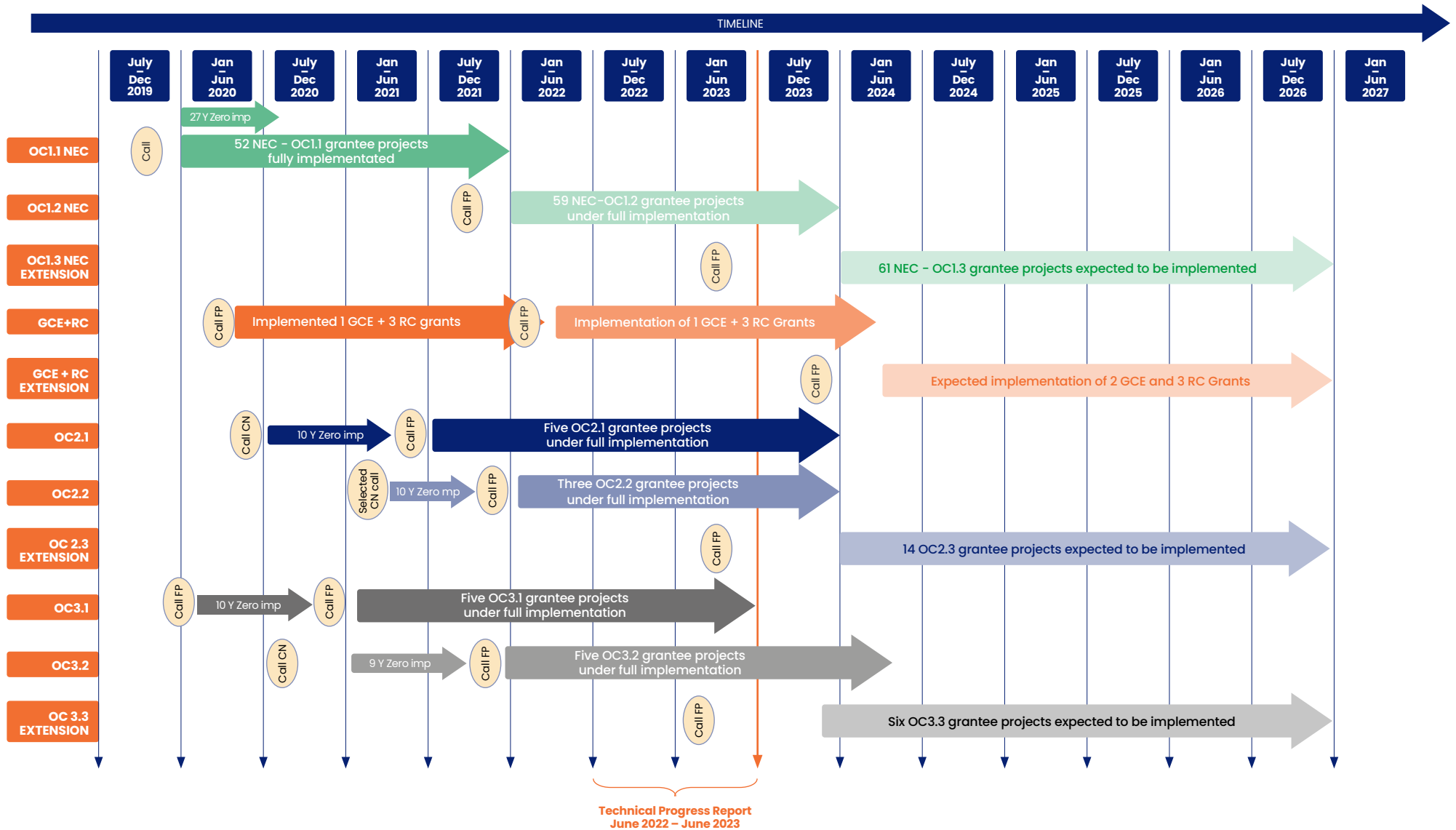
In addition to the Operational Components, EOL has a strong focus on learning across the programme. Learning partners are established and

contracted at a global and regional level to build capacities among grantees, share knowledge and support the learning processes. In addition, RMUs, GCE, and the regional coalitions provide capacity support and knowledge building for grantees across the regions. For more detail on the learning framework within EOL and results from the period, please refer to Section 3.

The timeline below illustrates the overall picture of EOL's grant processes. It shows the past implementation of OC1.1, OC1.2, OC2.1, OC2.2, OC3.1 and OC3.2 grantee projects, from the first call for proposals in 2019 and implementation starting in 2020 for OC1 grants. It also shows when grants are planned to end. In addition, it illustrates the new extension proposal grant agreements and their scheduled implementations from 2024 until 2026.



FIGURE: TIMELINE OF GRANT AGENT PROCESSES AS OF JUNE 2023





The following grantee projects are currently under implementation at the end of the reporting period (June 2023).

OC1 – Grantee Projects	
59 NECs	National education coalitions – NECs in 59 countries ²
GCE	Global Campaign for Education – Global Secretariat
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CLADE	Latin American Campaign for the Right to Education
ACEA	Arab Campaign for Education for All

OC2 – List of OC2 Grantees		
RMU	Country/territory	Name / Organisation
WCA	Madagascar	1-OC2.1 Citizen Monitoring of Transparency and Accountability in Education (SCORE) MSIS Tatao and partners.(20092)
HESA	Liberia	2-OC2.1 Liberia. Promoting Gender Equity and Equality in Education in Liberia. Helping Our People Excel (HOPE) (10052)
LAC	Bolivia	3-OC2.1 Intra/inter-culturality, Multilingualism, and de-patriarchalisation of education policies. Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO) (40062)
AP	Philippines	4-OC2.1 Youth-led, Multi-sectoral and Multi-level approach to monitoring education. Center for Youth Advocacy and Networking (CYAN) (30032)
AP	Pakistan	5-OC2.1 Reframing Education Accountability in Pakistan (REAP). Institute of Social and Policy Sciences (I-SAPS) (30022)
WCA	Ghana	6-OC2.2 School for Life. Citizen-led Action for Educational Accountability and Responsiveness in Ghana (CLEAR) (10132)
WCA	Benin	7-OC2.2 Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS) (10112)
AP	Bangladesh	8-OC2.2 Institute of Informatics and Development (IID) (30062)

OC3 – List of OC3 Grantees		
RMU/GMU	Country/territory	Name / Organisation
GMU	Global (lead based in South Africa)	1-OC3.1 Global Campaign for Education – GCE and Regional Coalitions (60313)
WCA	Burkina Faso, Niger. Lead organisation based in United Kingdom	2-OC3.1 Strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa. Girls Not Brides (20333)
HESA	Zimbabwe, Zambia, Mozambique, Malawi, Lesotho, Eswatini. Lead organisation based in Zimbabwe	3-OC3.1 Transnational Networks Advocacy Capacity strengthened for improved ECDE Local education groupisation, policies and measures in Southern Africa (TRANAC). ZINECDA, NECDOL, EDC (20313)
AP	Bangladesh, Myanmar, Nepal. Lead organisation is based in United Kingdom	4-OC3.1 The South Asian Assessment Alliance: Communicating and Collaborating for Change. Street Child and partners (30343)
AP	Nepal, Senegal, Zambia. Lead organisation is based in South Africa	5-OC3.1 Tax and Education Alliance–Increase domestic financing of public education systems to achieve SDG4. Action Aid International and partners (30323)
WCA	Burkina Faso, Mali, Niger and Chad. Lead organisation is based in Niger	6-OC3.2 Promotion of education options. OASIS – GRADE project (10043)
HESA	Malawi, Zambia and Zimbabwe. Lead organisation is based in Zimbabwe	7-OC3.2 Girl's education in rural areas. GEAR – Saywhat (30053)
HESA	Zimbabwe, DRC and Uganda. Lead organisation is based in UK	8- OC3.2 Education inclusion of adolescent mothers. World Vision (10053)
HESA	Malawi, Kenya and Tanzania. Lead organisation is based in Malawi	9 – OC3.2 Promotion of inclusive education policies. Rays of Hope (20053)
HESA	Malawi, Mozambique, Tanzania, Zambia and Zimbabwe. Lead organisation is based in USA	10 – OC3.2 Education system strengthening. Global Integrity (20043)

² See Annex 2 for a full list of NEC grantees. The number decreased from 60 to 59 in the reporting period as the NEC in Nicaragua is no longer a grantee.



CONTEXT CHANGES

During the reporting period, EOL's implementation efforts have continued to be faced with several substantial contextual challenges. These challenges have impacted the capacity for grantees to operate according to their planned projects. As grantees operated in 63 countries and territories in different regions during the reporting period, many diverse changes occurred. Some examples of these changes are outlined in the following section.

The Covid-19 induced lockdowns and school closures continue to affect access to education across the world. Despite the Covid-19 restrictions having eased, there are lingering effects from the setbacks in learning efforts, and it is likely to take considerable time to close this gap. The setbacks in education are further compounded by governments often resorting to reducing education financing as a solution to immediately channelling more resources into the health sector.

The impact has been severe, with the gaps widening despite the advancements in the education sector prior to the pandemic.

Dedicated education efforts in many countries remain seriously challenged by the wider context of fragility and instability. Often such societal constraints fundamentally block the necessary systems transformation efforts required to ensure education progress and revert the progress already made in that country. During the reporting period, fragility and conflict increased in various countries where EOL grantees are present. For example, in Sudan a conflict broke out in April 2023 with huge violence and displacement ensuing. The operational context has made it distinctly challenging for the NEC to continue operations in the current context. In addition, escalating tensions in the Sahel region have created an increasingly complex operational environment which requires continual monitoring.

As well as through conflict, rising fragility and its impact on education outcomes in countries of operation has also been affected by natural disasters. For example, in Pakistan, flooding across the country in the second half of 2022 saw severe damage to infrastructure and loss of life. Consequently, education in Pakistan has been disrupted as schools are damaged or destroyed with an estimated 3.5 million children's schooling disrupted.

At the political level, space for civil society in Nicaragua has become severely restricted. This has meant there are no longer EOL grantees in this country.



SECTION 2: RESULTS ACHIEVED AND PROGRESS IN RELATION TO THE EDUCATION OUT LOUD GLOBAL RESULTS FRAMEWORK

EDUCATION OUT LOUD OBJECTIVES AND MONITORING FRAMEWORK

Education Out Loud's (EOL) goal was established in the programme document approved by GPE in 2019, namely 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"*. The achievement of this goal is reached through the specific objectives, outlined in the global results framework. The Education Out Loud specific objectives are:

1. Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring (OC1)
2. Strengthen civil society's role in promoting the transparency and accountability of national education sector policy and implementation (OC2)
3. Create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education (OC3)

EOL works to achieve the objectives by providing grants to three types of grantees within three Operational Components (OC). OC1 grantees are national education coalitions (NECs); OC2 grantees are national civil society alliances; and OC3 grantees are transnational civil society alliances.

The EOL learning framework, outlined in Section 3, is implemented through grantee, global, and regional learning plans. Learning partners at global and regional levels support the implemen-

tation of the learning framework and plans through capacity strengthening, research, and trainings.

In the EOL programme, all grantees develop their own project aligned with one of EOL's specific objectives and outcomes listed above. During the calls for proposals by the grant agent, the grantees present project proposals which align to EOL's global outcomes whilst remaining based in the context of operation. Grantee project proposals include a results framework and monitoring framework which is used to monitor the grantee's project. The grantee's results and monitoring frameworks are individual, corresponding to EOL's global results and monitoring frameworks, but not dictated by it. This independence and involvement of grantees in monitoring ensures ownership of their projects.

Changes in the context which require project adaptations are continually monitored. The grant agent is open and willing for adaptations to projects due to justified reasons from unexpected changes, or learnings leading to a new approach to achieving agreed results. Grantees are supported by RMUs through online meetings and monitoring visits, where progress, learning needs and other requirements are discussed. The number of monitoring visits increased in this reporting period due to the easing of Covid-19 restrictions. 27 grantees received monitoring visits during each semester of the reporting period (meaning 54 monitoring visits for the total year July 2022-June 2023), compared to 11 in the semester of the previous report. In addition, out of 59 NECs, 49 (83%) are on track to reach their expected results.

Grantee results contribute to the EOL's global results framework, with results collected mainly through grantee's half yearly narrative reports. RMUs extract and analyse information from the grantee reports through a kind of outcome harvesting method which filters information in the reports. GMU collects this information from RMUs and other sources, aggregating the information across regions, analysing it at a global level and monitoring the progress of grantees according to the global results framework's indicators. The results in the following section have been aggregated and analysed as such. The progress of the whole EOL programme towards achieving the global results framework's goals is described, with examples from across the portfolio and regions. Selected results for the reporting period according to the global monitoring framework can be found in Annex 4

RESULTS RELATED TO NATIONAL CIVIL SOCIETY ENGAGEMENT IN POLICY CHANGES THROUGH LOCAL EDUCATION GROUPS, SDG 4 GROUPS AND OTHER MONITORING MECHANISMS

National education coalitions (NECs) and other grantees supported by EOL participate in multi-stakeholder coordination and policy dialogue platforms and spaces organised by governments at national level such as local education groups, partnership compact processes, SDG4 follow-up groups and other national monitoring mechanisms of national education policies, budgets, and their implementation. The local education groups ensure members can gain knowledge of, discuss, and influence national education plans. Civil society participation in these groups is highly valuable to education stakeholders,



especially decision makers and civil society organisations (CSOs) themselves, sharing information for use in targeted advocacy and campaigning; CSO analysis; and contributing to enhanced knowledge and understanding of the context's educational situation, especially for the most marginalised. They allow civil society to raise their voices to the government level on behalf of marginalised groups, ensuring local issues are heard on a national level.

During the reporting period, there was an increasing trend of NECs participation in such groups. In terms of local education group meetings, 42 out of the 60 NECs supported by EOL participated in their respective local education groups in the second half of 2022, rising to 47 out of the 59³ NECs in the first half of 2023. In the whole reporting period (July 2022 - June 2023), 51 NECs supported by EOL participated in local education group meetings. The

OC2 grantees HOPE Liberia and I-SAPs in Pakistan are members of their local education group, participating in meetings in this period.

Partnership compact processes are country-based, multi-stakeholder dialogues which define education system priorities within the GPE framework. They ensure coordination between different stakeholders, as well as the inclusion of multiple perspectives, often occurring within local education groups. In the period July-December 2022, 27 EOL-supported NECs participated in some way in partnership compact process in their respective countries. This increased to 35 NECs in the period January-June 2023, demonstrating increasing engagement of EOL-supported NECs in these processes.

To give some examples of local education group results during the period, in the Kyrgyz Republic and Mongolia,

the first ever official local education group meetings were held in March 2023. In Mongolia, around 100 stakeholders attended, and the NEC was introduced to other education stakeholders. In Sudan, five local education group meetings were attended during the reporting period, discussing, among other issues, alignment with humanitarian plans and education in emergencies in relation to the political situation in the country. The NEC proposed an alternative learning programme for children out of school, as well as activities to increase funding, partnerships, and responsiveness to the crisis. In Ghana, the local education group meeting provided a space for the NEC to demand a policy from the Ministry of Education which would ensure the needs of girls and children with special educational needs were met. Please see Annex 3 for a full list of NEC participation in local education groups and global partnership compact processes in the reporting period.

PARTICIPATION OF NECs IN LOCAL EDUCATION GROUPS

NEC participation in a least one local education group meeting across the whole reporting period

	JUNE 30 TH 2020	DECEMBER 31 ST 2020	JUNE 30 TH 2021	DECEMBER 31 ST 2021	JUNE 30 TH 2022	DECEMBER 31 ST 2022	JUNE 30 TH 2023
Yes	37	37	40	39	43	42	47
No	17	14	13	13	11	16	9
N/A	0	3	1	2	6	2	3
Total:	54	54	54	54	60	60	59

RESULTS RELATED TO POLICY CHANGES INFLUENCED BY NECs AND OTHER EDUCATION OUT LOUD GRANTEES

National policy changes

During the reporting period, **46 national policy changes** influenced by civil society organisations supported by EOL were approved by national or municipal authorities. Although these changes to policy are enacted by national authorities, the actions of CSOs supported by EOL are noted as having impacted their implementation through advocacy, evidence sharing, and technical advice to the relevant authorities. Some significant examples from the reporting period are expanded upon below, including policy changes on education financing, changes to national curriculums, inclusive education and gender equality, and education in emergencies. For a list of all national policy changes in the period, please see Annex 1.

In **Zambia**, the government announced on 30th September 2022 an increase in the share and size of the budget allocations for education by 3.5%. The budget increase, if utilised effectively, will contribute to improving the conditions in schools across Zambia. Schooling conditions such as good hygiene facilities, learning materials and providing teacher training resources can improve the quality of education, help generate a successful learning environment, and improve education outcomes. The NEC and other national CSOs advocated for the policy change by, among other things, creating budget analyses, collaborating on a submission to the Ministry of Finance on the reduction in education financing of 51.4% in the last six years since 2016 and creating a policy brief on education sector budget allocations in the country. Other countries with policy changes and announcements of an increase

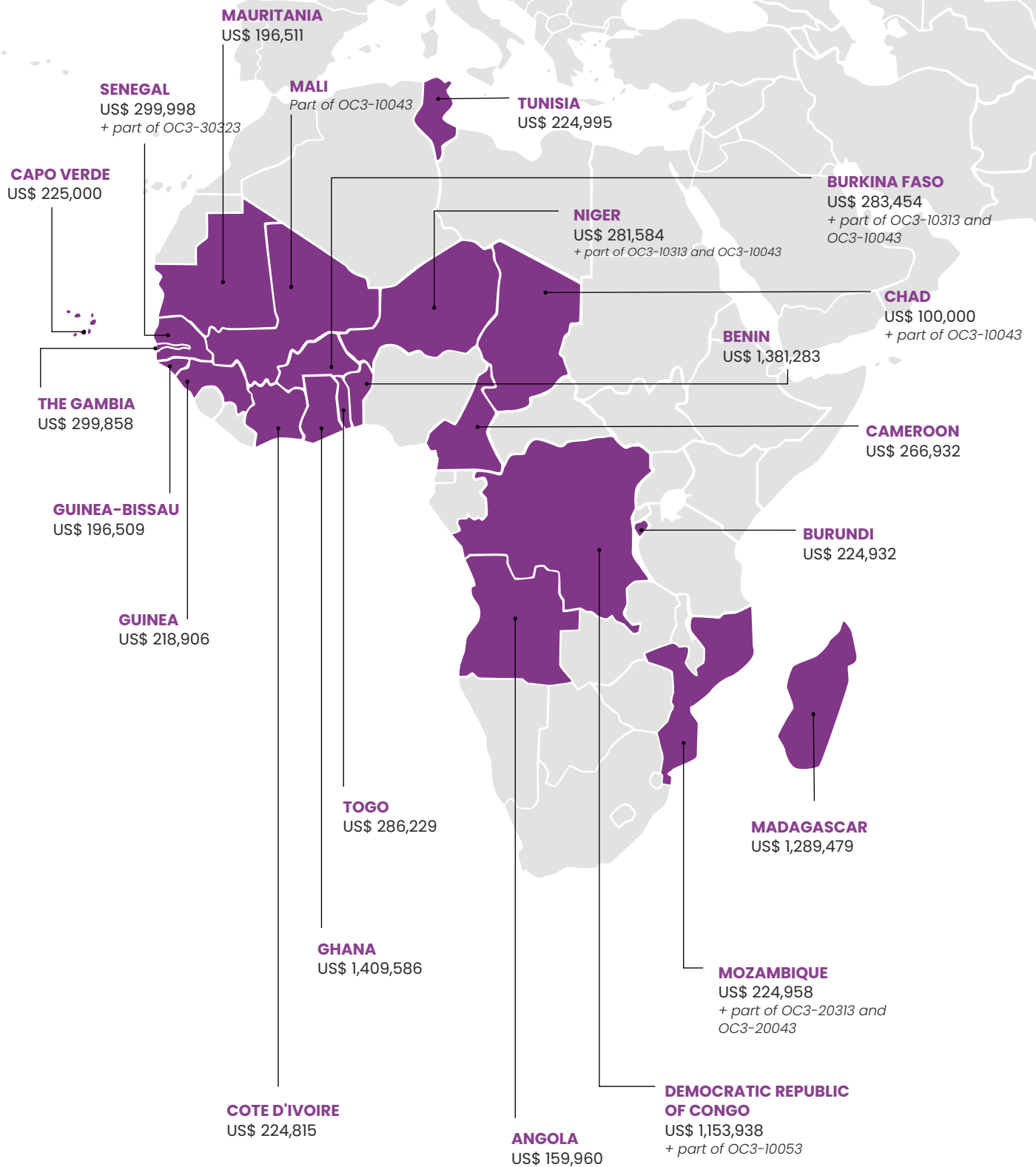
in the national education budget include **Eswatini, Malawi, and Nepal**. The respective NECs produced papers and advocated for improved budgets in these countries' education sectors. In the **Philippines** the budget for 2023, announced on 1st December 2022, includes gains for child protection and children with disabilities via increased allocations for inclusive education and the implementation of a child protection programme in schools. The NEC, along with support from ASPBAE, helped to formulate budget proposals which were disseminated and used in advocacy targeting legislators.

The national curriculum in **Pakistan** is being changed to include elements of the constitution on human rights, civic rights, and interfaith harmony as a part of the Prime Minister's strategic ministerial reform initiatives announced on 1st May 2023. The aim is to ensure the education of youth

³ The NEC in Nicaragua is no longer supported by EOL as of 2023.



WEST AND CENTRAL AFRICA



*The amounts indicate the OC1.2 budgets or the sum of OC1.2 and OC2 grantee budgets where applicable as they stood at the beginning of the reporting period (July 2022). The numbers related to OC3 are the grantees' project ID numbers.



on their fundamental rights and role as citizens, ensuring their capacity to exercise these rights and effective participation in democratic processes. The NEC in Pakistan and its members and partners advocated for this change in the curriculum, aiming to promote a more inclusive and peaceful society in Pakistan.

A policy ensuring pregnant girls are allowed and supported to continue their education was approved in **Eswatini** on 1st May 2023, named the Ministry of Education and Training Policy and Guidelines on the Prevention and Management of Learner Pregnancy 2022. Although learner pregnancy is the leading cause of school dropouts in Eswatini, the country had no previous national policy addressing the issue. This policy has potential to prevent learner drop out due to pregnancy, allowing and supporting pregnant girls to attend school, ensuring non-discriminatory and inclusive education regardless of gender. The NEC in Eswatini has advocated for a policy on this issue since 2020, publishing a desk research paper in 2021 on the impact of unintended, early pregnancy on young girls. The findings of the study were used in media and

advocacy campaigns to influence the government. The NEC also discussed and developed the policy in multi-stakeholder local education group meetings and Ministry of Education thematic meetings.

The **Mongolian** government enacted a Policy on Inclusive Education with guidelines on 21st December 2022. The policy document expands and improves on a 2019 policy on inclusive education for children with disabilities. Among other issues, it provides a definition of inclusive education and is the first formal document on education in Mongolia to recognise the rights of children from many diverse marginalised groups such those identifying as LGBTQIA+, migrant communities, people with disabilities, and rural families in poverty, emphasising their educational needs and planning strategies to meet them. The policy comes after ten years of advocacy on inclusive education for marginalised children and fulfilment of their rights by the NEC in Mongolia. They submitted research reports funded by EOL, and commented and discussed the policy paper with the Ministry of Education in the lead-up to its enactment, resulting in the research reports being

quoted in the background section of the policy document.

The Kilifi County Persons Living with Disabilities Act was enacted in **Kilifi County, Kenya** in January 2023. It is a new policy guiding the realisation of rights for persons with disabilities by providing financial assistance to students. Assistance includes scholarships, loan programmes, and fee subsidies to enable the equalisation of opportunities for students with disabilities. With an EOL grant, Kesho Kenya (a member of the NEC in Kenya, the PADMOZI alliance and Kilifi County Disability Network) pushed for the policy and supported the first quarterly meeting of the Kilifi County Disability Network. Furthermore, the EOL-supported OC3 alliance PADMOZI lobbied the deputy governor of the county to implement this inclusive education policy on behalf of Kesho Kenya, and the NEC in Kenya engaged the leadership during the development of the act. Synergies between OC1 and OC3 grantees in Kenya have led to greater impact on advocacy, with Kesho Kenya as a member of both the NEC in Kenya and the PADMOZI alliance.

In **Somaliland**, a National Strategy and Plan of Action on Female Participation in Education 2023-2026 was produced and approved by the Ministry of Education and Science on 1st January 2023. The document addresses the challenges of women and girls' education in Somaliland with the aim of strengthening gender responsive perspectives in programming by the Ministry of Education. Commonly, girls face many barriers to education, generating inequality between girls and boys. The policy contributed to a standalone gender unit being established in the Ministry of Education to oversee gender mainstreaming in the sector. The NEC in Somaliland contributed to the development of the strategy document through meetings with members of parliament and discussions in the local education group meetings where it advocated for such a strategy. In addition, the NEC carried out consultation with communities, collecting evidence, and developing a policy framework with which it influenced decision makers.

In **Benin**, two decrees were announced aiming to 'leave no one behind'. A ministerial decree was announced on 1st December 2022, exempting school fees for young, disadvantaged girls in 20 disadvantaged communes in Benin, expanding the previous law to secondary education as well as



Oyunjargal in Arbulag, Mongolia
Photographer: GPE/Bat-Orgil Battulga

INCLUSIVE EDUCATION IN MONGOLIA

The advocacy efforts of civil society in Mongolia have led to greater awareness, funding, and policy changes on inclusive education in the country. New regulations in 2019 made it possible for children with disabilities such as Oyunjargal to go to school. Oyunjargal is deaf, but with no sign language skills in her family or special schools for her to attend, she communicated through body movements, studied at home, and attended an informal child development centre. Since the 2019 regulations on disability, she has been able to attend regular school full time. With the new expansion of the policy from 2019 introduced in 2022, more children from different marginalised groups will now have the same opportunities as Oyunjargal, setting Mongolia on track to achieve its vision of an inclusive education system.



primary. The result aids young girls to stay in school until their final education year. Additionally, legislation on the protection and promotion of the rights of people with disabilities from 2017, which was not implemented by the authorities, was updated and adopted by the Council of Ministers and signed by the President on 1st June 2023. This decree provides greater support to education and training for people with disabilities. Both policies were influenced by the NEC in Benin, through advocacy and participation in meetings with stakeholders such as sector evaluation meetings, review meetings, and releasing statements.

A new law on education in the **Kyrgyz Republic** was approved by the parliament on 29th June 2023 and sent to be signed by the president for implementation in January 2024. The changes through this law aim to improve education quality in the Kyrgyz Republic. It aims to improve inclusive education provisions by providing learning environments which meet the rights and needs for children with disabilities. Furthermore, it simplifies the legislation on education, combining the five different laws which previously existed and often do not correspond to one another into one unified version. Members of the NEC in the Kyrgyz Republic actively participated in the working groups where the new law was drafted. In particular they promoted an inclusive approach to education and produced a study on inclusive education in the country.

In **Timor-Leste**, the closure of three technical vocational schools in Ermera municipality was cancelled on 31st January 2023 by a One Ministerial Diploma approved by the Ministry of Education Youth and Sport. These schools were scheduled to close due to limited facilities, teachers, and students. However, following advocacy and campaigns by the NEC in Timor-Leste with active participation in local education groups and local community campaigns, it was decided that instead they would be converted into public secondary schools for marginalised students. Another Ministerial Diploma was approved in Timor-Leste on 19th October 2022, providing support for public and private Central Basic Education and General and Technical-Vocational Secondary Education establishments. It provides free internet access in each school for students and teachers and provides mobile credit subsidies for those

students living in rural areas to access online learning.

In the Bagmati province in **Nepal**, a high-risk area regarding disasters, a disaster-readiness and response plan for the education sector was developed and approved on 1st February 2023. It provides response plans to various disasters which may significantly impact the education sector, such as landslides, earthquakes, and pandemics such as Covid-19. The objective is to minimise the disaster's effect on education, ensure continuity of school access as well as provisions for mental health in emergencies and training in preparedness and response. The NEC in Nepal was supported by GCE and ASPBAE in its advocacy efforts, conducting a series of meetings with the provincial government where it influenced the creation of the policy and helped the authorities to draft it. The NEC emphasised gaps in the education sector which needed addressing in the policy such as the gaps in ICT knowledge and mental health provision.

Regional and global policy changes

In addition to the above examples of numerous national level policies enacted in the reporting period, two global and regional policy changes were approved by regional and international bodies. For example, the Southern African Development Community (SADC) adopted a model law to serve as a benchmark for all SADC member states to guide their own national legal framework on financial management. The Public Service Accountability Monitor, a member of the EOL-supported OC3 alliance the Kuyenda Collective, engaged with SADC on developing this law in line with the alliance's objectives, providing feedback to drafts and contributing to the working group. The law focuses on righting regulatory and legal gaps in public financial management systems which exist across the region, undermining the parliamentary functions. It ensures a robust and uniform legal framework is enforced on financial management in all member states.

RESULTS RELATED TO NATIONAL EDUCATION COALITIONS' INCLUSIVITY

Inclusivity is promoted internally within national education coalitions (NECs) and their member organisations, as well as in the activities conducted. Inclusive representation of organisations within NECs can help to ensure

the voices of marginalised groups are promoted, enabling a 'nothing about us without us' approach to advocacy and influencing of governments and other key stakeholders. The types of marginalised groups in a country are specific to each context. However, some dominant examples across many regions of marginalised, discriminated groups relevant to the education sector include children living with disabilities, pregnant adolescents or adolescents with children, children from migrant communities, and those who identify as LGBTQIA+.

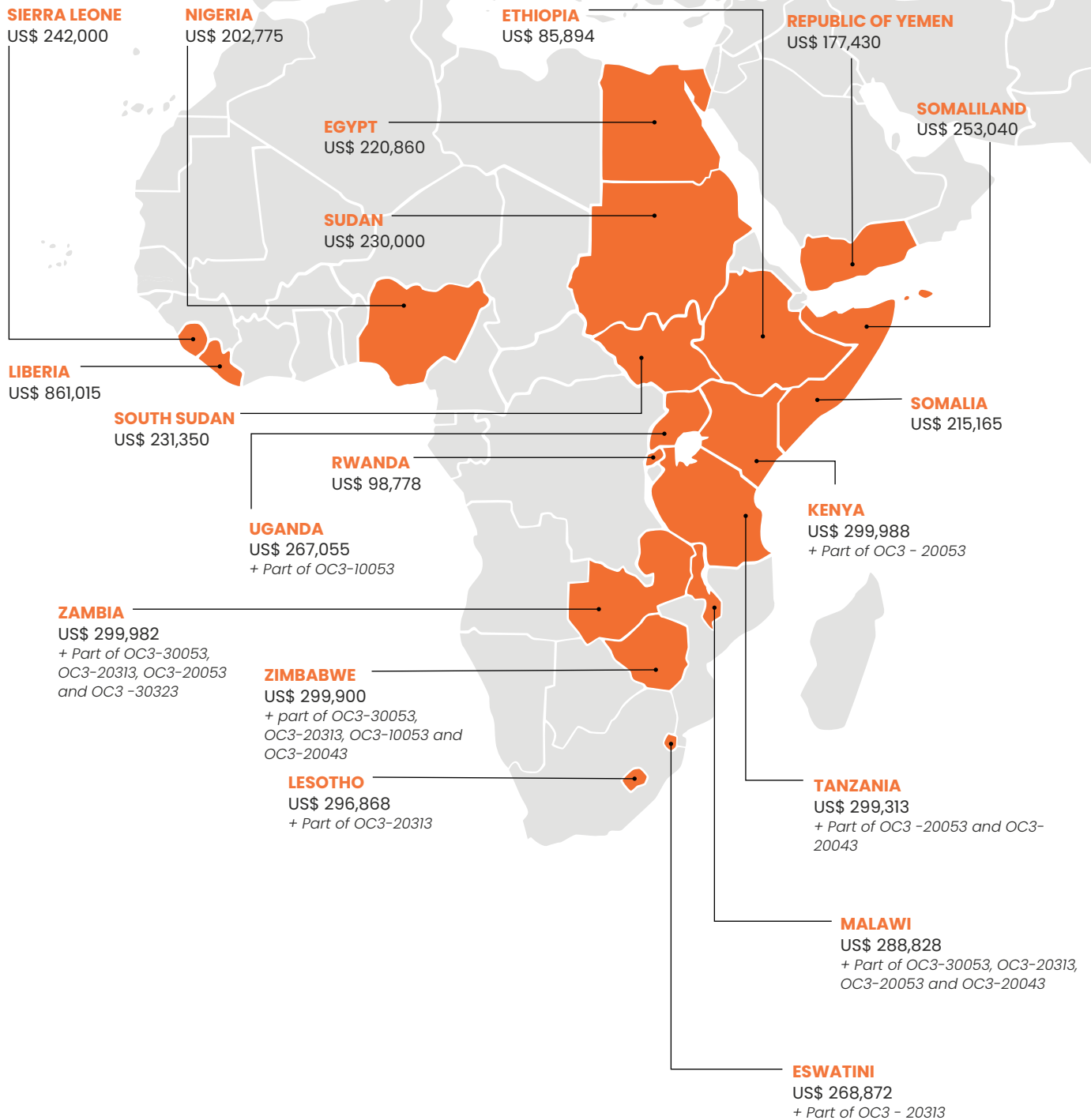
NECs made significant efforts to increase their internal inclusivity in both their membership base and board in the reporting period. As a baseline, in June 2020 28% (15 NECs out of 53 NECs) responded 'yes' to the question 'Is 50% or more of the NEC board members female?'. In June 2023, three years later, 41% (24 out of 59) NECs⁴ responded yes to the same question. The diversity of both the secretariat and board of the NECs have increased across a range of countries. For example, the coalitions in Mozambique and Samoa have gained female board representation of 57% and 88% respectively. The NEC in Côte d'Ivoire increased its board representation from only 1 woman representative to 3 women and 2 persons with disabilities out of 11 board members.

In the reporting period, the NECs from across the portfolio diversified their membership base. For example, and by no means an exclusive list, NECs in Haiti, Burkina Faso, Côte d'Ivoire, Indonesia, Moldova, Mongolia, Nepal, the Philippines, Samoa, Tajikistan, Tanzania, Eswatini, Sudan, South Sudan, and Sierra Leone welcomed new members working with marginalised groups such as women, girls, and those living with disabilities. As of June, 2023, out of 59 NECs, 58 have member organisations representing women and girls; 58 NECs have member organisations representing people living with disabilities; and 56 have member organisations representing marginalised or illiterate young people (aged 15-24). On the other hand, only 7 NECs have groups representing the LGBTQIA+ community, showing no change from the previous reporting period. People who identify as LGBTQIA+ and their organisations are often marginalised in society, with complex political contexts providing little possibility for them to raise their voice. The education system is no exception to this. However,

⁴ The number of NECs has changed since the first reporting period, 7 NECs joined in 2022 and the NEC in Nicaragua is not a grantee as of 2023.



HORN, EASTERN AND SOUTHERN AFRICA



*The amounts indicate the OC1.2 budgets or the sum of OC1.2 and OC2 grantee budgets where applicable as they stood at the beginning of the reporting period (July 2022). The numbers related to OC3 are the grantees' project ID numbers.



efforts can be made to improve on the inclusion of organisations representing LGBTQIA+ communities as much possible.

The index measuring the inclusivity of NECs has remained steady, close to the baselines from 2020 and 2022, with a 2 percentage point increase as of June 2023 compared to the baselines. Most countries saw little or no change, with 15 countries seeing a significant⁵ increase in inclusivity. 6 NECs supported by EOL reported becoming significantly less inclusive since the baseline, indicating a need to encourage greater support to these grantees with declining inclusivity and provide capacity strengthening activities according to their needs.

EOL-supported NECs continuously strive to become more inclusive. Some NECs have sub-sectors or committees of the coalition dedicated to the issues of gender and equality. For example, the Zimbabwe NEC has a committee on Gender and Disability, initiating the creation of a gender and disability strategy in the second half of 2022 which will guide their advocacy agenda. Some NECs have a gender policy, promoting gender equality among its members. The NEC in Rwanda continually monitors the implementation of their gender policy among staff. The NEC in Mongolia developed the first draft of a policy on sexual harassment in the workplace. The NEC in Burkina Faso began applying their gender policy to their work, increasing the gender related activities conducted by the NEC's members and the participation of women in these activities. In Latin America and the Caribbean, after the formation of a gender working group in CLADE in 2022, NECs from the region have participated in the group's elaboration of a new gender policy for CLADE. As a result of this, of gender policies within the NECs in Honduras and Haiti are planned to be created. Other coalitions with gender policies include Zambia, Kenya, and Sierra Leone.

GCE provides support to NECs to help improve their inclusivity and gender equality. In the reporting period, GCE conducted an analysis of African NECs, finding that 71% of NECs in Africa have gender strategies or a guiding document. 45% of NECs indicated having challenges in implementing their gender strategies. This led to GCE

identifying a gender consultant to support NECs with no gender strategy to develop one, or for assistance of those with implementation challenges of their gender strategies. Regional coalitions and RMUs also provide support to NECs. For example, ACEA developed a code of conduct for

NECs in the MENA region to improve internal governance and develop their membership system to ensure gender equality.

NECs continuously strengthen the capacities of their members on inclusion and gender equality. For example, in



Participants of EFANet regional capacity strengthening training for vulnerable youths, girls and people living with disabilities, The Gambia. Photographer: Fatou Fatty, EFANet.

WALKING THE TALK ON INCLUSIVITY

National education coalitions (NECs) supported by EOL are actively working to be more inclusive internally in order to increase their legitimacy in advocacy and debates around inclusive education. In The Gambia, the NEC (EFANet) has a strong focus on including women in decision making, ensuring all genders are represented within the coalition. They now have 5 women out of 14 of their board members. In addition, they seek to continually expand the coalition, increasing the representation of marginalised groups by adding more members who represent women, people with disabilities or other marginalised groups. The National Coordinator of EFANet, Kebba Omar Jarjusey said: "We made a huge effort in seeking out these small groups and community-based organisations, visiting them, inviting them to meetings and dialogues, supporting them to register formally with the government and eventually inviting them to become part of the coalition." Similarly, the NEC in Capo Verde (RNCEPT-CV) focus on including children with disabilities in their coalition, emphasising the difference it makes to the NECs agenda on inclusivity when the coalition itself has representatives of marginalised groups.

⁵ Significant meaning a 10 percentage points increase.



Pakistan, South Sudan, Malawi, Lesotho, Niger, and Burkina Faso, the NECs trained their members on gender topics including gender sensitivity in programming and gender mainstreaming. Furthermore, a sub-regional level workshop was organised in the Solomon Islands to build the capacities of members of NECs from the Pacific Islands on the differing needs and challenges faced according to gender, age, place, socioeconomic status, ethnicity, and disability.

RESULTS RELATED TO NATIONAL CIVIL SOCIETY ROLES IN PROMOTING TRANSPARENCY AND ACCOUNTABILITY OF NATIONAL EDUCATION SECTOR POLICY AND IMPLEMENTATION

A central component to the work of EOL grantees is to monitor the national education sector's implementation of policies, their adherence to commitments, and to generate evidence of the needs and gaps of the education system. They do this through the continuous generation of information to highlight issues and potential solutions for education systems to provide universal, quality education which includes marginalised groups. These efforts can reinforce advocacy and influencing for policy changes by providing an evidence base, enhancing civil society's ability to consistently hold the education system accountable to its actions, and making information accessible to the public. Examples of the efforts of EOL-supported CSOs to produce evidence, assessments, and monitoring reports on the education sector in their respective countries are described below.

In **Pakistan**, the OC2 grantee I-SAPS produced a report on the public financing of education in Pakistan from 2010 to 2023. It is a compilation of national and provincial data, providing in-depth analysis of allocations and expenditures of fiscal resources spent on education across Pakistan. It has enabled the monitoring of education spending in the country, identifying gaps and areas for greater focus to be used by government agencies such as the Pakistan Institute of Education as well as development partners abroad. It has also informed mass advocacy campaigns in Pakistan to increase education financing. Additionally, I-SAPS has now established Civil Society Education Networks (CSENs) across all its intervention districts in Pakistan. The networks are trained in practicing and engaging in social accountability of education sector policies. They have proved useful since

their establishment during the floods in Pakistan, ensuring the minimisation of damage to school infrastructure. The work of CSENs was furthermore recognised by government officials who have invited representatives from CSENs to discussions on education planning. CSENs have also produced, along with I-SAPS, a Citizen's Provincial Agenda Report in 2022. The report has contributed to discussions on increasing budgetary commitments to education to meet both national and international commitments, setting targets alongside the required resources to achieve them.

Monitoring reports were produced by CSOs, working to hold the governments accountable to promises or to highlight gaps in their policy. In **Sierra Leone**, the NEC conducted a monitoring exercise of the government's fulfilment of their commitments towards the Global Partnership for Education (GPE) Programmes and Projects in 2020-21. They monitored all activities related to policies and programming to ensure the government adheres to commitments set out in the GPE programme. In **Zambia**, research was conducted by the NEC and Action Aid Zambia to assess the adequacy of financing against the government's commitments to achieve SDG4 targets. The research has contributed to knowledge for the Tax-Ed alliance and is being used for cross sector capacity strengthening on adequate financing to achieve SDG4 targets. Similarly, in **Pakistan** and in **El Salvador**, spotlight reports were conducted by the NEC to provide a perspective from civil society on the state of the countries' progress towards SDG4, developing recommendations for stakeholders on education and ensuring government commitment to their goals. In Pakistan, it contained recommendations on achieving SDG4, to be shared with political parties and used in advocacy such as the 'Vote for Education (VFE) Campaign' for the rescheduled elections planned to take place in the second half of 2023.

In **Malawi, Somaliland, and Zambia**, budget analyses of the education sector during the reporting period were produced by the respective NECs. They highlight gaps in education sector funding in the country and trends which need further attention for the countries to reach their SDG4 targets. A similar budget analysis occurred in **Ghana** by the OC2 grantee School for Life to highlight gaps in the 2023 budget statement. In **Capo Verde**, a budget analysis of

the education sector allowed more in-depth reflection of the implementation of education policies. In **Benin**, a budget analysis focused on generating evidence of budget allocations to different marginalised groups. It will serve as an advocacy document for the education ministry in charge of budget allocations to ensure attention is paid to these marginalised groups. These reports are used as tools in policy advocacy and enable gaps in delivery to be discovered and emphasised by civil society organisations and shared publicly.

Studies have also assessed the education sector in terms of its inclusivity. For example, the OC3 grantee Rays of Hope carried out a study on inclusive education in **Malawi, Kenya, and Tanzania**, identifying gaps, providing recommendations to improve policies, and enriching knowledge around inclusive and special needs education. A paper named 'Being a Trans Student at School in Mongolia' was published in **Mongolia** by the NEC member organisation 'LGBT Centre'. It aims to increase the awareness of those in the education sector on trans students' needs and produce evidence of the stigma and discrimination faced in schools. The report was sent to education stakeholders in Mongolia, as well as international NGOs and foreign embassies to enhance knowledge and advocacy on trans rights in education systems. In **Uganda**, a research paper by the Initiative for Social and Economic Rights (ISER), a member of the OC3 grantee AMEI alliance, was published on the barriers faced by pregnant girls and adolescent mothers in education. It has proved extremely useful in advocacy and discussions with key education stakeholders, providing evidence on why action for this marginalised group is needed and how needs can be addressed.

A report by CN-EPT/BF, the NEC in **Burkina Faso** researched the consequences of a security crisis on the education sector, highlighting the achievements and challenges faced by the Ministry of Education on implementing their National Strategy for Education in Emergencies. The results of the publicised study were shared among coalition members, publicly on television stations, and is used to influence decision makers in the Ministry of Education. It provided evidence of challenges and gaps to assist advocacy efforts on the implementation of a national strategy for education in emergencies which will reduce school dropouts for internally displaced stu-



LATIN AMERICA AND CARRIBBEAN

HONDURAS
US\$ 299,964

EL SALVADOR
US\$ 75,000

NICARAGUA
US\$ 84,532

BOLIVIA
US\$ 1,274,713

HAITI
US\$ 267,135



dents, girls, and children with disabilities in crisis prone areas.

In **Bangladesh**, the OC2 grantee Institute of Informatics and Development (IID) conducted two studies in the period on systems shocks (specifically Covid-19) and their impacts on education in terms of learning loss, increasing education inequities, and school closures' impacts on education at a local level, ensuring the lessons from Covid-19 can be learned from within the country. The results from the study on systems shocks such as Covid-19 on learning progression and social inequity was presented at the 67th Annual Meeting of the Comparative and International Education Society in February 2023 where IID participated. A social media campaign occurred as a result of the study on school closures for the government to understand the impacts of the closures. Additionally, IID created a Policy Conclave Learning report on the challenges to achieve educational justice in Bangladesh and the solutions to achieve equity, inclusivity, and quality in the education sector. It documents commitments made by the Ministry of Education and government officials of Bangladesh and will be used to monitor and hold them accountable to their commitments.

Two youth-led research pieces were initiated and published by the OC3 grantee Girls Not Brides in the WCA region. They focus on the dynamics around child marriage and girls' education, consolidating learnings on budget advocacy to end child marriage based on eight pilot projects in the region. The youth-led research enabled the voices of the affected age group to be heard, providing first hand reflection of the issue. In addition to providing this platform, it gave them opportunities to influence policy and hold their governments accountable, building their advocacy skills and teaching them the value and methods of evidence-based research. The research has been used and shared in events and webinars.

RESULTS RELATED TO STRENGTHENING NATIONAL CIVIL SOCIETY ORGANISATIONS' CAPACITIES FOR USING EVIDENCE IN THEIR POLICY INFLUENCING WORK

The capacities of national civil society organisations are promoted through courses on capacity development, 'learning by doing', peer learning, and other learning sessions or activities. Some examples of activities which

occurred in the reporting period are described below.

EOL-supported NECs carry out trainings for their members in order to strengthen their capacities on various topics to improve their use of data and evidence to influence policy. For example, the NEC in **Somalia** conducted advanced trainings in education policy analysis and tracking education budgets. The two-day trainings had a total of 30 participants from member organisations who were educated on methods to conduct monitoring studies. Additionally, it carried out a needs assessment of its members to identify the capacity gaps on evidence-based advocacy, conducting trainings based on these gaps such as research, monitoring and evaluation, and advocacy. The NEC in **Mozambique** held a refresher seminar for its members on policy analysis and the production of a civil society position paper on the performance of the education sector. The seminar sought to improve the technical skills of members in analysing policies, among other topics. Similarly, the NEC in **Tajikistan** and ASPBAE organised a three-day workshop on 'Research and Evidence-Based Policy and Budget Advocacy for Education' with the participation of 10 NEC members in Tajikistan, including those representing women, youth and people with disabilities. As a result of the workshop, the NEC members had improved knowledge of research, evidence-based advocacy, and assessing education plans from an inclusion and gender perspective. This knowledge enabled them to better collect information for a study reviewing the countries' education budget for more equitable and gender responsive education financing.

Tools were generated to enhance civil society's ability to monitor governments and find evidence. For example, the OC2 grantee CYAN in the **Philippines** has developed a Scaling Accountability Matrix. This tool enables project members to map project actions at different levels, increasing the capacities of civil society to hold their governments accountable. In addition, CYAN and another CSO G-Watch aimed to enhance the capacity of civil society to monitor the education sector, publishing a manual of guidelines for monitoring tools to enhance local monitoring abilities.

NECs also participated in trainings run by regional coalitions or alliances to enhance their capacities for evidence generation. For example, in the Asia

Pacific (AP) region the regional coalition ASPBAE conducted a four-day meeting in the Asia Pacific Regional Meeting of national education coalitions, where knowledge and experiences on education advocacy work and updates on international trends were discussed and shared.

The OC2 grantees School for Life in **Ghana** and IID in **Bangladesh**, as well as the OC3 GEAR alliance in **Malawi, Zambia and Zimbabwe**, collaborated with the EOL learning partner MDF/ACER to improve the conduct of action research on advocacy for equitable basic education. Within this, capacity strengthening trainings were provided to the alliance on research methodology and research design and a series of webinars were held with the grantees to review learning questions of the project. The collaboration and training added to the knowledge of the grantee consortium and other CSO collaborators on the conduct of research, especially the key considerations that go into research question development. The organisation also benefited from capacity strengthening initiatives led by the EOL global learning partner: International Institute of Educational Planning (IIEP) of UNESCO on educational accountability. This collaboration opened and broadened the knowledge of the consortium on dimensions of educational accountability. Through this initiative the participatory open data approach has become a central idea in the programme implementation.

Learning exchange visits were used by some grantees for peer learning between NECs in different countries on best practices, collecting evidence and improving advocacy capacities. For example, the NEC in **Zimbabwe** visited the NEC in **Zambia** to learn about how the NEC has successfully pushed for the government to implement free, state funded education in the second semester of 2021 for children up to the age of 12, to improve its advocacy efforts to its own government. In WCA, the NEC in **Benin** organised an exchange visit with the NEC in **Togo** to benefit from its experience on evidence generating and advocacy strategies which consider marginalised groups, particularly people with disabilities.

RESULTS RELATED TO SOCIAL ACCOUNTABILITY MECHANISMS OF NATIONAL COMMITMENTS, EDUCATION POLICIES AND PLANS

EOL supports grantees to involve civil society groups in undertaking



strategic multi-level monitoring of education policy and budget implementation, and to use the evidence generated to formulate and act on policy solutions. This may be in the form of setting up or improving existing social accountability mechanisms to monitor specific education policy implementation, thereby improving accountability of governments to their citizens. During the reporting period, **31 social accountability mechanisms were created or strengthened** through EOL-supported alliances, national and regional coalitions, and CSOs. The previously mentioned local education groups are an important method for civil society to monitor government commitments on education, with 51/59 NECs participating in one or more of these groups during the whole reporting period. Other examples of social accountability mechanisms initiated or expanded on in the reporting period are elaborated in this section.

Voluntary National Reviews (VNRs) are multi-stakeholder monitoring reports which assess the gains of a country in relation to the SDGs. Various countries in which Education Out Loud grantees operate produced VNRs as part of the follow-up and review mechanisms to the 2030 Agenda for Sustainable Development. The VNRs were used as a basis to the reviews by the high-level political forum (HLPF) under the ECOSOC. For example, in **Burkina Faso**, a civil society position paper on the achievements of SDGs from the perspective of people with disabilities was produced from workshop facilitated by the NEC. The report was disseminated during the 2023 VNR process assessing the implementation of the SDGs in Burkina Faso, providing a marginalised perspective to the review. In the Asia Pacific Region countries such as **Tajikistan, Mongolia, Pakistan**, and the **Philippines** through the support of ASPBAE produced VNR reports. The reports were used by ASPBAE in the GCE high level political forum side event, 'Voices of the People' in July 2022, providing civil society perspective on the progress of education towards SDG4 targets and aiding their advocacy efforts in country according to the results. In **Zimbabwe**, EOL-supported CSOs participated in the VNR process through voluntary local reviews which was presented at the high-level political forum. Similarly, in **Zambia** and **Malawi** the NECs and the OC3 grantees Girls Not Brides and GEAR alliance members have been active participants in their respective VNR processes.

NECs' social accountability mechanisms

In **Burundi**, local consultation frameworks were established and revitalised to find local solutions to issues at community level. These mechanisms have been observed in regions across the country. As an example of one framework which was established, in Western Burundi in the Ntahangwa commune parents of students at the Ecole Fondamentale de Mutakura and local members of the NEC campaigned together for students to receive report cards which were denied due to the students not having national identification documents. The campaign was successful, with all students receiving their report cards.

The NEC in **Zambia** implemented score card sessions in schools and communities. Through these sessions, local issues on education were collected, transformed into recommended action points, and used by the NEC to influence the government. In this reporting period, score card sessions were conducted with 5 schools in 13 of the implementation districts. Common issues were identified across all sessions such as lack of sanitary facilities, especially for girls, inadequate teachers and lack of textbooks and electricity.

National civil society influenced social accountability mechanisms

Social accountability mechanisms can engage local populations and increase successful and relevant advocacy campaigns with outcomes aligned with contextual needs. In the Philippines, the OC2 grantee CYAN has harnessed the power of youth-led mass movements to drive their public campaigns. The Multiply Ed project led by CYAN has strengthened accountability of the public education system, encouraging individuals to be change ambassadors in their own communities. Involving local youth has resulted in three policy changes in the Philippines: a mental health ordinance of funds for services; local government commitment to a document on gender responsive education; and memorandum to comply with the Ecological Solid Waste Management Act in the relocation of a landfill site away from a school. The policies were influenced by CYAN with evidence from the Multiply Ed project, collected through school level monitoring.

Rising fragility has heavily influenced education capacities globally. **Pakistan** has experienced severe environmental, economic, and political

crises, inhibiting the effective provision of education, and escalating the number of school dropout rates. The Reframing Education Accountability in Pakistan (REAP) project led by the OC2 grantee I-SAPS, engages with district education departments on a regular basis. It monitors the progress against the Citizen's Agenda, engaging with district education officials to find risk mitigation measures on education outcomes in the face of fragility and political instability. In the reporting period, data has been collected from citizen scorecards and consolidated into demands for the district education officials. They have since been incorporated into the budget proposal which was submitted by the education department to the Finance Ministry.

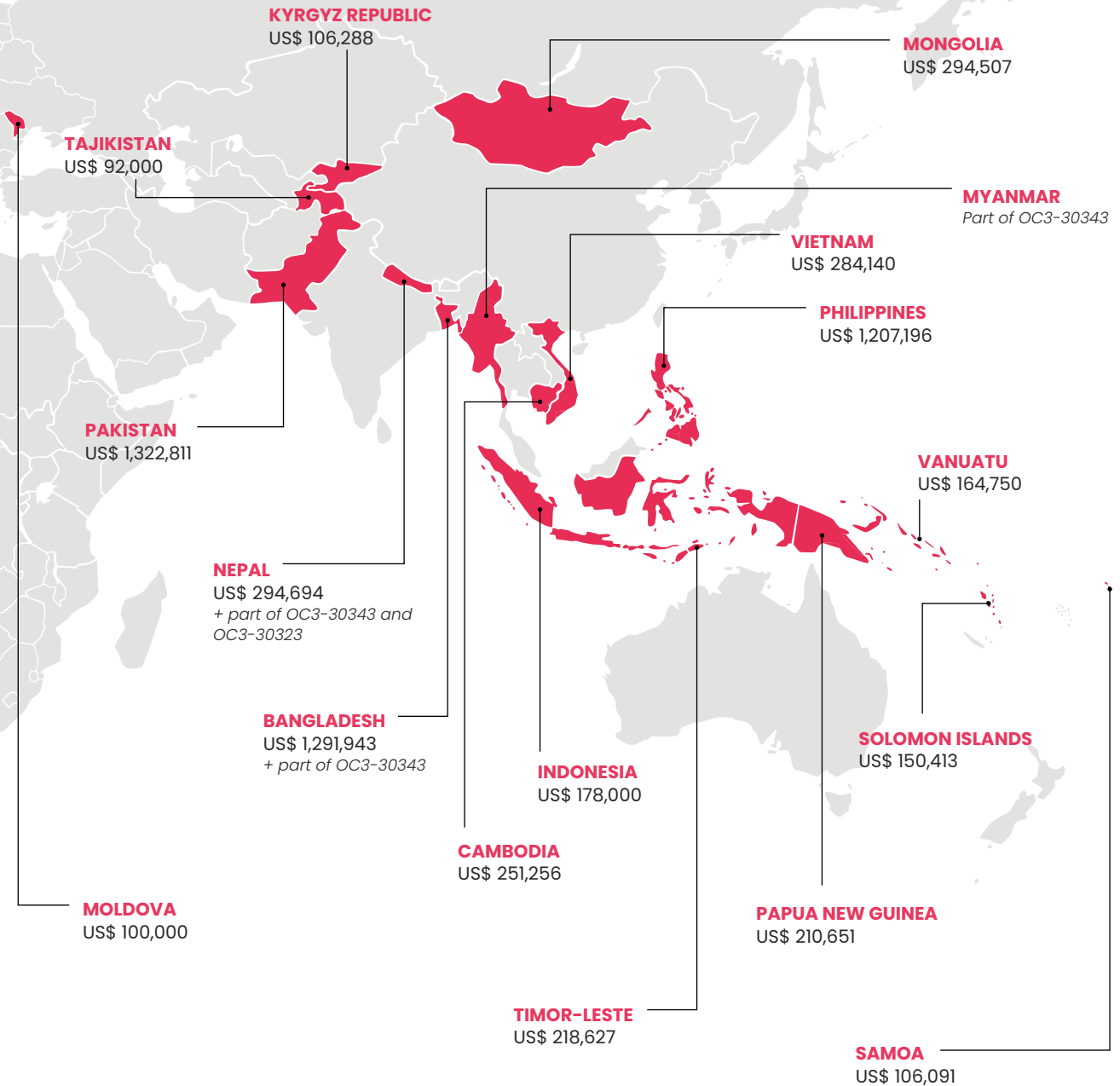
In **Liberia**, the OC2 grantee, HOPE through the Educate Her consortium set up a Quarterly Monitoring Assessment method, capturing the perceptions of stakeholders on the implementation of the National Policy on Girls Education in Liberia. The results assess the status of the country's school board, of local policies, of country level education budgets and other areas, to monitor the achievements in relation to the policy and generate actions where gaps arise. The same grantee's website is regularly updated with data and policies from the Ministry of Education. It enables the tracking of progress on National Policy on Girls' Education in the country e.g., girls' enrolment, attendance, female teachers. The website is regularly updated with the latest information on the topic and provides international, regional, and national tools and instruments for CSOs engaged in policy influencing. Public accessibility of the information along with policy instructions on engaging stakeholders, enables civil society to hold governments accountable to progress on girls' education through the sharing of information. 1,262 people visited the website in the period January-June 2023. The consortium is also focused on developing a Girls indicators Dashboard and annual Scorecard, partnering with BACKUP funded by GIZ in this activity to draw on their technical expertise.

Transnational alliances influenced social accountability mechanisms

Furthermore, the OC3 alliance, 'South Asia Assessment Alliance' (SAAA) led by Street Child has promoted citizen led assessments in **Nepal, Bangladesh**, and **Myanmar**. These efforts are used as a tool for policy and advo-



ASIA AND PACIFIC



*The amounts indicate the OC1.2 budgets or the sum of OC1.2 and OC2 grantee budgets where applicable as they stood at the beginning of the reporting period (July 2022). The numbers related to OC3 are the grantees' project ID numbers.



cacy change. They involve communities in a process of data collection, analysis, and monitoring, enabling a tracking of education progress over time and assessing areas of improvement. In Nepal, Street Child’s orientation programme for CSOs and other education stakeholders has facilitated collaboration and discussions on learning assessments and addressing the issue of low level learning, contributing to advocacy for national commitments on quality education.

The OC3 grantee the PAMODZI alliance has set up and developed various social accountability mechanisms in the reporting period. For example, district engagement meetings and parliamentary engagement meetings were active across **Malawi** and will be initiated in Tanzania and Kenya in the coming periods. These two mechanisms operate in conjunction, enabling the gathering of data and evidence on educational situation for advocacy, and providing spaces where key stakeholders can engage parliamentarians on education policy. These mechanisms utilise the data and evidence for advocacy collected

by the district engagement meetings and bring local issues and evidence to attention of the national education officials to ensure productive and needs based change. The alliance has also introduced the Community Champions project led by Rays of Hope in **Kenya, Malawi, and Tanzania**. The Community Champions advocate for inclusive education at a community level. They are trained to hold local authorities accountable and collect evidence, identifying community needs for use in their advocacy to decision makers. The evidence collected has proved to be a vital part of advocacy at a national level. As an example, evidence gathered by Community Champions in Malawi informed the submissions by Kesho Kenya to a presidential working party on education reform, leading to commitments on education financing by the Parliamentarians in Malawi.

Other progress was made in the reporting period on ensuring sustainable and adequate financing to education. The Africa Group’s resolution for ‘inclusive and effective tax cooperation at the United Nations’ was adopted by

consensus at the 77th session of the UN general assembly. The Tax-Ed alliance, along with others, played a key role in the adoption of the Africa Group’s resolution by advocating national governments and regional authorities. Tax-Ed also launched a transforming education financing toolkit to help activists, government officials, practitioners, and other stakeholders develop their own campaigns and conduct advocacy. The toolkit was inspired by the agreements of the UN Transforming Education Summit, committing to strong education financing and applying a decolonising lens to financing approaches.

RESULTS RELATED TO THE CREATION OF A STRONGER GLOBAL AND TRANSNATIONAL ENABLING ENVIRONMENT

Civil society organisations supported by EOL participated in numerous global and regional events during the reporting period. These events provided platforms for civil society to discuss education-related issues, decide upon joint agendas to ensure the meeting of SDG 4 targets, and raise civil society voices in the decision-making agenda.

Global events

The Global Campaign for Education (GCE) convened the 2023 edition of the Global Action Week for Education (GAW) in May-June 2023. The theme of the action week was education financing, under the slogan ‘Investing in a Just World: Decolonising Education Financing Now!’. GCE facilitated policy dialogues and communication, running a workshop on ‘Sharing and Planning Actions for Decolonising Education Financing’, with practical modalities for member NECs to conduct advocacy on the topic in their respective countries. GCE provided financial support to 25 different NECs and youth organisations to prepare and deliver their advocacy initiatives in education financing. The result was that members’ advocacy skills were strengthened, and they conducted various advocacy initiatives in their own countries. PSAM, an alliance member of the OC3 grantee the Kuyenda Collective, made a call that focused on strengthening Public Finance Management (PFM) frameworks aligned with the SADC Model Law PFM. These contributions aimed to address gaps within national frameworks, integrate consequence management for effective responses during crises or disasters, and advocate for fair and progressive tax systems that create fiscal space for social spending. The consequenc-



Kaphuta Community Champions in Kaphuta Village, Mzimba district in the northern Malawi. Photo: PIESEA

THE COMMUNITY CHAMPIONS

The initiative led by the PADMOZI alliance has had local impacts in Malawi. The country has 1.7 million children with disabilities and 70% of them are not in school. Chikondi Majawa is a stay home mother who was trained through the project to identify children with disabilities who are not in school in their communities and address children’s rights issues. Finding a child with a disability in her community called Emily, she gathered the local Community Champions and who held meetings with Emily and her family, speaking to them about the benefits of education and the rights of children with disabilities. Emily now attends school and has a wheelchair to improve her mobility. The project also sensitised the community on the rights of children with disabilities and it has led to other children in the community helping to get her to school and back each day.



es of the GAWE included strengthened global agreements on education financing, as well as related advocacy at a national level.

The 7th GCE World Assembly was held in November 2022. Regional coalitions participated, as well as NECs from across the EOL portfolio. GCE organised eight group discussion and learning sessions, four focused on strengthening GCE's governance and organisational capacities. For example, diversifying membership, strengthening accountability and sustainability, strengthening the reputation of the movement in international fora, and strategies to engage youth and students in the movement. The four other sessions focused on strengthening the thematic knowledge and capacities of GCE's members. For example, transforming public education systems, decolonising education financing and aid, gender inclusion and intersectionality and digital learning and transformation. At the assembly, participants adopted policies and resolutions along the themes mentioned above. The assembly furthermore enabled GCE to better understand the coalitions' work and their needs for further capacity development, influencing the strategic plan for the four years 2023-2027.

The Transforming Education Summit was convened by the United Nations in New York in September 2022. GCE and the regional alliances ASPBAE, CLADE, and ACEA participated and influenced the preparations leading up to the event to ensure CSO voices were heard at the summit. GCE and the regional alliances, alongside ActionAid, actively helped to draft the paper 'Education Financing Action, Track 5', centring education as a contributor to sustainable development. GCE also hosted a side event and participated in a session during the summit. The summit took place during the 77th Session of the UN General Assembly, convened in response to the global education crisis. Its goal was to elevate education to the top of the global political agenda and mobilise action towards achieving SDG 4. GCE further participated in the high-level steering committee of the Global Education Cooperation Mechanism, providing significant contribution to the Transforming Education Summit Follow-Up Strategy which monitors the achievements of the summit's outcomes over the course of the next two years.

The high-level steering committee (HLSC) SDG4 and Sherpa group meet-

ing was held in May and June 2023 in Paris. GCE and ASPBAE participated as CSO representatives. The meeting acted as a follow up to the outcomes of the Transforming Education Summit, advancing the implementation of the full SDG4 agenda. EOL-supported grantees provided constructive contribution to the Summit, shaping policy agendas such as a policy brief on transforming education; a briefing note on the HLSC renewal process; and an education financing advocacy strategy. More specifically, ASPBAE with GCE contribution secured two decisions by the HLSC: one for member states to pursue the commitments they made in intergovernmental processes, and another to ensure the systematic participation of CSOs and teachers in education policy processes.

Regional events

In the second semester of 2022, the GCE secretariat organised four regional workshops in collaboration with the regional coalitions: ANCEFA for coalitions in Africa; ACEA for coalitions in Middle East; CLADE for coalitions in Latin America and Caribbean; and ASPBAE for coalitions in Asia and Pacific. These workshops were attended by NEC representatives in the respective regions. They conducted a learning webinar to improve NECs' technical capacities on leveraging financing opportunities. Furthermore, the workshops gave GCE and the regional coalitions a better understanding of the challenges of the NECs when engaging with local education groups, enabling NECs to highlight areas where they required capacity strengthening programmes and tools. For example, it was recommended that GCE develops a monitoring and evaluation tool to hold governments accountable and track progress at a country level to achieve systems transformation. In addition, a local education group learning handbook was developed by GCE to strengthen civil societies capacity in identifying strategic opportunities for engaging in local education groups and other mechanisms.

The 6th Biannual Conference of the Education International's Arab Countries Cross-Regional Structure occurred in December 2022 in Amman, Jordan. NECs from Sudan, the Republic of Yemen, Somalia, and the Arab Republic of Egypt participated alongside ACEA, who made a keynote address on the role of teachers and their unions in transforming education. As an outcome of the summit, 130 countries

committed to revamping their education systems and accelerating action to end the education crisis.

SAYWHAT, an OC3 grantee of EOL, hosted a 'Southern Africa Regional Students and Youth Conference' (SARSYC) in Malawi in August 2022. At the conference, 279 rights holders made up of students and young people from Southern Africa interacted with policy makers on health and education rights, analysing the implementation of regional and international policy. The conference served to bring youth voices to duty bearers as they made recommendations and advocated to governments of Southern African countries, donors, civil society, and private stakeholders.

The OC3 grantee Girls Not Brides organised a joint regional advocacy three-day workshop in May 2023. It included participants from the alliance and national child rights coalitions, as well as ANCEFA and the NECs from Benin, Burkina Faso, Mali, Niger, Senegal, and Togo. The outcome of this workshop was a joint strategy and advocacy plan for the region to promote girls' education and a gender transformative education system, consolidating partnerships between the alliance and coalitions in a common agenda.

In the Latin America and Caribbean region, CLADE participated in the ECLAC IV Forum of the Countries of Latin America and the Caribbean on Sustainable Development 2023. A set of studies analysing the evolution of public spending and tax structures in Argentina, Colombia, Guatemala, Paraguay, Peru and the Dominican Republic were presented, seeking to reflect and promote sustainable financing of public education through tax justice. Furthermore, CLADE hosted its 12th regional assembly in November 2022, involving its members to develop a strategic plan. The Honduran NEC participated and invited the Minister of Education and the director of UNESCO Honduras, raising their position and enhancing their credibility.

The 7th International Conference on Adult Education (CONFITEA VII) was organised by the UNESCO Institute of Lifelong Learning (UIL) in Marrakech, Morocco. It was attended by 14 NECs from the AP region and resulted in a position paper by ASPBAE with recommendations from CSOs to be presented during the official regional meeting of UIL and UNESCO-Bangkok. ASPBAE supported the attendance of NECs,



with youth representatives, to the People's Forum organised by the Asia Pacific Regional CSO Engagement Mechanism in March 2023 in Bangkok, Thailand. The Forum provided an opportunity for participants to discuss the effective and inclusive recovery measures to address the impacts of the Covid-19 pandemic on the SDGs and explore actionable policy guidance for the full implementation of the 2030 Agenda and the SDGs at all levels. NECs from Vietnam, Cambodia, and Timor-Leste were among the panel of speakers during the forum's session on accountability and monitoring of SDGs and VNRs.

UNEXPECTED RESULTS

Various unexpected results occurred during the reporting period that were not part of the grantees' expected outcomes.

The OC3 grantee the TRANAC Alliance, operating in Southern Africa, has formed strategic partnerships. As a result, it has become a member of the committee to review the SADC Child Rights Protocol. The SADC secretariat is recognising the alliance's advocacy voice and requesting a calendar of the alliance's events for their participation. The role as a committee member will enable the alliance to provide inputs to critical early child development issues and ensure related advocacy issues are covered within the protocol. As a result of the transnational work done by the alliance, there is now an increased awareness of the project among critical stakeholders in the region.

In **Cameroon**, the NEC has worked with local associations to set up a local education advocacy task force on national education. The task force did not expect the support of the local authorities due to its critical approach on their implementation of the education plan. However, the authorities were unexpectedly appreciative of the work of the task force. They were highly involved and transparently shared the results according to the plan. Furthermore, they worked with the NEC and task force to find solutions to issues such as the inclusion of displaced students in the Anglophone crisis zone.

During the Ministry of Education's social dialogue "cultural diversity and social participation in education" organised by OC1 and OC2 grantees in **Bolivia**, it was discovered there is little space for grassroots members of socio-educational organisations to express their views at this level. The effect was to reduce their social participation and proposals on educational issues. Therefore, the grantees decided to organise their own annual "social dialogue on educational issues", to discuss topics of interest. The aim is to expand the participation of socio-educational actors, especially from regions not in the centre of political decision-making bodies.

The inclusion of the Educate Her Consortium led by the OC2 grantee HOPE Liberia in the local education group platform has increased the visibility and work of the consortium. HOPE Liberia's participation in the formulation of policy documents at the local edu-

cation group meeting and its work on girls' education was featured in GPE's publication. The consortium's work was highlighted as a great example of how CSOs can drive positive transformation in the education sector.

With the continued response to the refugee crisis in **Moldova** since Russia's invasion of Ukraine, civil society is overwhelmed with activities to support the refugees. As a result, CSOs in the country have changed priorities. Many organisations are less involved or slow in reacting to the project requests as their priorities changed to focus more on humanitarian delivery. As a result, certain meetings were postponed until later in the year and will occur online.



SECTION 3: LEARNING ACROSS EDUCATION OUT LOUD

THE EDUCATION OUT LOUD LEARNING FRAMEWORK

Learning to motivate and support grantee improvement has been an increased focus in Education Out Loud's (EOL) implementation strategy and its Operational Components. Learning is embraced throughout planning and implementation, increasing EOL's added value and contributing to stronger, more strategic, relevant, institutionally healthy, and sustainable civil society organisations (CSOs), coalitions, and alliances which can better influence the right to public, quality education for all.

The Education Out Loud learning framework was finalised in July 2022. It is aligned to the approved EOL extension phase, GPE 2025, and takes into consideration the implementation experience of learning efforts, including operating with regional and global learning plans. The learning framework has 1) provided a clear and shared understanding of organisational learning and its different paths and parts; and 2) guided the planning, facilitation, and implementation of learning throughout the EOL programme cycle. The learning framework is conceptual, defining learning and ensuring a common un-

derstanding. The global learning plan and the four regional learning plans reflect the concrete operationalisation of the learning framework through specific activities in a cohesive approach to learning across EOL.

REGIONAL LEARNING PLAN RESULTS

In terms of regional learning, a second range of annual regional learning plans were developed in the first quarter of 2023. These plans ensure the balancing of regional learning priorities through strategic analysis across the four management units of EOL. They reflect EOL's key areas of learning in each region based in grantee's learning needs, experiences of past learning implementation, and EOL's own learning experiences.

During the reporting period, RMU visits to grantees increased after the Covid-19 restrictions were eased, facilitating deeper knowledge of grantees and their contextual challenges. Furthermore, these visits gave grantees a greater understanding of EOL's approach, including to adaptive management and learning. During these visits, learning plans were discussed and updated, ensuring greater relevance of regional learning plans. All

grantee learning plans are up to date and their implementation is steadily progressing, with varying degrees of pro-activeness.

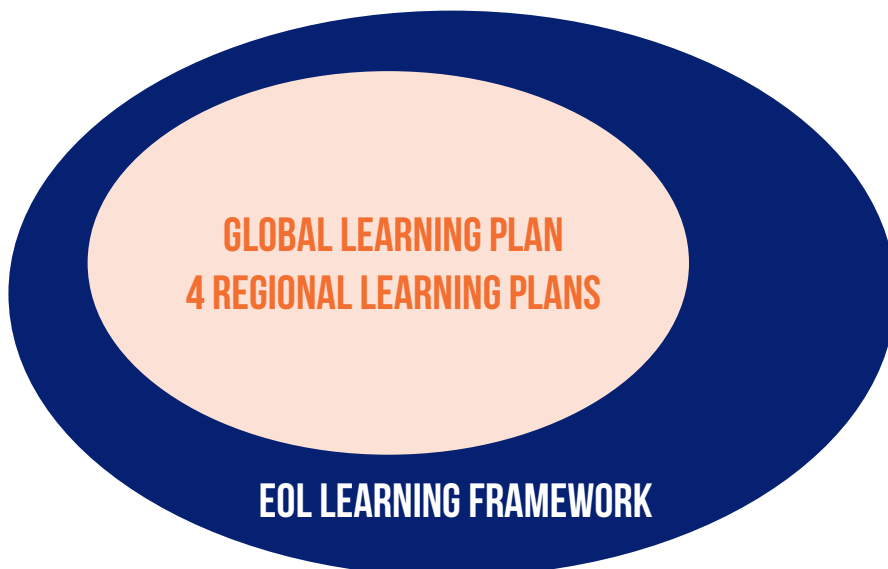
Learning partners provided training and mentorship to grantees from OC1, OC2, and OC3. A new selection of prequalified regional learning partners was established in the first quarter of 2023, updating the existing pool to **51 regional learning partners** across the four regions. They facilitate grantee capacity strengthening processes, learning collaboratives, function as mentors, or conduct smaller cross-cutting studies or documentation of best practices/lessons learnt.

Learning collaboratives are an essential component of learning between EOL grantees. **28 learning collaboratives** were operational during the reporting period at national, regional, and global levels. Some learning collaboratives have been running for a long time, with tangible results, whilst some have just been established. The learning collaboratives ensure synergy between the grantees and other CSOs, facilitating collaborative learning, learning from experience, exchanging strategies and approaches, and knowledge production.

During the reporting period, regional learning efforts were implemented across the EOL portfolio. The following section highlights the learning efforts facilitated or initiated by the grant agent, the regional coalitions, the regional learning partners, and the learning collaboratives within each of the four regions.

RMU- WCA

The RMU in WCA supported learning of the grantees in the region throughout the reporting period. For example, they organised a regional learning event with all 26 grantees from the region and GCE. The learning from this event was shared with grantees during RMU visits. Furthermore, the RMU provided online support meetings on budget





reviews and financial reporting, organised by language cluster on a quarterly basis. They were also provided individually when required.

In terms of learning facilitated by regional learning partners, various training and mentorship events were conducted in the WCA region with the 10 regional learning partners. Training occurred on human rights based and gender responsive programming with 13 of the OC1 and OC2 grantees attending, including the NEC from Haiti. Another training occurred on transnational advocacy for all 14 francophone NECs, the OC3 grantee Girls Not Brides' partnership, and coalitions on end child marriage.

In the WCA region, four learning collaboratives are currently running. Two were created in the reporting period. One focuses on education in emergencies, creating synergy between the OC1, OC2, and OC3 beneficiaries in the region, sharing experiences, best practices, and learning for influencing educational and socio-professional reintegration of children and young people in emergency situations. The other is on environmental education, with the NECs of Togo, Senegal, Madagascar, and Burkina Faso. It aims to map best practices in environmental education to share within civil society as guidelines.

RMU – HESA

Learning partners in the HESA region supported grantees with trainings during the period on the topics of tax justice and public policy analysis; outcome harvesting methodology; and safeguarding and child protection. All three topics included all 24 grantees (OC1, OC2, OC3) from the region. In addition, the learning partners conducted two studies in the region. One was on the application of adaptive management by the learning partner Arab Network for Civic Education (ANHRE), assessing grantees' understanding of adaptive management as a risk mitigation and programming approach. The other study documented success stories from the TRANAC project's early childhood development and education advocacy efforts regionally and its work to create a stronger global and transnational enabling environment for civil society advocacy.

The HESA RMU supported grantees through meetings. For example, they organised a reflection and planning meeting with the regional coalition ACEA and member NECs of Arab

speaking countries: Sudan, Egypt, Somalia, and the Republic of Yemen. The meeting enabled reflection of the relationship from the past two years, building synergies and discussing how ACEA could support NECs in their learning. The RMU also encouraged and supported grantees to carry out learning exchange visits to other countries in order to learn from their advocacy efforts.

In the HESA region, there are four learning collaboratives currently active. For example, the Malawi learning collaborative includes grantees and alliances members operating within Malawi, including OC1 and OC3 grantees. The collaborative offers opportunities for them to see gaps in advocacy, learning from one another, share experiences to improve their individual advocacy strategies, and improve synergy between their work. The ACEA learning collaborative has 11 NECs participating, including those from Somalia, Sudan, the Republic of Yemen and Egypt. It aims to strengthen the capacities of CSOs in the Arab countries to advocate for transformative education. The participants are currently preparing an Arab regional report on protecting the right to education, acting as a valuable reference alongside the voluntary national review reports of each country.

RMU – LAC

In LAC, the learning partner FLASCO facilitated two capacity strengthening trainings to regional NECs. One focused on the influence of CSOs in public policies. It was attended by four of the regional grantees and in Bolivia, it strengthened the process of formulating advocacy plans. Another training was on a gender perspective for CSOs. It contributed to grantees' knowledge, and according to the grantees, it provided a positive impact on strengthening advocacy actions with a gender perspective.

In LAC, the regional coalition CLADE supported grantees throughout the reporting period. For example, they conducted a regional webinar "Building the technical capacity of CSOs on leveraging GPE 2025 opportunities at the global and national level". The local education group learning handbook was presented, providing conceptual and policy guidance for coalitions to leverage key GPE opportunities. It focuses on country level education financing, stressing how coalitions can influence key decision-making processes, the global partnership compact, and the ITAP assessment. In addition, in

the 7th General Assembly of CLADE, workshops were held for members on gender, gender-based violence in rural schools, financing and tax justice, and education and digital rights.

In the LAC region, there are five learning collaboratives currently running, all led by the regional alliance CLADE. The collaboratives are a gender working group, youth working group, communication working group, a fundraising laboratory, and a collaborative on a subregional advocacy agenda. The fundraising laboratory was established in the second half of 2022, it includes NECs from the region and aims to enhance the NECs capacities for proposal writing and seeking new fundraising opportunities. It has provided workshops to members, among other support.

RMU – AP

The regional learning partners supported the grantees in the AP region through trainings. Deveaux International ran a training on parliamentary influencing, focusing on policy advocacy with parliamentarians. A social accountability training was also conducted by the learning partner PRIA International for OC1 and OC2 grantees in South Asia. The training focused on building grantees' capacities to use social accountability mechanisms in influencing education policies and programmes.

In the AP region, the RMU organised five major learning events with selected groups of grantees, these included an OC2 learning sharing workshop on learning collaboration, learning exchange and reporting, and a learning sharing event for OC2 and OC1 South Asia grantees.

The regional coalition ASPBAE ran a learning-sharing event for all grantees in the Asia Pacific region, enabling a face-to-face meeting of all six learning collaboratives. ASPBAE also organised the Asia Pacific Regional Dialogue on Decolonizing Education Financing for GAWE 2023 aligned to the Global High-Level Culminating Event "Decolonizing Education Financing: Challenges and Opportunities at the Global Level". ASPBAE also organised a spotlight preparation process for all NECs. Specifically, it supported the preparations of the NEC in Nepal for the Generation Equality Forum (GEF) on intersectional analysis of critical gender issues in advocating for gender equality in education.



The RMU in the AP region supported grantees by organising five learning events with selected grantees. For example, they conducted a MEL training for selected grantees in Nepal, Timor-Leste and Mongolia, strengthening their capacities in results-based management and documenting results. The RMU also organised a learning event for the NECs from the Pacific Islands e.g. Papua New Guinea, Solomon Islands, Samoa, and Vanuatu. It focused on improving grantees' capacities as learning organisations and collaboratives as well as financial management and results-based management.

In the AP region, 11 learning collaboratives are currently running. Six of these are led by ASPBAE and were set up and fully operational in the reporting period. They run on different topics such as: gender responsive education sector plans; youth engagement for advocacy and campaigning; evidenced-based advocacy for policy influence; local education groups and engaging in country advocacy processes; education financing; and coalition sustainability and resource mobilisation. The collaborative run by ASPBAE on evidenced based advocacy for policy influencing includes NECs from 12 countries in the AP region. It runs workshops and facilitates the sharing of experiences around research methods, methods of conducting spotlight reports, among other topics. In the reporting period, a collaborative on social accountability was set up, run by OC2 grantees CYAN Philippines, I-SAP Pakistan and IID Bangladesh. The aim is to improve learning exchanges between grantees on social accountability, allowing good practices to be shared between them.

EDUCATION OUT LOUD'S GLOBAL LEARNING PLAN

The EOL global learning plan (2022-2024) was finalised in the middle of 2022 as a part of the EOL learning framework. It has an overall goal of generating and disseminating knowledge and evidence from the experience of advocacy and accountability practitioners in the EOL portfolio with the aim of contributing to the wider community of education stakeholders. The global learning plan describes EOL's global learning agenda as comprised of three clusters of activities:

1. Understanding the context and history of civil society accountability work in education, EOL grantees'

influencing strategies, and existing learning opportunities within EOL.

2. Examination of specific policy themes important for EOL implementation and aligned with the GPE 2025 Strategy.

3. Capacity strengthening initiatives for grantees and stakeholders to enable them to carry out accountability and advocacy activities.

Global learning partners (GLPs) play a key role in the implementation of the global learning plan (2022-2024). The GLPs collaborate with grantees on strategic research themes and capacity strengthening across the portfolio of EOL grantees to ensure that research-based findings and approaches contribute to the strengthening of grantees' capacity and EOL's learning overall. **Four global learning partners** were selected, their workplans and budgets were finalised and agreements signed before the end of 2022. The four GLPs are: Accountability Research Center (ARC), Institute of Development Studies (IDS), Institute for International Education Planning of UNESCO (IIEP-UNESCO), and Management for Development Foundation (MDF) and Australian Council for Education Research (ACER) (as a consortium).

Specific results under the Global Learning Plan

GLPs have produced knowledge to aid grantees in understanding their context. For example, ARC has undertaken a detailed literature review, with takeaways brief. It provides an analytical overview of civil society's role in national education policy, taking stock of the evidence on civic action and its influence on education policy. IDS furthermore reviewed 73 grantee learning plans and four regional learning plans of the RMUs. It analysed the programme landscape for EOL implementation, aiming to ensure the existing learning leadership is valued and encouraged.

Several policy themes were identified in the global learning plan as areas of importance to EOL implementation and relevant for the GPE 2025 Strategy. These themes inspired several outputs and processes, some of which will continue into the GLP's second year. For example, education advocacy in challenging contexts of conflict and closed civic space is one theme. IDS conducted action research with a group of 15 EOL grantees operating in contexts of closing civic space,

violence, and authoritarianism. MDF and ACER facilitated a research framework and a learning agenda on civil society contributions and role in shaping education policy, developed through a collaborative process with selected grantees. This is part of an action research initiative to analyse and finetune approaches for civil society's education advocacy and policy influencing nationally. The findings will be disseminated in late 2023 and early 2024. Furthermore, IIEP organised an online certificate course for EOL grantees and relevant government partners on tools to promote transparency and accountability in education, with two webinars conducted on how to engage citizens in open school data, and open governance.

Capacity strengthening initiatives have enabled grantees and stakeholders to carry out accountability and advocacy activities. EOL grantees were invited to participate in several learning events, research, and workshops by the global learning partners. For example, in IIEP's online course on tools to promote accountability and transparency in education in 2023, 157 people signed up, 85 actively connected to the platform, and 32 completed the course. Additionally, IDS has facilitated a process within EOL to stimulate conversation, reflection, and ideas on adaptive management and how best to enable and institutionalise adaptation at various levels of the EOL programme implementation.

GCE LEARNING

GCE supports EOL's global learning plan and is a grantee of EOL. Four learning communities are driven by GCE and are open to all NECs globally. These are an Education in Emergencies (EiE) Learning Community, an Education Financing (EdFin) Learning Community, an Inclusive Education and Early Childhood (IEEC) Learning Community and a Gender Learning Community. GCE's rollout of learning events through the learning communities has aided its members in adopting improved mechanisms to track and follow up on global, regional, or national commitments related to public education financing and allocation of resources to education during emergencies. They enable learning, joint advocacy, and information sharing between regions and diverse civil society organisations.

GCE has run various learning events in the reporting period. For example, GCE's country knowledge exchange and learning series aimed at building the technical capacity of CSOs



on leveraging education financing opportunities at the country level. At this event, GCE's learning handbook was disseminated, with the focus on how coalitions can influence key decision-making bodies such as the local education groups and partnership compact processes and how these processes contribute to the entire SDG4 process. GCE also conducted a thematic capacity strengthening and learning event decolonising education financing and tax justice.

Furthermore, in this period GCE developed an accountability tool in response to a need raised by NECs for support in tracking and monitoring their participation and engagement in local education groups and progress on policy/programmes priorities for the GPE's system transformation grants for coalitions' interventions. The tool will focus on tracking the nature of engagement, the level of consultation with broad-based movements, and the ability to influence education in the context of sensitivity (on gender and inclusion) through indicators.

LESSONS LEARNT

All grantees funded by EOL collate learning throughout the implementation of their programmes, actively learning from their experiences across the programme. Other stakeholders and learning partners also provide lessons learnt from their engagement and capacity development processes with grantees. Collecting lessons

learnt is a valuable way of reflecting on experiences and adapting activities to better meet the needs of the target group and thus achieve the organisations' goals. Some examples of lessons learnt from the period of July 2022-July 2023 are provided here.

IID in **Bangladesh** learnt the value of 'nothing about us without us' when they included members of the LGBT-QIA+ community in their policy training programme, ensuring they felt safe and welcome. The inclusion of diverse participants in activities creates diversity and encourages other participants solidarity and collaboration independent of sexuality or gender. In both **Cambodia** and **South Sudan**, a similar lesson was learnt on inclusion in relation to gender and disability. Engaging the appropriate stakeholders such as local CSOs and community members had a significant impact on the outcomes, ensuring their ownership of the initiatives.

Local communities can often be a valuable resource in advocacy efforts, as powerful change agents who can push for change relevant to their contexts. In **Eswatini**, the power of local involvement in advocacy strategies was learnt as communities were allowed to engage in creating advocacy priorities. Similarly in **Malawi**, a lesson was learnt on the power of bringing international events to a local level. It was highly engaging for local communities to campaign for inclusive education, develop-

ing awareness on education advocacy. In **Cambodia**, the NEC engaged its members on building community level awareness through community dialogues and awareness campaigns on inclusivity. For example, they worked on issues faced in education by women with disabilities. The benefit of local engagement in achieving outcomes was clear when collaborating with and allowing ownership of local CSOs and stakeholders.

In **Cabo Verde**, the NEC realised the effectiveness of using music in community organised events and awareness campaigns when engaging people in advocacy. This should be seen in relation to the importance of music for people in all spheres of life in Cabo Verde. Therefore, the use of this approach to reach people with messages or engage them in advocacy will be emphasised in coming advocacy campaigns due to this success.

In the **Kyrgyz Republic**, the NEC's past budget advocacy was often unsuccessful. In this reporting period, the coalition collaborated with the learning partner PO Sotcium who educated NEC members, based on its extensive experience in budget advocacy. This lesson demonstrates the importance of collaborating with organisations who have expertise in a particular subject for successful advocacy.



SECTION 4: CROSS-CUTTING APPROACHES

INCLUSION AND GENDER EQUALITY

EOL framework and policy guidance note on inclusion and gender equality

Gender and inclusion issues have featured prominently in the design and structure of Education Out Loud (EOL) since its inception. National education coalition (NEC) membership composition and EOL-supported learning initiatives are systematically tracked with the aim of strengthening grantees' capacities on inclusion and gender equality.

There are three types of inclusion in EOL: inclusive education sector dialogue; inclusive coalitions and alliances; inclusion and gender as a thematic advocacy area for grantees. EOL financially supports grantees to develop meaningful research and studies, guide them on topics, and provide learning opportunities to develop a knowledge base on specific inclusion topics. To ensure that inclusion is at the core of grantee interventions, EOL requests grantees consider inclusion issues in the proposal development stage. Inclusion is operationalised for each grantee as follows:

- i. Inclusion-centred context analysis:** In each OC proposal template, grantees are requested to provide a brief context analysis of their target area. This contains an overview of key exclusion issues in the context and identification of key marginalised groups, and inter-sectional marginalisation of some groups. Gender related issues are required to be covered in the inclusion-centred context analysis.
- ii. Grantee capacities and proposed interventions:** the OC proposal templates ask grantees to describe how they intend to address issues from the inclusion-centred context analysis in their proposed interventions and their thematic, advocacy and organisational capacities.

- iii. Grantee results framework:** To ensure grantee achievements on inclusion-related issues can be tracked, grantees are requested to include areas described under (ii) in their results frameworks.

Results related to inclusion and gender equality July 2022–June 2023

EOL-supported NECs continued to increase their inclusivity during the reporting period. As previously mentioned, many coalitions across the portfolio diversified their membership base, welcoming civil society organisations (CSOs) led by, for example, people with disabilities, young people, indigenous peoples, and women. In the first half of 2023, GCE conducted an analysis of the governance and representation of the NECs in Africa, exploring their inclusion and diversity. The analysis revealed most NECs are inclusive of marginalised and local groups with 100% of coalitions containing women's groups, 96% with groups representing people with disabilities and 88% with youth and student groups. Furthermore, coalitions report continuous work to strengthen the capacity of their staff and members in terms of inclusivity. For example, in Moldova the capacity of CSOs to monitor public policies, especially on inclusive education, was increased.

Grantees push for a more inclusion-orientated dialogue, ensuring a more inclusive education sector through raising voices of local marginalised groups to key stakeholders and advocating for policy changes. In the reporting period, policy dialogue spaces focused on inclusion in, for example, Bolivia, Rwanda, Egypt, and Lesotho, with different stakeholders such as NECs, local CSOs, representatives from marginalised groups, parliamentarians and the Ministry of Education discussing inclusion issues. Such advocacy activities can influence policy gains for inclusive education.

Gender responsive and inclusive education policies which were approved in the reporting period were mentioned in Section 2. In addition, many other inclusive policy changes influenced by EOL grantees were passed. For example, the 'The Gender Equality and Women's Empowerment Act 2022' in **Sierra Leone**, where the NEC took part in consultative meetings with the communities and the parliamentarians on gender policies in education. In **Zambia**, The Children's Code Act was passed. Child protection has been a significant issue in Zambia for a long time. The bill focuses on reforming and consolidating child-related legislation which emphasises the rights of the child. The EOL grantees National Action for Quality Education in Zambia and the GEAR alliance worked to pass this bill. Meanwhile, in **Malawi**, advocacy by CSOs and the NEC advanced inclusive education by providing inputs to a draft of the 'National Inclusive Education Policy' before it was adopted by the government.

In addition to creating dialogue spaces to advocate for policy changes, grantees conduct other activities on inclusion such as research and mapping to ensure an evidence base to their advocacy efforts. A significant number of research and analysis pieces on inclusivity were conducted in the reporting period. For example, the NEC in **Cote d'Ivoire** with its four new members advocating for the rights of people with disabilities has recently published an explanatory document on sensory disabilities. Its goal is to raise awareness, advocate to stakeholders, and guide teachers on the challenges faced by this group. The NEC in **Somalia** has also produced a report on people with disabilities' access to education which was used as evidenced based advocacy by the coalition to key stakeholders. The NEC in **Haiti** developed and formally submitted a document of 'Recommendations to the Ministry of National Education and Vocational Training (MENFP) for the Consideration of the



Gender Perspective and the Rights of Women, Girls and Adolescents in the Haitian Education System', integrating the gender equality perspective in a participatory way. The NEC in **Tajikistan** has finalised an analysis of the education budget of two districts: Bobojon Gafurov and Mastcha on equity in education financing and gender responsive budgeting.

With the support of NECs, local communities have been campaigning for greater inclusion and gender equality, with coalitions in **South Sudan** and **Tanzania** campaigning for an end to early marriage by raising the legal age of marriage for girls to 18, bringing local issues to government stakeholders. In **Uganda**, community campaigns were carried out for the rights of marginalised children such as pregnant teens, child mothers, children with special needs, and refugees.

Outlook on inclusion and gender equality into the extension period

A draft 'EOL policy guidance note on inclusion and gender equality' is being developed in consultations with a range of stakeholders and in close collaboration with the GPE secretariat. It is expected to be finalised in Q4/2023. It identifies what concepts around inclusion and gender equality mean in a context of supporting national, multinational, and transnational civil society advocacy on education, as well as how EOL and its grantees can develop their approach. The draft version is being adjusted according to the recent developments in GPE on the subject.

FRAGILE AND CONFLICT-AFFECTED CONTEXTS

EOL framework on working in fragile and conflict-affected contexts.

During the reporting period, EOL has continued its support to national civil society alliances and networks, holding duty bearers to account in some of the world's most fragile contexts. In some contexts, conflict or instability in government structures has escalated over many years, whereas other contexts see rapid and sometimes almost unanticipated change.

Supporting national level civil society in fragile and conflict-affected situations is a continuous priority for EOL. Oxfam Denmark as grant agent will increasingly manage such shifts in context, by strengthening the EOL programme systems and approaches. The grant agent learns from both its own experiences and the broad range

of national civil society leaders' lived experiences when doing advocacy. The grant agent's internal auditor now routinely reports to GPE on cases of concern, including where the context has shifted rapidly to ensure the continuous monitoring of situations. The topic of fragility was built into the OC1, OC2, and OC3 calls for proposals and was also covered from a risk perspective in the EOL extension proposal.

Results related to education in fragile and conflict-affected contexts July 2022-June 2023

An increased focus on fragile and conflict-affected contexts continues to be a programmatic, operational, and compliance issue for Oxfam Denmark and EOL's Regional Management Units (RMUs). Actions have been taken to improve the capacities of NECs on advocacy around education in emergencies. Some examples of these actions are described here.

Learning partners have provided direct support to countries affected by conflict and fragility. In the **Republic of Yemen** and **Somalia**, learning activities have greatly helped the national

coalitions to improve their capacities to work in emergency contexts. Learning collaboratives have enabled the sharing of experiences across fragile contexts, with two new collaboratives created in the reporting period focused on education in emergencies. One run by GCE enables the global sharing of knowledge on education in emergencies. The other based in the WCA region allows deeper learning and synergies between OC1, 2, and 3 grantees of Burkina Faso, Niger, Chad, Mali, Togo, Benin, and Cameroon. It focuses on the reintegration of children into schools through the digitisation of education and other alternative schooling methods in fragile contexts, responding to increasing insecurity in the region.

Regional coalitions and the RMUs have implemented activities to build grantees' capacities on the topic and provide adaptive management support. Furthermore, collaboration between grantees has aided the continuation of activities and learning on operating in fragile contexts. For example, the NEC in **Togo** organised a learning visit to the NEC in **Burkina-Faso**



Madrassa Bafele, Burkina Faso.
Photographer:
William Vest-Lillesoe

WOUBIBOX: A DIGITAL EDUCATION SOLUTION

In the context of rising fragility due to a security crisis in Burkina Faso since 2016, an innovative solution has been found to school closures. The EOL grantee Coalition Nationale pour l'Education Pour Tous du Burkina Faso (CN-EPT/BF the NEC in Burkina Faso) has designed the Woubibox in collaboration with the Akoma Group. The project aims to bring education to the children who need it most, ensuring education can continue in times of crisis. The Woubibox is a mobile, digital, and autonomous solution to education, functioning as a minicomputer where educational content can be accessed without internet via a wireless network. It can be run by solar powered electricity and included a projection kits enabling up to 200 individuals to use it at once. The Woubibox took part in a competition organized by KIX's Africa 21 hub where it was awarded an innovation prize



to learn about its rich experience in the field of education in emergency situations. The countries of the West African sub-region, including Togo, are currently experiencing terrorist attacks which often destabilise national education systems.

Adaptive approaches to advocacy and community awareness building have occurred among grantees operating in fragile contexts. In **Haiti**, despite the context hindering the ability to meet with marginalised groups and ensure their voices are heard, CSOs have innovated ways of creating policy spaces with WhatsApp groups enabling continuous participation in policy dialogue despite the contextual challenges. Similarly, in **Burkina Faso**, the regional committees carried out six radio broadcasts in local languages to raise community awareness of education in emergency situations in the main towns of the implementation regions. Elaborating on these results to achieve greater learning and shared experiences across countries and regions can advance the knowledge on operating in fragile contexts throughout the extension period.

Outlook on fragile and conflict-affected contexts into the extension period

The EOL portfolio of countries in the extension phase will continue to cover a substantial number of fragile and conflict-affected contexts. Thus, grantees, learning partners, and Oxfam Denmark as the grant agent will continue to engage with the complexities of maintaining advocacy and dialogue spaces on education in such environments through high-level events, learning collaboratives, and global learning partner efforts. To further strengthen its internal processes, the EOL grant agent will develop a draft internal framework for its approach to operational, compliance, and programmatic issues in fragile and conflict-affected contexts. This will be fully aligned to GPE's 'Operational framework for effective support in fragile and conflict-affected contexts' (2022). Similarly, EOL's monitoring set-up will continue to monitor and report back to GPE on the scope of the EOL programme portfolio against the most recent lists of GPE partner countries affected by fragility and conflict, among other related issues.

SYNERGIES BETWEEN EDUCATION OUT LOUD GRANTEES

EOL framework on synergies

Building synergies between the different grantees and Operational Components in each country and region is central to the EOL programme. NECs are inherently generating synergistic relationships between CSOs within a country as they provide spaces for meeting and collaboration. EOL also encourages synergies to be created within OC2 alliances and between the alliances in OC2 and the NECs. Regional and global coalitions such as GCE, ASPBAE, CLADE, ACEA are further more generate synergies at a regional and global level between the NECs. As EOL has expanded to include more OC2 and OC3 grantees, more opportunities for creating synergies between grantees, across regions, and between countries emerge.

26 countries and territories where EOL is currently present have multiple grantees from different OCs. All the countries with overlaps have good opportunities for creating synergistic relationships. In Bangladesh, grantees from all OCs are present. In seven countries, the Philippines, Pakistan, Bolivia, Liberia, Madagascar, Ghana, and Benin grantees from OC1 and OC2 are present. Eighteen countries across the EOL portfolio have OC1 and OC3 grantees present, these are: the Democratic Republic of Congo, Burkina Faso, Chad, Mozambique, Niger, Senegal, Mali, Eswatini, Kenya, Lesotho, Malawi, Tanzania, Uganda, Zambia, Zimbabwe, Nepal, and Myanmar.

Results related to building synergies July 2022 – June 2023

With support from EOL, GCE plays a key role in generating global synergy among education coalitions and CSOs. GCE convened the latest Global Action Week for Education (GAWE) in May 2023, running workshops and mobilising civil society at a global scale. For the GAWE, GCE ensured the engagement of NECs and youth organisations, providing financial support for the preparation of advocacy initiatives.

Learning collaboratives and global, regional learning partners are also key spaces for generating synergy at a national, regional, and global scale between grantees and other CSOs. Learning collaboratives were established at all levels during the reporting period on various topics such as fundraising, gender, and youth engagement. Some learning collaboratives

are made between OC grantees, for example, the Malawi learning collaboratives between OC1 and OC3 grantees which effectively creates synergies in the advocacy agenda. Additionally, the learning collaboratives run by GCE offer opportunities for learning and collaboration on a global scale.

Synergies among OCs have been emphasised by RMUs, with grantees developing synergy plans. These encourage learning and advancement of advocacy efforts among grantees. In the reporting period joint advocacy activities have occurred at a national level between OC grantees. For example, Rays of Hope collaborated with the Malawi Education Coalition to push for decolonising the education sector and increasing funding to inclusive education. In Benin, the NEC and the OC2 grantee DEDRAS combined their efforts to create safe spaces for CSOs in two local communities, helping them to raise their voices on the education agenda. This space allowed the coalition at the national level to formulate the major concerns in the preparation of the 2023 state budget.

Outlook on building synergy into the extension period

In the extension proposal, the grant agent committed to strengthening synergy across the OC components, avoiding the duplication of knowledge sharing among key stakeholders based on the midterm review of EOL 2019–24. Synergies between the OCs were taken into consideration during the call for proposals for OC1, 2, and 3 and the calls were timed to ensure better synchronisation of the different grantees and OCs. ISPs and RMUs were made aware of synergies throughout the selection and finalisation of proposals, continually ensuring synergies were considered throughout the process.

Most grantees selected into the extension period are already known to EOL. Synchronisation between them will therefore be easier to coordinate and identify by RMUs who will take responsibility for ensuring continual collaboration between grantees throughout the programme. Grantees are expected to demonstrate how they ensure synergies across their projects throughout their reporting and RMUs will support them through meetings and information sharing.



SUSTAINABILITY OF EDUCATION OUT LOUD AND ITS GRANTEES

Funding to local and national civil society actors has in many places decreased. Often it is only available for short-term activities with limited overhead funds to cover the organisational running costs. Other funding for CSOs may come from the state, limiting the organisation's ability to criticise government decisions. These factors have greatly impacted programmatic sustainability as they restrict the operational activities possible. In contrast to this, EOL provides funding for national civil society actors with core organisational funding, simultaneously allowing programmatic flexibility to adapt to new situations. This includes contexts affected by fragility and conflict, where immediate results may be less tangible. EOL's approach stems from the conviction that consistent provision of funding to civil society is key to ensuring long-term and durable results.

The EOL programme continues to be keenly observant of the long-term and durable impact its funding allocations have for marginalised and vulnerable learners. Concrete commitments in this regard were outlined in the EOL extension proposal, responding to

recommendations made in the 2022 EOL midterm review. Overall, EOL's approach to sustainability is four-fold:

- (i)** We support interventions at national level as this is where tangible and structural impact can be made vis-à-vis duty bearers.
- (ii)** We work with civil society actors that are representative of and have legitimacy with the most marginalised communities and groups in their country contexts. This ensures the needs and voices of marginalised communities and groups are considered by the state and education policies reflect these needs and voices in a relevant, meaningful way.
- (iii)** We provide predictable funding and long-term grants because building evidence and relations to influencing policy processes takes time.
- (iv)** We monitor programmatic, organisational, and financial sustainability to ensure money is spent where it makes the biggest impacts which are expected to be sustained the longest.



SECTION 5: COMMUNICATION AND COLLABORATION

COMMUNICATION AND WEBSITE

The communication team in Education Out Loud (EOL) works to continually publish updated information on developments within the EOL portfolio. These updates ensure stakeholders can access key information, recent results, and changes within EOL, as well as provide spaces for grantees to share learning experiences and results across the EOL portfolio. Communications and outreach efforts are co-managed and co-implemented by Oxfam Denmark-EOL and GPE-EOL communication focal points. The communication focal points coordinate in bimonthly meetings and report back to the Oxfam Denmark EOL manager and GPE EOL lead continuously.

Newsletters are sent out quarterly, with blog posts on learnings to share between grantees. Four newsletters were sent out during the reporting period. There were 998 recipients of the last newsletter in June 2023, with 42% of the recipients opening it. The number of recipients at the end of this reporting period in June 2023 (998) has risen since the end of the last reporting period in June 2022 (728). Most recipients are stakeholders and grantees.

The website is continually updated with key information. In the period July 2022-June 2023, the website reached 25,556 users, out of which 25,202 (98.6%) were first time users. It is important to note that given the option to opt out of the use of statistics when accessing the website, many users may not be accounted for in this count. Despite these impacts, and considering this reporting period is annual for the first time, the number of users visiting the EOL website has significantly increased. In addition to increasing users, the website has been updated in terms of its design and usability. The web host has been changed, a video module has been added, and the country list and the world map are continually updated.

The Facebook page was launched at the beginning of 2022 as an informal peer to peer communication channel for grantees. It was originally planned to keep the page updated and use it as a general communication channel for news stories. However, it has not been successful, reaching only 178 likes and 265 followers, with an even lower reach for individual stories. A variety of reasons have been cited for this, includ-

ing language issues and other social media networks being preferred in different regions. Based on this, the decision was made with GPE in early 2023 to not invest in its further development. The page remains live and is useful for users to reach EOL, redirecting potential stakeholders to the EOL web page and newsletter sign up.

EOL as grant agent continues to develop new, updated strategies for reaching its target audiences and grantees through different communication channels. The communication framework for 2024, which will be created in close collaboration with GPE, will document and outline the objectives of communication within EOL in the extension period and strategies with which to achieve them. The plan is expected to include strategies to document and communicate the impact of EOL, support cooperation and learning, and strengthen the brand of EOL and GPE. It includes focus on strengthening the platforms for communication, such as the website and newsletter, as well as exploring other avenues which can contribute to achieving the communication objectives.



COLLABORATION WITH OTHER ORGANISATIONS

Collaboration between GPE and grant agent

GPE Education Out Loud (EOL) Secretariat Team and Education Out Loud Global Programme Manager continue to meet on at least fortnightly to discuss implementation strategy and upcoming calls for proposals, as well as to address matters of risk management. Meetings during this reporting period focused on preparations for the EOL extension, both regarding the submission by the grant agent to the GPE Board in December 2022 and subsequent planning for the three calls for proposals which were launched in the first semester of 2023.

In addition to the collaboration of GPE with GMU, the GPE secretariat also participated in various meetings with grantees and learning partners. For example, the GPE secretariat colleagues attended an in-person meeting to begin the new efforts with the four global learning partners. The GPE secretariat

furthermore attended a regional event for EOL grantees from the LAC region held in Guatemala and participated in the GCE world assembly together with GMU, held in South Africa in November 2022. GPE also participated in a meeting in South Africa in January 2023 which brought together OC3 grantees.

Collaboration with KIX Programme

Similar to previous years, the Education Out Loud Global Programme Manager from Oxfam Denmark and the KIX Global Programme Manager from the International Development Research Centre in Canada continued to meet periodically online to exchange information and learnings throughout the reporting period. During these meetings, the two grant agents discussed how to increase the collaboration between the two programmes, also an area of focus in the midterm review of EOL published in June 2022.

In some countries, collaboration also takes place between KIX national delegations and Education Out Loud grantees, and the EOL-supported

Regional Coalition CLADE also collaborates with KIX. For example, the NECs in Cameroon and Senegal took part in the KIX-Afrique 21 hub's programmes and contributed to the discussions around digital learning.

Collaboration with the Global Campaign for Education (GCE) and Regional Coalitions.

The grant agent continued to work with the GCE and the Regional Coalitions to make learning and capacity support to national education coalitions as effective as possible.

As in former semesters, RMU-HESA met regularly with Regional Coalition ACEA; RMU-LAC met regularly with Regional Coalition CLADE; while RMU-AP met with Regional Coalition ASPBAE to discuss how to best support national education coalitions to become even stronger advocates, particularly in policy discussions at national level, for promoting the fulfilment of marginalised groups' right to quality education.



SECTION 6: RISK MANAGEMENT AND INTERNAL AUDIT

Education Out Loud's (EOL) approach to risk management and internal audit maintains and deepens the measures presented in Oxfam Denmark's 2019 programme document. This approach is refined and updated in September 2022 for the EOL Extension (2023-27), based upon the lessons learnt since 2019.

Risk Management through Risk Registries

Risk Registers (RRs) capture risks at grantee, regional, and global levels. It is in an extension of the baselining exercise which occurred in 2021 and is continuously updated. At the global, programmatic level, one section of the consolidated RR is populated with risks which are not specific to any grantee or region but may affect the entire programme. Besides identifying globally relevant risks, the Global Management Unit (GMU) also looks for similarities when identifying risks at a regional level, to develop common mitigating actions across the relevant regions. The RR methodology is not unique to Oxfam Denmark, but builds on standards such as the ISO 31000 risk management framework, asking participants to assess risks by likelihood and impact.

In an extension of previous RR efforts, risk ownership and mitigation were assigned so that ownership is closest to the risk and the area of responsibility potentially impacted. Once described in sufficient detail, a risk is assigned to a risk owner who commits to a deadline by which the mitigation must be implemented. Risk acceptance, change in scope, or postponement of risk mitigation resides with management.

As an example, a risk of misuse of funds and corruption in a country would be assigned to the respective regional financial manager who would act as a risk owner. The risk owner is ultimately responsible for the mitigation of the risk. However, depending on the risk rating and global relevance of

each case, regional staff can draw on the knowledge and resources of GMU for guidance or assistance.

Risk Management through Due Diligence Assessments

Complementing the RRs, Oxfam Denmark as grant agent continuously updates due diligence assessments (DDAs) for all current grantees. Keeping the DDAs updated is a participatory exercise, increasing accountability, trust building, and learning.

Following the DDAs, the grant agent requires systematic action plans from the grantees, so any identified weaknesses are dealt with in a timely manner. Grantees agree with their respective RMU on a list of priorities, a timeline, and regular follow ups. The grantees are usually appreciative of this process as it strengthens their internal structures and procedures, increasing both their credibility and sustainability.

The RMUs furthermore put the DDAs to use in their monitoring engagements. As one would expect, there is significant variation in the grantees' maturity and their self-identification of risks and weaknesses. As a result, for some outliers, significant efforts had to be invested in aiding the grantees to complete their DDAs correctly and on time.

Outside of recurring risk re-assessments by means of the RRs and DDAs, the programme has also responded to risks on an ad hoc, event-driven basis. By these means, the grant agent has mitigated suddenly arising, significant risks. EOL's ability to act outside of the recurring risk re-assessments of known risks underscores its continual flexibility and capacity to remain alert to changes in the context.

The Internal Auditor in Risk Management

The role of EOL's internal auditor is as an expert in the subject matter, and a facilitator in rolling out and maintain-

ing the RRs and DDAs. As described above, risk ownership resides with the first line to the programme, usually within RMUs. The core function of the internal auditor is to audit compliance of Oxfam Denmark, its staff, and grantees to governance documents, as set out by Oxfam Denmark and GPE's overarching documents, as well as in the specific grant agreement.

By assessing the efficiency of the control mechanisms, as demanded by the governance documents, the internal auditor contributes to EOL's risk management processes. If a risk materialises, the internal auditor may assist in documenting a case and following it through the appropriate governance channels. Additionally, the internal auditor will ensure the relevant policies, such as the policy on whistleblowers, are complied with throughout the programme's case management.

Monitoring, concerns, and reporting

The grant agent performs ongoing monitoring efforts of the grantees. Due diligence assessments, regular reports, spot checks, and online workshops on specific topics help the grant agent to identify potential financial risks and misconduct, and to take necessary measures to mitigate them.

The first half of 2023 saw the initiation of a process in which reports on 'grantees of concern' are submitted to GPE on a bimonthly basis. 'Concerns' is used here as an umbrella term which can include any types of suspected or actual misuse of funds, misconduct, and other risks to the implementation progress among grantees. The format of this process is continuously refined in dialogue with GPE. It is furthermore due to include fragile and conflict-affected contexts where EOL grantees are present.

In early June 2023, the first signals were received of a potentially significant case of misused funds by one of the grantees. An Incident Management Panel was established within EOL



which reached out to GPE with the – at the time – sparse but alarming signals received. Significant time and effort is being devoted to the investigation and monitoring of this case, which will continue into the second half of 2023.

Safeguarding and raising misconduct

Oxfam has a policy of zero tolerance towards sexual exploitation, abuse, and harassment (SEAH) and child abuse. All Oxfam representatives are expected to always uphold the highest standards of personal and professional conduct and ensure the prevention of and response to such cases, as well as the protection of at-risk individu-

als. Therefore, efforts are deployed on a continuous basis in order to build strong systems and to ensure that any risks associated with programmatic work are mitigated. It is in this perspective that Oxfam Denmark, in addition to making partners sign One Oxfam Policy on Protection from Sexual Exploitation Abuse and Harassment (PSEAH) as part of their grant agreements, carries out activities to raise awareness and support EOL grantees on safeguarding issues.

EOL's current channels for raising misconduct cases, including safeguarding concerns, continue to be in place. Awareness efforts for staff and

grantees on these channels occur periodically. In September 2022, GPE commissioned a comprehensive assessment of EOL's safeguarding policies and procedures by PwC. The assessment was concluded with PwC noting that no reportable, negative findings were identified during its assessment, indicating the robustness of EOL's systems for misconduct and safeguarding.



SECTION 7: FUTURE PROCESSES

ADAPTIVE MANAGEMENT MEASURES AND FORECAST FOR THE NEXT TWELVE MONTHS

Across Education Out Loud (EOL), adaptive management is applied to improve the effectiveness of implementation. The adaptations made would often be based on a) changes in the context in which EOL funded projects are implemented; or b) lessons learned during grantee project implementation. So far in reality, adaptive management in EOL has been mainly the former (a). Many grantees continue to seek grant agent approval of changes to their implementation timelines, budget revisions, and activity plans, with limited feedback loops from learning during implementation to revise modalities and approaches.

In the grant agent's engagements with grantees, the latter continues to appreciate such opportunities to ensure project relevance and effectiveness. These are often documented as part of grantee reporting and grant agent communication to individual beneficiaries of EOL funding. As grant agent, Oxfam Denmark continues to enhance efforts to better document and assess this experience at a grantee level across the EOL portfolio. An external review to assess this process was undertaken in 2022 by RMU HESA.

In previous EOL Technical Progress Reports (TPRs), Oxfam Denmark has reported on adaptive measures undertaken through its overall grant agent modalities. These are presented to the GPE secretariat on an ad hoc basis and may be submitted for final vetting by the Coordination Group. These have encompassed:

- The inclusion of three additional national education coalitions (NECs) in line with changes in GPE eligibility criteria to the OC1 grantee portfolio (they were invited to submit proposals for EOL extension grants)
- The use of differentiated funding categories when assessing and

deciding on NEC proposals was first tested in regard to OC1.2 funding and was further developed and refined during this reporting period in the OC1.3 proposals requesting EOL support for extension grants.

The 2021 Rapid Review of Education Out Loud OC1-Component led to a number of adaptations, as documented in the previous Technical Progress Report. In a similar fashion, the Education Out Loud Midterm Review in 2022 served as the basis for several adaptations to existing Education Out Loud efforts. And midterm review recommendations informed several adaptations contained in the EOL Extension proposal submitted to and approved by the GPE Board.

Forecast for the next twelve months

In the coming six months (July - December 2023), most of the existing EOL grantees will wind up their present EOL grants (all OC1.2 grantees, and about half of OC2 and OC3 grantees). It will be an exciting time of taking stock of full implementation results, distilling lessons learned to benefit future implementation efforts, and share with relevant stakeholders in the wider education community. Remaining OC2 and OC3 grantees are expected to complete their present grants by the first quarter of 2024. Meanwhile, the grant agent is expecting that three rounds of call for proposals will result in approximately 80 grantees signing grant agreements late 2023 or into Q1/2024.

Restricted calls for proposals happened between March and August 2023 as existing EOL grantees were provided an opportunity to extend and deepen their efforts. Most grantees submitted project proposals for EOL funding for 2024-26 based on the decision by the GPE board to allocate an additional USD 60 million to an extension of EOL which is now running up until mid-2027. However, two national education coalitions and two existing OC3 grantees decided to focus

their efforts on implementing current grants and not draw up plans for a continuation of these efforts. On the other hand, six civil society organizations who had previously only held smaller OC2 Year Zero grants from EOL responded to the Call for Proposals and are expected to form part of the wider group of EOL grantees 2024-26.

The calls for proposals during 2019-21 were staggered which resulted in uneven implementation schedules across all EOL grantees. However, the new calls for proposals and the related grant agreement processes have been concentrated in one short period of time, resulting in the full cohort of EOL grantees implementing their respective projects within the same timeframe 2024-26. This is expected to provide enhanced opportunities for synergy, enabling grantees to work together and thereby strengthening their outreach and impact by sharing lessons learned and occasionally planning joint efforts. Enhancing opportunities for synergy is one of the key aims of the EOL programme into the extension period.

During the first semester of 2024 the grant agent will work with individual grantees who are drawing up learning plans to support project implementation. Previously, such plans were submitted together with project proposals, but as quite a number of proposals are being revised prior to final approval it was agreed that learning plans would only be finalised after the actual proposal had been completed and approved.

During Q1/2024, the RMUs will prepare new regional learning plans, prioritising areas of support and proactive efforts in regard to grantee learning. These will be based on the new EOL learning framework which formed an integral part of the EOL extension proposal. In Q1/2024, the grant agent also expects to carry out a Call for Expression of Interest to identify a select number of EOL global learning part-



ners for 2024–26. This builds on the successful work with the current four global learning partners contracted for the 2022–24 period.

Finally, the grant agent will work with the GPE secretariat in 2024 to ensure that an EOL impact evaluation is carried out by external consultants. Findings and recommendations will guide further implementation efforts during the remainder of the EOL extension. It is also expected that the study can serve as an input to GPE discussions of the future direction of GPE support for civil society beyond the present EOL set-up.

EXTENSION OF EDUCATION OUT LOUD 2024–2027

As previously mentioned, in December 2022 the GPE board approved an extension of EOL from 2024–2027. Retaining the same modalities as the EOL programme 2019–23, the extension has been designed to enhance EOL's efforts, modifying the programme to ensure a greater synchronisation with GPE and its strategy for 2025.

EOL's overarching goal for 2024–2027 is to *“Contribute to promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes”*. This will

continue to be pursued through the three specific objectives also referred to as Operational Components (OCs) from the current programme. The key characteristics and updates of the EOL extension 2024–2027 are outlined in the following.

GPE 2025 presents numerous opportunities for the EOL programme to engage and support the attainment of overall GPE objectives through a wider partnership, including local communities and citizen groups. EOL is viewed as well-placed to support civil society organisations as critical actors in achieving system transformation in its partner countries. The extension of EOL is therefore aligned to the GPE 2025 Strategic Plan, with references to it built into the design, including national level engagement with GPE country operations.

EOL's learning framework will be reinforced, maintaining but also moving beyond a strong focus on individual grantee needs to include the creation of more and improved connections between grantees, grantees and peers, and grantees and EOL. Through this, the experiences drawn from EOL funded activities will become available for wider groups of stakeholders across the education community, contributing to knowledge as a global public good to inform practitioners, funders, and country level stakehold-

ers in efforts to improve the inclusiveness, transparency, and effectiveness of education sector policy and implementation.

A clear recommendation from the EOL midterm review was to offer longer grants and boost synergies among grantees and with other stakeholders. The extension of the OC1 grants can ensure this by enhancing grantee efficiency, with less time spent on drafting new proposals. Similarly, the grant agent can invest resources on grantee engagement and development during the project implementation, rather than the grantee spending considerable resources on scanning and assessing numerous proposals.

The extension furthermore sees a strengthened focus on inclusion and gender equality within EOL, with further commitment and alignment to the objectives of inclusion and gender equality which are contained in GPE 2025. Furthermore, building on the midterm review, institutional, programmatic, and financial sustainability of EOL grantees is clarified and strengthened in the extension of EOL.

With independent selection panels currently undergoing the selection of grantees, the grant agent expects to sign grant agreements towards the end of 2023, with the implementation of the extension starting in 2024.



ANNEXES



1 LIST OF POLICY CHANGES DURING THE PERIOD JULY 2022-JUNE 2023

Theme/ focus area	Countries/ regions	Name of Policy Change	Date of approval	Number
Education sector policies and plans	Pakistan (2)	The Punjab Free and Compulsory Education (Amendment) Bill 2022	Oct 21, 2022	17
		Prime Minister's Strategic Reforms Initiatives (PMSRI)	May 1, 2023	
	Zimbabwe (2)	Education Regulations 2022 (Statutory Instrument, September 2022)	Dec. 1, 2022	
		Zimbabwe Early Learning Policy	3 May, 2023	
	Rwanda (2)	The "Ministerial Instructions No 002/MINEDUC/2022 of 13/08/2022 Determining Modalities for Expansion of Pre-primary education in Rwanda"	August 13, 2022	
		The new National Strategy on Dropout and repetition in the basic education system - February 2023.	Feb. 1, 2023	
	Burkina Faso	Compact Partnership. The child and his or her educational pathway: providing adapted, equitable and quality education and training in response to a multiple educational demand aimed at a resilient and learning community.	Dec. 9, 2022	
	Eswatini	Ministry of Education and Training Policy and Guidelines for the Prevention and Management of Learner Pregnancy 2022	May 1, 2023	
	Kenya	Guidance and Counselling Policy	Jan. 1, 2023	
	Somaliland	National Strategy and Plan of Action for Female Participation in Education 2023 - 2026	Jan. 1, 2023	
	Tanzania	Revised Education and Training Policy (ETP) 2014	May 12-14, 2023	
	Liberia	National Policy for Teachers' Licensing and School Accreditation in Liberia	Dec. 1, 2022	
	Philippines	Implementing Rules and Regulation (IRR) of the Excellence in Teachers Act (R.A. 11713)	May 1, 2023	
	Timor-Leste	One Ministerial Diploma	Jan 31, 2023	
Kyrgyz Republic	The Law on Education of the Kyrgyz Republic (KR)	June 29, 2023		
Nepal	The formulation of Recovery in Education and Accelerated Learning Plan	June 1, 2023		
Education administration and reforms	Philippines	Context specific guidelines in the transition to face-to-face classes	Nov 1, 2022	3
	Madagascar	New orientation law for the education system in Madagascar /LOSEM	Jan 25 2023	
	Nepal	Procedure to Operate Learning and Earning Programme, 2023	May 1, 2023	
Education budgets	Philippines	General Appropriations Act 2023 (Philippine National Budget)	Dec 1 2022	9
	Zambia	National Budget -Increased share and size of education budget from 2022 to 2023	Sept 30, 2022	
	Congo, Democratic Republic of (3)	Improvement of the 'Policy on tuition fees for the school year'.	Sept. 1 2022	
		The Edit on innovative financing of education in the province of Central Kasai	Dec 1, 2022	
		The policy of funding education from the province's own resources.	Jan 1, 2023	
	Eswatini	2023/2024 National Education Budget	March 1, 2023	
	Malawi	National education budget allocation increased from MWK 549.8bln in FY2022/23 to MWK 615.8bln in 2023/2024 financial year representing 12% increase in size of allocation in nominal terms.	March 30 2023	
	South Sudan	Directive by the president to the ministry of education to develop a policy which requires free education fees for primary and secondary school learners.	Tbc ⁶	
Nepal	National Budget for the F.Y 2023/24	June 1, 2023		
Female adolescent's right to education	Philippines	MANWAL NG MGA MAG-AARAL SA PAARALANG PANSEKUNDARYA NG SANGAY NG LUNGSOD PASIG: The inclusion of gender responsive policies in student handbook.	June 1, 2022	1

⁶ This is a significant step as a presidential directive, but it has not yet become an approved policy.



Theme/ focus area	Countries/ regions	Name of Policy Change	Date of approval	Number
Economically poor people's right to education	Benin	Ministerial decree 049/MESTFP - Exemption of school fees for young girls in secondary education in disadvantaged municipalities.	Dec. 1, 2022	1
Education in emergencies	Nepal	Disaster readiness and response plan for education sector, 2023	Feb. 1, 2023	1
Persons with disabilities right to education	Mongolia	Inclusive Education Policy	Dec. 21, 2023	4
	Kenya	Kilifi Persons with Disabilities Act 2022	Jan. 1, 2023	
	Benin	Adoption of the implementing legislation for Act No. 2017-06 of 29 September 2017 on the protection and promotion of the rights of people with disabilities.	June 1, 2023	
	Burundi	The National Strategy for Inclusive Education has been put in place.	June 20, 2023	
School infrastructure and IT	Timor-Leste	Ministerial diploma: 1. No 42/2022 Regulation for support for public and private Central Basic Education and General and Technical-Vocational Secondary Education for Internet Access 2. No 43/2022 Regulates the procedures for granting Merit Scholarships to students in Basic Education, General Secondary Education and Technical-Vocational Education	October 19, 2022	3
	Ghana	Directive of Regional Minister for Northern Region to all Metropolitan, Municipal, and District Assemblies (MMDAs) in the region to review their infrastructure plans.	June 1, 2023	
	Mongolia	The Government Action plan of the School Dormitories	March 31, 2023	
Other area	Sierra Leone	Gender Empowerment Act 2021	November 15, 2022	7
	Zambia	The Children's Code Act, 2022	August 1, 2022	
	Zimbabwe	Early Warning System for Preventing Dropout from Secondary Education in Zimbabwe	May 1, 2023	
	Moldova	"Education 2030" development strategy and its implementation program for the period 2023-2025.	March 7 2023	
	Philippines (2)	An Ordinance Providing for a Community-Based Mental Health Program and Delivery System in the City of Puerto Princesa And Appropriating Funds Therefor.	May 1, 2023	
		Memorandum 13 Series of 2023 "Closure of Open Dumpsite in Barangay Papan-dayan and Opening of New Sanitary Landfill in Malimono, Marawi City in strict compliance with the Republic Act No.9003 known as the "Ecological Solid Waste Management Act" and enforcement of City Ordinance No.01 series of 2016	March 2, 2023	
Papua New Guinea	National Employment Policy 2021-2031	May 8, 2023		
Total				46



2 LISTS OF GRANTEES (OC1, OC2, OC3)

LIST OF OC1 NEC GRANTEES

	Country/territory	Organisation
RMU – West and Central Africa		
1	Angola	Associação Angolana para a Educação de Adultos. Organização que preside a Rede EpT-Angola (AAEA)
2	Benin	Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)
4	Burundi	Coalition pour L'Education pour tous BAFASHEBIGE
5	Cameroon	Cameroun Education for All (CEFAN)
6	Cabo Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)
7	Chad	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad (COSOCIDE TCHAD)
8	Congo, Democratic Republic of	Coalition Nationale de L'Education pour tous en DRC (CONEPT/RDC)
9	Gambia, The	Education for all Campaign Network (EFANet)
10	Ghana	Ghana National Education Campaign Coalition (GNECC).
11	Guinea	Coalition Nationale de Guinée pour l'Education Pour Tous (CNG/EPT)
12	Guinea-Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)
13	Côte d'Ivoire	Reseau Ivoirien pour la Promotion de L'Education pour Tous (RIPEPT)
14	Madagascar	Coalition Nationale Malgache pour L'Education pour Tous (CONAMEPT)
15	Mauritania	Coalition des Organisations Mauritanienes pour L'Education (COMEDUC)
16	Mozambique	Movimento de Educação para Todos (MEPT)
17	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)
18	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)
19	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)
20	Tunisia	Association nationale pour le droit à l'éducation pour tous (ANDET)



LIST OF OCI NEC GRANTEES – CONTINUED

	Country/territory	Organisation
RMU – Horn, Eastern and Southern Africa		
1	Egypt	Egyptians without borders foundation
2	Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)
3	Ethiopia	Basic Education Network Ethiopia (BEN-E)
4	Kenya	Elimu Yetu Coalition (EYC)
5	Lesotho	Lesotho Council of NGOs (LCN)
6	Malawi	Civil society education coalition (CSEC)
7	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria
8	Rwanda	Rwanda Education for All Coalition (REFAC)
9	Sierra Leone	Education for All Sierra Leone (EFA SL)
10	Somalia	Education for All Somalia Coalition (EFASOM)
11	Samaliland	Somaliland Network on Education For All (SOLNEFA)
12	South Sudan	National Education Coalition in South Sudan
13	Sudan	Sudanese Coalition for Education for All (SCEFA)
14	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)
15	Uganda	Forum for Education NGOs in Uganda (FENU)
16	Yemen, Republic of	Republic of Yemeni Coalition for Education for All (YCEFA)
17	Zambia	Zambia National Education Coalition (ZANEC)
18	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)
RMU – Latin America and Caribbean		
1	Bolivia	Campaña Boliviana por el Derecho a la Educación
2	El Salvador	Red Salvadoreña por el Derecho a la Educación
3	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)
4	Honduras	Foro Dakar
5	Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua
RMU – Asia and Pacific		
2	Bangladesh	Campaign for Popular Education (CAMPE)
3	Cambodia	NGO Education Partnership (NEP)
4	Indonesia	Network for Education Watch – Indonesia (NEW Indonesia/JPPi)
5	Kyrgyz Republic	Association for Education development in Kyrgyz Republic (AED)
6	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)
7	Mongolia	“All for Education!” National Civil Society Coalition
8	Nepal	National Campaign for Education Nepal (NCE-Nepal), ‘SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR’
9	Pakistan	Pakistan Coalition for Education (PCE)
10	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc
11	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)
12	Samoa	Samoa Education Network (SEN) Advocacy Project to Better Achieve SDG4
13	Solomon Island	Coalition for Education Solomon Islands (COESI)
14	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)
15	Timor-Leste	Civil Society Education Partnership (CSEP)
16	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu (KoBLE)
17	Vietnam	Vietnam Association for Education for All (VAEFA)



LIST OF GCE AND REGIONAL COALITION GRANTEES

		Organisation
1	GCE	Global Campaign for Education – Global Secretariat
2	ASPBAE	Asia South Pacific Association for Basic and Adult Education
3	CLADE	Latin American Campaign for the Right to Education
4	ACEA	Arab Campaign for Education for All

LIST OF OC2 GRANTEES

RMU	Name / Organisation	Country/territory
RMU-WCA	1-OC2.1 Citizen Monitoring of Transparency and Accountability in Education (SCORE) MSIS Tatao and partners.	Madagascar
RMU-HESA	2-OC2.1 Liberia. Promoting Gender Equity and Equality in Education in Liberia. Helping Our People Excel (HOPE)	Liberia
RMU-LAC	3-OC2.1 Intra/inter-culturality, Multilingualism, and de-patriarchialisation of education policies. Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO)	Bolivia
RMU-AP	4-OC2.1 Youth-led, Multi-sectoral and Multi-level approach to monitoring education. Center for Youth Advocacy and Networking (CYAN)	Philippines
RMU-AF	5-OC2.1 Reframing Education Accountability in Pakistan (REAP). Institute of Social and Policy Sciences (I-SAPS)	Pakistan
RMU-WCA	6-OC2.2 School for Life. Citizen-led Action for Educational Accountability and Responsiveness in Ghana (CLEAR)	Ghana
RMU-WCA	7-OC2.2 Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS)	Benin
RMU-AP	8-OC2.2 Institute of Informatics and Development (IID)	Bangladesh

LIST OF OC3 GRANTEES

RMU/GMU	Name / Organisation	Country/territory
GMU	1-OC3.1 Global Campaign for Education – GCE and Regional Coalitions	Global (lead based in South Africa)
WCA	2-OC3.1 Strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa. Girls Not Brides	Burkina Faso, Niger. Lead organisation based in United Kingdom
HESA	3-OC3.1 Transnational Networks Advocacy Capacity strengthened for improved ECDE Local education groupisation, policies and measures in Southern Africa (TRANAC). ZINECDA, NECDOL, EDC	Zimbabwe, Zambia, Mozambique, Malawi, Lesotho, Eswatini. Lead organisation based in Zimbabwe
AP	4-OC3.1 The South Asian Assessment Alliance: Communicating and Collaborating for Change. Street Child and partners	Bangladesh, Myanmar, Nepal. Lead organisation is based in United Kingdom
AP	5-OC3.1 Tax and Education Alliance–Increase domestic financing of public education systems to achieve SDG4. Action Aid International and partners	Nepal, Senegal, Zambia. Lead organisation is based in South Africa
WCA	6-OC3.2 Promotion of education options. OASIS – GRADE project	Burkina Faso, Mali, Niger and Chad. Lead organisation is based in Niger
HESA	7-OC3.2 Girl's education in rural areas. GEAR – Saywhat	Malawi, Zambia and Zimbabwe. Lead organisation is based in Zimbabwe
HESA	8-OC3.2 Education inclusion of adolescent mothers. World Vision	Zimbabwe, DRC and Uganda Lead organisation is based in UK
HESA	9-OC3.2 Promotion of inclusive education policies. Rays of Hope	Malawi, Kenya and Tanzania. Lead organisation is based in Malawi
HESA	10-OC3.2 Education system strengthening. Global Integrity	Malawi, Mozambique, Tanzania, Zambia and Zimbabwe. Lead organisation is based in USA



3 LIST OF OC1-NEC GRANTEES

WITH INFORMATION ABOUT THEIR PARTICIPTION IN LOCAL EDUCATION GROUP MEETINGS AND GLOBAL PARTNERSHIP COMPACT PROCESSES⁷

	Country/ territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting during the period July 2022 - June 2023?		Did the NEC participate in a global partnership compact processes during the period July 2022 - June 2023?	
			Yes/ No	Information	Yes/ No	Information
West and Central Africa Region						
1	Angola	Associação Angolana para a Educação de Adultos. Organização que preside a Rede EpT-Angola (AAEA)	No	No information is available for this period.	No	No information is available for this period.
2	Benin	Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)	Yes	The NEC took part in one meeting alongside 2 other members and it acted as secretary. It strongly advocated for its priority areas of SME financing and provided an analysis of enabling factors.	Yes	The local education group meeting was the preparation for the compact process, where the NEC participated. June 2023 the GPE secretariat visited Benin, presenting challenges to be addressed in the new partnership pact. Another meeting saw exchanges on the Theory of Change of the new partnership pact. The NEC also presented some good practice from their work on SME funding.
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	Yes	The NEC participated in 11 meetings, drawing attention to the education partnership framework and the need to consider recommendations on the Ministry's activities to focus on quality, sensitive budgeting, education in emergencies and technical and vocational training.	Yes	13 meetings occurred on drafting the compact document. 2 meetings saw the NEC call for gender to be considered to improve girl's access, retention and success at school. The national coordinator of the NEC represented civil society as a member of the drafting committee. The contributions on the efficiency of the education system and education in emergencies, impacted the formulation of the theory of change of the partnership pact.
4	Burundi	Coalition pour L'Education pour tous BAFASHEBIGE	Yes	The NEC participated in 5 meetings. They commended the Ministry for involving CSOs but pointed out room for improvement, to be included in the development of education policies and strategies. They asked other stakeholders to formally commit to accompanying the implementation of the PES 2022-2030. The NEC used one meeting to suggest partners interventions should be equitable in all provinces and proposed two people should chair the thematic group.	No	No information is available for this period.
5	Cameroon	Cameroon Education for All (CEFAN)	Yes	The NEC participated in all 12 monthly meetings. Contributions drew attention to "leave no one behind"; the consideration of a gender-sensitive approach and the specific needs of socially vulnerable groups. Presenting challenges facing education sector in Cameroon, state of progress on finalisation of Education and Training Sector Strategy. Relaunch of LEG preschool, presentation of inclusive education sight savers programme and presentation of digital learning tool by RETICE.	Yes	2 events occurred in the period. One saw the NEC run two workshops with PARI pedagogical project on an advocacy strategy for digital learning environments. In addition, the NEC took part in the KIX-Afrique 21 programme in Senegal workshop, contributing to discussions on integrating digital learning into the KIX action plan.

⁷ Based on NEC self-reporting.



	Country/ territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting during the period July 2022 – June 2023?		Did the NEC participate in a global partnership compact processes during the period July 2022 – June 2023?	
			Yes/ No	Information	Yes/ No	Information
6	Capo Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	Yes	NEC participated in all 14 meetings for the Compact process in the LEG group. Focus was on participation in Midterm evaluation of the Education Sector Institutional Strengthening (RISE) and the Quality, Inclusion and Disparity Reduction (QISR) Programmes Approval of capacity training proposals in the educational area. Workshop on finalising the description of the national initiative on ESD for 2030.	Yes	The NEC was involved in 7 meetings and workshops, e.g. National Consultations for Transforming Education Summit, approval of a concept note to GPE, and the elaboration of a ToR and Action plan to present to GPE, discussion and preparation of SWOT analysis.
7	Chad	Coalition des Organisations de la Société Civile pour le Développement de l'Éducation au Tchad (COSOCIDE TCHAD)	Yes	The NEC participated in 8 meetings in this period they reported to have greatly assisted the technical committee in the development of the Partnership Compact in the country. NEC participation in preparatory activities of technical committee was responsible for drawing up collegial partnership pact since it was set up in May 2022	Yes	The NEC participated in 12 meetings, from the meeting for the elaboration of the partnership pact and of the ToR
8	Congo, Democratic Republic of	Coalition Nationale de L'Éducation pour tous en DRC (CO-NEPT/RDC)	No	No information is available for this period.	Yes	CONEPT DRC attended two meetings in the Technical Working Group. The group is responsible for supporting the Sectoral Concertation Committee (CCS) in the preparation of the Partnership Compact for GPE's financing to transform education systems in DRC since 2021. The coalition has contributed with a key recommendation related to the needs of CSOs. As an umbrella organisation they advocated for capacity strengthening support for CSO actors to enable them to contribute actively in the education policy dialogue.
9	Gambia, The	Education for all Campaign Network (EFANet)	Yes	NEC participated in 6 meetings - however the team participating in the Compact process is the LEG so difficult to differentiate: EFANet attended all the LEG meeting and actively participated in all the sessions. The NEC reported on the rapid monitoring in emergency areas conducted while the crisis was tense and some of the schools were closed. This report was shared with MoBSE.	Yes	The first draft of the partnership compact development was presented to LEG for approval and for the team to continue with the work. The NEC is part of the committee for the elaboration of the proposal to GPE. EFANet also actively participated in stakeholder engagement on the Transforming Education Summit commitment as part of the Compact process.
10	Ghana	Ghana National Education Campaign Coalition (GNECC).	Yes	The NEC took part in 3 meetings. They advocated for a policy to ensure education infrastructures are constructed to meet the needs of every child including girls and children with special educational needs. The NEC also presented an evidenced based independent CSO position paper at the 2022 National Education Week meeting. The MoE and other National and International key stakeholders present at the conference had copies. One meeting planned the 2023 National Education Week event.	Yes	The meetings of the Task Team were used to develop the draft Partnership Compact which was finalised after GPE input and submitted
11	Guinea	Coalition Nationale de Guinée pour l'Éducation Pour Tous (CNG/EPT)	Yes	The NEC is a statutory member of all the steering bodies of the education and training system in Guinea. It participates in all the activities initiated by ProDEG, notably the Inter-ministerial Steering and Coordination Committee, the Education Sector Group and the joint education and training mission.	Yes	From the initial review of enabling factors in June 2022, through to the drafting of the Education Partnership Pact which began in February 2023, the coalition is actively involved in this process.
12	Guinea-Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)	No	No information is available for this period.	No	No information is available for this period.



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			Yes/ No	Information	Yes/ No	Information
13	Côte d'Ivoire	Reseau Ivoirien pour la Promotion de L'Education pour Tous (RIPEPT)	Yes	The NEC took part in 14 meetings during this year. They were organised by GLPE as the civil society representative in the Technical Working Group (TWG) in addition to the Task Force, the UNESCO office in Abidjan and a consultant from IIEP in Dakar. The coalition's contributions established: an inventory of the education system; The foundations and functions of the new Ivorian school; A description of the theory of change; The axes and leverages for the transformation of the Ivorian school; and an estimate of the costs of the measures to be implemented.	Yes	The NEC's contributed by supporting points in the analysis of enabling factors relating to data and evidence, gender-responsive sector planning, policy and monitoring, sector coordination, volume, equity and efficiency of national public expenditure on education as well as the determination of strategic outcomes on behalf of the GLPE. As part of the preparation of Côte d'Ivoire's submission document, a series of ten (10) meetings of the Technical Working Group, set up by GLPE and including RIP-EPT, were held during this period.
14	Madagascar	Coalition Nationale Malgache pour L'Ed- ucation pour Tous (CONAMEPT)	Yes	In the 1 st semester of 2023, the NEC participated in 8 meetings. Including a workshop to finalise the performance report, consultation workshops, among other meetings.	No	No information is available for this period.
15	Mauritania	Coalition des Organizations Mauritaniennes pour L'Education (COMEDUC)	No	The NEC is still not invited as a CSO to participate in local education group meetings.	No	No information is available for this period.
16	Mozambique	Movimento de Ed- ucação para Todos (MEPT)	Yes	The NEC participated in various meetings. The NEC praised the government's approval of a teacher policy which would foresee the appointment of 5407 new teachers to improve the student to teacher ratio. It criticised the plan to reduce financing of basic education, appealing to the ministry to improve the investments in education	Yes	The NEC participated in the working group meeting to discuss the analysis and prioritisation of the 4 enabling factors in the scope of the GPE funding. They drafted policy outcome proposals, validated them in a workshop to streamline the analysis and proposal.
17	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	Yes	The NEC participated in 6 meetings as an active participant. For example, at the PTSEF steering committee, ASO proposed developing a programme to facilitate dialogue between parents and children.	Yes	The NEC took part in 7 meetings. The NEC is a member of the select committee for the Compact partnership development. The NEC was visited by the Compact consultant and shared civil society's concerns on the compact in terms of educational priorities and needs such as funding. The coalition shared study reports with the consultant. They also conducted analysis of favourable factors, theory of change, choice of priority reforms, analysis of challenges and strategies and definition of partner criteria.
18	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	No	The NEC participated in 3 local education group meetings and 3 major meetings with the University Gaston Berger, TaxEd Alliance project and PCV CLE. In the 3 LEG meetings, the partnership pact was validated, the prereview of civil society organisations occurred and the selection of a partner funding agent for the PACTE.	Yes	The NEC took part in 2 meetings, one was a validation meeting of the partnership pact document. The other meeting was to select a partner agent for system transformation financing (STG) and the multiplier fund made available to Senegal by the Global Partnership for Education (GPE).
19	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	Yes	In the first semester of 2023, the NEC took part in 3 discussion forums on education policies	Yes	The NEC, through the programme officer and interim coordinator at the PAQEED, took part in one meeting for the Pact.
20	Tunisia	Association nationale pour le droit à l'éducation pour tous (ANDET)	No	No information is available for this period.	No	No information is available for this period.



	Country/ territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting during the period July 2022 – June 2023?		Did the NEC participate in a global partnership compact processes during the period July 2022 – June 2023?	
			Yes/ No	Information	Yes/ No	Information
RMU – Horn, Eastern and Southern Africa						
21	Egypt	Egyptians without borders foundation	No	The coalition is not yet a member of LEG, it submitted a request and is still waiting for approval from the Ministry of Education.	No	No information is available for this period.
22	Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	Yes	The NEC went to 4 LEG meetings. They focused on Transforming Education Summit 2022 Civil Society Consultation, and updates on the Eswatini GPE Multiplier Grant. The coalition advocated for inclusion of Extension of Free Education up-to the Basic level and strengthening education financing through mobilisation of domestic revenue. The NEC highlighted the importance of ensuring pregnant girls return in schools.	Yes	The coalition attended a meeting in which GPE 2025 new operating model, system capacity grant and GPE member application process were discussed
23	Ethiopia	Basic Education Network Ethiopia (BEN-E)	Yes	The NEC attended 6 meetings where GPE programmes in the country were discussed i.e Endorsement of GPE Grant Agent for the Emergency Accelerator, GPE Compact Enabling Factors Analysis The coalition made two submissions i.e requested for more CSO participation in Education Cluster group; request for donor flexibility for education in emergencies. Other meetings focused on renovating and constructing schools and classrooms in conflict-affected areas.	Yes	Partnership Compact document has been drafted. It mainly focuses on improving the quality of education in Ethiopia. The coalition participated and contributed to the GPE partnership compact drafting, review and finalisation process, The compact was completed and submitted to GPE.
24	Kenya	Elimu Yetu Coalition (EYC)	Yes	The coalition attended 7 LEG meetings and contributed to issues around 4 th education sector midterm planning, reviewing of NESSP 2018–2022, harmonising NESSP 2023–27 development and drafting processes, participation in National Consultative forum on the TES summit, and on the Kenya Primary Equity in learning programme (KPEEL), follow-up on commitments on the Joint sector review exercise, and discussions on GPE additional funding.	Yes	The coalition participated in discussion with MoE on priorities for the education sector. The NEC compared Government priorities to the Partnership compact and review process of the NESSP 2018–2022. The NEC promoted Gender Equality in the development of the Kenya Partnership compact and an enabling factor of the Partnership compact is on equality and inclusion. Based on its engagement, the Coalition is one of the signatories of the Kenya Partnership Compact. The NEC had an engagement with the Kenyan Senate to discuss with key education stakeholders on their roles, functions, and mandate, understand the education sector legal, policy and institutional framework. The Coalition presented its mandate to the Senate.
25	Lesotho	Lesotho Council of NGOs (LCN)	Yes	The NEC participated in 4 LEG meetings, the meetings were attended by missions from World Bank and GPE. The topics focused on two projects; Lesotho Education Quality for Equality Project (LEQEP) and The Lesotho Basic Education Strengthening Project (BESP), prospective grants and eligibility for GPE grants, mainly the System Transformation Grant and the Multiplier Grant. They also discussed Lesotho Enabling Factors Analysis – Independent Advisory Technical Panel (ITAP) and the report and development of the Partnership Compact.	Yes	LCN is a member of the Partnership Compact Development Task Team. It attended LEG meeting where the compact development process was discussed. It also attended a validation meeting on Enabling Factors Analysis – System Transformation Grant. The Ministry of Education and Training indicated interest to apply for System Transformation Grant to the tune of US\$5.0 million.
26	Malawi	Civil society education coalition (CSEC)	Yes	The coalition participated in two LEG meetings where GPE phase III application and plan for the 2022 Joint sector review were discussed. The coalition proposed a resolution for inclusion of CSO assessment of education sector at 2022 Joint Sector Review which was approved by the members. GPE application was discussed before and after. A task force including the NEC was established as responsible for developing the GPE compact proposal, they presented to the LEG before endorsement and submission to GPE.	Yes	The NEC participated in two Malawi GPE compact development meetings and GPE's application policy prioritisation sessions organised by Ministry of Education and UNICEF. The status of education sector was reviewed and policy priority areas of focus for GPE application selected (Access, Quality and Gender). They also participated in GPE grant application task force meetings which is a sub-task force of the Local Education Group. The NEC influenced priority areas for the application: Gender, Access for primary school up classes and Learning outcomes.



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			Yes/ No	Information	Yes/ No	Information
27	Nigeria	Civil Society Action Coalition On Educa- tion For All (CSACE- FA), Nigeria	Yes	The coalition attended 6 National Education Group meetings that focused on issues e.g. review of GPE accelerated funds, review of the Basic Education Service Delivery for all, technical reports on the NEG programmes and implementation, development of the country compact, introduction to GPE 2025 new operating model and associated new grants, inauguration of GPE System Transformation Grant (STG) task team, and drafting of terms of reference for Nigeria's Education Group [NEG] sub-committee.	No	No information is available for this period.
28	Rwanda	Rwanda Education for All Coalition (REFAC)	Yes	The NEC participated in 2 meetings where legal policy frameworks were discussed i.e., partnership compact for Rwanda, National strategy on dropout and repetition and ESWG operational framework. The discussion focused on implementing recommendations from the last 2021/22 Backward Looking, updates on Budget execution for FY 2022–2023, Budget proposal for 2023– 2024 and key priority areas and policy actions for the FY 2023–2024. The coalition submitted evidence on continuous training of teachers on inclusive education and specialized skills on the use of assistive devices like braille, and hearing aids.	Yes	The coalition was nominated as a member of the GPE–Partnership Compact development task team developing it from its inception. The coalition made submission on key areas to be considered in the compact including inclusive quality teaching and learning for all children (girls and boys including those with disabilities), improving the availability of learning materials that are gender and inclusive responsive, mo- bilising and sensitising parents and community to ensure they play their role in supporting all children especially those with disabilities to realize their right to education, and meaningful involve education stakeholders such as CSOs, teacher trade unions, and research institutions.
29	Sierra Leone	Education for All Sierra Leone (EFA SL)	Yes	The coalition attended 7 LEG meetings. Topics discussed were e.g., validation and endorse- ment request for a no-cost 8 months extension for component one of the ESPiG GPE Grant (ECD School construction completion from August 2022 to April 2023), the use and management of school infrastructure during the presiden- tial, parliamentary, and local council elections and an update on GPE Transformation Grant (COMPACT) implementation and the organi- sations managing the compact, endorsement of appointment of grant agent for GPE System Transformation Grant, Multiplier Grant and Sys- tem Capacity Grant. The coalition contributed to all the discussions and the validation of the compact document.	Yes	The coalition attended meetings and contribut- ed to the GPE compact report on quality Assur- ance Review of Sierra Leone draft partnership compact was discussed, in this meeting GPE secretariat gave feedback on compact next steps and final submission of GPE compact documents. The country Compact was finally endorsed and approved; the NEC was part of this process.
30	Somalia	Education for All Somalia Coalition (EFASOM)	Yes	The coalition participated in 2 LEG meetings where the Ministry of Education presented update on development of two policies i.e ICT policy and Adult Education Policy and Curricu- lum. Other discussions include; GPE System Ca- pacity Grant Agent Endorsement and National Qualification Framework Development (NQF). In the meetings the coalition emphasized on the importance of the education transformative and implementation digital learning spaces.	Yes	The coalition participated in LEG meetings where GPE compact development and other GPE grants in the country were discussed. The coalition is an active member of the GPE task force responsible for reviewing enabling factors and developing the country GPE compact. The coalition pushed for consideration of priority areas i.e Access to education: Increased access to equitable primary education and Gender Equality: Barriers to equal access and retention of girls in education; inclusion of chil- dren living with disabilities.
31	Somaliland	Somaliland Network on Education For All (SOLNEFA)	Yes	The NEC attended 5 LEG meetings where the ESSP 2022–2026 was validated, received update from the ministry on Education emergency situation in schools, discussed TOR for LEG activities, National Strategy and Plan of Action for Female participation in Education, drought response plan, endorsement of GPE partner- ship compact, Re-activation of working groups like Gender, EIE, TVET and NFE, and Evaluation Criteria of GPE Grant Agent Selection. The NEC raised key points including: need to scale up the support given and generate guidelines on drought affected communities and schools through provision of school feeding programs.	Yes	The coalition attended two meetings where the development and endorsement of GPE partnership compact was discussed. During the development of the compact, the coalition made a call to stakeholders to critically an- alyse the education context in the country so as to develop strategies that address critical challenges that exist in education sector, E.g., it included key results on improvement of gender and inclusivity in education.



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			Yes/ No	Information	Yes/ No	Information
32	South Sudan	National Education Coalition in South Sudan	Yes	The coalition attended 2 meetings. One was coordination for the celebration of the disability day in which challenges faced by staff with disabilities were discussed. The NEC recommended a need to support the staff. The NEC attended and actively participated in an education cluster meeting where a Multi-Year Resilience Plan was discussed and developed.	Yes	The NEC attended the first domestic education financing conference as one of the GPE compact processes. The conference aimed to understand education financing trends and the rationale for domestic education financing. The coalition mobilised CSOs to participate and presented on the role of CSOs in domestic education financing. The coalition participated in a meeting for the development of the GPE partnership Compact. It contributed to analysis of the education situation and identification of priorities for funding.
33	Sudan	Sudanese Coalition for Education for All (SCEFA)	Yes	The NEC attended 7 LEG meetings, in these meetings the ministry provided updates on educational situation in the country and alignment with humanitarian plans and education in emergency given the political situation in the country. GPE AF project proposal process and timeline was also discussed. The NEC emphasized on ministry's need to access funding and partnership development as well as responsiveness to crisis and proposed the importance of an Alternative Learning Programme for out of school children.	Yes	The NEC attended a meeting where the GPE grant for Sudan was discussed. The coalition made suggestions including –The grants allocated for Sudan should not be delayed due to political conflicts in the country because people in need are increasing due to the crisis in the country, Proposed that GPE grant be managed by UNICEF and Save the Children, and UNISCO instead of the World Bank.
34	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)	Yes	The NEC participated in 5 LEG meetings i.e., Education Sector Development Committee (ESDC) and Technical Working Group (TWG) meetings. Meetings focused on present, submit and endorse the Partnership Compact Document for GPE III Application and improve terms of reference for sector dialogue (TWGs, and ESDC) that were initially developed and reviewing the implementation reports of various sector resolutions along with the adoption of documents. NEC contributed to improvement of ToR for TWGs and ESDC.	Yes	NEC participated in several GPE III task force meetings that focused on working on GPE III programme document and improving partnership compact document, and validation of the document with inputs from respective implementing departments. The NEC provided the perspective of issues CSO on the focus areas. They led to the approval of the GPE System Capacity Grant for Tanzania Mainland 2023 –2025.
35	Uganda	Forum for Education NGOs in Uganda (FENU)	Yes	The coalition attended a LEG meeting (education sector working group) on Education in Emergency. During the meeting, the EIE secretariat updated the working group on several issues which included presentation on GPE U-Learn project by World bank, Education Cannot Wait by UNHCR, Contingency plan for the Education sector by UNHCR. The NEC raised the issue of teacher motivation in refugee camps.	Yes	Attended five meetings of GPE compact development processes. Through the process, the coalition was very consistent pushing the issue of teacher deployment and management, Education Information Management System (EMIS) data and Financing to be well catered for in the compact.
36	Yemen, Republic of	Republic of Yemeni Coalition for Education for All (YCEFA)	Yes	The coalition attended 11 LEG meetings, some discussion included non-cost extension for the GPE Accelerated Funding, the importance of making education neutral within the current conflict, updates on grants from different donors, GPE programmes and Education Partnership compact and Ministry of Education stakeholder updates. The coalition recommended no-cost extension for GPE Accelerated Funding to 12-months, supported by all stakeholders, contributed to the survey on Early Childhood Development (ECD) in the country and emphasized the importance of making education neutral in Yemen.	Yes	The coalition participated in Yemeni Local Education Group (LEG) meeting and Development Partners Group (DPG) meeting held in Cairo-Egypt from 24-28 th October 2022. The meeting was about Launching the Yemen 2019-2022 Transitional Education Plan (TEP) Implementation review, new vision for working on education after the TEP and Partnership Compact development. The coalition participated in a meeting in June 2023 where updates on GPE programmes and Education Sector plan ESP/Partnership Compact (PC) development were discussed.



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			Yes/ No	Information	Yes/ No	Information
37	Zambia	Zambia National Education Coalition (ZANEC)	Yes	ZANEC participated in the Project Coordinating Committee (PCC) meetings of the Education sector and participated in Projects Implementing Technical Committee (PITC) and Cooperating Partners Coordinating Committee (CPCC) meetings. In these meeting discussions focused on education sector Joint Annual Review progress and updates on the ESSP and Education Policy and election of new PCC executive (NEC members participated in elections). PITC meetings discussed priority areas for GPE compact application.	Yes	The NEC participated in the update meeting with Country Lead for Zambia from the GPE Secretariat in Washington DC. He updated Policy Implementation Technical Committee on the GPE new operating model and the process for accessing the new grant. Zambia was given an indicative allocation to the System Transformation Grant (STG), Multiplier Grant and System Capacity Grant During the meeting the National Education Coalition was appointed as a member of the ZEEL Steering Committee to represent civil society. The coalition is part of the team drafting the GPE enabling Factors document. The coalition is member of three teams working on the compact (Gender and Equity, the Domestic Financing and Data and Evidence).
38	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	Yes	The NEC attended 5 Education Coordination Group meetings. The GPE System Capacity Grant was discussed, endorsement by ECG for allocation of GPE re-programmed funds, reviewed School Improvement Grant Consolidated Verification Report for 2021, the Education Development Fund Phase III 2022–2026, the announcement of GPE Grant Agent for the three grants, the System’s Capacity Grant, the System Transformation Grant and the Girls Education Accelerator by the ministry of education minister and the Early Warning System. The coalition endorsed re-allocation of GPE re-programmed funds ensuring money contributed to the review of the EDF Phase III. The coalition reviewed and endorsed two programme documents by UNICEF and CAMFED.	Yes	The NEC participated in the four Country Compact Development task team meetings. The task team was responsible for the development of GPE-ZIMBABWE 2022–2026 Partnership Compact which was submitted to GPE on 16 th December 2022. The coalition was a member of Country Compact Task Team and GPE Grant Agent Selection Review Panel, it participated in the review of 10 GPE grant applications. ECOZI participated in a national retreat (representing civil society) to develop the GPE Partnership Compact for Zimbabwe and come up with a System Transformation Grant, Programme Document, etc.
RMU – Latin America and Caribbean						
39	Bolivia	Campaña Boliviana por el Derecho a la Educación	N/A	No information is available for this period.	No	No information is available for this period.
40	El Salvador	Red Salvadoreña por el Derecho a la Educación	Yes	The NEC participated in a meeting alongside other local education group members on a Joint Sector Review Meeting. The NEC participated in another meeting with the Ministry of Education, Science and Technology and convened by the Local Education Group for the presentation of the Educational Reform: "My New School", where the NEC requested to be included in its implementation process. In addition, the NEC contributed along with the Ministry of Education to the launching of the new curriculum in Language and Literature.	Yes	Two meetings occurred. In one the NEC from RESALDE held a meeting with 2 GPE representatives. The new country lead was introduced, the NEC presented their work and priorities as Civil Society, and requested broader participation and inclusion for civil society in the local education group and compact process. In another, the NEC participated in the Joint Sector Review where the new country lead from GPE was presented and the NEC had the opportunity to request the 2023 LEG Working Plan and they also offered their support and experience as civil society for the curricular transformation of the programme named "My New School".
41	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)	Yes	The NEC was participating in local education group meetings. In one the coordinator requested documents to be discussed in the meetings to be sent in advance to allow civil society review and participation. Finally, they also requested for the timeline in which the "Unique Book" will arrive in the departments and communes. The NEC presented comments, suggestions, agreements or disagreements four times with the proposals and issues presented, as well as insisting on the need to guarantee a gender mainstreaming approach in initiatives and policies discussed and/or agreed to be followed up.	N/A	The development of a National compact in Haiti is only in its early conversation phase. The possibility of starting it was presented in a LEG meeting, the NEC expressed its agreement to its development and requested to participate in the process.



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			Yes/ No	Information	Yes/ No	Information
42	Honduras	Foro Dakar	No	The previously established LEG has been inactive to date. The National Education Council has coordinated a meeting with the NEC to address issues such as budget increase law, comprehensive sexual health and teenage pregnancy prevention law, tax justice law, and strengthening of the LEG, within the framework of a LEG activation plan. As a result, the National Education Council has shared that they positively value the GPE funding, but that they have not been able to reach an agreement between the government and the World Bank for the execution of the funds	No	No information is available for this period.
43	Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua	No	No information is available for this period. The NEC in Nicaragua is no longer a grantee as of 2023.	No	No information is available for this period.
RMU – Asia and Pacific						
45	Bangladesh	Campaign for Popular Education (CAMPE)	Yes	NEC Bangladesh attended 8 meetings including Education Development Partners meeting and LEGs. One of the major agenda discussed was about Transforming Education Pre-summit and next steps including review of last action points. The coalition was engaged in the teacher development group and contributed to finalize the document amongst many other contributions.	Yes	CAMPE has contributed to the mission on 24 January – 2 February 2023 by reflecting the country's education context and priority areas for ensuring right to education.
46	Cambodia	NGO Education Partnership (NEP)	Yes	NEC Cambodia joined five regular and an ad hoc LEG meeting since focused on the preparation of Transforming Education Summit; analysis and domestic financing matrix. NEC representatives also contributed to developing a GPE 2025 preparation update, delivered by the ministry representative at 3 LEG meetings.	Yes	NEC Cambodia has been in the GPE Compact task team since March 2022, joining 7 meetings. Ministry of Education Department of planning staff presented GPE model, guidelines, and outlined the timeline. NEC and other education sector stakeholders are requested to provide input for Enabling Factors review and Domestic Financing Matrix. They have commented on the importance of including more CSO representatives in the GPE compact development process.
47	Indonesia	Network for Education Watch – Indonesia (NEW Indonesia/JPPPI)	Yes	NEC Indonesia participated in 7 LEG meetings. One was on the concept note submission for GPE Systems Capacity Grant. Inputs were given on the proposed consultation plan for partnership compact document. The NEC suggested that the LEG should not only be a multi-stakeholder forum at the national level, but also at the local level. Another discussed partnership compact and core team to support LEG. This meeting discussed what partnership compact is about and how LEG members can participate.	N/A	No information is available for this period.
48	Kyrgyz Republic	Association for Education development in Kyrgyz Republic (AED)	Yes	LEG did not exist in the Kyrgyz Republic until the Government issued a decree and held a meeting in December 2022. So, the NEC Kyrgyzstan has now become a member of local education group. The first meeting was held on 23 March 2023. AED supported Partnership Agreement for 2023-2025 and emphasized that the implementation of all components of this agreement should uphold an inclusive approach, ensuring equal access to quality education for children from vulnerable groups.	Yes	The Compact was reviewed at the first meeting of the local education group on March 23, 2023. In the Kyrgyz Republic, the process of developing the Partnership Agreement for 2023-2025 was based on a comprehensive Joint Sector Review (JSR) of education held on December 6-7, 2022.



	Country/ territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting during the period July 2022 – June 2023?		Did the NEC participate in a global partnership compact processes during the period July 2022 – June 2023?	
			Yes/ No	Information	Yes/ No	Information
49	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	Yes	The NEC attended 3 local education group meetings. One was the national consultation for developing the country's Position for the UN Summit on the topic "Transforming Education". The NGO Alliance participated in the working group 1 focused on Inclusive Education and sharing opinions on the discussed matters. The NGO Alliance supported the proposal of the Ministry to apply for 2 grants from GPE as well as the proposal of the World Bank to act as a Grant Agent for the Multiplier and System Capacity grants. Another discussed Ministry's application for a new grant from the Multiplier Fund of the GPE.	No	No information is available for this period.
50	Mongolia	"All for Education!" National Civil Society Coalition	Yes	The LEG was officially established with proper a TOR and approval of Multiplier ESPIG, signed in August, 2022. The first official LEG meeting was held on 14 March 2023. About 100 representatives of different education stakeholders attended the meeting. NEC introduced about the Coalition and its advocacy achievements with support from EOL funding.	No	No information is available for this period.
51	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'	Yes	NEC Nepal participated in one LEG meeting. The 10-year SESP (2022-2032) and its five-year costed SESP programme (2022-2027) were the major agenda in the discussion. NCE Nepal highlighted gaps in the School Sector Development Plan (SSDP) implementation phase. The SSDP localisation remained one of the major challenges during its implementation. NCE participated in the Budget Review Mission (BRM) in May 2023. NCE showcased its current efforts in implementing the SESP (Sectoral Education Strategic Plan) and outlined its plan for localising the SESP.	Yes	NCE Nepal highlighted education transformation in the pilot process with broad and representative voices to be brought into the implementation and monitoring of GPE 2025. Also, it raised issues of national level partnership dynamics and internal coordination and dissemination mechanisms. The NEC Nepal attended two meetings regarding the Country Plan of Compact. The discussion focused regarding the approval for the stakeholder's voice. During the meeting, NCE raised concerns about the civil society inclusive participation and empowerment.
52	Pakistan	Pakistan Coalition for Education (PCE)	Yes	NEC Pakistan attended 3 provincial meetings at Sindh and Baluchistan. The main agenda was to share how GPE 2025 Strategic Plan is designed to achieve transformative change in education and how countries can leverage this partnership. The NEC shared insights and challenges on engaging diverse stakeholders to build shared momentum towards realising the 2025 Strategic Plan. The 46 th LEG meeting was conducted by Sindh Education and Learning Department (SELD) for Sindh the NEC shared insights received through members on challenges faced by girls due to intensifying climate-related disasters.	N/A	Sindh and Baluchistan LEG were briefed on the partnership Compact through two virtual meetings and e- communication.
53	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc	Yes	NEC PNG participated in 2 LEG meetings and shared its activities. It highlighted NEC contributions since 2019-2023 with EOL support; NEC current engagements and disability inclusion activities. It also talked about an MoU with the Provincial Government and NEC participation at the provincial levels and local levels. NEC Chairperson mentioned about the lack of teacher's inspection in PNG and discussed 'Compact Technical Team' tight schedule.	Yes	NEC PNG was invited by the Government to be part of the Compact Team. One meeting took place, PEAN contributed in the discussion to get "out of school" youths into the main system through Flexible, Open, Distant Education and alternative pathways. PEAN also contributed to supporting teachers in conducting action research on adolescent girls' issues and sharing outcomes in the compact process.
54	Philippines	Civil Society Net- work for Education Reforms Inc. (E-Net Philippines)	Yes	NEC Philippines has participated in one LEG meeting and discussed plans set out by the LEG in implementing the Basic Education Development Plan. It also discussed GPE Call for proposal and requirements for the GPE Grant Agent, as well as the nomination of the selection committee.	N/A	No information is available for this period.



	Country/ territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting during the period July 2022 – June 2023?		Did the NEC participate in a global partnership compact processes during the period July 2022 – June 2023?	
			Yes/ No	Information	Yes/ No	Information
55	Samoa	Samoa Education Network (SEN) Advocacy Project to Better Achieve SDG4	Yes	NEC attended 7 LEG (ESAC) meetings. They discussed introduction of the Digital Strategic Framework Policy for feedback and Face to face evaluation and agreement on the Education Sector Plan (ESP); the way forward. NEC contributed to incorporate Gender Policy in ESP. It also voiced that Education Ministry policy makers need to re-evaluate and re-consult the communities especially, learners from marginalised groups in rural areas.	N/A	No information is available for this period.
56	Solomon Islands	Coalition for Education Solomon Islands (COESI)	Yes	NEC Solomon Island has attended three meetings focused on the review of senior secondary school curriculum. It contributed to the planning of school infrastructure to be inclusive to meet the needs of children with disability in schools and the curriculum should be relevant to the Solomon Island context. The NEC was invited to be on the Compact design team as an Education Donor Partner Consultative Group (equivalent to LEG).	N/A	LEG meeting had covered Compact process. NEC contributes on early childhood care and education curriculum and use of vernacular in school.
57	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)	Yes	NEC Tajikistan attended 5 LEG meetings, 3 of which were devoted to the preparation of GPE grant applications (System Transformation Grant, Multiplier Grant, System Capacity Grant) process. NEC endorsed the Concept note for GPE grants, which was shared among LEG members. NEC reviewed and provided feedback on the project appraisal document for GPE System Transformation and Multiplier Grants financing. In the other 2, the focus was the second strategy on digital education and the NEC endorsed the Revised Project Appraisal Document which was shared among LEG members.	Yes	All LEG meetings were devoted to the preparation of GPE grant applications (System Transformation Grant, Multiplier Grant, System Capacity Grant) as part of the Compact process to address Compact Partnership related matters.
58	Timor-Leste	Civil Society Education Partnership (CSEP)	Yes	NEC Timor-Leste participated in 3 LEG/ACETL meeting. In one the (Ministry of Education, Youth and Sports) MoEYS presented its achievements and challenges faced during 2022 and expressed its appreciation to the development partners. Another meeting discussed Disaster Risk Management in education, Education in Emergencies, and Safe School Frameworks that was developed by Plan International in Timor-Leste.	Yes	GPE supported the Compact in Timor-Leste, which is the Basic Education Transformation (BEST) project. All discussions on the BEST project including consultation, endorsement, proposal development and dialogues take place in the LEG.
59	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu (KoBLE)	Yes	NEC Vanuatu attended one LEG meeting focused on the Joint Sector Review by Policy and Planning Unit of the government; endorsement of the new ToR for LEG by Ministry of Foreign Affairs and Trade (MFAT). NEC was part of the task force which drafted the ToR. NEC was given the opportunity to be updated from the information provided by MoET and the different participating stakeholders.	N/A	No information is available for this period.
60	Vietnam	Vietnam Association for Education for All (VAEFA)	Yes	NEC Vietnam participated in 6 LEG meetings and shared updates on the finalisation of the Education Strategic Development Plan (ESDP). VAEFA commented on the need to have a costed plan for Education Sector Development Plan (ESDP) 2021-2030 to ensure its implementation. The Multiplier Grant and ESG members' update on their activities. It appraised the development process of the Education Development Strategic Plan of Vietnam. It has recommended the cooperation between education sector and General Statistic Office in future surveys to fully optimise their work for education planning.	N/A	No information is available for this period.



4 SELECTED EDUCATION OUT LOUD MONITORING DATA

Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.1	At the end of the EOL project, national education coalitions are more inclusive, particularly for marginalised and local groups
Indicator 1.1.1	Number of national education coalitions that have diversified their member base and become more inclusive, particularly for marginalised and local groups
Target: 30 NECs have become more inclusive, particularly for marginalised and local groups	Accumulated result as of June 2023: Comparing with the individual baseline for each NEC from January 2020 (of 53 NECs) and from January 2022 (for 7 newly arrived NECs), there was as per June 30, 2023 for the 59 NECs (Nicaragua was no longer a NEC in 2023), an above-10%-points increase registered in the inclusivity index for 15 NECs (while 6 NECs registered negative changes of more than 10%-points). There was an above 5%-points increase registered in the inclusivity index in 20 countries. The vast majority of NECs are quite stable without remarkable increases or decreases in the index.

Additional information	Baseline January 2020	As per 31 st December 2022	As per 30 th June 2023	Difference % points in Index ⁸ as of June 2023
Global Index	44% (2022) 45% (2023)⁹	48%	47%	+2
1. Angola	64%*	64%	64%	0
2. Benin	54%	49%	54%	0
3. Burkina Faso	66%	78%	65%	-1
4. Burundi	34%	37%	32%	-2
5. Cameroon	31%	40%	32%	+1
6. Capoverde	53%	48%	47%	-6
7. Chad	50%*	37%	48%	-2
8. Congo, Democratic Republic of	31%	43%	31%	0
9. Gambia, The	32%	25%	34%	+2
10. Ghana	33%	32%	32%	-1
11. Guinea	41%*	47%	47%	+6
12. Guinea-Bissau	34%	31%	36%	+2
13. Côte d'Ivoire	21%	32%	20%	-1
14. Madagascar	52%	35%	52%	0
15. Mauritania	35%	47%	35%	0
16. Mozambique	47%	67%	33%	-14
17. Niger	49%	50%	61%	+12
18. Senegal	58%	50%	56%	-2
19. Togo	54%	47%	53%	-1
20. Tunisia	66%*	49%	52%	-14
21. Egypt	68%*	65%	66%	-2
22. Eswatini	51%	51%	51%	0
23. Ethiopia	81%	47%	46%	-35

⁸ Take note that numbers in the former two columns are rounded but the precise data is used to calculate the difference here below.

⁹ Baseline has been adjusted to 45% as of 2023 due to the NEC in Nicaragua no longer being a grantee, reducing the portfolio to 59 NEC grantees.



Additional information		Baseline January 2020	As per 31 st December 2022	As per 30 th June 2023	Difference % points in Index ⁸ as of June 2023
24.	Kenya	28%	30%	28%	0
25.	Lesotho	40%	39%	39%	-1
26.	Malawi	37%	53%	53%	+16
27.	Nigeria	31%	42%	42%	+11
28.	Rwanda	28%	28%	28%	0
29.	Sierra Leone	31%	23%	23%	-8
30.	Somalia	26%	29%	29%	+3
31.	Somaliland	46%	46%	45%	-1
32.	South Sudan	43%	36%	32%	-11
33.	Sudan	67%	36%	36%	-31
34.	Tanzania	38%	47%	44%	+6
35.	Uganda	37%	34%	35%	-2
36.	Yemen, Republic of	51%	34%	34%	-17
37.	Zambia	29%	27%	27%	-2
38.	Zimbabwe	35%	43%	43%	+8
39.	Bolivia	60%	57%	57%	-3
40.	El Salvador	56%*	63%	59%	+3
41.	Haiti	46%	52%	48%	+2
42.	Honduras	54%	64%	64%	+10
43.	Nicaragua	24%	30%	N/A ¹⁰	N/A +6 as of 2022
45.	Bangladesh	53%	63%	63%	+10
46.	Cambodia	35%	65%	63%	+28
47.	Indonesia	72%*	72%	72%	0
48.	Kyrgyz Republic	50%	62%	62%	+12
49.	Moldova	63%	76%	76%	+13
50.	Mongolia	58%	63%	62%	+4
51.	Nepal	51%	56%	56%	+5
52.	Pakistan	75%	85%	86%	+11
53.	Papua New Guinea	21%	58%	59%	+38
54.	Philippines	54%	58%	59%	+5
55.	Samoa	29%	51%	54%	+25
56.	Solomon Islands	22%	37%	37%	+15
57.	Tajikistan	47%	47%	47%	0
58.	Timor-Leste	22%	19%	20%	-2
59.	Vanuatu	41%	61%	58%	+17
60.	Vietnam	35%	52%	52%	+17

*Baseline January 2022

¹⁰ Nicaragua is no longer a grantee as of 2023.



Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.2	At the end of the EOL project, national education coalitions' capacities are increased, particularly in relation to engagement in policy dialogues.
Indicator 1.2.1	Percentage of national coalitions with Learning plans improving their organisational, thematic and advocacy capacity.
Target increased due to EOL OC1- extension to 100% of OC1-NECs with a 'good' learning plan that improves capacities Former Target was: 80%¹¹	Accumulated result as of June 30 th 2023: 100% of 59 supported NECs have a learning plan. 59 learning plans are either new or updated.

Country/territory		Do you have a learning plan? (yes/no)			Index number builds on questionnaire applied for the Baseline and for this reporting period with questions related to existence of a learning plan and of three dimensions contained (organisational, thematic and advocacy theme) in the plan; if plan is under implementation; and if capacity was improved according to NEC			
		Baseline January 2020/2022 (7)	As per 31 st December 2022	As per 30 th June 2023	Baseline January 2020	As per 31 st December 2022	As per 30 th June 2023	Difference % points in Index
Global Index:		37 (69%) supported NECs with learning plans	Global # of supported NECs with learning plans: 59/60 (98%)	Global # of supported NECs with learning plans: 59/59 (100%)	63% (2022) 64% (2023)¹²	78%	82%	+18
1.	Angola	No*	Yes	Yes	0%	50%	90%	+90
2.	Benin	Yes	Yes	Yes	80%	50%	80%	0
3.	Burkina Faso	Yes	Yes	Yes	100%	100%	100%	0
4.	Burundi	No	Yes	Yes	45%	100%	100%	+55
5.	Cameroon	Yes	Yes	Yes	100%	100%	100%	0
6.	Capo Verde	Yes	Yes	Yes	55%	100%	100%	+45
7.	Chad	No*	Yes	Yes	30%	60%	70%	+40
8.	Congo, Democratic Republic of	No	Yes	Yes	45%	80%	100%	+55
9.	Gambia, The	Yes	Yes	Yes	100%	60%	100%	0
10.	Ghana	No	Yes	Yes	0%	70%	100%	+100
11.	Guinea	No*	Yes	Yes	90%	100%	100%	+10
12.	Guinea-Bissau	Yes	Yes	Yes	90%	100%	80%	-10
13.	Côte d'Ivoire	Yes	Yes	Yes	100%	60%	100%	0
14.	Madagascar	Yes	Yes	Yes	95%	100%	90%	-5
15.	Mauritania	Yes	Yes	Yes	100%	90%	100%	0
16.	Mozambique	No	Yes	Yes	90%	60%	100%	+10
17.	Niger	Yes	Yes	Yes	65%	30%	60%	-5
18.	Senegal	Yes	Yes	Yes	100%	100%	100%	0
19.	Togo	Yes	Yes	Yes	100%	100%	100%	0
20.	Tunisia	No*	Yes	Yes	60%	80%	70%	+10
21.	Egypt	No*	Yes	Yes	40%	80%	80%	+40
22.	Eswatini	No	Yes	Yes	0%	60%	60%	+60
23.	Ethiopia	Yes	Yes	Yes	100%	60%	60%	-40
24.	Kenya	Yes	Yes	Yes	95%	100%	100%	+5
25.	Lesotho	No	Yes	Yes	0%	100%	40%	+40
26.	Malawi	Yes	Yes	Yes	100%	50%	50%	-50
27.	Nigeria	Yes	No	Yes	80%	0%	40%	-40

¹¹ Take note that Education Out Loud supported 54 NECs at programme start. The number has been raised to 60 NECs. In 2023, this dropped to 59 as Nicaragua was no longer a grantee. It is after the OC1-extension 100% of 60 (2022) and 59 (2023) NECs are expected to have a learning plan.

¹² Baseline is adjusted in 2023 to 64% due to the Nicaraguan NEC no longer being a grantee of EOL



Country/territory		Do you have a learning plan? (yes/no)			Index number builds on questionnaire applied for the Baseline and for this reporting period with questions related to existence of a learning plan and of three dimensions contained (organisational, thematic and advocacy theme) in the plan; if plan is under implementation; and if capacity was improved according to NEC			
		Baseline January 2020/2022 (7)	As per 31 st December 2022	As per 30 th June 2023	Baseline January 2020	As per 31 st December 2022	As per 30 th June 2023	Difference % points in Index
28.	Rwanda	Yes	Yes	Yes	75%	100%	100%	+25
29.	Sierra Leone	Yes	Yes	Yes	70%	60%	60%	-10
30.	Somalia	Yes	Yes	Yes	65%	40%	90%	+25
31.	Somaliland	Yes	Yes	Yes	100%	100%	100%	0
32.	South Sudan	Yes	Yes	Yes	100%	100%	70%	-30
33.	Sudan	Yes	Yes	Yes	100%	40%	40%	-60
34.	Tanzania	Yes	Yes	Yes	100%	80%	80%	-20
35.	Uganda	Yes	Yes	Yes	100%	90%	90%	-10
36.	Yemen, Republic of	No	Yes	Yes	0%	60%	80%	+80
37.	Zambia	No	Yes	Yes	0%	30%	30%	+30
38.	Zimbabwe	No	Yes	Yes	0%	70%	70%	+70
39.	Bolivia	Yes	Yes	Yes	100%	70%	100%	0
40.	El Salvador	No*	Yes	Yes	0%	40%	70%	+70
41.	Haiti	Yes	Yes	Yes	100%	60%	50%	-50
42.	Honduras	Yes	Yes	Yes	100%	50%	80%	-20
43.	Nicaragua	No	Yes	Yes	0%	90%	N/A	N/A
45.	Bangladesh	Yes	Yes	Yes	100%	100%	100%	0
46.	Cambodia	No	Yes	Yes	0%	100%	100%	100
47.	Indonesia	No*	Yes	Yes	0%	100%	20%	+20
48.	Kyrgyz Republic	Yes	Yes	Yes	95%	100%	100%	+5
49.	Moldova	Yes	Yes	Yes	100%	100%	100%	0
50.	Mongolia	No	Yes	Yes	0%	70%	100%	+100
51.	Nepal	Yes	Yes	Yes	100%	100%	100%	0
52.	Pakistan	No	Yes	Yes	0%	80%	80%	+80
53.	Papua New Guinea	Yes	Yes	Yes	100%	100%	100%	0
54.	Philippines	Yes	Yes	Yes	100%	100%	100%	0
55.	Samoa	No	Yes	Yes	0%	100%	100%	+100
56.	Solomon Islands	No	Yes	Yes	0%	90%	50%	+50
57.	Tajikistan	Yes	Yes	Yes	90%	100%	90%	0
58.	Timor-Leste	Yes	Yes	Yes	100%	90%	90%	-10
59.	Vanuatu	No	Yes	Yes	0%	60%	80%	+80
60.	Vietnam	Yes	Yes	Yes	100%	100%	100%	0

*Baseline January 2022



Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.2	At the end of the EOL project, national education coalitions' capacities are increased, particularly in relation to engagement in policy dialogues.
Indicator 1.2.2	Number of semesters that 80% of NECs receive support and 90% of those that receive support are satisfied with the support received, in average, during the semesters that EOL provides funds to GCE/RC ¹³ .
Target: 8 semesters	<p>1. Semester 2020, both coverage and satisfaction level targets were reached.</p> <p>2. Semester 2020, the coverage target was not reached (it was 70%=38 NECs and the target is 80%=43 NECs); while the satisfaction level was reached.</p> <p>1. Semester 2021, the coverage target was not reached (it was 72%=39 NECs and the target is 80%=43 NECs); while 95% (37 out of supported 39 NEC) were 'satisfied/very satisfied' with the support received.</p> <p>2. Semester 2021, the coverage target was not reached (it was 70%=38 NECs and the target is 80%=43 NECs); while 97% (37 out of supported 38 NEC) were 'satisfied/very satisfied' with the support received.</p> <p>1. Semester 2022, the coverage target was reached 80%= 48/60 NECs). The satisfaction target was also reached, with 98% (of 46/48 NECs) satisfied or very satisfied with support.</p> <p>2. Semester 2022 the coverage target was not reached (76%= 46/60 NECs). The satisfaction target was reached, with 96% (of 44/46 NECs) satisfied or very satisfied with support.</p> <p>1. Semester 2023 the coverage target was not reached (79.6% = 47/59 NECs). The satisfaction target was reached, with 94% (44/47) of the NECs who received support either satisfied or very satisfied.</p>

During the current reporting period, did your NEC receive support from GCE and the Regional Coalitions?								
	Total number of EOL-supported NECs	Baseline number of NECs that respond YES ¹⁴	% of NECs in region	No. NECs responding YES as per December 31 st 2022	% of NECs in region	No. NECs responding YES as per June 30 th 2023	% of NECs in region	Difference in percentage points
In total (global)	60 (59)	45	75%	46/60	76%	47/59	79.6%	+3
NECs under RMU – West and Central Africa	20	16	80%	14	70%	17	85%	+5
NECs under RMU – Horn, Eastern and Southern Africa	18	12	67%	11	61%	10	56%	-9
NECs under RMU – Latin America and Caribbean	5 (4) ¹⁵	3	60%	5	100%	4	100%	+40
NECs under RMU – Asia and Pacific	17	14	82%	16	94%	16	94%	+12

Grantee national education coalitions that responded “Yes” regarding if they had received support from GCE and RC were asked to rate their level of satisfaction with the support.							
	If your NEC has responded “yes” to question no. 1, please rate your level of satisfaction with the support provided by GCE or the Regional Coalitions.	Baseline January 2020	Percentage	As per 31 st December 2022	As per 30 th June 2023	Percentage at end of reporting period	Difference at end of reporting period compared to baseline
Global	Very satisfied/satisfied	43/45	96%	44/46	44/47	94%	-2
	Neither satisfied nor unsatisfied	2/45	4%	1/46	2/47	4%	0
	Quite unsatisfied/Not satisfied at all	0	0	1/46	1/47	2%	+2
NECs under RMU – WCA	Very satisfied/satisfied	16	100%	13/14	16/17	94%	-6
	Neither satisfied nor unsatisfied	0	0	0	0		0
	Quite unsatisfied/Not satisfied at all	0	0	1/14	1/17	6%	+6

¹³ The target is revised to respond to the EOL OC1 extension in 2022.

¹⁴ Baseline is from 2020 for 53 NECs and the rest is from 2022 when they joined EOL.

¹⁵ Nicaragua was only a grantee in 2022.



Grantee national education coalitions that responded “Yes” regarding if they had received support from GCE and RC were asked to rate their level of satisfaction with the support.

	If your NEC has responded “yes” to question no. 1, please rate your level of satisfaction with the support provided by GCE or the Regional Coalitions.	Baseline January 2020	Percentage	As per 31st December 2022	As per 30th June 2023	Percentage at end of reporting period	Difference at end of reporting period compared to baseline
NECs under RMU – HESA	Very satisfied/satisfied	11	92%	11/11	9/10	90%	-2
	Neither satisfied nor unsatisfied	1	8%	0	1/10	10%	+2
	Quite unsatisfied/Not satisfied at all	0	0	0	0	0	0
NECs under RMU – LAC	Very satisfied/satisfied	3	100%	5/5	4/4	100%	0
	Neither satisfied nor unsatisfied	0	0	0	0	0	0
	Quite unsatisfied/Not satisfied at all	0	0	0	0	0	0
NECs under RMU – AP	Very satisfied/Satisfied	3	100%	5 out of 5	100%	Same %points	
	Very satisfied/satisfied	13	93%	15/16	15/16	94%	+1
	Neither satisfied nor unsatisfied	1	7%	1/16	1/16	6%	-1
	Quite unsatisfied/Not satisfied at all	0	0	0	0	0	0



Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.3	At the end of the EOL project, civil society capacities, participation and strategic influence in formal education policy processes have increased in selected countries.
Indicator 1.3.1	Number of semesters in which at least 60% of OCI-NEC grantees are on-track in relation to their own results-framework. As of June 30, 2023, 49 out of 59 NECs = 83% were on-track-reaching-their-expected-results. Target met for all 7 implementation semesters.
Target: eight (8)¹⁶ implementation semesters where at least 60%¹⁷ of grantees are on-track¹⁸.	Accumulated result as of June 2023: The target has been met for the first 7 implementation semesters. 1. Semester (1. Semester 2020): Result as of June 30, 2020: 35 out of 52 grantees (73%) were estimated to be on track-reaching-expected results. Semester target met. 2. Semester (2. Semester 2020): Result as of December 31, 2020: 40 out of 52 NEC full proposal contracts 40/52=77% were estimated to be on-track reaching their expected results. Semester target met. 3. Semester (1. Semester 2021): Result as of June 30, 2021: 43 out of 53 NECs = 81% were on-track-reaching their-expected-results. Semester target met. 4. Semester (2. Semester 2021): Results as of December 31, 2021: 38 out of 53 NECs = 72% were on-track reaching-their-expected-results. Semester target met. 5. Semester (1. Semester 2022): Results as of June 30, 2022: 36 out of 60 NECs = 60% were on-track-reaching their-expected-results. Semester target met. 6. Semester (2. Semester 2022): Results as of December 31, 2022: 48 out of 60 NECs = 80% were on-track-reaching their-expected-results. Semester target met. 7. Semester (1. Semester 2023): Results as of June 30, 2023: 49 out of 59 NECs = 83% were on-track-reaching their-expected-results. Semester target met.

	Country/territory	Semester 2. 2022	Semester 1. 2023
1.	Angola	Yes	Yes
2.	Benin	N/A	Yes
3.	Burkina Faso	Yes	Yes
4.	Burundi	Yes	Yes
5.	Cameroon	Yes	Yes
6.	Capo Verde	Yes	No
7.	Chad	Yes	Yes
8.	Congo, Democratic Republic of	Yes	Yes
9.	Gambia, The	Yes	Yes
10.	Ghana	Yes	Yes
11.	Guinea	Yes	Yes
12.	Guinea-Bissau	Yes	No
13.	Côte d'Ivoire	No	Yes
14.	Madagascar	No	Yes
15.	Mauritania	N/A	No
16.	Mozambique	Yes	No
17.	Niger	Yes	Yes
18.	Senegal	Yes	Yes
19.	Togo	N/A	Yes
20.	Tunisia	Yes	Yes
21.	Egypt	Yes	Yes
22.	Eswatini	Yes	Yes
23.	Ethiopia	Yes	No
24.	Kenya	Yes	Yes
25.	Lesotho	Yes	Yes
26.	Malawi	Yes	Yes
27.	Nigeria	N/A	No
28.	Rwanda	Yes	Yes
29.	Sierra Leone	Yes	Yes
30.	Somalia	Yes	Yes

	Country/territory	Semester 2. 2022	Semester 1. 2023
31.	Somaliland	Yes	Yes
32.	South Sudan	Yes	Yes
33.	Sudan	Yes	Yes
34.	Tanzania	Yes	Yes
35.	Uganda	Yes	Yes
36.	Yemen, Republic of	Yes	Yes
37.	Zambia	Yes	Yes
38.	Zimbabwe	Yes	Yes
39.	Bolivia	Yes	Yes
40.	El Salvador	No	Yes
41.	Haiti	Yes	Yes
42.	Honduras	Yes	Yes
43.	Nicaragua	N/A ¹⁹	---
45.	Bangladesh	Yes	Yes
46.	Cambodia	Yes	Yes
47.	Indonesia	Yes	Yes
48.	Kyrgyz Republic	No	No
49.	Moldova	No	No
50.	Mongolia	Yes	Yes
51.	Nepal	Yes	Yes
52.	Pakistan	No	Yes
53.	Papua New Guinea	No	No
54.	Philippines	Yes	Yes
55.	Samoa	Yes	Yes
56.	Solomon Islands	Yes	Yes
57.	Tajikistan	Yes	Yes
58.	Timor-Leste	Yes	Yes
59.	Vanuatu	Yes	No
60.	Vietnam	Yes	Yes

¹⁶ Number of semesters increased from four to eight due to the OCI EOL extension.

¹⁷ In 2022 the number of supported NECs increased to 60 NECs due to Education Out Loud OCI-extension with effect from January 2022. The number of supported NECs in 2023 is 59 as the NEC in Nicaragua is no longer a grantee as of 2023.

¹⁸ Two definitions of 'on track' are used in EOL. One refers to reaching the expected results and one refers to the grant amount spent. The definition here is referring to the reaching of expected results.

¹⁹ Nicaragua is no longer a grantee in 2023.



Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.3	At the end of the EOL project, civil society capacities, participation and strategic influence in formal education policy processes have increased in selected countries.
Indicator 1.3.2	Number of education policies with changes – as in their financing and delivery in practice – that are influenced by Education Out Loud grantees
Updated Target: 100 (of which at least 20 are highly gender-sensitive). Formerly the target was: 60 (in at least 30 different countries)	Accumulated result as per 31 st December 2022: 104 policies with changes that have been influenced by Education Out Loud grantees in 35 countries. Accumulated result as per 30 th June 2023: 136 policies with changes that have been influenced by Education Out Loud grantees in 40 countries.

Semester and region	Number of policy changes	Country/territory
West and Central Africa Region		
WCA (1.Semester 2020)	5	Burkina Faso (2); Mozambique (1); Niger (1); Sierra Leone (1)
WCA (2.Semester 2020)	5	Togo (1), Côte d'Ivoire (1), Mozambique (1), Burkina Faso (1), Gambia, The (1)
WCA (1.Semester 2021)	1	Togo (1)
WCA (2.Semester 2021)	4	Burkina Faso (1); Democratic Republic of Congo (1); Ghana (1); Gambia, The (1)
WCA (1.Semester 2022)	4	Burkina Faso (1); Gambia, The (1); Mozambique (1); Sierra Leone (1)
WCA (2.Semester 2022)	5	Burkina Faso (1); Democratic Republic of Congo (2); Benin (1); Sierra Leone (1);
WCA (1.Semester 2023)	5	Madagascar (1); Democratic Republic of Congo (1); Benin (1); Burundi (1); Ghana (1);
WCA TOTAL:	29	Benin (2); Burkina Faso (6), Burundi (1); Madagascar (1); Mozambique (3), Niger (1), Sierra Leone (3), Togo (2), Côte d'Ivoire (1), Gambia, The (3); Democratic Republic of Congo (4); Ghana (2); (12 countries)
Horn, Eastern and Southern Africa Region		
HESA (1.Semester 2020)	7	Zimbabwe (2); Kenya (1); South Sudan (1); Sudan (1), Malawi (2)
HESA (2.Semester 2020)	6	Somalia (3); Zimbabwe (1); Kenya (1); Nigeria (1)
HESA (1.Semester 2021)	3	Zimbabwe (1); Rwanda (1); South Sudan (1)
HESA (2.Semester 2021)	7	Tanzania (1); Malawi (2); Somalia (1); Nigeria (1); Zambia (1); Republic of Yemen (1)
HESA (1.Semester 2022)	5	Tanzania (1); Eswatini (1); Rwanda (1); Somaliland (1); Zambia (1)
HESA (2.Semester 2022)	5	Zimbabwe (1); Rwanda (1); Liberia (1); Zambia (2);
HESA (1.Semester 2023)	11	Zimbabwe (2); Rwanda (1); Kenya (2); Somaliland (1); Tanzania (1); Eswatini (2); Malawi (1); South Sudan (1);
HESA TOTAL:	44	Eswatini (3), Zimbabwe (7), Kenya (4), South Sudan (3), Malawi (5), Somalia (4), Nigeria (2), Sudan (1), Rwanda (4), Somaliland (2); Tanzania (3), Zambia (4); Republic of Yemen (1); Liberia (1); (14 countries)
Latin America and Caribbean Region		
LAC (1.Semester 2020)	0	None
LAC (2.Semester 2020)	0	None
LAC (1.Semester 2021)	0	None
LAC (2.Semester 2021)	0	None
LAC (1.Semester 2022)	0	None
LAC (2.Semester 2022)	0	None
LAC (1.Semester 2023)	0	None
LAC TOTAL:	0	None



Asia and Pacific Region		
AP (1.Semester 2020)	13	Nepal (6); Vanuatu (1); Philippines (2); Mongolia (2); Bangladesh (1), Kyrgyz Republic (1)
AP (2.Semester 2020)	9	Bangladesh (1), Cambodia (1), Mongolia (2), Philippines (2), Vietnam (1), Timor-Leste (1), Nepal (1)
AP (1.Semester 2021)	11	Bangladesh (1); Cambodia (1); Mongolia (1); Nepal (5); Pakistan (1); Tajikistan (1); Vietnam (1)
AP (2.Semester 2021)	5	Nepal (1); Philippines (2); Pakistan (1); Vietnam (1)
AP (1.Semester 2022)	5	Mongolia (1); Nepal (1); PNG (1); Bangladesh (2)
AP (2.Semester 2022)	5	Pakistan (1); Philippines (3); Timor-Leste (1);
AP (1.Semester 2023)	15	Pakistan (1); Philippines (3); Timor-Leste (1); Kyrgyz Republic (1); Nepal (4); Mongolia (2); Moldova (1); PNG (1);
AP TOTAL:	63	Nepal (18), Vanuatu (1), Philippines (12), Mongolia (8), Bangladesh (5), Cambodia (2), Kyrgyz Republic (2), Vietnam (3), Timor-Leste (3), Pakistan (4), Tajikistan (1), PNG (2); Moldova (1); (14 countries)

Number of policy changes per semester							
Total number (1. Semester 2020)	Total number (2. Semester 2020)	Total number (1. Semester 2021)	Total number (2. Semester 2021)	Total number (1. Semester 2022)	Total number (2. Semester 2022)	Total number (1. Semester 2023)	Total number policy changes
25	20	15	16	14	15	31	136
Total number of unique countries/territories: 40							

Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring	
Outcome 1.4	At the end of the Education Out Loud project, "Learning collaboratives" established generating lessons learned for institutional strengthening of civil society organisations.	
Indicator 1.4.1	Number and types of learning collaboratives on CSO institutional capacity strengthening established.	
Target	Baseline	As per 30th June 2023
20	0	27

Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring	
Outcome 1.5	At the end of the Education Out Loud, gender responsive education planning, policy development and monitoring have been influenced by civil society in a significant number of countries.	
Indicator 1.5.1	Number of countries where civil society in Education Out Loud funded projects has influenced gender responsive education planning, policy implementation and monitoring. ²⁰	
Updated Target: 40	Results as of December 31 st , 2022: 35 countries Results as of June 30 th , 2023: 40 countries	

Region	Country/territory	Number of countries/territories in the region with policy changes influenced by civil society organisations
West and Central Africa	Benin (2); Burkina Faso (6), Burundi (1); Madagascar (1); Mozambique (3), Niger (1), Sierra Leone (3), Togo (2), Côte d'Ivoire (1), Gambia, The (3); Democratic Republic of Congo (4); Ghana (2)	12
Horn, Eastern and Southern Africa	Eswatini (3), Zimbabwe (7), Kenya (4), South Sudan (3), Malawi (5), Somalia (4), Nigeria (2), Sudan (1), Rwanda (4), Somaliland (2); Tanzania (3), Zambia (4); Republic of Yemen (1); Liberia (1);	14
Latin America and Caribbean	0	0
Asia and Pacific	Nepal (18), Vanuatu (1), Philippines (12), Mongolia (8), Bangladesh (5), Cambodia (2), Kyrgyz Republic (2), Vietnam (3), Timor-Leste (3), Pakistan (4), Tajikistan (1), PNG (2); Moldova (1);	14
Total		40 countries

²⁰ This indicator is also connected to GPE Indicator 17



Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.6	At the end of the Education Out Loud project, a significant number of countries affected by fragility and conflict where national education coalitions have been supported.
Indicator 1.6.1	Proportion of grant recipient countries characterised as affected by fragility and conflict.
Target: 25% fragile country grantees	As per June 30 th , 2023: 39% of OCI-NEC grantees were located in partner countries affected by fragility and conflict (according to list of GPE partner countries affected by fragility and conflict (PCFC Fiscal year 2023) ²¹

RMU	Name of GPE partner countries affected by fragility and conflict where national education coalitions have been supported by Education Out Loud funds.	Absolute number	% of supported NECs in the Region (with projects as of June 2023) that are countries affected by fragility and conflict.
RMU-WCA	<ul style="list-style-type: none"> Burkina Faso Burundi Cameroon Chad Congo, Democratic Republic of Guinea-Bissau Mozambique Niger 	8	40% (8 out of 20)
RMU-HESA	<ul style="list-style-type: none"> Egypt Ethiopia Nigeria Somalia South Sudan Sudan Yemen, Republic of Zimbabwe 	8	44% (8 out of 18)
RMU-LAC	<ul style="list-style-type: none"> Haiti 	1	25% (1 out of 4)
RMU-AP	<ul style="list-style-type: none"> Pakistan Papua New Guinea Philippines Solomon Islands Timor-Leste 	6	35% (6 out of 17)
In total:		23	39% (23 out of 59)

Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring
Outcome 1.7	At the end of the Education Out Loud project, a significant number of grantees that represent groups of people excluded from the education system have been supported.
Indicator 1.7.1	Proportion of grantees that represent at least seven out of ten types of vulnerable/excluded groups.
Target: 50% of NECs	As per June 30 th 2023: 25% of NECs (15/59) represent seven out of ten marginalised groups established in the EOL inclusivity indicator description.

Target	Baseline	As per 31 st December 2022
50%	22%	22% of NECs (13/60) represent seven out of ten marginalised groups
		As per 30th June 2023
		25% of NECs (15/59) represent seven out of ten marginalised groups

²¹ This indicator uses the latest PCFC report from GPE and can be found here: <https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict>.



Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring	
Outcome 1.8	At the end of the Education Out Loud project, the national education coalitions are more strategic in their policy influencing work in a significant number of countries.	
Indicator 1.8.1	Number of lessons learned for national civil society alliances, regarding strategies for influencing education policies.	
Target	Baseline	As per 31st December 2022
Former target: 40 Current target: 60	0	Number of lessons learned in this period: 10 making an accumulation of 29 in the entire reporting period.
		As per 30th June 2023
		Number of lessons learned in this period: 12 making an accumulation of 41 in the entire reporting period.

Specific Objective 1	Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring	
Outcome 1.9	National education coalitions are active in monitoring and accountability mechanisms of public national education to ensure the delivery of transformative policies and programs that accelerate access, learning outcomes, and gender equality, leaving no one behind.	
Indicator 1.9.1	Number of NECs that participate in monitoring the GPE partnership compact in their country in order to promote mutual accountability at country level.	
Target	Baseline	As per 31st December 2022
45	0	27 NECs participated in GPE partnership compact in their country.
		As per 30th June 2023
		35 NECs participated in GPE partnership compact in their country.

Specific Objective 2	Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.	
Outcome 2.1	At the end of the Education Out Loud project, data/evidence relevant for policy changes and/or monitoring of government commitment has been gathered, made actionable and available.	
Indicator 2.1.1	Number of publications/research on education, related to social accountability and transparency, produced by EOL grantees /partners that have placed issues on the national public agenda /shifted this agenda or impacted education laws and policies.	
Target	Baseline	As per 31st December 2022
50	0	46
		As per 30th June 2023
		26
Accumulated: 79		



Specific Objective 2	Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.	
Outcome 2.2	the end of the Education Out Loud project, multi-level monitoring is strengthened and civil society organisations have increased capabilities to mobilise citizens as rights holders, particularly at local level, in strategic data collection and / or monitoring of government commitments and education policies/plans.	
Indicator 2.2.1	Number of national monitoring / follow-up / data collection initiatives that include citizens / right holders in defining methodologies.	
Target	Baseline	As per 31st December 2022
25	0	8
		As per 30th June 2023
		4
Accumulated: 20		

Specific Objective 2	Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.	
Outcome 2.3	'Learning collaboratives' established on actionable data and how to turn information into advocacy relevant tools for change.	
Indicator 2.3.1	Number and types of learning collaboratives on actionable data established.	
Target	Baseline	As per 31st December 2022
15	0	0
		As per 30th June 2023
		1
Accumulated: 3		

Specific Objective 2	Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.	
Outcome 2.4	At the end of the Education Out Loud project, the civil society participates actively in Local education groups, national SDG4 follow-up groups and other national monitoring mechanisms of national education policies, including budgets, in a significant number of countries.	
Indicator 2.4.1	Number of countries where civil society in Education Out Loud funded projects have established and / or participate in periodic mechanisms / spaces for monitoring education policy and budget implementation.	
Target	Baseline	As per 31st December 2022
50	N.D.	42 NECs participated in LEGs
		As per 30th June 2023
		47 NECs participated in LEGs ²²

Specific Objective 2	Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.	
Outcome 2.5	At the end of the Education Out Loud project, in a significant number of countries the national education coalitions have improved capabilities for using data in their policy influencing work.	
Indicator 2.5.1	Number of lessons learned for civil society organisations on how to turn evidence into political tools for change of education policies and structures.	
Target	Baseline	As per 31st December 2022
20	0	3
		As per 30th June 2023
		3
Accumulated: 10		

²²See Annex 3 for more information.



Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.1	Transnational and/or “vertically integrated” civil society alliances representing a wide and diverse combination of social actors formed around identified strategic policy changes or areas related to SDG4 and GPE	
Indicator 3.1.1	Number of civil society alliances with advocacy plan for promotion of identified policy change/area.	
Target	Baseline	As per 31st December 2022
4	0	8
		As per 30th June 2023
		9

Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.2	Increased capacities of transnational civil society alliances, particularly in relation to advocacy	
Indicator 3.2.1	Number of semesters in which 80% of learning plans improve partners’ organisational, thematic and advocacy capacity.	
Target	Baseline	As per 31st December 2022
5 semesters in which 80% of OC3 alliances fulfil the criteria (see indicator description 3.2.1)	N/A	1
		As per 30th June 2023
		1
Accumulated: 3 semesters in which 80% of alliances fulfil the criteria.		

Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.3	Strategic policies or practices changed at global, regional, and national level through civil society transnational alliances, advocacy, and campaigns	
Indicator 3.3.1	Number of changes in education policies – and in their financing and delivery in practice – that are influenced by Education Out Loud grantees	
Target	Baseline	As per 31st December 2022
30 (influenced by OC3)	0	1
		As per 30th June 2023
		3
Accumulated: 10		

Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.4	Social accountability mechanisms and spaces, such as Ombudsman office; periodic gathering of “Accountability Commission”; tripartite commission created or strengthened to follow up on global, regional or national commitments related to the right to quality education	
Indicator 3.4.1	Number of social accountability mechanisms and spaces created/strengthened	
Target	Baseline	As per 31st December 2022
20	0	11
		As per 30th June 2023
		8
Accumulated: 22		



Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.5	'Learning collaboratives' established on effective advocacy strategies	
Indicator 3.5.1	Number and types of learning collaboratives on effective advocacy strategies	
Target	Baseline	As per 31st December 2022
15	0	0
		As per 30th June 2023
		6
Accumulated: 8		

Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.6	At the end of the Education Out Loud project, various Education Out Loud supported civil society alliances' interests have been communicated in international conferences or to international platforms.	
Indicator 3.6.1	Number of international (global and regional) platforms that invite civil society to participate.	
Target	Baseline	As per 31st December 2022
40	0	23
		As per 30th June 2023
		26
Accumulated: 60		

Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.7	At the end of the Education Out Loud project, various Education Out Loud supported civil society alliances supported by the project have influenced global, regional and national policies and plans.	
Indicator 3.7.1	Number of global / regional / national institutions, policies or plans influenced by civil society global advocacy initiatives.	
Target	Baseline	As per 31st December 2022
10	0	2
		As per 30th June 2023
		0
Accumulated: 4		

Specific Objective 3	Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts.	
Outcome 3.8	At the end of the Education Out Loud project, various Education Out Loud supported civil society alliances have increased their capacities for promoting policies and practices in the education area.	
Indicator 3.8.1	Number of lessons learned collected, systematised and disseminated for promoting global/regional/national policies and practices in the education area.	
Target	Baseline	As per 31st December 2022
15	0	2
		As per 30th June 2023
		3
Accumulated: 11		

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 marginalised populations.

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