EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

TECHNICAL PROGRESS REPORT JULY 2023 – JUNE 2024
EDUCATION OUT LOUD

Period covered by the report:
July 1st, 2023 – June 30th, 2024

Submitted by Oxfam Denmark: *November 22nd, 2024.*

OXFAM
Denmark

INDEX

ABBREVIATIONS

AAEA	Associação Angolana para a Educação de Adultos. Organização que preside a Rede EpT - Angola
ACEA	Arab Campaign for Education for All
ACER	Australian Council for Education Research
ACTE	Alliance of CSOs in Tajikistan for Education – Tajikistan
ACLO	Fundación Acción Cultural Loyola - Bolivia
AED	Association for Education development – Kyrgyz Republic
AFE	"All for Education!" National Civil Society Coalition - Mongolia
AMEI	Adolescent Mothers' Education Initiative
ANCEFA	Africa Network Campaign on Education for All
AP	Asia Pacific
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection – Moldova
ARC	Accountability Research Center
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT – Niger
ASPBAE	Asia South Pacific Association for Basic and Adult Education
BAFASHEBIGE	Coalition pour L´Education pour tous – Burundi
BEN-E	Basic Education Network Ethiopia – Ethiopia
CAMPE	Campaign for Popular Education – Bangladesh
CBDE	Campaña Boliviana por el Derecho a la Educación - Bolivia
CBO-EPT	Coalition Beninoise des Organistions pour l´EPT – Benin
CED	Coalition for Educational Development – Sri Lanka
CEMSE	Fundación Privada de Fieles Centro de Multiservicios Educativos – Bolivia
CEFAN	Cameroun Education for All – Cameroon
CET	La Coalition Éducative Tunisienne - Tunisia
CF	Call for Proposals
CLADE	Latin American Campaign for the Right to Education
CLEAR	Citizen-led Action for Educational Accountability and Responsiveness in Ghana
CN	Concept note
CNEPT/BF	Coalition Nationale EPT du Burkina Faso – Burkina Faso
CNG/EPT	Coalition Nationale de Guinée pour l'Education Pour Tous
CNT/EPT	Coalition Nationale Togolaise pour l'Education Pour Tous – Togo
COESI	Coalition for Education Solomon Islands - Solomon Islands
COMEDUC	Coalition des Organizations Mauritaniennes pour L´Education – Mauritania
CONAMEPT	Coalition Nationale Malgache pour L´Education pour Tous – Madagascar
CONEPT/RDC	Coalition Nationale de L´Education pour tous en DRC – Democratic Republic of Congo

COSOCIDE	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad- Chad
COSYDEP	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite – Senegal
CSACEFA	Civil Society Action Coalition On Education For All – Nigeria
CS-BAG	Civil Society Budget Advocacy Group - Uganda
CSEC	Civil society education coalition – Malawi
CSEF	Civil Society Education Fund
CSEP	Civil Society Education Partnership – Timor-Leste
CSEN	Civil Society Education Network - Pakistan
CSO	Civil Society Organisation
CYAN	Center for Youth Advocacy and Networking, Inc.
DDA	Due Diligence Assessment
DEDRAS	Organization pour le Développement Durable le Renforcement et l´Auto-promotion des Structures Communautaires - Benin
ECOZI	Education Coalition of Zimbabwe – Zimbabwe
EFANet	Education for all Campaign Network – Gambia, The
EFA SL	Education for All Sierra Leone – Sierra Leone
EFASOM	Education for All Somalia Coalition – Somalia
E-NET	Civil Society Network for Education Reforms Inc. E-Net – Philippines
EOL	Education Out Loud
EUPER	Qualitative Union for Educational Policies and Research - Egypt
EYC	Elimu Yetu Coalition – Kenya
FENU	Forum for Education NGOs in Uganda – Uganda
FCAC	Fragile and Conflict-Affected Contexts
FDH	Foro Dakar Honduras - Honduras
GAWE	Global Action Week for Education
GCE	Global Campaign for Education
GLP	Global Learning Partner
GMU	Global Management Unit
GCE	Global Campaign for Education
GNECC	Ghana National Education Campaign Coalition - Ghana
GPE	Global Partnership for Education
G-Watch	Government Watch
GEAR	Girls' Education in rural areas
HESA	Horn, Eastern and Southern Africa
HOPE	Helping Our People Excel
IDS	Institute of Development Studies
IID	Institute of Informatics and Development
IIEP-UNESCO	Institute for International Education Planning of UNESCO
INEE	Inter-agency Network for Education in Emergencies
I-SAPS	Institute of Social and Policy Sciences
ISP	Independent Selection Panel
ISER	Initiative for Social and Economic Rights - Uganda
KIX	Knowledge and Innovation Exchange

KoBLE	Kolisen Blong Leftemap Edukesen - Vanuatu
LAC	Latin America and Caribbean
LCN	Lesotho Council of NGOs – Lesotho
LGBTQIA+	Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex, Asexual +
MACDI	Microfinance and Community Development Institute - Vietnam
MDF	Management for Development Foundation
MEL	Monitoring, evaluation and learning
MEPT	Movimento de Educação para Todos (MEPT) – Mozambique
MoE	Ministry of Education
MSIS-Tatao	MSIS – Tohana sy ainga ho an'ny tambazotran'ny olompirenena (name of NGO)
NCE- NEPAL	National Campaign for Education – Nepal
NEC	National Education Coalition
NECOL	National Education Coalition of Liberia – Liberia
NECSS	National Education Coalition South Sudan
NEP	NGO Education Partnership – Cambodia
NEW	Network for Education Watch - Indonesia
NFER	National Foundation for Educational Research
OC	Operational Component
PCE	Pakistan Coalition for Education – Pakistan
PEAN	Papua New Guinea Education Advocacy Network Inc - Papua New Guinea
PEC	Palestinian Education Coalition – West Bank and Gaza
RC	Regional Coalition
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
RESALDE	Red Salvadoreña por el Derecho a la Educación – El Salvador
RISP	Regional Independent Selection Panel

RIPEPT	Reseau Ivoirien pour la Promotion de L'Education pour Tous – Côte d'Ivoire
RMU	Regional Management Unit
RNCEPT	Rede Nacional da Campanha de Educação Para Todos (RNCEPT) - Angola
RTE	Right to Education Initiative
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
SIC	Strategy and Impact Committee
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
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nation Children Fund
VAEFA	Vietnam Association for Education for All – Vietnam
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 of EOL reporting, the second semester of 2023 and the first semester of 2024 (July 2023-June 2024). The report covers the main processes included within the Education Out Loud (EOL) programme and the results obtained by grantees in the countries and territories supported by EOL during the reporting period.

January 2024 marks the beginning of EOL's extension phase, with grantee projects for the previous phase concluding between December 2023 and April 2024. The extension phase was approved by the GPE board in 2022, extending EOL efforts to June 2027 in line with GPE's 2025 strategy. Therefore, the current technical progress report covers two phases of EOL with two different results frameworks. The extension period results framework includes new indicators which capture a broader range of grantee activities and are introduced in this report. In addition, this phase contains a slightly different portfolio of grantees. Restricted calls for proposals occurred in March-August 2023 and based on the assessment of independent selection panels, the grant agent has so far signed grant agreements with 79 grantees. Therefore, as of June 2024 (the end of this reporting period) the portfolio of grantees contains 59 NECs under OC1, 14 civil society organisations in OC2 and 6 transnational civil society alliances in OC3, as well as 1 global and 3 regional education coalitions (GCE, ACEA, ASPBAE, CLADE).

In the reporting period, EOL grantees achieved significant results under each specific objective. EOL-supported grantees influenced governments to enact policy changes for better quality, more inclusive education systems. A total of 52 policy changes were influenced by EOL-supported grantees in 34 countries during the reporting period, ensuring, for example, more inclusive education systems, changes to education budgets and improvements in school curricula.

EOL supports grantees to produce evidence to support their advocacy efforts, placing topics such as education challenges on the national discussion agenda through local education groups and other monitoring mechanisms. 56 NECs out of the total of 61 operational throughout the whole reporting period participated in local education group meetings, demonstrating the high capacity for EOL grantees to influence the education agendas in their respective countries and territories and representing the voice of civil society in political fora.

EOL-supported grantees create and strengthen social accountability mechanisms in their respective countries, territories and regions, aiming to influence the education agenda and create a more inclusive, transparent and effective education systems. In total, 20 social accountability mechanisms were created or strengthened in the reporting period, enabling both civil society and local communities to continually hold their governments accountable, monitor government commitments, push for transparency in the education sector and act on policy solutions.

In addition to supporting grantees to influence their national education agendas and push for policy changes in education, a fundamental aspect of EOL is providing grantees with different learning opportunities to strengthen their organisational, thematic and advocacy capacities. The programme builds grantee knowledge for more strategic, relevant, institutionally healthy and sustainable civil society organisations and alliances. Learning is provided through the Global Campaign for Education (GCE), Regional Coalitions (ASPBAE, CLADE, ACEA), leaning collaboratives, Regional Management Units and regional and global learning partners.

SECTION 1:
OVERVIEW OF EOL

1.1 INTRODUCTION

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 four regions, as well as at a global level. EOL provides tailored support to grantees and places significant emphasis on grantee learning.

The present technical progress report provides an overview of EOL's structure, main processes and results achieved by grantees. Covering the period July 2023 - June 2024, the report marks a transition between two phases of EOL, with the extension phase beginning in January 2024 and continuing to 2026. The extension phase includes a cohort of old and some new grantees, with a new global results framework and adaptations based on the recommendations of the mid-term review.

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.

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. A full overview of all results according to the monitoring framework 2024-2026 can be found in Annex 5. 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 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 the EOL review which began in mid-2024 and a forecast for the next reporting period. Annexes 1 - 6 contain further, detailed information on the EOL programme.

1.2 EOL EXTENSION PHASE

The GPE board in 2022 approved an overall extension of the full range of EOL efforts up to June 2027. Accordingly, the basic EOL modalities will be retained allowing support for approximately 80 grantees in the 2024-26 period. The extension enables a further alignment of EOL's efforts with the GPE strategic plan 2025 in comparison to EOL 2019-2023, which had drawn on the GPE 2020 strategy. During the course of 2023, the grant agent carried out restricted call for proposals. As a result, towards the end of 2023 and into the early months of 2024, grant agreements were signed to support civil society advocacy during the three-year period.

In this extension, EOL's learning framework has been reinforced and enhanced, offering increased support to grantees and improving the connections between grantees and their peers and grantees and EOL. In addition to building grantee capacities, the experience generated by EOL funded activities can be shared among wider groups of stakeholders across the education community, contributing to knowledge as a global public good. This knowledge helps to inform practitioners, funders and country level stakeholders in their own efforts to improve the inclusiveness, transparency and effectiveness of education sector policy and implementation. See Section 3 for more information on learning and knowledge products.

Furthermore, building on a recommendation from the EOL mid-term review in 2022, the extension now offers longer grants. The extension of the OC1 grants from two to three years aims to enhance grantee efficiency by requiring less time drafting new proposals. Similarly, the grant agent is now better positioned to engage with grantees during the project implementation, rather than Oxfam Denmark spending considerable resources on scanning and assessing numerous proposals.

EOL efforts in the 2024-26 phase further include a strengthened focus on inclusion and gender equality, aligning to the objectives of on the theme which are contained in GPE 2025. A boost to synergies among grantees was enabled by synchronising the calls for proposals and encouraging synergy plans. The grant agent has developed a sustainability framework focusing on institutional, programmatic and financial sustainability of EOL grantees during the extension phase.

1.3 GRANT AGENT PROCESSES

EOL funds civil society efforts under three Operational Components (OC) which relate to the programme's three specific objectives. A full list of EOL grantees under each OC can be found in Annex 2. EOL's grantee portfolio has been updated in the extension proposal phase. 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 description of the grantee portfolio under each OC is described here.

Operational Component 1 (OC1), supports NECs with long-term, core and programmatic funding. NECs are gatherings of civil society organisations working for quality, inclusive education sectors. Their member base is broad and representative of different marginalised groups who are excluded from the education systems. They are funded to hold duty bearers in their countries to account and ensure access to quality education in an inclusive and gender-responsive manner. In the first years of EOL (2020-21), 54 NECs submitted a proposal for EOL funding, with 52 active grantees under OC1.1 in 2020-2021. 53 of these NECs submitted new proposals to extend their projects for the period 2022-2023 and 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. In the call for proposals in 2023, two new NECs were included in the extension portfolio, with two others not applying, meaning of the 59 NECs submitted proposals, all had signed grant agreements under OC1.3 by June 2024. As a result, across the period July 2023-June 2024 in this report, there were 61 operational NECs.

Under Operational Component 2 (OC2), EOL supports national civil society alliances to undertake strategic multi-level monitoring of education policy and budget implementation and use the evidence to formulate and act on relevant policy solutions. To conduct this monitoring, grantees develop social accountability mechanisms, enhancing citizen engagement and elevating citizen concerns to a government level. Five project proposals were originally selected under OC2.1 (2021) in Madagascar, Liberia, Pakistan, the Philippines and Bolivia. Another four civil society alliances were selected under OC2.2 (2022) in Benin, Democratic Republic of Congo, Ghana and Bangladesh, bringing the total to nine. Six new OC2.3 grantees were added to the portfolio for the extension phase in Benin, Mozambique, Tanzania, Uganda, Nepal and Vietnam. With eight OC2.1 and OC2.2 grantees continuing with new projects, the total number of OC2.3 grantees as of June 2024 is 14.

Operational Component 3 (OC3) supports transnational civil society alliances to promote an enabling environment for civil society advocacy and transparency in education systems. This programmatic focus recognises that in the current global system, effective national education policy planning and implementation in low- and lower middle-income countries are often subject to political and economic influences outside the national arena, namely in regional and global policy forums. Therefore, EOL sees an opportunity to reinforce civil society's education advocacy at regional and global policy levels. Five OC3.1 grantees became EOL grantees in late 2020/early 2021 and five others joined in as OC3.2 late 2021. Six OC3.3 grantees applied for the extension phase and were accepted into the EOL portfolio, meaning the OC3 portfolio is six as of June 2024. 10 OC3 grantees were operational during this reporting period, as four finalised their projects between December 2023 and April 2024.

In addition to the Operational Components, the EOL programme has a strong focus 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. Learning partners are established and contracted at a global and regional level to build capacities among grantees, share knowledge and support the learning processes. 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. For more detail on the learning framework within EOL and results from the period, please refer to Section 3.

Grantees are supported by RMUs through online meetings and visits, where progress, learning needs and other requirements are discussed. Grantee visits are an important part of EOL's processes, enabling engagement with grantees to gain a deeper understanding of their context, deepen EOL's relationships with the grantees and their programme and provide support to grantees where necessary.

The table in figure 1 on page 8 shows the countries and territories in which EOL grantees were operational as of June 2024 in the extension phase. Please note this table is not representative of the EOL grantees and budgets for whole period July 2023 – June 2024 as the previous phase of EOL grant agreements ended between December 2023 and April 2024 and a new phase of grant agreements began from January 2024. The table includes the grantee budgets for each country according to the Operational Components. As shown, some countries and territories have one, and others two or more grantees from different Operational Components working within them.

As of June 2024, at the end of the first six months of the extension phase, 60 countries and territories have EOL-supported grantees present. Three countries and territories have grantees from all Operational Components represented in blue in the table. 12 have OC1 and OC2 grantees present represented in green in addition to the three in blue. 11 have OC1 grantees and members of OC3 alliances present represented in yellow in addition to the blue. One country receives OC2 support but has no NEC receiving EOL funding (Liberia).

Figure 2, the timeline on page 9, illustrates the overall picture of EOL's grant processes. It shows the past implementation of OC1, OC2 and OC3 grantee projects, from the first call for proposals in 2019 and to the extension phase grant agreements under implementation from 2024 until 2026.

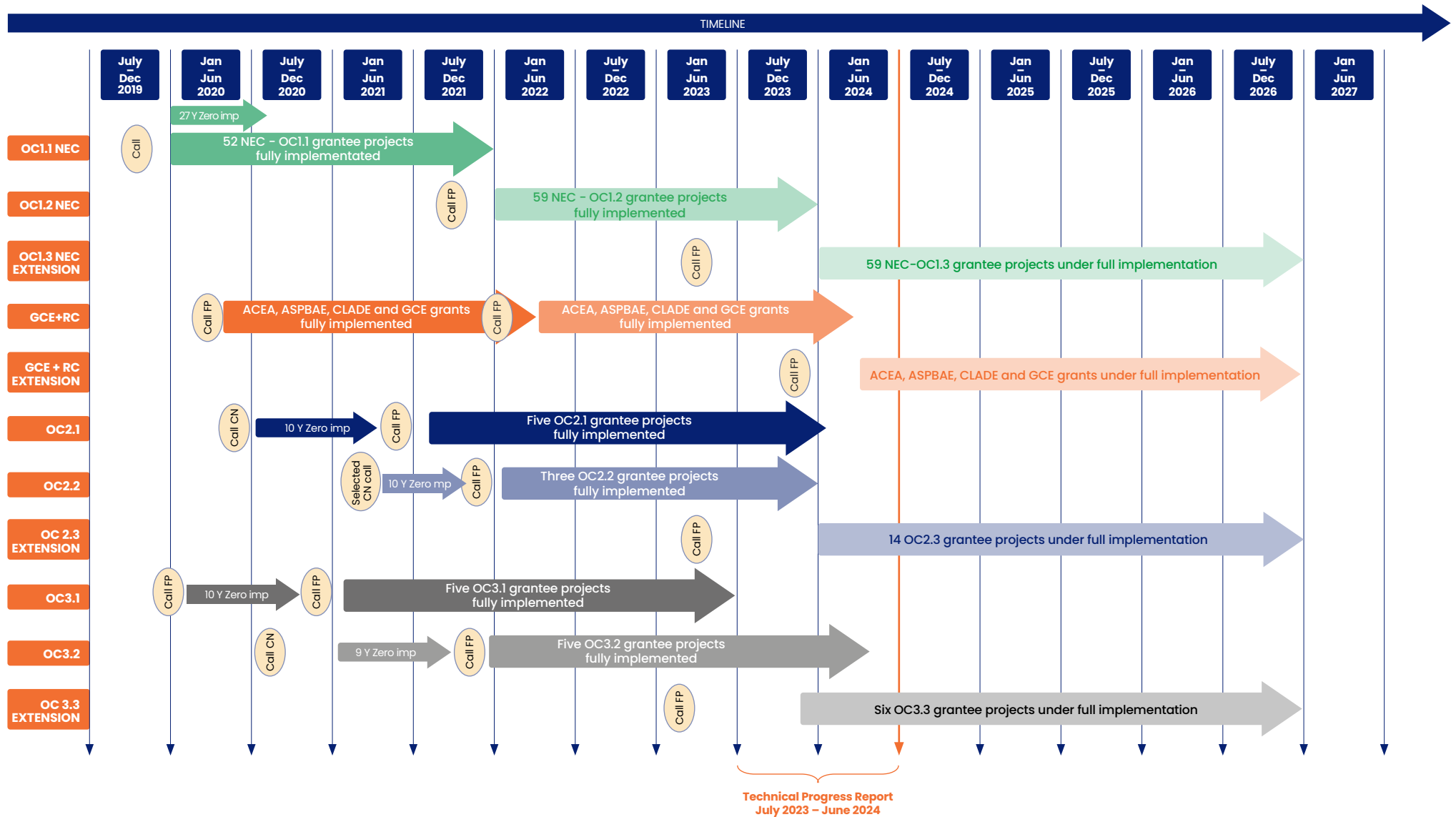## FIGURE 1: GRANTEES AND THEIR BUDGETS AS OF JUNE 2024

	RMU	Country	Total OC1.3 Approved budget (USD)	Total OC2.3 Approved budget	Part of an OC3.3 grantee project**
1	WCA	Angola	238,969		
2	WCA	Benin	380,000	1,806,063 x2 grantees	
3	WCA	Burkina Faso	411,000		OC3.3
4	WCA	Burundi	410,901		
5	WCA	Cameroon	408,616		
6	WCA	Capo Verde	410,963		
7	WCA	Chad	213,000		
8	WCA	Côte d'Ivoire	410,413		
9	WCA	Congo, Democratic Republic of	411,000		
10	WCA	Gambia, The	348,240		
11	WCA	Ghana	349,350	1,030,655	
12	WCA	Guinea	330,000		
13	WCA	Guinea-Bissau	250,006		
14	WCA	Madagascar	346,746	750,000	
15	WCA	Mauritania	211,648		
16	WCA	Mozambique	410,505	750,000	OC3.3 x2
17	WCA	Niger	360,153		OC3.3
18	WCA	Senegal	350,249		OC3.3
19	WCA	Togo	388,126		
20	HESA	Egypt	324,570		
21	HESA	Eswatini	410,000		OC3.3
22	HESA	Ethiopia	334,149		
23	HESA	Kenya	410,996		
24	HESA	Lesotho	321,548		OC3.3
25	HESA	Liberia	0	749,990	
26	HESA	Malawi	325,372		OC 3.3 x3
27	HESA	Nigeria	334,188		
28	HESA	Rwanda	334,954		
29	HESA	Sierra Leone	318,993		
30	HESA	Somalia	411,000		
31	HESA	Somaliland	394,960		
32	HESA	South Sudan	334,724		
33	HESA	Tanzania	327,486	748,048	OC 3.3
34	HESA*	Tunisia	326,390		
35	HESA	Uganda	334,350	750,000	
36	HESA	West Bank & Gaza	400,000		
37	HESA	Yemen, Republic of	290,158		
38	HESA	Zambia	341,850		OC 3.3 x3
39	HESA	Zimbabwe	411,000		OC 3.3 x3
40	LAC	Bolivia	334,342	750,001	
41	LAC	Haiti	390,450		
42	LAC	Honduras	378,756		
44	AP	Bangladesh	411,000	1,174,094	
45	AP	Cambodia	368,248		
46	AP	Indonesia	300,000		
47	AP	Kyrgyz Republic	290,000		
48	AP	Moldova	290,000		
49	AP	Mongolia	411,000		
50	AP	Nepal	410,998	749,609	OC3.3
51	AP	Pakistan	390,305	735,576	
52	AP	Papua New Guinea	356,978		
53	AP	Philippines	384,762	869,205	
54	AP	Samoa	345,240		
55	AP	Soloman Islands	345,237		
56	AP	Sri Lanka	323,000		
57	AP	Tajikistan	284,766		
58	AP	Timor-Leste	370,000		
59	AP	Vanuatu	335,143		
60	AP	Vietnam	411,000	748,000	
TOTAL			**20,912,738**	**11,611,241**	

* Tunisia fell under WCA in cycle 1.2 and under HESA in 1.3

** The total budgets for OC3.3 grants can be found with the list of OC3 grantees in Annex 2.

FIGURE 2: TIMELINE OF GRANT AGENT PROCESSES AS OF JUNE 2024

TIMELINE

| | July – Dec 2019 | Jan – Jun 2020 | July – Dec 2020 | Jan – Jun 2021 | July – Dec 2021 | Jan – Jun 2022 | July – Dec 2022 | Jan – Jun 2023 | July – Dec 2023 | Jan – Jun 2024 | July – Dec 2024 | Jan – Jun 2025 | July – Dec 2025 | Jan – Jun 2026 | July – Dec 2026 | Jan – Jun 2027 |

OC1.1 NEC — Call — 27 Y Zero imp — 52 NEC – OC1.1 grantee projects fully implementated

OC1.2 NEC — Call FP — 59 NEC – OC1.2 grantee projects fully implemented

OC1.3 NEC EXTENSION — Call FP — 59 NEC-OC1.3 grantee projects under full implementation

GCE+RC — Call FP — ACEA, ASPBAE, CLADE and GCE grants fully implemented — Call FP — ACEA, ASPBAE, CLADE and GCE grants fully implemented

GCE + RC EXTENSION — Call FP — ACEA, ASPBAE, CLADE and GCE grants under full implementation

OC2.1 — Call CN — 10 Y Zero imp — Call FP — Five OC2.1 grantee projects fully implemented

OC2.2 — Selected CN call — 10 Y Zero mp — Call FP — Three OC2.2 grantee projects fully implemented

OC 2.3 EXTENSION — Call FP — 14 OC2.3 grantee projects under full implementation

OC3.1 — Call FP — 10 Y Zero imp — Call FP — Five OC3.1 grantee projects fully implemented

OC3.2 — Call CN — 9 Y Zero imp — Call FP — Five OC3.2 grantee projects fully implemented

OC 3.3 EXTENSION — Call FP — Six OC3.3 grantee projects under full implementation

Technical Progress Report July 2023 – June 2024

1.4 CONTEXT CHANGES

EOL supports a wide range of grantee efforts, and across the portfolio there is a strong requirement for grantees to understand and engage with their respective country contexts in order to remain relevant and effective and conduct advocacy efforts. In fact, a main rationale of EOL's programmatic emphasis on adaptive management is to allow grantees to amend their approved plans and strategies to better influence education policy in situations of changing conditions and contexts.

Yet, at the wider regional and international level, changes to the context go well beyond what individual grantees can immediately address. Therefore, EOL and the wider GPE partnership must relate to such changes.

A cross-cutting concern is the inadequate availability of education finances to sufficiently respond to the immense needs of communities and ensure education is available for younger generations. In this regard, many countries and territories with EOL projects under implementation report that the effects of the pandemic are still lingering. Education sector budgets have been constrained as resources have been reallocated, while the continued effects of school closures prevent many children from being provided with adequate education.

In countries and territories facing conflict where EOL grantees are present, war and violence block basic education efforts, such as in Sudan, West Bank & Gaza, Haiti and the Republic of Yemen. EOL grantees in these and several other countries and territories also report that the space for civil society advocacy efforts is shrinking, thereby constraining opportunities to bring voices and experience of marginalised communities into national education policy making.

While climate change is being increasingly recognised on a global level as a matter in need of attention and action, so far little attention is paid to how the wider education sector is affected by climate change. The topic seems to be an area of paramount importance to understand how climate change will affect physical education infrastructure and how education curricula must be revised to equip children and students with knowledge and skills to grapple with climate change.

Finally, the international community is approaching the final years of the Sustainable Development Goals (SDGs). Many EOL grantees work consistently on the SDG agendas at national levels, contributing to global gains and data towards the SDGs. Additionally, preparations are beginning for the new global goals beyond 2030. It is expected that in the coming years EOL must find ways to support grantees on a two-legged strategy: achieving national SDG 4 targets, while working collectively to secure a strong position for education in the new emerging international agenda.

SECTION 2:
RESULTS ACHIEVED JULY 2023 — JUNE 2024

2.1 EOL'S OBJECTIVES AND MONITORING FRAMEWORK

Education Out Loud's (EOL) overall objective in the extension period 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."* The achievement of this goal is reached through the overall objective and specific objectives, outlined in the global results framework. The EOL specific objectives form each Operational Component (OC) under which different grantees operate and are as follows:

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 the three specific objectives. The grantees under OC1 are national education coalitions (NECs), the grantees under OC2 are national civil society alliances; and the grantees under OC3 are transnational civil society alliances.

All EOL grantees develop their own individual project which is aligned to one of EOL's specific objectives but is not dictated by it. In the calls for proposals, grantees are requested to present project proposals which align to EOL's global outcomes. This approach ensures the independence of grantees in their monitoring processes, providing them ownership of their projects. New calls for proposals were conducted for the extension phase of EOL in 2023, with new grantees accepted into the portfolio to begin their projects in the first semester of 2024.

The EOL learning framework is implemented through grantee, global and regional learning plans. Learning partners at global and regional levels support the implementation of the learning framework and the plans through capacity strengthening, research and trainings.

This technical progress report covers the period July 2023 – June 2024. In December 2023, the first phase of EOL was finalised and in January 2024, the extension phase of EOL began. The extension phase of EOL marks a new period of reporting, with a new results framework and indicators. Consequently, the reporting period sits across two different phases of EOL and thereby two different results frameworks. However, although the indicators have been updated, the overall objective and specific objectives of the programme remain the same.

The new indicators have extended the results framework, enabling the grant agent to more effectively capture grantee processes outside of what has been so far reported in EOL under policy changes, publications and social accountability mechanisms. This approach has led to an improved capturing of the broad range of grantee efforts to promote inclusive, gender responsive and equitable national education policies and systems. Three areas of work captured in new indicators are: transformative education initiatives adopted by national public education actors; documented cases of violations of the right to education presented in courts, in Ministries or publicly by civil society organisations (CSOs); and cases of non-fulfilment of country commitments to ensure quality education for all placed for discussion in regional or global forums. Due to the indicators being new in January 2024, and the reporting period only capturing the first six months of project implementation, results under these indicators have not yet been fully captured in the reporting from grantees. Oxfam Denmark as grant agent is revising its approach to capturing information under these indicators. Reference to these indicators is included in the results and described with a few illustrative examples provided where available.

Grantee results contribute to EOL's global results framework, with results collected mainly through grantees' half yearly narrative reports and learning partner outputs. RMUs extract and analyse information from the grantee narrative reports, filtering information to GMU where it is aggregated and analysed according to the global results framework's indicators. The following section provides selected examples from the reporting period July 2023 - June 2024 on the progress of the EOL programme towards achieving the global results framework's goals. More detailed results according to the new global results framework 2024-2026 can be found in Annex 5.

2.2 POLICY CHANGES INFLUENCED BY EOL GRANTEES

From July 2023 to June 2024, EOL grantees influenced **a total of 52 policy changes in 34 countries** on a variety of topics. The changes were achieved by the grantees' continuous implementation of advocacy strategies; their generation of knowledge and evidence-based studies; and consistent participation in working groups. These policies aim to ensure all children and young people, including the most marginalised, have greater access and rights to education; improve national education budgets; ensure greater global and regional legislation in the education system; and to improve policies with special regards to marginalised groups. The policy changes that were enacted during this reporting period July 2023 – June 2024 cover a range of topics such as inclusive education systems with policies on disability or

gender inclusion, changes to education budgets and improvements in school curricula and examinations. Examples of different policy changes are outlined below, along with the contribution of the EOL-supported grantees to influence the change.

In **Zambia**, the government announced in October 2023 an increase of the national education budget for 2024 of 15.4% of the national budget. This is a further improvement from the 2023 budget which was increased by 3.5% points to 13.9% of the total national budget. The continual advocacy of the Zambia National Education Coalition (ZANEC – the NEC), and the OC3 transnational alliance members present in the country have influenced the steady increases in the share of the national budget for education through press statements, budget analyses, studies on the widening education finance

Students at Monze Primary School, Zambia.
Photo Credit: GPE Alexandra Humme.

NAVIGATING POLITICAL CHANGE: CIVIC SPACE IN ZAMBIA

Zambia faced severe restrictions in its civic space from 2011-2021, with legal frameworks and acts restricting citizens' right to freedom of expression, peaceful assembly and demonstrations, with arrests and prosecutions of CSO activists and journalists. With some exceptions, many CSOs, including the Zambia National Education Coalition (ZANEC), took the strategic approach of supporting the opposition party, building a strong relationship and leveraging their political will. These actions set the tone for the new government when the opposition party came into power after the elections in 2021. With the new government, the civic space in Zambia opened and the government engaged directly with CSOs; introduced policy changes such as the access to information act; and addressed key educational priorities. The political environment in Zambia is now changed, civil society freely participates and contributes to the local education group meetings where the government, CSOs and cooperating partners discuss and address pertinent issues relating to Zambia's education sector. As a result, Zambia has emerged as the third most democratic country among nine nations grappling with the threat of autocratic rule according to the 2024 Democracy Report by the Varieties Democracy Institute.

gap in Zambia, as well as making evidenced submissions and engaging policy makers on the need for a greater budget allocation. The budget increase, if utilised effectively, will contribute to improving the conditions in schools across Zambia. Schooling conditions such as good hygiene conditions, learning materials and providing resources to train teachers to deliver quality education, can help generate a successful learning environment and improve educational outcomes.

The government also increased the national education budget in **Malawi** in March 2024 from MWK 615.8 billion to MWK 895 billion, including allocations for gender and disability sensitive teaching and learning materials. Using the presence of multiple education actors in the country, including members of two OC3 transnational alliance members and Oxfam Malawi, Civil Society Education Coalition (CSEC – the NEC) has jointly and continuously engaged in budget analysis meetings, analysed the draft education budget, submitted key priorities generated from citizen consultants and participated in local education group meetings and workshops where the increase in budget was discussed.

In **South Sudan**, the government committed to a 16% share of the national education budget for the 2023/2024 national budget, announced in November 2023. The budget commitment is a significant achievement in a country where the allocation has remained below 6% from 2010 to 2020. National Education Coalition in South Sudan (NECSS - the NEC) and its partners have consistently pressured the government for this increase over years. For example, one year before the policy change in November 2022, NECSS organised the first domestic financing conference in South Sudan, bringing governments, donors and CSOs together to discuss the problem of education financing and the need for an increase in the education budget, producing background research papers on education financing to influence the discussion. This success demonstrates the elevated position of NECSS as a voice for civil society on education in South Sudan in recent years, gaining an increasingly open dialogue with the Ministry of Education.

In **Pakistan**, the Prime Minister declared a National Education Emergency in May 2024 in recognition of Pakistan's 26 million out-of-school children and poor learning outcomes across the country. The declaration promised increases to both the federal and provincial budget allocations to education, as well as increasing the government's budget for financial assistance through the Benazir Income Support Program, increasing the number of beneficiaries to 10.4 million. Before the election, Pakistan Coalition for Education (PCE - the NEC) consistently pushed the agenda of out-of-school children into the political discussion space. For example, PCE placed out-of-school children on the agenda of the Charter of Education, which was presented in parliamentary consultations and mailed to the manifesto committees of the leading parties, bringing their attention to the issue. In addition, PCE utilised the social media platform X to transmit their message and organised a webinar on child labour and out-of-school children. These actions helped to push the agenda of out-of-school children into the attention of the ministry and new government.

In **Senegal** in May 2024, the newly elected Prime Minister created and endorsed a system to ensure that students without civil status documents can attend exams. As a result, 69,730 candidates in Senegal are expected to be authorised to take the entrance examinations, particularly impacting students in rural areas. Coordination des ONG et Syndicats pour la
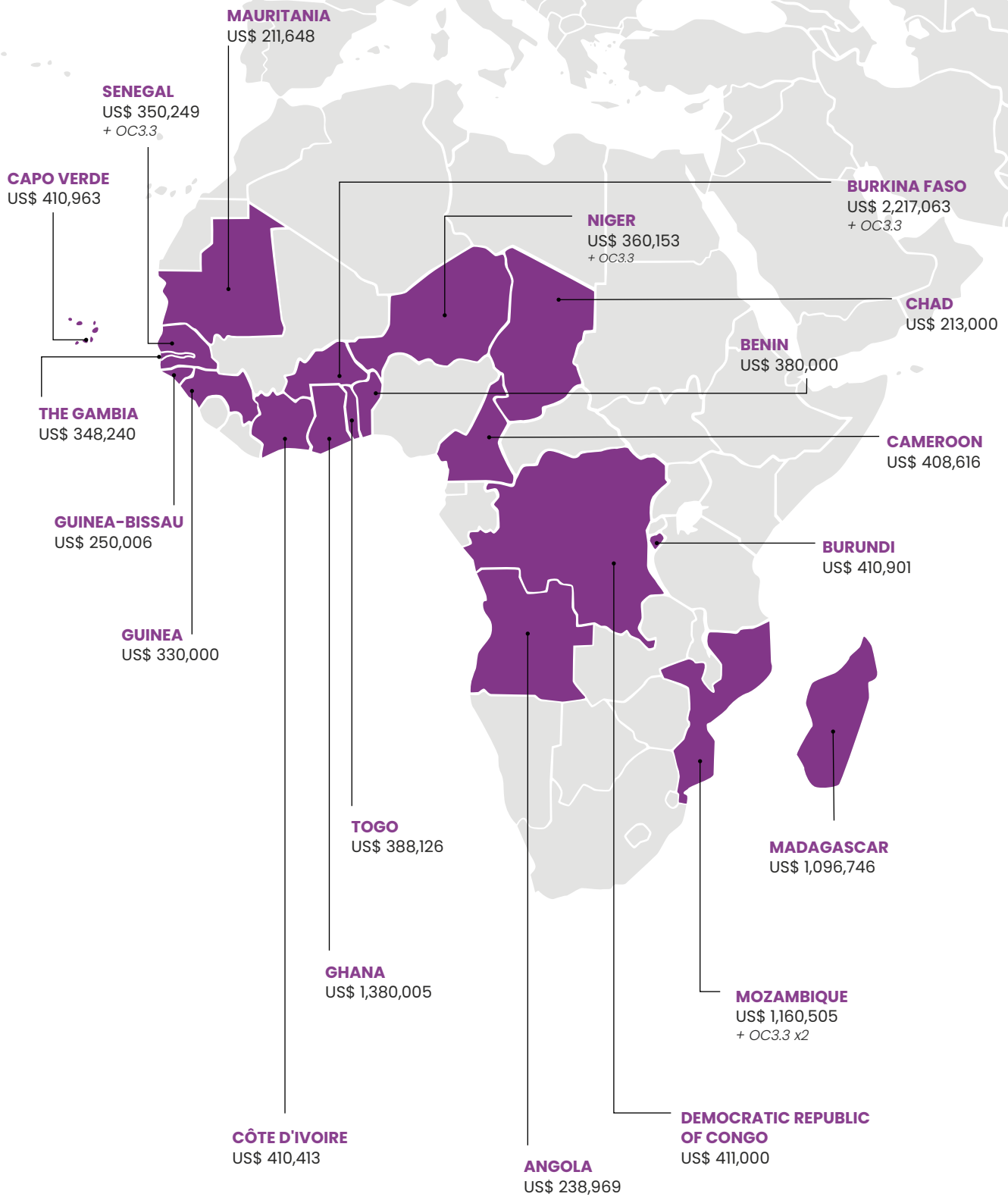
WEST AND CENTRAL AFRICA

MAURITANIA
US$ 211,648

SENEGAL
US$ 350,249
+ OC3.3

CAPO VERDE
US$ 410,963

THE GAMBIA
US$ 348,240

GUINEA-BISSAU
US$ 250,006

GUINEA
US$ 330,000

NIGER
US$ 360,153
+ OC3.3

BURKINA FASO
US$ 2,217,063
+ OC3.3

CHAD
US$ 213,000

BENIN
US$ 380,000

CAMEROON
US$ 408,616

BURUNDI
US$ 410,901

TOGO
US$ 388,126

MADAGASCAR
US$ 1,096,746

GHANA
US$ 1,380,005

MOZAMBIQUE
US$ 1,160,505
+ OC3.3 x2

CÔTE D'IVOIRE
US$ 410,413

DEMOCRATIC REPUBLIC OF CONGO
US$ 411,000

ANGOLA
US$ 238,969

* The amounts are the sum of OC 1.3 & 2.3, only reflecting the budgets for the extension period from 2024-2026.

defense d'une Education publique de Qualite (COSYDEP - the NEC) advocated to the authorities for a lasting solution to the issue, conducting mobilisation campaigns and producing recommendations which were taken note of by the Ministry of National Education.

The Ministry of National Education announced in December 2023 that the Certificat de Fin d'Etude du Premier degré (CFEPD) in **Niger** will be reintroduced from 2024. The reintroduction of the diploma at the end of primary education has been a focus area for the Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO/EPT - the NEC) who has advocated for this since it was dropped. Among its advocacy efforts, ASO/EPT produced an assessment of the negative effects of removing the certificate, which included a drop in the level of students and low student motivation. The assessment also demonstrated the support of the teachers and parents for the diploma to be reintroduced. ASO/EPT also submitted pleas to the National Ministry of Education, created alternate reports, had two members sit on a national technical committee for the reinstatement of the policy, participated in local education group meetings and consistently engaged with the authorities. The successful result means students who finish primary school will receive a certificate, improving the learning conditions for students in Niger.

The Ministry of Education in **Indonesia** enacted Regulation no. 46 on the prevention and handling of violence in schools in August 2023. The regulation aims to manage violence in schools, including gender-based violence, by establishing mechanisms and procedures for handling and reporting incidents, ensuring a secure environment which is more conducive to learning. Network for Education Watch (NEW - the NEC) advocated for the regulation in local education group meetings and workshops with policy makers, providing them with regular updates and reports containing relevant evidence. As a part of their advocacy campaign, NEW helped survivors of school-based violence to get protection, security and counselling, as well as providing them with the capacity and courage to raise their voice for justice. The campaigns attracted public attention using media outlets such as newspapers and radio and encouraged the government to realise a safe and child-friendly environment in schools.

In **Capo Verde**, the government approved a law in February 2024 on the inclusion of young people and children with special educational needs into education systems. The law will lay the foundation for the principles guaranteeing those with special educational needs are included, providing for the needs of every child and young person in Capo Verde and mobilising resources to do so. Rede Nacional da Campanha de Educação Para Todos (RNCEPT-CV - the NEC) wrote and submitted a draft law to the Ministry of Education in 2016 and continuously advocated for this law since then. Up until its approval, RNCEPT-CV participated regularly in meetings with the Ministry of Education in Capo Verde, continuing to push for the law. In addition, RNCEPT-CV has created evidence-based studies on the topic and conducted workshops.

The government in **Moldova** approved an inclusive education development programme for 2024-27 in December 2023. The programme is a policy document establishing a system of actions and responsibilities on inclusive education for decision-makers at all levels of the education system. The development programme aims to ensure educational support services for children with disabilities are provided in schools and access to inclusive education for pre-school

children is increased. Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF - the NEC) participated in all consultation meetings on the action plan's development, producing videos for a social media campaign and writing a policy brief outlining the recommendations and issues on inclusive education in the country which were adopted into the programme.

The Ministry of Education, Youth and Sport in **Cambodia** approved an action plan on inclusive education 2024-28 in May 2024. The action plan is a continuation of the plan on inclusive education adopted in 2018, incorporating recent research, lessons and recommendations to improve the plan as well as consultations with key stakeholders such as parents, teachers and students, including those with disabilities. NGO Education Partnership (NEP - the NEC) was a part of the project team for the plan and joined consultation workshops with the Ministry of Education, Youth and Sport in December 2023. In addition, NEP provided input and reviewed the strategies, vision and objectives set out in the plan.

The Ministry of National Education and Vocational Training in **Haiti** appointed a gender focal point in November 2023. The change designates a person to ensure the mainstreaming of gender equality principles into national education policies and other actions of the Ministry, improving education quality and reducing gender-based violence and discrimination in the Haitian education system. Regroupement Éducation pour toutes et pour tous (REPT - the NEC) sent a recommendation document to the Ministry of National Education and Vocational Training to advocate for the appointment.

The government in **Vanuatu** approved guidelines on infrastructure for primary schools in November 2023. The guidelines ensure schools are built safely, with durable and hazard resistant materials in accordance with Vanuatu's national building code, additionally accommodating the access needs for people with disabilities. Kolisen Blong Leftemap Edukesen Vanuatu (KoBLE - the NEC) was a part of the consultation workshops for the policy, ensuring the guidelines incorporated the needs of children with disabilities and requirements for education in emergencies. As a part of its contribution to the advocacy and evidence base for these guidelines, KoBLE partnered with Save the Children to produce the 'Harem Voes Blong Mi' (Hear My Voice) report which captured experiences of young people during the cyclone events in March 2023.

2.3 TRANSFORMATIVE AND INCLUSIVE EDUCATION INITIATIVES

New indicators have been introduced in the extension phase of EOL. As mentioned above, these indicators enable EOL to more broadly capture grantee efforts to influence their education systems to be more inclusive and equitable. One such indicator captures initiatives or policy positions developed by NECs which are presented to, and consequently adopted by, public education actors in the country. This captures grantees' influencing efforts with initiatives and evidence for inclusive and transformative education systems beyond only policy changes. In the first half of 2024, **eight initiatives on transformative and inclusive education** presented by NECs were adopted by government actors.

For example, La Coalition Éducative Tunisienne (CET- the NEC) achieved a significant gain when a national fund for educational reform was established in **Tunisia** after it proposed this initiative to MPs. The fund will ensure that resources are allocated towards enhancing both the inclusivity and the quality of the educational system. It aims to reduce

the influence of external loans and donations by ensuring financing from the profits of, for example, oil companies, insurance companies and private educational institutions thus safeguarding Tunisia's sovereignty over its public education system and supporting sustainable, locally driven reform.

In **Mongolia**, AFE used its position as a voice for inclusive education in the country to influence the Ministry of Education to commit to making the national curricula more inclusive. The organisation conducted various research pieces into how gender and human rights were reflected in education, and education for students with disabilities. They made an official request to the Ministry of Education to change the curricula and textbook content. As a results, the Ministry of Education is evaluating the national curricula using the NECs inputs and research.

2.4 PARTICIPATION OF CIVIL SOCIETY IN POLICY DIALOGUE FORUMS

During the reporting period, NECs and other EOL grantees participated in multi-stakeholder coordination, policy dialogue platforms and spaces organised by governments at national level. Examples of such groups include local education groups, SDG 4 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 and policy implementation, raising their voices to the government level on behalf of marginalised groups and ensuring local issues are heard on a national level. Civil society participation in these groups is highly valuable to education stakeholders, especially decision makers and CSOs themselves. In these groups, CSOs share information for targeted advocacy, analysing and contributing to enhanced knowledge and understanding of the context's educational situation and promoting CSO and citizen voices, especially the most marginalised.

Across the whole reporting period, **56 NECs out of the 61 operational across the whole period participated in and contributed to at least one local education group meeting.** During the reporting period, three NECs in Honduras, Guinea-Bissau and Angola gained access to their country's local education group, raising the number of EOL-supported NECs with membership to their local education group to a total of 55.

In Angola, Associação Angolana para a Educação de Adultos (AAEA - the NEC) was very active in its local education group, participating in all meetings and, among other things, discussing the GPE multiplier fund and the drafting of Angola's Partnership Compact. Lesotho Council of NGOs (LCN - the NEC) in Lesotho, was nominated for the position of coordinating agency for GPE in their local education group from 2025, and is shadowing UNICEF in preparation to take over the role. A coordinating agency is a country-level partner of GPE who supports the government with the coordination of education sector policy dialogue, appointed through mechanisms such as the local education group. In this role, the coordinating agency strengthens their relationship with the government and positions itself as an influential partner in the local education group. See the webpage Coordinating agencies | Global Partnership for Education for further information. This is a significant step for LCN, confirming the strength of its position as an education civil society actor in the country. In the Solomon Islands, Coalition for Education Solomon Islands (COESI - the NEC) raised the issue of training teachers to teach in local languages for early education, convincing the Ministry of Education on their plan and curriculum for early childhood education centres.

In addition to the NECs, six OC2 grantees, national civil society alliances in Liberia, Tanzania, Uganda, Benin, Madagascar and Pakistan, are members of their local education group and participated in meetings in this period. For example, the new OC2.3 grantee Haki Elimu in Tanzania attended two meetings on the revision of the Education Sector Development Plan and the Midline Evaluation of the National Strategy for Inclusive Education, with the government committing to involve them in the evaluation. Institute of Social and Policy Sciences (I-SAPS, an OC2 grantee) in Pakistan is a proactive member of the local education group, continuously emphasising the importance of results-based advocacy, and advocating for inclusive decision-making processes which involve communities.
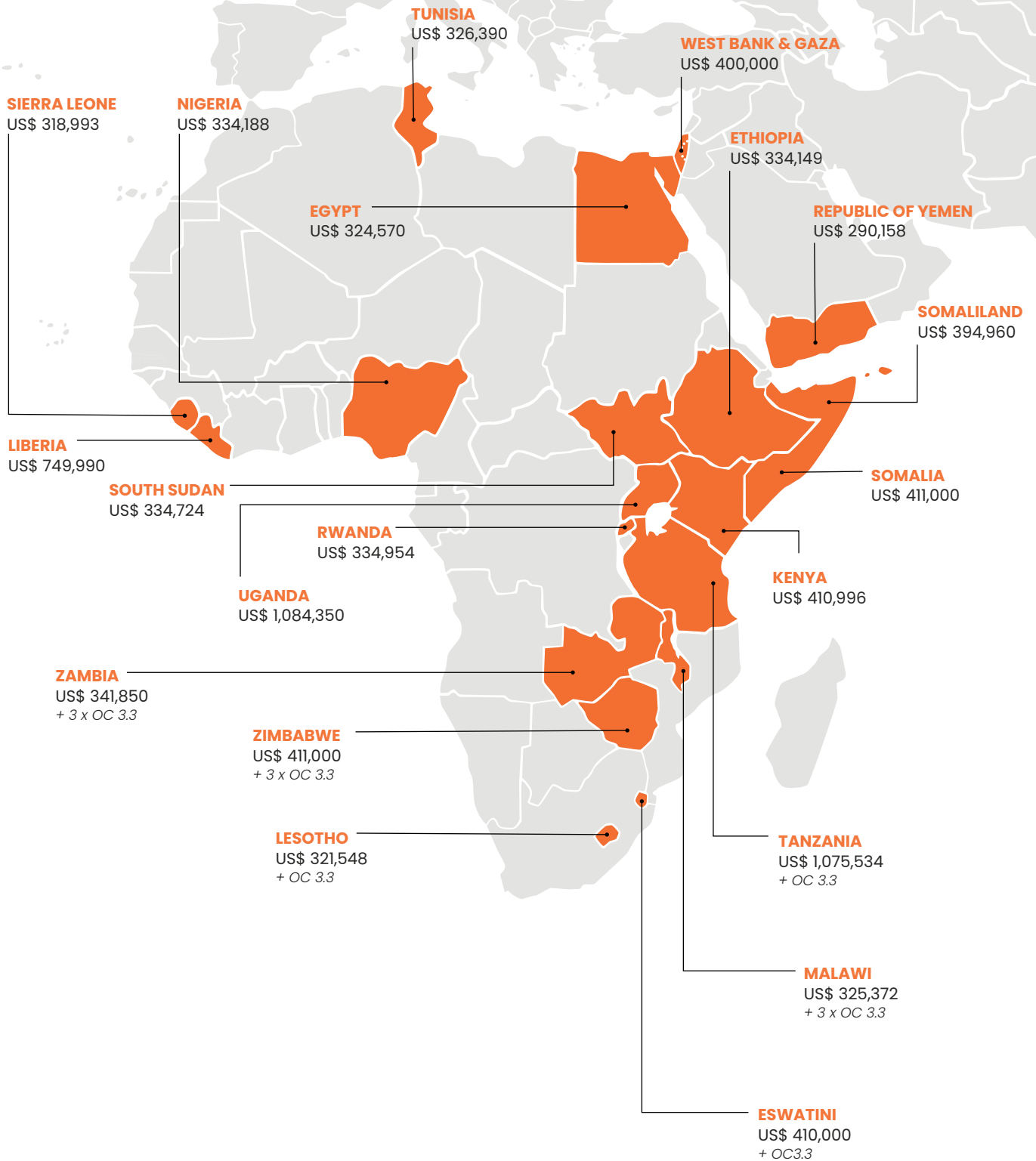
GPE partnership compact processes are country-based, multi-stakeholder dialogues which define education system priorities within the GPE framework. They ensure coordination between different stakeholders, as well as the inclusion of multiple perspectives, often occurring within local education groups. In the period July 2023 – June 2024, **47 EOL-supported NECs participated in partnership compact processes** in

NECS PARTICIPATING IN LOCAL EDUCATION GROUP MEETINGS BY HALF YEAR PERIOD JAN. 2020-JUNE 2024
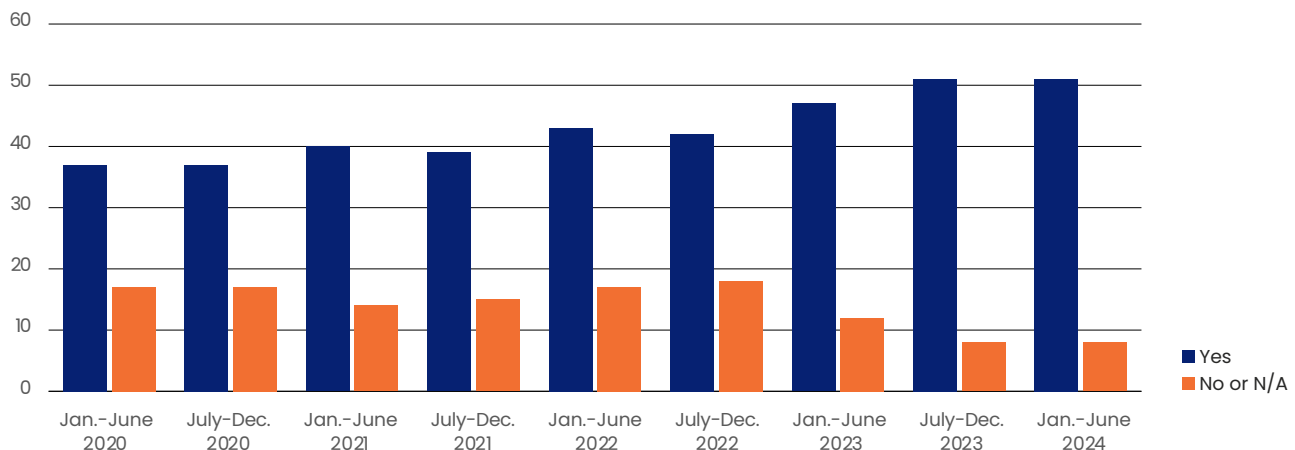
HORN, EASTERN AND SOUTHERN AFRICA

TUNISIA
US$ 326,390

WEST BANK & GAZA
US$ 400,000

SIERRA LEONE
US$ 318,993

NIGERIA
US$ 334,188

ETHIOPIA
US$ 334,149

EGYPT
US$ 324,570

REPUBLIC OF YEMEN
US$ 290,158

SOMALILAND
US$ 394,960

LIBERIA
US$ 749,990

SOMALIA
US$ 411,000

SOUTH SUDAN
US$ 334,724

RWANDA
US$ 334,954

KENYA
US$ 410,996

UGANDA
US$ 1,084,350

ZAMBIA
US$ 341,850
+ 3 x OC 3.3

ZIMBABWE
US$ 411,000
+ 3 x OC 3.3

TANZANIA
US$ 1,075,534
+ OC 3.3

LESOTHO
US$ 321,548
+ OC 3.3

MALAWI
US$ 325,372
+ 3 x OC 3.3

ESWATINI
US$ 410,000
+ OC3.3

* The amounts are the sum of OC 1.3 & 2.3, only reflecting the budgets for the extension period from 2024-2026.

their respective countries and territories. In addition, the OC2 grantee in Liberia, HOPE Liberia, participated in these processes. For example, in the **Republic of Yemen**, the Republic of Yemeni Coalition for Education for All (YCEFA – the NEC) actively participated in meetings and discussions on the Partnership Compact, endorsing the compact 2024-2028 before its approval in June 2024. The compact lays out a plan to transform the education system in the Republic of Yemen, moving the status of the education system in the country from an emergency to a recovery phase. During its development, YCEFA emphasised the importance of including early childhood education and girls' education explicitly in the plan. AAEA in **Angola** attended a local education group meeting to contribute to the drafting of Angola's Partnership Compact. Coalition Nationale EPT du Burkina Faso (CNEPT/BF - the NEC) contributed to the endorsement and approval of the Partnership Compact in **Burkina Faso** in July 2023, the compact aims to ensure access to education for all in the context of security and humanitarian crises in the country, with a particular focus on girls' education.

EOL-supported CSO collaboration with KIX
The Knowledge and Innovation Exchange (KIX) is an information exchange platform funded by GPE, limiting gaps and promoting priorities in education policy and programming. At the country level, there are several instances where EOL grantees collaborate with organisations engaged in KIX, contributing to the generation of synergies between the two GPE-funded initiatives.

During the reporting period, the OC2 grantee Institute of Informatics and Development (IID) in **Bangladesh** participated in the KIX Bangladesh National Uptake Forum 2024, presenting key findings from its 'e!quality' initiative to representatives from GPE, the KIX Middle East and North Africa, Asia and Pacific Hub, academic experts, education practitioners, CSOs under a thematic panel on Equity and Inclusion. The overview and updates facilitated discussions and the exchange of ideas, promoting enhanced collaboration. KIX representatives expressed keen interest in future collaborations with IID and the community-based organisations involved in 'e!quality'. In **Rwanda**, the Rwanda Education for All Coalition (REFAC – the NEC) attended two KIX webinar series in early 2024 on the influence of school leadership and governance on teachers' mental health and well-being and quality assurance in teacher education. The OC2 grantee APRETECTRA in **Benin** took part in a training course organised by KIX which focused on civil society roles in national education policies in southern countries. In **Cameroon**, a national coordination team of the KIX Afrique 21 programme was established, and Cameroun Education for All (CEFAN - the NEC) was made a member. Furthermore, as part of an online course on the basics of education planning for EOL grantees, the EOL global learning partner UNESCO-IIEP held a session with the KIX Europe, Middle East and North Africa, Asia and Pacific hub in April 2024, to present available KIX resources and explore opportunities for EOL-KIX collaboration.

2.5 NATIONAL EDUCATION COALITIONS' INCLUSIVITY

NEC internal inclusivity
Inclusivity is promoted internally within NECs and their member organisations, as well as in the activities they conduct, particularly their advocacy efforts. Having inclusive representation in their membership base ensures NECs can promote the voices of marginalised groups for a 'nothing about us without us' approach where their advocacy and influencing of governments and other key stakeholders is based on issues transmitted through their diverse member base. Therefore, the inclusivity of NECs increases their representation of different groups, by turn enhancing their legitimacy among citizens, civil society and authorities. The types of marginalised groups in a country are specific to each context. However, some dominant examples of marginalised, discriminated groups relevant to the education sector include children living with disabilities, pregnant adolescents or adolescents with children, children from migrant communities, indigenous groups and those who identify as LGBTQIA+. EOL-supported NECs made significant efforts to increase their internal inclusivity in both their membership base, secretariat and board between July 2023 - June 2024.

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 women?'. In June 2024, four years later, 41% (24 out of 59) NECs responded yes to the same question, indicating that NECs are continuously increasing the diversity of their boards. For example in the reporting period, AFE in Mongolia inducted 11 board members, out which seven are women; SWANCEFA in Eswatini gained a board with five women and two men; Education Coalition of Zimbabwe (ECOZI) gained six women out of eight board members; Campaña Boliviana por el Derecho a la Educación in Boliva had a recent election of new members of the Board of Directors 2023-2025 resulting in more than 50% of the Board made up of women; The Gambia gained seven female board members out of 14 at 50%. In addition to their board, EOL-supported NECs work hard to diversify their secretariat. RNCEPT in Capo Verde now has 50% of the programme team made up of women, increasing from only 19% in 2019. Other coalitions such as those in Angola, Burundi, Madagascar and Mozambique are led by women and have a board of directors is made up of mostly women.

The NEC inclusivity monitoring system was changed in the extension period to capture inclusivity more effectively, with new baselines calculated in January 2024. Therefore, as this report crosses two different monitoring systems, the inclusivity index will be addressed separately for each six-month period. For the July-December 2023 period, marking the end of the first phase of EOL, the index measuring the inclusivity of NECs has remained steady, close to the baselines from 2020 to the end of 2023. Most NECs saw little or no change, with 15 NECs seeing a significant increase in inclusivity (by more than 10 percentage points). Only six EOL-supported NECs reported becoming significantly less inclusive since the baseline.

The January – June 2024 period marks the first semester of the extension phase of EOL, comparing to the new baselines from December 2023. By the end of the reporting period in June 2024, 15 NECs significantly increased their inclusivity (by more than 20 percentage points) whilst only one NEC significantly reduced its inclusivity (by more than 20 percentage points). Although the NECs seemed to have significantly increased their inclusivity from the baseline, this initial shift is mainly due to the change in reporting mechanism and is not indicative of a significant shift in inclusivity.

In the reporting period, NECs from across the portfolio diversified their membership base. For example, and by no means an exclusive list, NECs in Benin, Burundi, Guinea-Bissau, Eswatini, Zimbabwe, the Republic of Yemen, Bangladesh, Papua New Guinea welcomed new members working with marginalised groups such as women, girls and those living with disabilities. As of June 2024, out of 59 NECs, 58 have member organisations representing women and girls; 57 NECs have member organisations representing people living

with disabilities; and 51 have member organisations representing marginalised or illiterate young people (aged 15-24).

The number of NECs with members from groups representing the LGBTQIA+ community increased to 10 from the previous reporting periods. The number is still low, although this is likely to be because people who identify as LGBTQIA+ and their organisations are often marginalised in society, with little possibility for them to raise their voice in many political contexts. Therefore, efforts can be made to improve on the inclusion of organisations representing LGBTQIA+ communities as much possible and will continue to be a priority in the EOL programme. Across the portfolio of NECs, 26 have at least one organisation representing the needs of migrants, refugees, or internally displaced persons. For example, SOLNEFA in Somaliland has made efforts to incorporate the needs of internally displaced people in the poor communities of Qorgaab and Hayeyabe in Borama town. The NEC has set up community-based organisations with the internally displaced people and embedded them into their local member organisations, training them to conduct community mobilisation to ensure children in these communities attend school.

48 out of 59 NECs have an updated gender policy, gender committee sexual harassment strategy or code of conduct in their organisation. The NECs in Côte d'Ivoire, Niger, Kenya, Malawi, the Republic of Yemen and Tajikistan among others have developed or reviewed their gender policy. AED in Kyrgyz Republic has analysed its internal policies for gender sensitivity and based on the analysis has made improvements in the gender sensitivity of the organisation's policies to make them more gender sensitive. APSCF in Moldova has hired a consultant to review and update their internal documents. LCN in Lesotho has appointed a dedicated gender officer to ensure gender is integrated into all aspects of operations and programming and a gender committee to see the strategy is implemented. RNCEPT in Capo Verde has a gender task force led by a group of women teachers. CSEP in Timor-Leste does not yet have a gender policy but facilitated a workshop in May 2024 which began the initiation of its gender policy draft.

In order to improve the internal inclusivity of their organisations, NECs continuously strengthen the capacities of their members on gender equality and social inclusion. For example, CET in Tunisia and Civil Society Network for Education Reforms (E-Net) in the Philippines organise regular training and awareness raising sessions on gender equality for members to ensure they are equipped with the necessary knowledge to implement the policies within the coalition. To promote gender equality, AFE in Mongolia ran a series of 11 webinars mobilising the member organisations on topics including gender justice, gender equality, domestic and sexual violence, sexual and reproductive health and rights, masculinity and women with disabilities.

NEC programmatic inclusivity
As EOL-supported NECs continuously strive to become more inclusive internally in their member base and institutional capacity, they also make efforts to become inclusive externally in their strategic plans and activities. 56 out of 59 NECs included marginalised groups' interests in their strategy plans as of June 2024. For example, NCE Nepal's strategic plan (2022-2024) has included plans to address the barriers for marginalised communities including children, women and youth in accessing education, empowering them to raise their voices and demands to policy makers. In Zimba-

bwe, gender equality and social inclusion is a part of ECOZI's strategic plan and forms one of their thematic committees. CNEPT/BF in Burkina Faso also has a gender and social inclusion committee to continuously assess the extent to which gender is considered in the coalition's activities and its organisational structure. Furthermore, in Malawi, Senegal, Mongolia and Cambodia, the NECs have mainstreamed gender equality and social inclusion priorities into their respective strategies, ensuring the specific interests and needs of marginalised groups are addressed.

For many of the NECs, the focus on gender equality and social inclusion in their strategic plans has translated into project activities focused on inclusivity during the reporting period, working to improve the access to and quality of education for marginalised groups. Examples of grantees' activities on inclusivity can be seen in the policy changes they advocate for and the publications they make. In addition, however, activities occur outside of these categories which continue to focus on ensuring education systems in their countries and territories are continuously more inclusive. Examples of these continuous efforts related to inclusivity are described below.

SWANCEFA collaborated with UNESCO and the government in **Eswatini** to develop and disseminate an education programme in April 2024. The programme educated parents and headteachers on the newly established policy and guidelines for preventing and managing early unintended pregnancy which was enacted in May 2023 and was advocated for by SWANCEFA. The trainings for parents and headteachers was very successful, with continued support from stakeholders to address the challenge of early unintended pregnancy causing girls to drop out-of-school.

Since the re-entry policy was approved in **Tanzania**, allowing young mothers to return to school after pregnancy, Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET - the NEC) collaborated with the Ministry of Education to develop a National Re-entry Implementation Plan. The plan is still in the process of approval due to procedural delays. TEN/MET has ensured the plan incorporates the promotion of gender equality, supporting the reintegration of teenage mothers into formal education and ensuring education can be accessed by all learners in Tanzania.

In **Zambia**, ZANEC conducted a bus campaign to raise awareness among the communities in Mongu district in the Western Province about the impact of child marriage and pregnancies on girls, as well as a re-entry policy which supports girls in completing their education. The campaign reached a total of 3,200 people in Mongu, targeting policymakers and traditional leaders who play crucial roles in ending child marriages and preventing early pregnancies. A significant outcome of the campaign was the commitment from chiefs and indunas at Naliele Royal Village of the Barotse Royal Establishment to collaborate with ZANEC in creating bylaws to prevent child marriages.

NCE's campaign for gender responsive and inclusive policies in **Nepal** has resulted in enhanced understanding of local governments and communities on the education rights of women, particularly of marginalised communities. A creative drama campaign was performed by girls from the Rupa Rural Municipality, exerting pressure on duty bearers. As an outcome of the campaign, Rupa Rural Municipality has pledged to eradicate child marriage and ensure learning continuity of girls in the community.

LATIN AMERICA AND CARRIBBEAN

HONDURAS
US$ 378,756

HAITI
US$ 390,450

BOLIVIA
US$ 1,084,343

* The amounts are the sum of OC 1.3 & 2.3, only reflecting the budgets for the extension period from 2024-2026.

In October 2023, the AAEA in **Angola** held its first national conference on strengthening civil society's capacity for advocacy in the education system. The main event of the conference focused on the inclusion of people with disabilities in the education system in Angola. The session was moderated by a visually-impaired, special-education teacher who is the provincial representative of the National Association of the Blind and Partially Sighted of Angola.

The Egyptian Union for Educational Policies and Research (EUPER - the NEC) includes refugees among the most marginalised groups in its project due to the increasing number of Palestinian, Sudanese and Syrian refugees arriving in the Arab Republic of **Egypt** and increasing pressure on school infrastructure. EUPER wrote a policy brief to the Ministry of Education on the importance of creating an educational environment which considers the most vulnerable groups. In particular, the brief focused facilitating the access of refugees to education by allowing them into schools and ensuring awareness raising in schools on the inclusion of people from different countries and territories.

SWANCEFA in **Eswatini** created a platform for children with disabilities to directly engage parliamentarians in April 2024, building the knowledge of the newly elected parliament members on the education sector's policies and process related to children with disabilities. The children advocated for their right to access the necessary assistive learning devices in schools. The meeting was successful, with the parliament members gaining a better understanding of the issues and committing to adjust the education budget accordingly.

National civil society alliances as EOL OC2 grantees also promote gender equality and social inclusion in their work in addition to the NECs. I-SAPS in **Pakistan** actively involved women in various project initiatives to promote gender equality. For instance, their alliance partners Civil Society Education Network (CSEN) and Provincial Education Network's compositions now ensure 40% representation of women, providing them with opportunities to share their perspectives on multiple platforms. I-SAPS additionally made efforts to engage socially excluded groups into their project activities. To do so, the project team educated provincial and district education officials as well as members of CSEN on the challenges faced by socially excluded groups in education. As a result, stakeholders agreed on the importance of social inclusion in education, deciding that school infrastructure should be accessible to students with disabilities.

APRETECTRA in **Benin** included the Benin Federation of Disabled People among the project's CSO partners. This was reflected in the presence of a person with disability at the workshop for the project's partnership network and the presence of two visually impaired people at the training course organised in Bohicon in June 2024 for the project's facilitators. The systematic integration of people with disabilities into programme activities ensures that inclusivity is considered continuously. For example, ensuring accessibility of training rooms and considering the needs of people with disabilities in all trainings, workshops and project activities.

2.6 SOCIAL ACCOUNTABILITY MECHANISMS

EOL supports civil society organisations to undertake strategic multi-level monitoring of education policy, budget implementation, and to use the evidence generated to engage in policy dialogue, formulate and act on policy solutions. This involves setting up or improving existing social accountability mechanisms for civil society to monitor specific education policy implementation thereby improving accountability of governments to their citizens. These mechanisms enable, mobilise and empower local communities, parents and students to increase their knowledge on their rights as citizens, hold duty bearers accountable to meet their educational needs and monitor the implementation of policy commitments. In the July 2023 to June 2024 reporting period, EOL grantees **created or strengthened 20 social accountability mechanisms**. Some examples of these are:

The new OC2 grantee in **Tanzania** Haki Elimu has established a commission of five CSOs to annually monitor the implementation for the National Strategy for Inclusive Education. Each CSO has formed and trained monitoring teams made up of community members in their districts so they can use monitoring tools to assess policy implementation at a district level. So far, Haki Elimu has established and trained four monitoring teams of 10 members each in the districts of Morogoro, Ifakara, Mkwara and Ubungo. The findings of the local level monitoring will be used to identify gaps education policy implementation and engage local government authorities to address these gaps. The CSOs participate in the technical working group of the Education Sector Development Committee, where they share their findings from the local level and advocate for improvement of the Inclusive Education Strategy.

In the **Philippines**, the Multiply-Ed project under OC2 implemented by CYAN and G-Watch developed School Governance Councils as a social accountability mechanism in 2022 to provide a space for education stakeholders to convene to address concerns in schools and improve performance, including forming and implementing School Improvement Plans. In the reporting period, the School Division Offices of San Jose Del Monte and Himalayan Schools endorsed the School Governance Councils through a Memorandum of Agreement, and the Department of Education institutionalised them. This institutionalisation of the local structure demonstrates a significant achievement for the project. In addition, Multiply Ed has run workshops and trainings to strengthen the capacities of School Governance Council members to conduct school-based monitoring activities and promote transparency, participation and accountability in their schools' educational governance. Multiply-Ed's workshops and trainings successfully aided the School Governance Councils in achieving their goals, and their inclusion of marginalised groups such as young women and people who identify as LGBTQIA+ in the trainings signifies progress to a more inclusive approach in the Multiply Ed project.

The OC2 grantee School for Life in **Ghana** and their alliance partners have created platforms for citizen groups to voice their education issues and concerns to duty bearers at local and national level. District Education Accountability Forums operate as platforms for citizens and civil society to meet with municipal and district authorities on education. The local authorities have initially accepted the platforms as a valid space for dialogue. School for Life will continue to engage the district leadership on how these platforms can be mainstreamed into the normal workstream of the District Assemblies and thus allow for regular interface between communities and authorities.

The Educate Her Project in **Liberia** implemented and strengthened their mechanism to monitor the government's implementation of the National Girls' Education Policy by capacitating rural women, parents and teachers' associations to conduct advocacy strategies and hold stakeholders accountable. The project trained women and girls in 15 counties, providing them with tools and information to monitor

implementation at a local level. The trainings strengthened the inclusion of local stakeholders, particularly women and girls, in the process of holding the government accountable and strengthened communication between local groups such as women's groups, CSOs and education officers. In addition, the consortium participated in and held meetings such as a policy engagement meeting between the Educate Her consortium and the Ministry of Education in August 2023, strengthening their relationship for greater advocacy and increasing the Educate Her project's visibility and access to decision making spaces.

IID and its consortium partners in **Bangladesh** started implementing their Social Accountability Action Plan on Education Financing. The project trained communities in the Dhanghora Village in Shaghata and Baraoora Tea Estate, including the low-caste communities in the Shaghata region, in an effort enhance citizen engagement in the national education budget. IID engaged key stakeholders, including youth, parents, teachers, local policymakers, through awareness raising sessions, household level campaigns and parents' meetings, displaying school budgets in schools along with complaint boxes. These strategies ensured the increased knowledge of key stakeholders, including the most marginalised, and provided them with a direct channel to communicate their issues and needs to local authorities and school boards.

In **Bolivia**, the OC2 grantee Centro de Multi Servicios Educativos and Fundación Acción Cultural Loyola (CEMSE-ACLO) strengthened their social accountability mechanism by conducting trainings to enhance the knowledge of their members from school boards and parent-teacher associations on education management. The trainings enabled them to better monitor the commitments of their municipal government to improve school access and facilities. In addition, CEMSE-ACLO organised education summits such as the First Educational Summit of the Educational Center of Chacopampa, encouraging the participation of marginalised groups and discussing the situation of education in the Municipality of Tupiza. The summit resulted in proposals for implementing education policies. In addition, a document was produced with proposals to enforce the right to education, among others, by establishing a management committee that would monitor the commitments of municipal and educational authorities.

The new OC2 grantee in **Uganda** CS-BAG established and strengthened six community-based oversight structures called Participatory Budget Clubs in three districts, Yumbe, Namayingo and Sheema. With the participation of local government, school management and local communities, the structures have a total of 90 members including women, men, people with disabilities and youth representatives who monitor budget implementation and service delivery in the education system and a technical and vocational skills programme. The groups collected evidence which they presented to duty bearers in community interface meetings, leading to commitments from local authorities to address the gaps in service delivery. For example, the local authorities made commitments to a) appoint new School Management Committees if their mandate had expired, b) to construct additional toilet cubicles in three schools in the Sheema district and c) to construct staff quarters in two primary schools.

In December 2023, SAYWHAT, the lead organisation of the OC3 transnational alliance, GEAR, convened a Students and Youth Conference in Zimbabwe for young people across the country. The conference provided a platform for students and young people to engage and share learnings with government representatives, civil society and donor agencies across borders. The participants discussed issues, shared experiences and held stakeholders accountable on topics around sexual and reproductive health, education and gender-based violence. These advocacy efforts elevated the voices of young people and generated concrete recommendations for stakeholders to address the needs and concerns of the youth in Zimbabwe. Through dialogue and engagement, the conference generated recommendations from the youth participants on how to improve education and sexual and reproductive health issues in the region, which could be taken up by the government, CSOs and other stakeholders.

Students at the Government Elementary School Manak, Lahore Pakistan. Photo Credit: GPE/Sebastian Rich

COMMUNITY MOBILISATION SUCCESS IN PAKISTAN

In Pakistan as a part of social accountability mechanism, I-SAPS' alliance partner Civil Society Education Network (CSEN)'s members found they were facing challenges in completing advocacy campaigns, despite having collected and utilised extensive data in their advocacy efforts. To remedy the issue, the members found key factors in past approaches to advocacy which brought about change through community mobilisation. CSEN therefore used these strategies, growing citizen demand through media; building strategic alliances with community leaders to amplify the demands of communities; and sustaining procedural engagement with the district education authorities to push for the citizens' demands. As a result of these strategies, challenges brought to the attention of CSEN were successfully addressed by the district authorities. For example, a new girls' school was approved in Mansehra district; the transferral of teachers to two high schools in Lakki Marwat district was approved; and it was announced a school in Muzaffargarh district would be upgraded to gain government high school status. These successes demonstrate the power of sustained citizen mobilisation and elevation of their voices to the authorities for advocacy successes through social accountability mechanisms.

ASIA AND PACIFIC
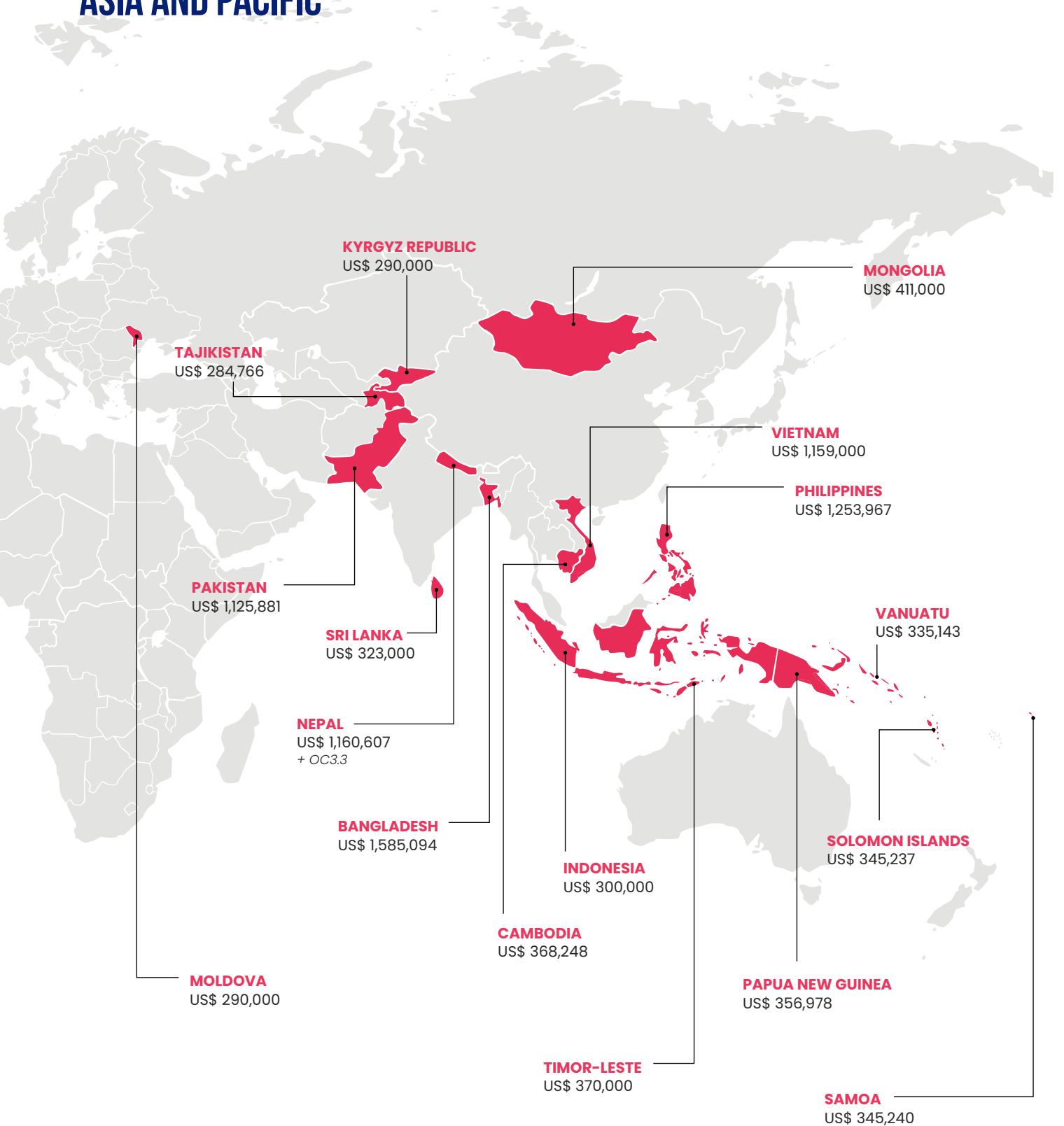
KYRGYZ REPUBLIC
US$ 290,000

MONGOLIA
US$ 411,000

TAJIKISTAN
US$ 284,766

VIETNAM
US$ 1,159,000

PHILIPPINES
US$ 1,253,967

PAKISTAN
US$ 1,125,881

VANUATU
US$ 335,143

SRI LANKA
US$ 323,000

NEPAL
US$ 1,160,607
+ OC3.3

BANGLADESH
US$ 1,585,094

SOLOMON ISLANDS
US$ 345,237

INDONESIA
US$ 300,000

CAMBODIA
US$ 368,248

PAPUA NEW GUINEA
US$ 356,978

MOLDOVA
US$ 290,000

TIMOR-LESTE
US$ 370,000

SAMOA
US$ 345,240

* The amounts are the sum of OC 1.3 & 2.3, only reflecting the budgets for the extension period from 2024-2026.

2.7 STRENGTHENED EVIDENCE-BASED ADVOCACY

A central component to the work of EOL grantees is to monitor the national education system's implementation of policies, their adherence to commitments and to generate evidence of the needs and gaps in the education system. EOL grantees produce studies, reports and assessments of education gaps, issues and policy implementation on a local, national or regional scale, enabling more effective evidence-based advocacy. The continuous generation of data and information when utilised helps to highlight issues and potential solutions for education systems to provide universal, quality education including to the most marginalised groups. These efforts reinforce advocacy and influencing of policy changes by providing evidence, at the same time as enhancing civil society's ability to consistently hold the education duty bearers accountable to their actions and making information accessible to the public. EOL supports civil society across the world to generate such evidence and enhance their advocacy efforts for improved, more inclusive education systems. During the reporting period, **EOL-supported grantees published a total of 73 studies, reports, assessments and documentation.** Some examples of these include:

In **Timor-Leste, Nepal, Kyrgyz Republic, Vanuatu, Honduras and Benin** EOL-supported grantees made spotlight reports for their country, providing the civil society perspective on the state of progress towards SDG 4, including recommendations for stakeholders and ensuring a government commitment towards their set goals. A synopsis of the report from National Campaign for Education Nepal (NCE-the NEC) was submitted to the regional report prepared by the regional coalition, ASPBAE to advocate to the High-Level Political Forum in 2023 and the report was also used in advocacy to the Ministry of Education Science and Technology in Nepal.

EOL-supported grantees produced other types of monitoring reports, working to hold the governments accountable to their promises, or to highlight gaps in their policy implementation. In **Burkina Faso**, CNEPT/BF produced a monitoring report on the implementation of education system policies and plans, serving as an advocacy tool to influence decision makers on how to ensure educational continuity for marginalised children in the conflict-affected areas of the country. Civil Society Action Coalition on Education For All (CSACEFA - the NEC in **Nigeria**) conducted a monitoring report to review the activities of the school management committees in implementing their school improvement plan, thus increasing the available data on the interventions and strategies applied.

Budget analyses are one way in which grantees produce evidence to advocate for improved budget allocations to education, and highlight gaps in budget utilisation, service delivery and areas which need greater attention to achieve SDG 4 targets. In **Timor-Leste**, Civil Society Education Partnership (CSEP - the NEC) produced an Education Budget Analysis 2023; in **Somaliland**, the Somaliland Network on Education For All (SOLNEFA - the NEC) produced an Education Budget Allocation analysis report; in **Nepal**, NCE created an Analysis on Education Budget of FY 2024/25; and in **Ghana** School for Life wrote a review of 2024 budget statement of the Government of Ghana.

Other examples of publications related to education budgets include a report monitoring the implementation of school budget reforms in **Mongolia** by All for Education (AFE –the NEC). The report investigates the extent to which the Ministry of Education has implemented Order no. 91 to regulate the funding provided to schools on a per capita basis and monitor its transparency. In **Bangladesh**, IID created a report assessing the level of citizen inclusion in budget evaluations, both for advocacy and to encourage communities to be more involved in budget processes. In **Honduras**, a report by Foro Dakar (the NEC) captured the perspectives of Honduran society on educational spending in the country, assessing the knowledge of citizens on financing and how the education budget is used. The study was used to construct guidelines for national budgets with a gender perspective through further consultation with Foro Dakar.

Research can also highlight challenges as evidence for doing advocacy. In **Haiti**, REPT produced a diagnosis of the educational situation in six communes, generating evidence to strengthen the advocacy agenda for local actors and document education challenges in each commune. The study trained community members on their right to education and state responsibilities and held data collection meetings. The diagnosis is now being used to mobilise citizens and open a dialogue between the national authorities and the local commune structures. Campaign for Popular Education (CAMPE - the NEC) conducted a research study on the impacts of climate change on education for children in the coastal Khulna district in **Bangladesh**, aiming to assess the effectiveness of existing initiatives and propose strategies to improve climate education. The study engaged local community members and will be used in advocacy to local governments across the country for local education plans which respond to climate change.

Many of the research pieces specifically assessed the accessibility of education for marginalised groups such as indigenous groups, people with disabilities and marginalised gender groups. Civil society uses the studies in advocacy to their governments, lobbying for more inclusive education systems. A study by Education for All Somalia Coalition (EFASOM - the NEC) in **Somalia** examined the main barriers and needs of out-of-school children with disabilities and analysed them in relation to the country's policy frameworks. EFASOM used the study to advocate for the rights of children with disabilities to access education.

Vietnam Association for Education for All (VAEFA - the NEC) developed a study in **Vietnam** on the effectiveness of the bilingual - bicultural education model for deaf people. VAEFA is using the study to influence the Ministry of Education to sustain and replicate this successful model of education for children with disabilities. Moreover, they presented it in an International Conference on "Improving the Quality of Inclusive Education towards Sustainable Education for Children with Disabilities in Vietnam", organised by Hanoi National University of Education and published in their Scientific Journal. UNICEF picked up a recommendation from the study on improving the deaf education and sign language training module in teacher trainings and requested it for consideration in the University plan for 2024.

Alliance of CSOs in Tajikistan for Education (ACTE - the NEC) conducted research on the availability of information for children with visual impairments in secondary schools of **Tajikistan**, marking the first analysis on the accessibility of education for blind or visually impaired children in the country. The purpose of the analysis was to determine the existing problems of blind and visually impaired children in order to advocate for improving the conditions of their

education. People living with disabilities are the most marginalised community in education in Tajikistan, and major challenges exist in accessing quality education and tailored information for their learning, despite being covered by the education system.

CEMSE-ACLO in **Bolivia** created a guide for methods of teaching indigenous cultural practices. The guide documented community practices applied in the Quechua, Aymara and Guarani regions of Bolivia. CEMSE-ACLO presented three strategies from this report in the international meeting in October 2023 "weaving educational practices and policies for the linguistic and cultural revitalisation of indigenous peoples: Learning in community". They also use the report in workshops to build the capacity of teachers in educating on cultural practices in the classroom.

The national civil society alliances under OC2 produced publications to document and strengthen social accountability mechanisms. For example, Multiply-Ed in the **Philippines** developed A Guide to Civil Society Monitoring: The Multiply-Ed Philippines Experience, a comprehensive yet simple step-by-step guide to Multiply-Ed's take on employing civil society monitoring and other social accountability tools in promoting education governance as a strategy towards Vertical Integration. The guide was produced for civil society organisations who want to make or improve their own monitoring initiatives or citizens who want to learn about the social accountability practices of the Multiply-Ed project. In **Bangladesh**, the Booklet on IID's Pathway to Social Accountability provides an overview of IID's social accountability models, highlighting strategies for engaging stakeholders, developing capacities, and supporting community-driven initiatives. In **Pakistan**, I-SAPS produced a score card profile on the education status of the Mardan district. The score cards are used as a tool for data collection to bring district level concerns on access, quality and equity of education to the national agenda for discussions on improving education systems in Pakistan. The studies or score cards are critical accountability tools led by the citizens and CSOs which contribute to improving education service delivery at district level.

2.8 VIOLATIONS OF THE RIGHT TO EDUCATION
A new indicator documenting efforts by grantees to present cases of violation of the right to education in courts, ministries, or publicly was introduced in the extension phase of EOL. As previously mentioned, this is a new indicator and was introduced to broaden the type of grantee activities captured by EOL's reporting. Based on assumptions that EOL grantees consistently work to highlight cases in which their states have violated the right to education, results are now being captured through EOL's reporting systems in the first half of 2024.

To ensure that the indicator captures rights violations and demarcates them correctly according to international practice, EOL in collaboration with the new global learning partner Right to Education has defined a violation of the right to education, summarised as follows: A case in which a state fails, either deliberately or through neglect, to comply with its

"Community Score Cards were developed to sensitise communities, stakeholders, and civil society to collectively advocate for education reforms, enhance access to education, and promote the right to quality education. Facilitated by CSEN in Pakistan, these tools aimed to improve service delivery through localised planning and civil society involvement. Developed with the assistance of CSEN using government data, Community Score Cards were utilised to implement education reforms in cooperation with government officials, political leadership, civil society, and education experts. They assessed the quality of education, identified budgetary constraints, and highlighted issues such as inadequate facilities and high student-teacher ratios. It also emphasised the importance of community engagement and collaboration to address these challenges and improve access to quality education. Through these scorecards, CSEN effectively conveyed local-level concerns and advocated for meaningful reforms in education."

– Quote from PRIA International systematisation study on social accountability mechanisms implemented by EOL OC2 grantees in the AP region.

human rights obligations regarding education as dictated by international and national law. These can be both immediate, non-negotiable obligations, and progressive obligations which are realised through continued efforts by the state. Therefore, a state which breaks their immediate or progressive obligations through either negligence or direct active discrimination and has not made the upmost effort to fulfil the right to education can be said to have violated the right to education.

2.9 STRONGER TRANSNATIONAL ENABLING ENVIRONMENT
EOL supports civil society to not only contribute to national agendas, but also to support advocacy on education in transnational and global environments. EOL-supported grantees raise local issues, data and experiences to regional and global levels and thereby influence normative frameworks that contribute to increasing the level of policy ambition and accountability at the national level.

EOL-supported civil society organisations 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 other SDGs, and raise civil society voices in the decision-making arena.

Global events
During the SDG Summit held at UN Headquarters in September 2023, GCE organised a side event on tax justice for education with partners from the Governments of Malawi and Argentina, the United Nations Economic Commission for Latin America and the Caribbean, the Special Advisor to the UN Secretary General on Transforming Education, and the Education and Academia Stakeholder Group. The event was aligned thematically with GCE and its members' current priority areas for advocacy, and successfully created a space for sharing challenges and innovative ideas for how to secure and fund a sustainable, gender equal and inclusive education system.

Additionally, the Tax Ed Alliance participated in the UN Commission on the Status of Women event in March 2024. They

hosted a parallel event on Gender Transformative Financing for Education which explored the critical link between progressive, gender-sensitive tax reforms and gender-responsive spending for public education, highlighting the findings from the forthcoming Tax Justice and the Right to Education Report. At this event, the TaxEd Alliance co-sponsored a parallel event on Revolutionizing Public Services in the Global South through Feminist Economic Policies, highlighting the importance of reimaging economic systems that would work for girls and women. The TaxEd Alliance Coordinator made a statement in the main session of the event which addressed the key role of universal, publicly funded gender responsive public services, particularly education, in achieving gender equality and addressing poverty, ensuring the conclusions and outcome document of the event captured the related recommendations.

GCE launched their Education in Emergencies Southern Advocacy Group in August 2023 at its education in emergencies workshop in Addis Ababa, Ethiopia. The group aims to join the forces of civil society and youth organisations working in education to protect the right to education in emergency and in humanitarian contexts. In the workshop, GCE members shared their experiences, spoke of ways to collaborate and came up with recommendations to create a greater force of advocacy to government institutions on education in emergencies. One participating EOL-supported NEC, Foro Dakar, stressed the devastating impacts of consecutive hurricanes on education infrastructure in **Honduras** which destroyed around 207 educational centres, disrupting children and youth's learning.

GCE worked to raise the voice of civil society in education to a transnational level. For example, a representative from CSACEFA in **Nigeria** participated on behalf of GCE in the Education Cannot Wait executive committee meeting in Berlin in May 2024. The representative of CSACEFA, who is also an Education Cannot Wait NNGO representative, focused their discussion on the localisation and humanitarian agenda, as well as the importance of including local CSOs in the education clusters to actively bring short and long-term solutions to addressing education during emergencies and conflict.

The Global Action Week for Education (GAWE) 2024 conducted in April across the world is a landmark celebration of the declaration of Education for All that also launched the 25th anniversary of GCE. The theme of GAWE 2024 was transformative education, as agreed in the GCE World Assembly. The aim was to advocate for the inclusion of transformative education as a key agenda in the Summit for the Future and hold governments to account for ensuring the fulfilment of commitments on transformative education. During the GAWE 2024, a regional online policy dialogue on transformative education in Africa was organised by ANCEFA, the regional coalition in Africa, to call civil society to action around the theme. To celebrate the GAWE, NECs across the EOL portfolio conducted activities and celebrations during this week. For example, EFASOM in **Somalia** conducted school visits to eight schools in the Banadir region, inviting education stakeholders and civil society members from various organisations to an advocacy debate event where a panel discussed equality, quality education and social accountability in Somalia. In **Nepal**, NCE had organised a mass gathering where it provided speaking opportunities to CSO members from various groups including LGBTIQIA+, people with disability, Dalit, indigenous communities, young people and leaders of girls' networks, enabling them to raise issues from their communities.

Education in Nepal _ Primary wing of Adarsha Saula Yubak Higher Secondary School, Bhainsipati, Lalitpur, Nepal. Photo Credit: GPE NayanTara Gurung Kakshapati

EQUAL ACCESS TO EDUCATION FOR MADESH DALITS IN NEPAL

The Madesh province of Nepal has a lower literacy rate than the rest of the country, at 49.72% compared to 76.2%. The most marginalised groups in the province include Dalits, children with disabilities and Muslims, experiencing severe stigma and other barriers to education. NCE Nepal conducted a coordination meeting with the local government of the Sarlahi District in the Madesh province, informing them of the gender equality and inclusion policy which was not brought into practice in the province and the importance of the girls and inclusive education networks to promote inclusion in schools. As a result, two local municipalities in the Sarlahi district reactivated their girls and inclusive education networks, with enhanced community representation and government commitment to support inclusive education, and NCE Nepal joining as a member. The network members collected data through surveys, identifying that most of the Dalit communities' children were out of school. Therefore, the network organised awareness programmes, rallies and door-to-door campaigns, eventually convincing communities of the benefits of education for their children. As a result, the enrolment rates of Dalit communities increased, with 65 newly enrolled students in the Sarlahi district. Following the success in the Sarlahi district, similar campaigns occurred in other districts of the Madesh province, bringing the total of newly enrolled students up to 240. The change will bring a more inclusive education system in the Madesh province, where marginalised Dalit communities face barriers accessing education and thereby are marginalised in other social, economic and political spheres.

Regional events

The African Union launched the Year of Education in February 2024 during the African Union Heads of State and Government Summit. The African Union 2024 theme is: Educate an African fit for the 21st Century - Building resilient education systems for increased access to inclusive, lifelong, quality and relevant learning in Africa. This theme offered GCE the opportunity to ensure the participation of NECs in Africa in GCE's activities to influence discussions around education

regarding SDG 4 targets and beyond. Many workshops and meetings in the period therefore focused on this advocacy agenda, utilising the African Union theme of 2024. For example, GCE organised a workshop in Johannesburg for all the African NECs in December 2023. The purpose of the workshop was the create a concrete action plan to engage the African Union and the Regional Economic Communities to achieve SDG 4 targets, with discussions around global tax abuse and planning for advocacy in the African Union's year of education. In addition, GCE supported ANCEFA who prepared a policy paper on the African Union theme of the year. The paper aided ANCEFA in coordinating its members' advocacy and communication around the theme, providing a unique opportunity for joint and enhanced action on education in Africa.

Regional coalitions such as ASPBAE and CLADE participated in and organised regional events during the period, raising the issues of NECs to a transnational agenda and, in some cases, ensuring their representation in regional fora. ASPBAE attended the 'Asia Pacific Peoples' Forum on Sustainable Development' in February 2024 where it presented consolidated CSO positions and recommendations on topics such as sexual and reproductive health and rights, Climate Action, No Poverty, SDG 16 and Voluntary National Reviews, on the sustainable development agenda in the region. CLADE, the regional coalition in Latin America, participated in a GCE event named 'SDG 4 – What We Are and What We Demand' in September 2023, where the status of realising the human right to education and meeting SDG 4 goals was discussed prior to the SDG summit in New York. CLADE presented the Spotlight Reports published by EOL-supported NECs in Bolivia and El Salvador, among others. CLADE additionally helped to organise an event on addressing school-related gender-based violence in December 2023. The event targeted members of the GCE Movement from national, regional and global levels. Besides GCE, representatives from the EOL-supported transnational alliance Girls Not Brides spoke at the event, alongside representatives from Together for Girls, UNESCO ESARO, UNGEI and Education International.

Transnational civil society alliances as EOL OC3 grantees conduct and participate in transnational and global events. For example, in July 2023, the Kuyenda Collective hosted a webinar called rural youth collectives' voices for sustainable models for equitable education financing. The webinar facilitated dialogue, networking and an exchange of ideas between learners and young people in rural communities, civil society organisations, government actors and transnational actors on challenges and opportunities to strengthen education systems in the Southern African countries of Malawi, Mozambique, Tanzania and Zimbabwe in relation to education financing and resourcing. The webinar included speakers from the rural youth collectives in the four programme countries, as well as education ministry representatives from Malawi and Zimbabwe and representatives from GCE and Plan International.

Examples of EOL grantees promoting quality education at regional and global levels
In addition to participating in global and regional fora, EOL-supported grantees aim to influence the advocacy agenda at a transnational level, lifting local and national experiences into global and regional spaces. As a part of the new results framework, an indicator collects cases of non-fulfillment of country commitments placed for discussion on regional or global forums. Some examples from the reporting period are described here. For example, ASPBAE, the regional coalition in Asia Pacific, participated in the

High-Level Political Forum in July 2023. ASPBAE supported the NEC in Timor-Leste, CSEP to secure an onsite speaking role in the country's Voluntary National Review session inside the UNHQ. CSEP was very active during the Timor-Leste's voluntary national review report development and consultations, presenting the youth voices and considerations in relation to Timor-Leste's progress towards SDG 4.

The AMEI project working under OC3 on a transnational level in Uganda, Zimbabwe and the Democratic Republic of Congo participated in several global and regional meetings in the reporting period. In these meetings, they placed their experience with advocating for improved access to education for pregnant girls and adolescent mothers onto the agenda. For example, AMEI influenced African education priorities whilst participating in a panel discussion at the 1st Edition of the African Union Pan-African Conference on Girls and Women's Education in July 2024, Addis Ababa. The conference focused on the right to education of pregnant girls and adolescent mothers and AMEI showcased their work on dismantling harmful social norms, the importance of human rights data and the value of local advocacy. Panellists included members of AMEI, an adolescent mother from the Democratic Republic of Congo and a religious leader from Zimbabwe to discuss the influence of religious institutions and attitudes on preventing pregnant girls and adolescent mothers from accessing education. As a result, the call-to-action declaration reflected some of their recommendations, notably the need for high quality gender-disaggregated data in education management information systems and research on multiple vulnerabilities that impact girls' and women's education, to inform data-driven advocacy, gender-responsive legislation and policies.

In addition, at the African Committee of Experts on the Rights and Welfare of the Child's 43rd Ordinary session in April 2024, the Initiative for Social and Economic Rights (ISER) on behalf of the AMEI project called upon the committee to consider the influence of religious institutions on the exclusion of pregnant girls and adolescent mothers from schools, as well as the need for more extensive data collection on these cases, as they launched their study on teenage pregnancy in Africa, elevating data from the three countries of operation to the regional level.

In March 2024 the Comparative International Education Society (CIES) organised its annual conference. World Vision on behalf of the AMEI project attended and shared a presentation on how pregnant girls and adolescent mothers are challenging social norms in local advocacy. It drew on evidence from the project, presenting local cases of advocacy in relation to discussions on the power of protest by people facing injustice around the world. In addition, EOL Global Learning Partners (led by the Accountability Research Center, ARC) organised a panel session at the conference on 'The Power of Collective Civil Action: Exploring advocacy and accountability in global and national education policy through Education Out Loud'. Here CIES 2024 attendees could learn about findings from EOL funded research carried out by ARC, MDF, IDS and UNESCO IIEP.

The TaxEd Alliance under an OC3 grant participated in the 2024 Pan-African Conference, co-hosting a side event on "Combatting Illicit Financial Flows to Transform Education Financing in Africa: Africa's Tax Agenda and the African Union Year of Education". The TaxEd Country Coordinators from Zambia and Senegal, along with the Global Initiative for Economic, Social, and Cultural Rights and the Global Alliance for Tax Justice member Tax Justice Network Africa,

highlighted the challenges and opportunities in Senegal and Zambia with respect to addressing illicit financial flows and raising domestic revenue to invest adequately in education. Conversations addressed solutions, including how the UN Tax Convention can support efforts towards adequate and sustainable financing of public services, especially education, and how to support Africa's efforts in the negotiations around the UN Tax Convention on the global stage.

Transnational alliances' advocacy achievements

In the period July 2023 – June 2024, transnational alliances supported by EOL made contributions and brought a regional perspective to advocacy achievements at the global, regional and national levels. For example, the TaxEd Alliance, along with CLADE and other civil society organisations, contributed to Resolution 78/230 on the promotion of inclusive and effective international tax cooperation at the United Nations which was announced in November 2023. GCE in collaboration with the TaxEd Alliance launched a global and regional campaign on the UN Tax Convention, highlighting the transformative potential of this convention for financing education. The campaign continued into 2024, informing the content of the Convention to ensure it remains progressive and aligns with the goals of increasing domestic resources for education. The resolution aims to kickstart an intergovernmental UN process to negotiate a UN Framework Convention on International Tax Cooperation, creating a new, inclusive forum for setting global tax rules within the UN. It will mark a significant step towards sealing the loopholes that enable global tax abuse, and unlock the funding required for gender transformative public services, including education.

EOL-supported transnational alliances also used their transnational position and influence to advocate for policy changes on a national level. For example, the GEAR alliance supported partner in **Malawi**, GAYO, conducted national engagements and advocated with policy analysis reports alongside other CSOs in the country for the adoption of the Person's with Disabilities Bill which was passed in December 2023. Additionally, the PAMODZI alliance developed an online data tool which captures data on inclusive education learning centres. The data and information gathered using this system has contributed to a significant boost in inclusive education advocacy work across Kenya, Tanzania and Malawi and was used to push for the Learners with Disability Bill which was announced in **Kenya** in October 2023.

2.10 UNEXPECTED RESULTS

Over the reporting period, the Tax Ed alliance member ActionAid Zambia had the opportunity to link the work of the alliance to the global campaign to end austerity. This was a positive and unexpected result as it provided a learning opportunity for the alliance and partners to draw advocacy lessons from the End Austerity Festival held in Morocco. Moving forward, the end austerity campaign will be an important resource for national level advocacy and engagements with stakeholders such as the IMF and the Ministry of Finance.

APSCF in **Moldova** was selected as a delegate of the Eastern Partnership Civil Society Forum for 2024-2026 cycle. This role includes the possibility of participating in the Annual Eastern Partnership Civil Society Summit, providing opportunities to meet EU decision-makers and discuss inclusive education priorities among other topics.

The global learning partner UNESCO IIEP (International Institute for Education Planning) surveyed the use of new technologies for improving transparency and accountability in education by CSOs. The survey researched how CSOs use digital tools to promote transparency and accountability in education. PCE in **Pakistan** was selected to present a small case study on their data portal and participate in a focus group discussion with the authors of other case studies selected from African countries, allowing them to showcase their work on a global level.

In **Lesotho**, LCN experienced a surge in youth participation, particularly among those who were previously disengaged or involved in disruptive activities. This result indicates that LCN's youth-focused workshops and mentorship programmes have resonated as hoped, leading to the formation of youth-led advocacy groups and peer-to-peer support networks and highlighting the potential for youth to become key agents of change within their communities.

During the reporting period, a meeting was held with the **Republic of Yemen**'s parliament and YCEFA concerning education issues, and particularly teachers' salaries. As a result of this meeting, the Parliament called for the de facto government to address the issue of teachers not receiving their salaries, leading to the delivery of incentives for teachers in the Sana'a governorate.

In **The Gambia** in January 2024, the National Coordinator of EFANet was elected as the Vice Chairperson of Child Protection Alliance Board, a reputable child led organisation advocating for the rights of children in The Gambia. The appointment signifies the recognition of EFNet's hard work to promote education for vulnerable children, strengthening their credibility in both national and international spaces and aiding their access to other advocacy platforms.

SECTION 3: LEARNING

3.1 EOL'S LEARNING FRAMEWORK AND LEARNING PLANS

The EOL programme continues to add value and contribute to stronger, more strategic, and relevant, institutionally healthy and sustainable civil society organisations, coalitions and alliances that can influence the right to public, quality education for all, and strengthen transparency, social accountability and civil society engagement in education policy dialogue. A wider aim of EOL learning efforts is to share lessons from EOL's implementation with the wider education community, contributing knowledge as a global public good for practitioners, funders and country level stakeholders in efforts to improve the inclusiveness, transparency and effectiveness of education sector policy and implementation. EOL therefore provides a variety of learning opportunities for grantees and continuously facilitates the promotion of learning.

EOL's learning framework provides a clear and shared understanding of organisational learning, guiding the planning, facilitation and implementation of learning throughout the EOL programme cycle. The global learning plan and the four regional learning plans reflect the concrete operationalisation of the learning framework through specific activities, ensuring a cohesive approach to learning across EOL.

Updates on learning processes

To further the work of the learning framework, a brochure - Learning in Education Out Loud - Why? What? How? - was developed and published in October 2023 to improve the understanding of grantees and the wider education stakeholder community of how EOL works with learning and the different types of learning applied in the programme. Additionally, regional learning workshops with each RMU, and a joint programme development meeting in 2024, have actively ensured a common language on how to support learning from experience and collaborative learning within smaller reflective spaces.

EOL has made various efforts to improve the conditions for learning in the programme in the reporting period. For example, the calls for proposals were synchronised to ensure all extension projects began in the first quarter of 2024, enabling more strategic planning of learning efforts, experience exchange and collaborative learning across grantees and operational components, especially in the learning events and learning collaboratives. Furthermore, EOL decided to separate the grantee learning planning process and the extension proposal submissions, based on recommendations from the global learning partner IDS from review of the first phase of learning plans.

Grantees have created higher quality, better informed and more relevant learning plans for their extension period projects. At the end of 2023, most grant agreements were signed. In Q1 of 2024, each RMU carried out thorough dialogue-based learning needs assessments with every grantee, covering their learning needs for the extension period. The process allowed grantees to be more open about their learning needs, shifting the focus away from compliance. It also strengthened the grantees' reflective practices, deepening their analysis and opening space for broader and more meaningful participation by emphasising growth and development of the entire organisation.

Regional learning plans

The annual regional learning plans for 2024 were developed to ensure the balancing of regional learning priorities through strategic analysis across the four regional management units of EOL. They reflect EOL's key areas of learning in each region based on grantees' learning needs, experiences of past learning implementation and EOL's own learning experiences. One of the key learnings and thus changes in the regional learning plans is the need for a more differentiated approach to meet the diverse needs and capacities of grantees. Both regular learning and reflection were found to be necessary to improve future practice and adaptive measures. Another key learning was the need to prioritise smaller numbers of grantees in the learning events to allow deeper analysis, reflection, learning and experience exchange between grantees.

The pool of regional learning partners remains at 51, the same as the previous reporting period. This number represents the pre-qualified learning partners, with 19 of these ending up executing learning assignments. A list of active regional learning partners and their activity focus can be found in Annex 3. Regional learning partners facilitate grantee capacity strengthening processes, learning collaboratives, function as mentors, or conduct smaller cross-cutting studies or documentation of best practices and lessons learned.

Global learning plan

GMU developed the new Global Learning Plan 2024-2027 at the end of 2023, outlining EOL's strategic choices and priorities for learning at the global level in alignment with the EOL extension priorities and GPE 2025. The Global Learning Plan was formulated to align with the regional learning plan processes and the EOL Learning Framework for a common and coordinated approach to learning across EOL. The plan identified six learning priorities that are deemed especially useful and strategic for EOL to engage with on a global level, due to their common relevance across the EOL portfolio. These are:

- Gender equality
- Social inclusion
- Fragile and conflict-afflicted contexts
- Advocacy and social accountability
- Adaptive management
- Sustainability

The Global Learning Plan included considerations of working with global learning partners in the first phase (2022-2024), serving as a background paper in the call for proposals for a new cohort of Global Learning Partners. The call for proposals and selection process took place from January to May 2024, with the assistance of the Global Independent Selection Panel. A new group of four global learning partners were identified out of 39 submissions, of which 19 fulfilled the criteria and seven were invited to submit full proposals. The global learning partners for 2024-2026 are:

- Institute of Development Studies
- National Foundation for Educational Research
- Right to Education Initiative
- University of Minnesota

As the contracting and launch of these new global learning partners took place in July 2024, their learning initiatives will be described in more detail in the next technical progress report.

3.2 LEARNING COLLABORATIVES

Learning collaboratives are an essential component of learning from experience between EOL grantees. Since the inception of EOL in 2020, EOL-supported grantees established 37 learning collaboratives, and **24 learning collaboratives are active as of June 2024.** Some learning collaboratives have been running for a long time, with tangible results, whilst others were recently established. The learning collaboratives bring CSOs together and ensure synergy between grantees and other CSOs, facilitating collaborative learning, learning from experience, exchanging strategies, lessons learned, approaches and knowledge production.

For example, the South Pacific Learning Collaborative contains OC1 grantees from Samoa, Solomon Islands, Vanuatu, Papua New Guina and the regional coalition ASPBAE. It enables grantees in the Pacific Islands sub-region to create shared and aligned strategies, as well as share learnings and challenges. In the reporting period, a face-to-face learning and experience exchange workshop was organised in the Solomon Islands. The workshop allowed grantees involved to share their learning and reflect on strategies from

"The effectiveness of the workshop held in Nairobi on advocacy in fragile countries and the collaborative learning workshop in Lomé on fragile and emergency situations provided a platform for each participant (country) to share relevant experiences with the aim of inspiring others. This has greatly facilitated our resilience and our ability to adapt by taking inspiration from what others are doing, which we are now able to replicate here in Chad."

COSOCIDE TCHAD, the NEC in Chad as quoted in the MDF Assessment of RMU-WCA Efforts in Promoting Learning Culture, Learning and Capacity Development Among EOL Grantees in the West & Central Africa Region.

their projects, collaborating for enhanced NEC strategies. The collaborative produced video clips from the workshop with participants' reflections.

A learning collaborative on education in emergencies in the West and Central Africa (WCA) region creates synergies and enables shared experiences and documentation of best practices between different grantees in the region who are operating in the field of education advocacy and social accountability in emergency and crisis contexts. In September 2023, a learning workshop was organised in Lomé, Togo for the members of this learning collaborative. The workshop stimulated reflection and capacity building of EOL grantees in conducting advocacy and influencing in fragile and conflict-affected contexts. In late 2023, the regional learning partner Inter-agency Network for Education in Emergencies (INEE) was engaged to help lead the learning collaborative. The collaborative was focused on the initial preparation and production of learning products in late 2023, continuing into 2024.

LEARNING COLLABORATIVES SET UP AND ACTIVE AS OF JUNE 2024
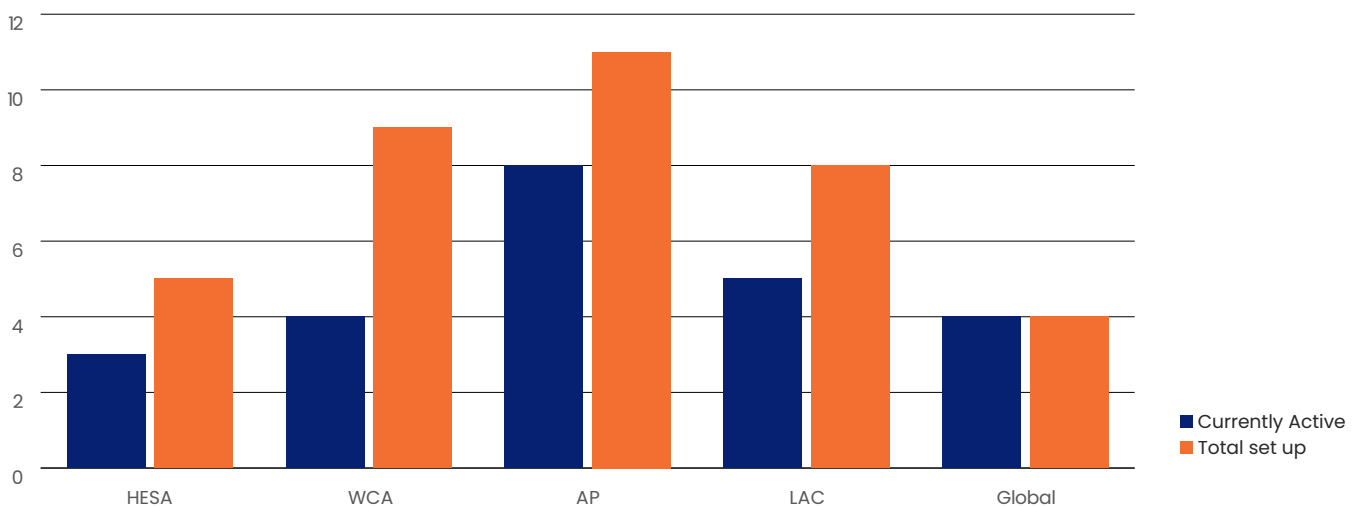
GCE runs another learning collaborative on education in emergencies. As a part of this, GCE facilitated a webinar in May 2024, focusing on global and national education in emergencies and protracted crisis processes. The purpose was to support CSOs in increasing their capacity to advance advocacy efforts. A learning brief was produced, comprising of discussions and recommendations based on panellist presentations and participant feedback. It incorporates perspectives from global partners such as Education Cannot Wait (ECW), the Global Education Cluster (GEC) and the Inter-Agency Network for Education in Emergencies (INEE).

The learning collaborative 'inclusive theatre as a form of education for children and young people with disabilities' was originally facilitated among the NECs in Kyrgyz Republic, Tajikistan and Uzbekistan. In the reporting period, APSCF from Moldova has joined the collaborative and participated in meetings. The peer learning generated in this space has provided the APSCF with better understanding of good practices in different thematic areas, particularly on inclusive education. As a result, APSCF now advocates for special educational needs more effectively, highlighting the need to improve inclusive education in Moldova. Between July and December 2023, more than 60 people received knowledge and skills training in how to organise inclusive theatre as a form of education for children and young people with disabilities from participating in the learning collaborative.

The Lusophone Network for the Right to Education (ReLus) is an international coalition of CSOs, bringing together Lusophone CSOs in 4 continents: Africa, America, Asia and Europe, including the NECs from Angola, Brazil, Capo Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe and Timor-Leste. The collaborative is led by the Brazilian NEC, Campaign for the Right to Education, whom EOL engages as a regional learning partner. Members of the collaborative met in Capo Verde in August 2023, discussing the challenges they face and creating an updated learning cycle to strengthen their commitment to promoting and defending the right to education in their respective countries. In its study into the learning efforts in the West and Central Africa region, the regional learning partner MDF found the ReLus learning collaborative significantly strengthened the Lusophone NEC's organisational, networking and coalition management capacities. AAEA in Angola was inspired through the learning collaborative to improve their institutional and performance capacity, legally formalising their network. In the January – June 2024 period, the learning collaborative produced six knowledge products as internal tools for governance and project management, focused on: a) Theory of Change, b) Institutional Development, c) Report Production, d) Institutional Mobilisation, e) Advocacy, f) Monitoring SDG 4. The learning collaborative is currently preparing a new

"The learning collaborative serves as a valuable tool in fostering this culture of continuous learning and improvement. Despite challenges in establishing such a culture, recent meetings have demonstrated its potential to facilitate open discussion and problem-solving. Reflecting on these experiences reinforces our commitment to integrating learning opportunities into our routine practices, even if informally labelled."

OC2 grantee as quoted in the MDF Asia Study of RMU Efforts on Supporting EOL Grantees in Promoting Learning Culture, Learning Exchange and Capacity Building Efforts.

"We received excellent support from the RMU, particularly through networking and peer learning opportunities. We got two chances to participate in learning collaboratives and networking sessions held in Nepal. During our time there, we gained valuable insights from other grantees, such as those from the Philippines and Bangladesh."

OC2 grantee as quoted in the MDF Asia Study of RMU Efforts on Supporting EOL Grantees in Promoting Learning Culture, Learning Exchange and Capacity Building Efforts.

2-year phase of learning and experience exchange supported by EOL.

3.3 CAPACITY STRENGTHENING AND LEARNING RESULTS

EOL provides capacity support and learning for grantees in the portfolio to build their institutional, organisational, thematic and advocacy capacities. Learning support is provided by EOL through the regional management units (RMUs), by contracting global and regional learning partners, from regional coalitions (ASPBAE, CLADE, ACEA) and from GCE. Below are examples of learning events, processes and trainings during the reporting period July 2023 - June 2024.

EOL RMU learning efforts

All RMUs provided capacity development and learning support to grantees in each of the four regions during the reporting period. The support took the form of online meetings, ad hoc meetings, country visits and learning exchange events. For example, a learning and reflection event was held for all grantees in the Southern Africa region in Harare Zimbabwe, building grantees knowledge on how to become more reflective learning organisations and enabling peer learning between the organisations. SWANCEFA in Eswatini reported an increased capacity to reflect on its project implementation with a plan to improve organisational efficiency and better document results. Two sub-regional learning events occurred in September and October 2023 in the Asia and Pacific region, fostering a space for mutual learning and knowledge exchange among EOL grantees.

Learning partner efforts

Both regional and global learning partners provided learning support to EOL grantees in the period July 2023 – June 2024. Some examples of this support include:

One of EOL's global learning partners Institute for International Education Planning of UNESCO (IIEP-UNESCO) conducted custom made online trainings for EOL grantees, in English as well as in French, to introduce them to education planning and to strengthen transparency and accountability in education, including promoting the use of open data and open government in education planning. For example, NEP in Cambodia participated in a training on tools to promote transparency and accountability in education, gaining new knowledge and confidence in using tools in data analysis. School for Life in Ghana participated in the same training, broadening its knowledge on dimensions

"The course was empowering. By gaining a solid understanding of educational planning, we feel more confident engaging in discussions and advocating for change. The course also equipped us with the tools and knowledge to participate meaningfully in consultations and planning processes. By taking this course, we are better positioned to leverage our EOL grant to make a real difference. I can understand the educational landscape, strategically advocate for our community's needs, and collaborate effectively with others to shape a brighter future for Samoan education."

Joy Leaupepetele, SEN's Director and Coordinator on the IIEP-UNESCO course on Basics of Education Planning.

of educational accountability. As a result, a participatory open data approach has now become a central idea in their programme implementation. ECOZI in Zimbabwe joined a training on Education Planning and Management, enabling the NEC to use new advocacy strategies such as the use of infographic reports which can be more easily understood.

The global learning partner MDF/ACER launched a participatory action research process to investigate how CSOs can use a variety of advocacy and policy-making approaches to help improve learning and equality in education. For this initiative MDF/ACER engaged with three grantees, School for Life (an OC2 grantee in Ghana), the GEAR alliance (an OC3 grantee with member organisations in Zimbabwe, Malawi, and Zambia) and IID (an OC2 grantee in Bangladesh). The research and learning programme focused on how CSOs use advocacy and policy influencing to make learning fairer, especially regarding gender, intersectionality and social inclusion. All three grantees received training in the action research learning cycle, adding to their research knowledge, as well as their analytical and investigative skills. This resulted in three case studies as well as a learning event for each of the three participating grantees. For the GEAR Alliance, an online learning event was conducted in October 2023 for participants from across the alliance members, to reflect on and discuss how best to use action research to strengthen their advocacy and reach their policy influencing goals. In Ghana, the collaboration ended with a regional learning workshop in November 2023 to share the experience and learning with other grantees in the region. In Bangladesh, an action research event was organised in November 2023, where, among other activities, the IID tool of a policy breakfast was organised, providing a space for citizens to meet authorities and advocate for policy changes on a specific advocacy theme. As a final output, the Global Learning Partner, MDF/ ACER developed three learning courses based on their collaboration with the three EOL grantees, and these focus on improving advocacy using the social change matrix, good practices, citizen-led advocacy, action research and policy influencing. In a partnership with Global Campaign for Education, these three modules were made available on GCE's Learning Hub which is the learning platform for all GCE's member organisations.

COSPE Onlus a Regional Learning Partner on Strategic Communication Skills, Media, Visibility and Branding facilitated a learning activity for grantees in the WCA region between June and August 2023. The learning partner trained staff from 22 EOL-supported organisations, strengthening their knowledge and skills in creating strategic and effective organisation communication plans to improve their organisation's brand, value and visibility. As an example, after the training by COSPE Onlus, MEPT in Mozambique developed their own communication plan and underlined it to EOL during their dialogue-based learning needs assessments carried out in the beginning of 2024. A similar event was organised for other EOL grantees across the African continent in November 2023 in Arusha, Tanzania.

A transnational advocacy research project was conducted by the Arab Network for Civic Education, a regional learning partner of EOL. Grantees worked with the learning partner to undertake a research project on effective transnational advocacy approaches and the report was shared with grantees in the HESA region for use and application in their advocacy work and help them gain access to important transnational spaces across the region.

Regional coalition learning efforts
Regional coalitions funded by EOL, ASPBAE, CLADE and ACEA provided learning and capacity support to NECs in their region July 2023 - June 2024. For example, in November 2023, ASPBAE organised their annual regional meeting of NECs in Asia Pacific. The event offered an opportunity for the NECs to exchange learnings in a face-to-face learning exchange, as well as to revisit the strategic priorities in the region. During the event, ASPBAE organised a plenary session on climate change education with discussions that highlighted the need to approach the issue of climate change with a social and ecological justice framework with reference to ASPBAE's strategic paper on climate change education.

ASPBAE supported and facilitated VAEFA and its members from Vietnam to attend a peer learning training session and school visits focused on deaf education with AFE in Ulaanbaatar, Mongolia. The peer learning session enabled VAEFA to learn from the achievements on inclusive education in Mongolia which AFE influenced e.g. the newly approved

"The Policy Breakfast series, organised by IID in Bangladesh, provides a platform for evidence-based policy discussions among key influencers. It fosters candid dialogue under Chatham House rules, enabling open exchanges grounded in empirical evidence. These sessions are designed to facilitate informed decision-making and collaboration. By engaging stakeholders in direct conversations with MPs and fostering dialogue between youth and policymakers, the series aims to bridge the gap between theory and practice in policy formulation and implementation."

Quote from PRIA International systematisation study on social accountability mechanisms implemented by EOL OC2 grantees in the AP region.

inclusive education policy, a draft law on sign language and a new video call interpretation service. VAEFA was able to draw from AFE's advocacy strategies for its own advocacy in Vietnam on inclusive education.

ASPBAE supported Papua New Guinea Education Advocacy Network (PEAN - the NEC) with trainings to write its own spotlight reports. PEAN used to rely on consultants to write their spotlight reports, but now has the capacity to write them internally, with new skills in analysing country contexts and government budgets and comparing them to the SDG goals.

ACEA provided learning and support to YCEFA in the Republic of Yemen on advocacy strategies related to gender and social inclusion, covering gender concepts and methods of conducting a gender analysis of policies. As a result of this training, YCEFA has expanded its knowledge base in gender transformative education and social inclusion and has now planned gender campaigns as a part of its activities.

GCE learning efforts

GCE's learning mandate is linked to its role as coordinator and movement builder for civil society organisations involved in education advocacy and policy. Capacity building and shared learning activities are key elements of GCE's programme implementation and its role in building a strong global education movement of civil society actors. GCE has embedded capacity building and shared learning as a holistic approach. This ensures all GCE members have the capacity and knowledge to effectively and collaboratively contribute to GCE's strategic objectives of holding governments to account in their commitment to deliver free, public, quality education for all. GCE supports the movement to maximise its advocacy and campaigning capacity, by creating shared learning platforms and opportunities which focus serving both thematic and technical knowledge needs. GCE conducts trainings for its members, coordinates Learning Communities on its core thematic focus areas (such as education financing and education in emergencies) and a Learning Hub which is an online platform for training modules, includes a repository of documents and provides access to other tools and information in multiple languages. Examples of how EOL-supported NECs benefit from GCE's capacity building and learning activities are given here.

The NECSS in South Sudan attended an online training by GCE which has strengthened their capacity in engaging with key actors regarding national education budgets and financial management. As a result, the NEC can now take a more proactive approach in engaging key stakeholders and conducting advocacy in local education group meetings.

LCN in Lesotho participated in a GCE event called Political Learning: Reinforcing a Strong Political Foundation and Transforming Education Financing in Africa. LCN actively promotes the inclusion and empowerment of young people in its initiatives. However, the training helped LCN to recognise the crucial role of youth organisations as coalition members, acknowledging their potential to drive significant social and economic change. The event additionally aided LCN in aligning its efforts with global and regional frameworks such as Agenda 2030, the African Union Youth Charter and Agenda 2063 of the African Union.

AED in the Kyrgyz Republic participated in GCE-led online trainings on gender transformative education and social inclusion. The trainings have enabled AED members to conduct gender and anti-discrimination assessments of textbooks and teaching packages, as well as information

sessions to raise awareness of gender in education. AED has now launched a series of webinars where members share knowledge on gender topics so they can jointly identify barriers for marginalised groups to access education.

3.4 STUDIES AND RESEARCH

During the reporting period, EOL's global and regional learning partners produced research outputs, contributing to EOL's efforts to document best practices and lessons learned for the creation of stronger, more relevant and strategic civil society and share knowledge to the wider education community.

For example, the regional learning partner PRIA International, drew on the experiences of three grantees; Institute of Informatics and Development (IID), Institute of Social and Policy Sciences (I-SAPS) and Center for Youth Advocacy and Networking (CYAN) in the respective countries of Bangladesh, Pakistan and the Philippines to assess the tools and methodologies used by EOL grantees to foster citizen engagement, monitor government commitments and service delivery and make local data actionable for social accountability and advocacy initiatives in their contexts. The systematisation study and case studies of the three organisations documents the methods and tools used to create stronger and more effective social accountability mechanisms which amplify the voices of marginalised communities.

Two other studies by MDF, a regional learning partner, captured the effectiveness, relevance and efficiency of EOL's learning efforts in the West and Central Africa region and in the Asia Pacific region, with key lessons learned and recommendations for EOL continue to facilitate learning and reflection among grantees.

The first cohort of global learning partners produced several knowledge products. For example, Accountability Research Center (ARC) produced a detailed literature review and annotated bibliography, followed by an accountability brief aimed at providing targeted information for policy makers and civil society on the role of civil society in national education policy in the Global South. The brief was launched at an online webinar in April 2024 with an expert panel of scholars and practitioners who discussed the role of social movements in knowledge-making, south-south partnerships of CSOs to promote learning outcomes and the experiences of grassroots organising in shrinking civic spaces. ARC's products evidence how past civic action has shaped education policy and how future policymaking will be impacted if civil society advocacy is restricted.

The global learning partner Institute of Development Studies (IDS) organised in 2023 a participatory and collaborative action research process for 15 grantees to support them in reflecting on their own practices of advocacy and manoeuvring in challenging contexts. The research process culminated in a workshop in Nairobi in August 2023 with participants from different regions, including NECs from Burkina Faso, Chad, Mozambique, Niger, Zimbabwe, Pakistan, Bangladesh and Myanmar. The workshop aimed to identify lines of inquiry, collect data and develop advocacy actions. As an innovative way of documenting the research process and learnings, workshop participants took part in the production of a video during the workshop and for this video – which was translated into French, Spanish and Portuguese, an accompanying discussion guide and process note were developed to aid in the actualisation of the findings that the video presented.

3.5 ADAPTIVE MANAGEMENT

Across EOL, adaptive management is applied to improve the effectiveness of project implementation. The adaptations made are either based on changes in the context in which EOL funded projects are implemented; or lessons learned during grantee project implementation. So far, adaptive management in EOL has been mainly the former, based on contextual changes.

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.

In previous EOL technical progress reports, 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. In the past year this has included several measures proposed by the 2022 mid-term review report and incorporated in the EOL Extension 2024-26.

As mentioned previously in this report, a significant adaptation in EOL programming has been the move to longer grant duration. Furthermore, at the wider strategic level it is an important adaptation that all applicants are to include in their proposals how they would approach gender equality and social inclusion. Other areas have included a revision of EOL reporting templates not only to accommodate amendments in the global results framework but also to streamline and simplify grantee reporting requirements.

GMU has been working with the Global Learning Partner IDS on improving ways of working with learning and adaptive management. IDS held interviews with members of the GMU and RMUs in 2023, exploring experiences, understandings, practices and barriers related to adaptive management across the programme. The findings proposed a need to harmonise practice and develop language on adaptive management in EOL in order to enable improved engagement with grantees on the subject. Therefore, an agreement was made to develop principles and guidelines for both EOL staff and grantees. As a result, EOL has formed an adaptive management reference group led by IDS to produce adaptive management guidelines, ensuring they are relevant, practicable and understandable for both EOL staff and grantees.

3.6 LESSONS LEARNED

In EOL, lessons learned by grantees are collated and documented through monitoring, reflection, research and analysis of project results and experiences exchanged. Ensuring that lessons learned are used and fed back to influence grantees' own practices requires that the lessons learned are internalised. However, for organisations to learn from their own and others' experiences requires an ongoing support effort from the EOL team, during learning and sharing activities, grantee visits and other learning processes. To support and improve this, other stakeholders and learning partners are therefore engaged to document lessons learned from their engagement and capacity development processes with grantees. For example:

The AMEI project led by World Vision UK in the **Democratic Republic of Congo, Zimbabwe and Uganda** learned the importance of men's involvement in advocacy work on gender norms. They found dominant patriarchal norms held by men and boys in villages prevented changes in culture and the upholding of rights for pregnant girls and adolescent mothers. Therefore, the project trained men as advocacy champions to educate their communities and other men on pregnant girls and adolescent mothers' right to education and protection. This was a success as other men in the communities listened more to their male counterparts. This strategy helped to drive change in communities, thereby reducing the number of dropouts due to teenage pregnancies in schools and increasing parental support. The inclusion of men in discussions on girls' and women's rights can work to bring about systematic change. Therefore, it is important to include all community groups in trainings on the rights of marginalised groups to ensure effective change.

In the context of the security crisis in **Burkina Faso**, there has been an increase in advocacy efforts in the education cluster network of CSOs, local NGOs and humanitarian organisations (for example CN-EPT/BF, Red Cross, Centre Diocésain de Communication) on ensuring the rights for internally displaced students are upheld, thereby increasing their access to schools and success rate. CN-EPT/BF has therefore identified that collaborating with other CSOs in the country is a key to success and joint advocacy strategies in the cluster networks can create policy gains, even in fragile and conflict-affected contexts.

Coalition Nationale de L´Education pour tous en DRC (CONEPT/RDC - the NEC) in the **Democratic Republic of Congo** learned that involving grassroots citizens in education policy dialogue and government monitoring activities is an effective way to monitor the implementation of policies, draw up monitoring reports, undertake actions to raise community awareness and engage with the political authorities. The strategies of community involvement worked well to ensure policy makers hear local opinions and needs and CONEPT/RDC will implement this strategy in other areas of the country to ensure active involvement of citizens. Engagement with local communities can catch the attention of policy makers across different contexts by providing tangible examples of issues. Furthermore, CSOs capacitating communities to advocate themselves for changes in their local education systems can ensure sustainability.

Chronic underfunding and limited resources in **South Sudan**'s education system has led to dilapidated infrastructure, overcrowded classrooms and a shortage of essential learning materials. NECSS has learned the importance of capacitating Parent-Teacher Association (PTA) networks to enhance strong community support for education and bridge the gaps between the schools and the communities. NECSS provided trainings to the PTA network and established clear communication channels, ensuring they felt a sense of ownership in schools. Therefore, the importance of ensuring the correct stakeholders such as PTA networks are empowered and engaged in advocacy is key for effective school development in challenging contexts as they can play a key role across different contexts.

In **Tanzania**, Haki Elimu found that educating citizens and local CSOs on their rights and policies such as the National Strategy for Inclusive Education was key to ensure they could participate in social accountability and monitoring practices. Most community volunteers and CSO partners were not aware of the details of the policy and were therefore

hesitant to assist in monitoring it. This lesson will be applied to future efforts of Haki Elimu as it will ensure the education and training of CSOs and citizens as a part of establishing a social accountability mechanism. From this example, the empowerment and inclusion of citizens is key to effective social accountability mechanisms which promote equitable and inclusive access to education.

NCE in **Nepal** encountered challenges with institutionalised advocacy due to frequent changes in provincial and local government administrations posing a threat to the continuity and effectiveness of advocacy efforts. NCE learned the critical importance of building resilient advocacy frameworks that can withstand political changes. NCE Nepal maintained continuous advocacy efforts through its network and knowledge-sharing practices, forming alliances with other CSOs and community leaders to create a broader advocacy network that spans across government transitions and implementing robust documentation for institutional memory of advocacy practices. Enhancing institutional memory, building a broad advocacy network and encouraging knowledge sharing among education actors can work to prevent political transitions threatening advocacy gains in different contexts, aiding the sustainability of efforts into the future.

The previously mentioned study on Social Accountability in Asia Pacific found lessons learned from three grantees working on social accountability. For example, the grantees' use of adaptive methodologies in a learning-by-doing approach highlights the significance of being flexible and responsive to different contexts. Their innovative methods, such as macro policy research, large-scale surveys and incorporating participatory data collection and analysis at the local level have effectively generated and framed key issues. As a result, policymakers, civil society and community members are better equipped to engage and find solutions to long-standing problems which can shift over time. In addition, the efforts by CSOs to institutionalise their participatory processes have been crucial for their sustainability, indicating the need for a strong foundation for the establishment of social accountability mechanisms in each specific context. Another lesson learned was the insights into the complexities of educational policy, highlighting the need for policy frameworks which are tailored to specific contexts and responsive to evolving socio-economic realities. All contexts are different, therefore expanding on and tailoring best practices to fit the specific context is crucial for success. By expanding on these lessons and offering practical guidance and tools for implementation, projects can successfully encourage transparency, accountability and citizen engagement in education governance and other areas for significant and sustainable global impact.

Student in class three at the Sandogo "B" Primary School, District 7, Ouagadougou. Photo credit: GPE Kelley Lynch.

IMPROVED SCHOOL FACILITIES FOR INTERNALLY DISPLACED CHILDREN IN KAYA, BURKINA FASO
Over the past two years, the city of Kaya in Sanmatenga Province, Burkina Faso, has become a refuge to hundreds of families fleeing conflict. The influx of internally displaced people has increased the city's population, placing strain on its schools and leading to overcrowded classrooms. An advocacy initiative led by Coalition Nationale EPT du Burkina Faso (CNEPT/BF) positively impacted the lives of many of Kaya's displaced children. In 2023, CNEPT/BF produced a video capturing the harsh reality of Kouim Kouli B, a primary school with challenging learning conditions which was created in shelters for displaced students. The video was shared with local government officials and NGOs, helping to secure better learning conditions for displaced children at the school, addressing the shortage of proper classrooms and ensuring that the education system could cope with the influx of students. The coalition also advocated to the Mayor of Kaya and governor of the North Central region of Burkina Faso. As a result, temporary classrooms were built, providing immediate relief from overcrowding, and policies were adjusted to accommodate more children in classrooms, ensuring that displaced pupils had access to quality education in the city.

SECTION 4:
CROSS CUTTING

4.1 SYNERGY BETWEEN EOL AND GRANTEES

Supporting synergies between the different grantees and the operational components in each country, territory and region is central to the Education Out Loud (EOL) programme. National Education Coalitions (NECs) are inherently generating synergistic relationships between CSOs in education within a country as they are membership-based and provide spaces for meeting and collaboration on key policy agendas. EOL also encourages synergies between the NECs, OC2 and OC3 alliances. The regional and global coalitions GCE, ASPBAE, CLADE and ACEA generate further synergies at a regional and global level between the NECs.

Synergy efforts in the reporting period

EOL synchronised the calls for proposals for the extension phase in 2023. This allowed for collaboration on cross-cutting themes and cross fertilisation between grantees by running their projects on the same timeline. ISPs and RMUs were made aware of synergies throughout the selection and finalisation of proposals, continually ensuring synergies were considered throughout the process. RMUs encouraged synergies in countries and territories with more than one EOL grantee present from the beginning of the extension phase. Therefore, grantees developed synergy plans to encourage learning, collaboration, the advancement of advocacy efforts and to avoid the duplication of efforts among grantees. 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. However, although EOL may encourage synergies between grantees through joint workplans and facilitation of collaborative and joint approaches, the initiative and drive behind synergies rests with the grantees themselves.

In the new portfolio of 2024, there are 19 countries and territories with more than one EOL grantee, providing good opportunities for synergistic relationships between grantees. In addition to synergies between EOL grantees, there are synergies between EOL and the GPE Knowledge and Innovation Exchange (KIX) at country level, a matrix of activities exists, providing an overview of the alignment of processes and priorities. EOL grantees also participate in KIX delegations and workshops, with some also receiving KIX grants.

Outlook on synergies into the coming reporting period

EOL will continue to encourage synergies between grantees when they arise and facilitate their collaboration in countries and territories with more than one grantee. RMUs will continue to follow up on joint country workplans which were formed in the last period and offer support to grantees where requested and where opportunities arise.

4.2 INCLUSION AND GENDER EQUALITY

Inclusion and gender equality issues have featured prominently in the design and structure of EOL since its inception.

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. Inclusion is also a significant part of learning and MEL efforts within EOL, forming a thematic priority for learning and the first strategic objective. To ensure that inclusion is at the core of grantee interventions, EOL requests grantees consider inclusion issues in the proposal development stage. Inclusion and gender equality are 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 intersectional 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.

Inclusion and gender equality efforts in the reporting period

A need was identified to better outline and guide efforts on inclusion and gender equality in the EOL programme, with the extension proposal committing to furthering inclusion and gender equality efforts. Therefore, towards the end of 2023 and into 2024 EOL enhanced its efforts to guide these three forms of inclusion in its systems and processes. For example, an EOL Policy Guidance Note on inclusion and gender equality was published in line with GPE's developments on inclusion and gender and follow up from the 2022 mid-term review of EOL. The Guidance Note identified the meaning of concepts around inclusion and gender equality in a context of supporting national, multinational and transnational civil society advocacy on education and how EOL grantees can develop their approach. An internal assessment of all grantee applications in the extension phase was conducted in 2024 to enhance understanding of how grantees incor-

porate inclusion and gender equality into their applications. The study found that although some grantees had very strong incorporation of inclusion and gender equality in their proposals, in others it was not as systematically included. These results contrast with grantees' reporting, which encompasses a significant number of results focused on inclusion and gender equality issues, indicating a need to assess whether the results of the review reflect the grantees' work. In parallel to the study, all regional learning plans have been developed to include capacity building for grantees on inclusion and gender equality. Future regional learning plans are also expected to continue with this. In addition, individual grantee learning needs assessments and the ensuing grantee learning plans are important mechanisms for strengthening grantee narratives and knowledge on GESI. Furthermore, EOL updated the MEL frameworks and systems in 2024 to include an enhanced collection of information on inclusion and gender equality in line with the guidance note.

Outlook on inclusion and gender equality in the next period

There will be continued efforts to enhance EOL's approach to inclusion and gender equality in the coming period. For example, the global learning partner IDS is currently conducting an inclusion and gender equality systems check of EOL to be completed into 2025. In addition, the four phase-two global learning partners all have significant focus on inclusion and gender equality in the research they will conduct in the coming year.

4.3 FRAGILE AND CONFLICT-AFFECTED CONTEXTS

During the reporting period, EOL has continued its support to national civil society alliances and networks aiming to hold 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, strengthening the EOL programme's systems and approaches.

Fragile and conflict-affected context efforts from the reporting period

The EOL portfolio of countries and territories in the extension phase continues to cover a substantial number of fragile and conflict-affected contexts. At the time of reporting, EOL supports civil society in 25 fragile and conflict-affected contexts according to the GPE list of fragile and conflict-affected contexts August 2024. 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.

Developments have occurred to enhance the ways in which Oxfam Denmark as grant agent will increasingly manage shifts in context and grantees in fragile and conflict-affected contexts. The grant agent's internal auditor now reports to GPE every second month on cases of concern, such as misuse of funds and situations where the context has shifted rapidly, ensuring the continuous monitoring of situations. A protocol for grantee out-of-country visits where the context it too fragile for in-country visits developed and such visits will be conducted in 2024 and 2025.

Outlook on EOL's approach to fragile and conflict-affected contexts.

EOL will continue to enhance its methods of aiding grantees in fragile and conflict-affected contexts. For example, guidelines and standard operating procedures for grantees operating in fragile and conflict-affected contexts will be produced to provide information and best practices for grantees in these contexts. Additionally, continued learning efforts are in place on the topics of fragile and conflict-affected contexts and education in emergencies, with two learning collaboratives on the subject led by GCE and a regional learning partner in West Africa. The global learning partner IDS will continue to lead learning efforts with grantees working in fragile and conflict-affected contexts, with a study planned to take place in the second half of 2024 on education policy dialogue mechanisms in challenging contexts.

4.4 SUSTAINABILITY

Funding to local and national civil society actors has in many places decreased or it is often only available for short-term activities with limited overhead funds to cover the organisational running costs. The EOL programme continues to be keenly observant of the long-term and durable impact its funding allocations have for marginalised and vulnerable learners. 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. Concrete commitments in this regard were outlined in the EOL extension proposal, responding to recommendations made in the 2022 EOL mid-term 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.

EOL's approach stems from the conviction that consistent provision of funding and learning to civil society is key to ensuring long-term and durable results. With an increasingly restrictive civic space in many contexts and reduced funding for advocacy of this type, providing long term funding for the NECs is ever-more crucial. The programme provides funding to cover the organisational running costs, develop their organisational and advocacy capacities and ensure a vibrant and independent civil society which is flexible to changing contexts. The learning efforts of EOL aim to strengthen the CSOs, for example, ASPBAE leads a learning collaborative in the Asia Pacific region focusing on organisational strengthening and resource mobilisation for coalitions in the region.

SECTION 5:
COMMUNICATION AND COLLABORATION

5.1 COMMUNICATION STRATEGY AND EFFORTS

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 representatives from Oxfam Denmark, EOL and Global Partnership for Education (GPE). The communication team operates as a unified unit, coordinating and dividing tasks in weekly meetings, and reporting continuously to the Oxfam Denmark EOL manager and the GPE EOL lead.

From July 2023 to June 2024, the communication team at EOL has been diligently working on an enhanced strategy to position EOL as a leader in advocacy and social accountability, ensuring the rights for quality education for all. Updates on the newsletter and website are described below, followed by an outlook for the second half of 2024 and into 2025.

The EOL Newsletter

The EOL Newsletter has been updated, with some improvements still under development. A refreshed design template is about to be finalised and tested, aiming to provide a better visual experience for the target audience and improve compatibility across different browsers. Additionally, a 'name tag' feature has been introduced to make the emails more personal for the readers.

The aim of the newsletter for the upcoming months is to improve the visual design and content by selecting the best stories from grantees and learning partners. This will help address the impact and changes that EOL brings to the education system and to fragile contexts worldwide. A selection of six highlighted stories will be sent out quarterly to update and inspire grantees, partners and education advocates about EOL's work.

During the reporting period, three newsletters were sent out. The number of recipients increased throughout the reporting period, from 1,099 in November 2023, 1,137 in February 2024 and the last newsletter in June 2024 had 1,233 recipients. Most recipients of the newsletter are stakeholders and grantees.

A New Upcoming Website

To enhance EOL's communication strategy, a new website will be created. In close collaboration with GPE, the focus for updating the website in this period has been on improving user experience, web design and content. These changes will help to guide visitors to learn more about EOL and inspire grantees and learning partners to engage further in projects and education advocacy. The new website aims to provide an improved visual experience, highlighting EOL's mission to make education more accessible, inclusive and of high quality for all.

The current website is regularly updated with new information, blogposts and news. Between November 2023 and June 2024 the website attracted 26,667 active users, with 26,270 (98.5%) being first-time visitors. It's important to note that many users may not be accounted for due to the option to opt out of statistics tracking. To compare the growth of users, the EOL website had in the period from January 2022 – June 2022, reached 5,005 users in total, out of which 4,839 (84.5%) of them were first-timer users.

Outlook on communication efforts into the next reporting period

The increasing number of users visiting the EOL website and subscribing to the newsletter indicates that EOL's communication efforts are improving, with more users engaging in EOL's work. This underscores the importance of continuous development and improvements across digital channels to meet the needs of future audiences in the second half of 2024 and into 2025.

EOL's communication efforts will continue to evolve to keep pace with digital changes and user expectations. It's crucial for EOL and GPE to have a clear branding agenda, to demonstrate leadership in education advocacy and to understand user needs when engaging with EOL on different platforms.

The communication strategy for 2025, developed in close collaboration with GPE, will outline the objectives and strategies for communication within EOL during the extension period. This plan will include strategies and KPIs to document and communicate EOL's impact, support cooperation and learning and strengthen the brands of EOL and GPE. It will focus on enhancing the overall communication strategy, including the website and newsletter, and exploring other avenues to achieve communication objectives.

5.2 COLLABORATION WITH OTHER ORGANISATIONS

Collaboration between GPE and grant agent

GPE Education Out Loud Secretariat Team and Education Out Loud Global Programme Manager and deputy team lead continue to meet for brief sessions on a weekly basis to discuss matters arising from implementation as well as to address matters of risk management. In addition to the collaboration of GPE with GMU, the GPE secretariat also participated in various meetings with regional management unit (RMU) colleagues, grantees and global learning partners.

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. In a number of countries, collaboration also takes place between KIX national delegations and Education Out Loud grantees, discussed further in Section 2.4.

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

The grant agent continued to work with GCE and the Regional Coalitions to make learning and capacity support to national education coalitions as effective as possible. As in previous years, 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. In the past year GMU colleagues also paid a visit to the GCE secretariat in Johannesburg from where GCE support to coalitions in the Africa region is handled.

Collaboration with Oxfam

In order to effectively implement the EOL programme, Oxfam Denmark as grant agent relies on working together with colleagues from across the Oxfam confederation. This includes the four Oxfam country offices in Nepal, Ghana/Senegal, Uganda and Guatemala, who in this reporting period have been hosting the RMUs. In fact, by end of 2023 the RMU LAC office moved from Oxfam Mexico to the Oxfam office in Guatemala. And during 2024 the RMU for West and Central Africa moved from Ghana to the Oxfam office in Senegal.

SECTION 6:
RISK MANAGEMENT AND DUE DILIGENCE

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 which was further refined and updated in September 2022 for the application for an extension 2024-26, based upon the lessons learned since 2019.

In the latter half of 2023, a considerable amount of time was spent on revisiting existing tools and templates such as the due diligence framework and grant agreement package including its clauses and controls. The updates to these tools were used in the calls for proposals for the extension phase applicants.

Risk Management through Risk Registers
Risk Registers capture risks at grantee, regional and global levels. At the grantee level, grantees now update their Risk Registers on a 6-month basis, reporting to EOL through the MEL system. At the global, programmatic level, one section of the consolidated Risk Register is populated with risks which are not specific to any grantee or region but may affect the entire programme if not sufficiently mitigated. Besides identifying globally relevant risks, the Global Management Unit (GMU) also looks for similarities when identifying risks at a regional level, developing common mitigating actions for the relevant regions. The Risk Register methodology is not unique to Oxfam Denmark. It builds on standards such as the ISO 31000 risk management framework, asking participants to assess risks by likelihood and impact.

Risk Management through Due Diligence Assessments
Complementing the Risk Registers, Oxfam Denmark as grant agent also undertook due diligence assessments (DDAs) for all prospective grantees entering the extension phase of EOL. The DDAs and any identified weaknesses are followed up on continuously throughout the implementation period. Oxfam Denmark as the grant agent carries out DDAs as 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. Grantees can benefit from 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. Among grantees there is significant variation in their maturity and 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 Risk Registers 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 continuous flexibility and capacity to remain alert to changes.

The Internal Auditor in Risk Management
The role of EOL's Internal Auditor is that of a subject matter expert, and a facilitator in rolling out and maintaining the Risk Registers and DDAs. The core function of the Internal Auditor is to audit compliance of the grant agent, its staff and grantees to governance documents, as set out by Oxfam Denmark and GPE's policies, 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 whistle-blowers, are complied with throughout the programme's case management.

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

Bi-monthly reporting to GPE on 'grantees of concern' continues and the format has evolved to capture more nuances. 'Concerns' is used as an umbrella term which can include any types of suspected or actual misuse of funds, misconduct, other risks to the implementation progress among grantees such as changes in context (such as the coup in Niger as an example) and the grantees' presence in fragile and conflict-affected contexts (FCAC).

A significant case of misuse of funds was discovered in June 2023 and has since been investigated fully and closed in 2024, with GPE informed and consulted at critical points of the process. Valuable lessons were learned for how to further strengthen the grant agent's controls which also include a revisit of the due diligence framework.

Safeguarding and raising misconduct
Oxfam has a policy of zero tolerance towards sexual exploitation, abuse and harassment and child abuse. At all times, all Oxfam representatives are expected to 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 individuals. Therefore, efforts are deployed on a continuous basis to build strong systems and to ensure that any risks associated with programmatic work are mitigated. EOL's current channels for raising misconduct cases, including sexual exploitation, abuse and harrassment concerns, continue to be in place and awareness efforts for staff and grantees on these channels occur periodically.

SECTION 7:
LOOKING AHEAD

7.1 EOL REVIEW

Education Out Loud (EOL) was designed by the Global Partnership for Education (GPE) secretariat in 2017/18 and approved by the GPE board in 2018, after which the choice of Oxfam Denmark as EOL grant agent was endorsed in 2019. With the mid-term review report of 2022 as a reference, some adaptations were implemented for the EOL extension 2024-2026. However, a broader review of the overall design and implementation record of EOL was necessary. Therefore, between 2024 and 2025, a review of EOL is being carried out by external consultants. The purpose of the review is to inform decisions to be made by the GPE Board about the future direction of GPE's support for civil society engagement and advocacy in December 2024 and June 2025.

Specifically, the objective of the review is to collect evidence and lessons to (i) inform the GPE Board's decision on the continuation of EOL past its current phase and related strategic parameters; (ii) inform adaptations to the design and operations of the successor EOL programme; and (iii) feed into GPE 2030 strategy to ensure alignment.

The review is divided into two phases. Phase 1 is a desk review to understand the extent to which EOL is a sound strategic and programmatic investment and, if any, what design features need to be enhanced in a next phase. Phase 2 offers a more in-depth assessment to understand the effectiveness of current EOL operations and mechanisms, providing a detailed analysis on the parameters that need to be enhanced in a next phase.

This phased approach aims to provide timely evidence to the GPE Board and the Performance, Impact and Learning Committee (PILC). At the same time, this approach builds in some flexibility for Phase 2 of the review, based on the conclusions from Phase 1 and the outcomes of the GPE Board meeting in December 2024. It is important to note that the review is not concerned with the specific performance of the grant agent, nor does it involve any aspect of the choice of a future grant agent.

As EOL grant agent, Oxfam Denmark is providing support to the consultants by facilitating access to key stakeholders, including grantees, learning partners and members of independent selection panels, while also availing all relevant documents. The grant agent expects that in addition to informing GPE decisions about the future of EOL, the assignments may also provide recommendations for potential course corrections to be applied in the remaining phase of EOL's implementation.

7.2 FORECAST

With grant agreements put in place between late 2023 and early 2024 across the EOL portfolio, the next 12 months and up to December 2026, will have a strong focus on project implementation. Oxfam Denmark as grant agent will continue to support grantees' efforts to realise the objectives in their approved project proposals.

While these actions mainly happen at level of individual grantees, the grant agent will have a particular focus on synergies across the portfolio. This includes focusing learning efforts on collective learning, which inspires more effective implementation through adapting existing approaches than only building individual grantee capacities.

Beyond project implementation and learning, the grant agent also expects to put more emphasis on communication at three interrelated levels. First, together with the GPE secretariat Oxfam Denmark will make efforts to share information about EOL grantees' results and the impact created with a wider audience. From the first generation of EOL grants, many fascinating stories exist which have been and are still waiting to be shared. Grantees continuously provide stories of change which can be shared with a wider audience, showing the results of EOL grantees in a more narrative format.

Second, the grant agent will emphasise communicating learnings and insights generated by EOL grantees and documented by global and regional learning partners to the wider education community. As such EOL is contributing to sharing public goods relevant to a wider range of practitioners.

Third, the grant agent will increase its support to individual grantees to support their capacities to communicate to their respective constituencies, be it member organisations in a national education coalition or key stakeholders involved with national education policy.

Finally, as mentioned in Section 4 of this report the grant agent will be emphasising the importance of gender equality and social inclusion by supporting targeted efforts undertaken by individual grantees. The grant agent will also be rolling out its approach to enhancing sustainability of EOL grantee efforts.

ANNEXES

① LIST OF POLICY CHANGES JULY 2023-JUNE 2024

OVERVIEW OF POLICY CHANGES INFLUENCED BY EOL GRANTEES JULY 2023 – JUNE 2024				
Theme/ focus area	**Country/ territory**	**Name of policy change**	**Date of approval**	**Number**
Education sector policies and plans	Bolivia (2)	Municipal Law "Presteño Cultural Identity Day" (Nº 778)	Jul-23	16
		Municipal Youth Act. Municipality of Cotagaita (Nº 174)	Oct-23	
	Burkina Faso	PARTNERSHIP COMPACT "Ensuring access to education for all in a context of security and humanitarian crises".	Jul-23	
	Burundi	Education Sector Plan 2022-2030	Mar-24	
	Cambodia	Action Plan on Inclusive Education 2024-2028 (IEAP)	May-24	
	Ghana	GPE Compact	Nov-23	
	Indonesia (2)	Ministry of Education Regulation No.46 of 2023 on Prevention and Handling of Violence in the School.	Aug-23	
		Jakarta Governor Regulation No.15 Year 2024 on New Student Enrolment.	May-24	
	Moldova	Revision of Article 137 of the Education Code	May-24	
	Mongolia (2)	Laws on Education: a) General law on Education, b) Law on pre-school and general education	Jul-23	
		National Curriculum Framework for Pre-School and School Education	Apr-24	
	Nepal	Ratnanagar Municipality policy and programme 2023	Jul-23	
	Pakistan	Teaching License Policy, School Education and Literacy Department, Government of Sindh	Jun-23	
	Rwanda	The Education Sector Working Group (ESWG) operational framework of 27 10 2023.	Oct-23	
	Somaliland	Implementation guideline for the Decentralization policy 2020	Aug-23	
	Timor-Leste	Resolution of National Parliament No 15/2024 – Date 29 May 2024 The Matters of Temporary Teachers of Pre-School To Secondary School Education in Timor-Leste	May-24	
Education administrations and reforms	Bangladesh	School Level Development Plan (SLIP) Guideline – Article 9.1; To enhance citizen participation in school budgeting processes	Dec-23	9
	Côte d'ivoire	The Ministers' roadmap for 2024	Feb-24	
	Eswatini	School Uniform Policy	Dec-23	
	Haiti	Strategic-political change in the partnership compact document between the Ministry and the Global Partnership for Education (GPE)	Apr-24	
	Liberia	An Operational Plan of the Education Sector Plan 2022/23-26/27 (ESP 2022 – 2027).	Jun-24	
	Niger	National Education ministerial order for the reintroduction of the Certificat de Fin d'Etude du Premier Degré (CFEPD).	Dec-23	
	Rwanda	Implementation Guidelines for Student Promotion and Repitition	Jun-24	
	Senegal (2)	Functionality of the framework for monitoring the agreements of 26 February 2022 between the teachers' unions and the government	Jul-23	
		Realignment of the distribution of State services between the Presidency of the Republic, the Prime Minister's Office and the Ministry of National Education	Apr-24	

Theme/ focus area	Country/ territory	Name of policy change	Date of approval	Number
Education budgets	Burkina Faso	Quality-sensitive budgeting in formal education	May-24	10
	Cameroon	Law N°2023 /019 of 19 December 2023 to enact the Finance Law of the Republic of Cameroon for the financial year 2024	Dec-23	
	Malawi (2)	Education sector budget allocation policy	Dec-23	
		National education budget 35% nominal increase and 3% real increase from the 2023/24 revised budget allocation. 2023/24 the education budget was at MWK 615.8 billion and it moved to MWK 895 billion	Mar-24	
	Mozambique	Mozambique Sovereign Wealth Fund Bill, (Law no. 1/2024, of 9 January, on the management of funds from natural gas)	Dec-23	
	Pakistan	Public Action and Social Accountability: Increasing District Education Budgets	Jun-24	
	Philippines	Budget gains on learning materials for learners with disabilities and on additional personnel for the child protection office of the Department of Education	Dec-23	
	South Sudan	Education sector budget allocation policy	Nov-23	
	Uganda	The National Budget Estimates for the Financial Year 2024/2025	May-24	
	Zambia	Education sector budget allocation policy	Oct-23	
Female adolescent's right to eduction	Ethiopia	National Early Childhood Development and Education ECDE) Policy Framework	2023	2
	Niger	Validation of the new strategic plan to end child marriage 2024-2028	Mar-24	
Young men and women's right to education	Senegal	Regularisation of pupils in exam classes without a civil status document	May-24	1
Education in emergencies	Pakistan	National Education Emergency	May-24	2
	Yemen, Republic of	Yemen Partnership Compact 2024 - 2028	Jun-24	
Persons with disabilites right to education	Capo Verde	Inclusion of children and young people with special educational needs law	Feb-24	4
	Kenya	Learners with Disability Bill	Oct-23	
	Malawi	The Persons with Disabilities Bill	Dec-23	
	Moldova	The inclusive education development program in the Republic of Moldova for the years 2024-2027"	Dec-23	
School infrastructure and IT	Ghana	Enhanced budgetary allocation to construct more school desks/furniture across project districts	Nov-23	2
	Vanuatu	Vanuatu Primary School Infrastructure Guidelines (VPSIG).	Nov-23	
Other Area	Benin	Inclusion of out-of-school children in the Partnership Compact and the resulting PME4 government project.	May-24	6
	Egypt	The School Discipline Regulations Document	Sep-23	
	Haiti	Appointment of a gender focal point at the Haitian Ministry of National Education and Vocational Training.	Nov-23	
	Nepal	Policy Related to Children of Bagmati Province (2024)	Feb-24	
	Philippines (2)	Resolution approved by the City Council to include division federation of supreme student government president as student representative and additional member of the Naga City school board	Sep-23	
		Memorandum signed by the the School Division Office of Puerto Princesa formally authorizing and endorsing Multiply-Ed to capacitate School Governance Councils on Transparency, Participation, And Accountability	Oct-23	
TOTAL				**52**

2 LISTS OF EOL-SUPPORTED GRANTEES

LIST OF OC1 NEC GRANTEES*

	Country/territory	Organisation
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 Organistions 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	Côte d'Ivoire	Reseau Ivoirien pour la Promotion de L´Education pour Tous (RIPEPT)
9	Congo, Democratic Republic of	Coalition Nationale de L´Education pour tous en DRC (CONEPT/RDC)
10	Gambia, The	Education for all Campaign Network (EFANet)
11	Ghana	Ghana National Education Campaign Coalition (GNECC)
12	Guinea	Coalition Nationale de Guinée pour l'Education Pour Tous (CNG/EPT)
13	Guinea-Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)
14	Madagascar	Coalition Nationale Malgache pour L´Education pour Tous (CONAMEPT)
15	Mauritania	Coalition des Organizations Mauritaniennes 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)
Horn, Eastern and Southern Africa		
20	Egypt	Qualitative Union for Educational Policies and Research (EUPER)
21	Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)
22	Ethiopia	Basic Education Network Ethiopia (BEN-E)
23	Kenya	Elimu Yetu Coalition (EYC)
24	Lesotho	Lesotho Council of NGOs (LCN)
25	Malawi	Civil Society Education Coalition (CSEC)
26	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)
27	Rwanda	Rwanda Education for All Coalition (REFAC)
28	Sierra Leone	Education for All Sierra Leone (EFA SL)
29	Somalia	Education for All Somalia Coalition (EFASOM)
30	Somaliland	Somaliland Network on Education For All (SOLNEFA)
31	South Sudan	National Education Coalition in South Sudan (NECSS)
32	Sudan*	Sudanese Coalition for Education for All (SCEFA)
33	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)
34	Tunisia**	La Coalition Éducative Tunisienne (CET)
35	Uganda	Forum for Education NGOs in Uganda (FENU)

	Country/territory	Organisation
36	West Bank & Gaza*	Palestinian Education Coalition (PEC)
37	Yemen, Republic of	Yemeni Coalition for Education for All (YCEFA)
38	Zambia	Zambia National Education Coalition (ZANEC)
39	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)
Latin America and Caribbean		
40	Bolivia	Campaña Boliviana por el Derecho a la Educación (CBDE)
41	El Salvador*	Red Salvadoreña por el Derecho a la Educación (RESALDE)
42	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)
43	Honduras	Foro Dakar Honduras (FDH)
Asia and Pacific		
45	Bangladesh	Campaign for Popular Education (CAMPE)
46	Cambodia	NGO Education Partnership (NEP)
47	Indonesia	Network for Education Watch (NEW)
48	Kyrgyz Republic	Association for Education development in Kyrgyz Republic (AED)
49	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)
50	Mongolia	"All for Education!" National Civil Society Coalition (AFE)
51	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'
52	Pakistan	Pakistan Coalition for Education (PCE)
53	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc
54	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)
55	Samoa	Samoa Education Network (SEN)
56	Solomon Islands	Coalition for Education Solomon Islands (COESI)
57	Sri Lanka*	Coalition for Educational Development (CED)
58	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)
59	Timor-Leste	Civil Society Education Partnership (CSEP)
60	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu (KoBLE)
61	Vietnam	Vietnam Association for Education for All (VAEFA)

* The list includes both OC 1.2 and OC1.3 grantees as the report covers the old EOL portfolio and the new extension portfolio. As of June 2024, El Salvador and Sudan only have an OC 1.2 grant, while Sri Lanka and West Bank & Gaza only have an OC 1.3 grant.

**Tunisia has moved from the WCA RMU to the HESA RMU

LIST OF OC1 – GCE AND REGIONAL COALITIONS 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	Country/territory	Organisation
**OC2.1,2&3 grantees ** **		
WCA	Benin	OC2.2 & OC2.3 Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS)
WCA	Ghana	OC2.2 & 2.3 School for Life
WCA	Madagascar	OC2.1 & 2.3 MSIS Tatao
HESA	Liberia	OC2.1 & 2.3 Helping Our People Excel (HOPE)
LAC	Bolivia	OC2.1 & 2.3 Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO)
AP	Bangladesh	OC2.2 & 2.3 Institute of Informatics and Development (IID)
AP	Pakistan	OC2.1 & OC 2.3 Institute of Social and Policy Sciences (I-SAPS)
AP	Philippines	OC2.1 & 2.3 Center for Youth Advocacy and Networking (CYAN)
New OC2.3 grantees		
WCA	Mozambique	FACILIDADE - Instituto para Cidadania e Desenvolvimento Sustentável
WCA	Benin	Association des Personnes Rénovatrices des Technologies Traditionnelles (APETRECTA)
HESA	Tanzania	Haki Elimu
HESA	Uganda	Civil Society Budget Advocacy Group (CS-BAG)
AP	Nepal	Karkhana Samuha
AP	Vietnam	Microfinance and Community Development Institute (MACDI)

*OC2 alliance partners are not included.
**The 8 OC2.1&2 grantees listed are all continuing with OC2.3 grants into the extension period.

LIST OF OC3 GRANTEES*

RMU /GMU	Country/territory	Project/alliance	Organisation	Latest total budget in USD
OC 3.1&2 **				
WCA	Burkina Faso, Mali, Niger and Chad. Lead organisation is based in Niger	Promotion of education options.	OASIS - GRADE project	998,382
HESA	Zimbabwe, DRC and Uganda Lead organisation is based in UK	Adolescent Mothers' Education Initiative (AMEI)	World Vision UK	1,200,000
HESA	Malawi, Kenya and Tanzania. Lead organisation is based in Malawi	Promotion of inclusive education policies - PAMODZI alliance	Rays of Hope	1,147,636
AP	Bangladesh, Myanmar, Nepal	South Asian Accountability Alliance (SAAA)	Street Child, Nepal	1,105,436
OC 3.3				
GMU	Global		Global Campaign for Education	1,350,000
HESA	Zimbabwe, Lesotho, Malawi, Mozambique, Zambia, Eswatini. Lead organisation based in Zimbabwe.	Transnational Networks Advocacy Capacity strengthened for improved ECDE legislation, policies and measures in Southern Africa (TRANAC).	ZINECDA, Zimbabwe	960,000
WCA	Burkina Faso, Niger	Strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa.	Girls Not Brides, UK	958,781
AP	Nepal, Senegal, Zambia	Tax and Education Alliance–Increase domestic financing of public education systems to achieve SDG 4	Action Aid International	960,000
HESA	Malawi, Zambia and Zimbabwe. Lead organisation is based in Zimbabwe	Girl's education in rural areas. GEAR alliance	Saywhat	960,000
HESA	Malawi, Mozambique, Tanzania, Zimbabwe. Lead organisation based in South Africa.	The Kuyenda Collective	PSAM	959,970

*OC3 alliance partners are not included.
**Projects under OC3.1&2 which are not continuing into the extension phase (OC3.3) ended between December 2023 and April 2024. As they fall under the reporting period, they are included here but are not counted as grantees as of June 2024.

3 LIST OF REGIONAL AND GLOBAL LEARNING PARTNERS

LIST OF ACTIVE EOL LEARNING PARTNERS AND LEARNING AREA

	Regional Learning Partner	Learning Area Facilitated
	HESA	
1	Collective Mind	Social Enterprise for NGOs – Training To explore diversifying funding for grantees.
2	Christian Blind Mission	Social Inclusion in Education (Facilitation of Inclusive Education Learning Collaborative
3	Restless Development	Documentation of Success Stories – The School Re-entry Policy in Tanzania
4	World Education Inc.	Networking and Partnership Building
5	MS TCDC	Diversity and Inclusion study – To support inclusive education campaigns for grantees
6	CROWE Erastus	Communication Skills, Media, Visibility and Branding Training
7	Arab Network for Civic Education (ANHRE)	Transnational advocacy and building regional alliances
	WCA	
8	Cospe Onlus	Training in Strategic communication plan development
9	A Ponte	Safeguarding Training
10	A Ponte	Training in Policy Advocacy and Campaigning
11	Bana Barka	Facilitation of Education in Emergencies Learning Collaborative
12	National Education Coalition of France	Facilitation of Environmental Education /Education for Sustainable Development Learning Collaborative
13	Associates for Change	Facilitation of Gender Transformative Education Learning Collaborative
14	Campanha Nacional pelo Direito à Educação, Brazil (Campaign for the right to Education, Brazil)	Facilitation of the ReLUS (Rede lusophono) Learning Collaborative
	AP	
15	MDF Asia	Study on effects of EOL regional Learning efforts, Asia Pacific
16	Dr. Peshal Khanal	Study on EOL contribution to policy changes and its impact on the right to education
17	PRIA International	Study on Social accountability mechanisms implemented by EOL OC2 grantees in Asia including three Case studies on IID, I-SAPS and CYAN
	LAC	
18	Fundación Merced	Capacity Support to RESALDE (El Salvador NEC) incl. Documentation of Internal governance Policies, and strategic identity.
19	FLACSO Argentina	Review of EOL Learning initiatives in LAC including Adaptive Management practices

Global Learning partners
1st Cohort
1	Accountability Research Center (ARC)
2	Institute of Development Studies (IDS)
3	Institute for International Education Planning of UNESCO (IIEP-UNESCO)
4	Management for Development Foundation (MDF) and Australian Council for Education Research (ACER) (as a consortium)
2nd Cohort
1	Institute of Development Studies (IDS)
2	National Foundation for Educational Research (NFER)
3	Right to Education Initiative (RTE)
4	University of Minnesota

4 NEC PARTICIPATION IN LOCAL EDUCATION GROUP MEETINGS AND GLOBAL PARTNERSHIP COMPACT PROCESSES

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023–June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			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)	Yes	The NEC has been very active in its new position in the local education group. The NEC took part in 3 meetings focused on the AASCS contribution to the EFA in bold, the map for the interviews and the presentation for the interviews; GPE Conclusions and Recommendations for the GPE Multiplier Fund for Angola; drafting of Angola's partnership compact.	Yes	NEC attended the meeting of Angola's partnership compact and contribute to the drafting of the meeting report.
2	Benin	Coalition Beninoise des Organistions pour l´EPT (CBO-EPT)	Yes	The NEC participated in 9 local education group meetings which mainly focused on the partnership compact. CBO-EFA and DEDRAS-ONG had contributed to the development of the theory of change and the validation of the data from the diagnosis of the system set out in the Partnership compact. The NEC advocated for specific actions in favour of children out of school through the Community Education Centres (CECs) which has been modelled by the CBO-EFA. The NEC participated in a scoping meeting of the technical drafting team with the lead Minister of Education.	Yes	Most local education group meetings in the period covered the partnership compact processes. CBO-EPT addressed amendments relating to the educational inclusion of disabled and vulnerable people in general education colleges. Validation of the compact took place in a virtual session and covered the documents cited in the previous column. The Coalition's contribution lies in considering the departmental consultation phases in the budget. This has been done in all 12 departments. The compact was unanimously approved by the members present, including the CSOs who are members of the CBO-EPT.
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	Yes	The NEC took part in meetings of the education partnership framework, meetings of the thematic groups (education and higher education; financial management; education quality; monitoring indicators) and the joint mission to monitor PSDEBS indicators. On the basis of the content of its shadow report, the NEC calls on and draws the attention of the participants to the need to take into account the challenges linked to the enrolment of out-of-school children, internally displaced pupils, girls and disabled children.	Yes	At least 2 of the local education group meetings focused on the partnership compact process. The purpose of the workshop was to share the process of formulating the GPE request so that education stakeholders and partners could appropriate and master the principles and methodology involved in drafting the request.
4	Burundi	Coalition pour L´Education pour tous BAFASHEBIGE	Yes	The NEC took part in 3 meetings. They encompassed the discussion on the latest developments in the dossiers submitted to the GPE. It contributed its expertise in in-service teacher training and proposed innovative solutions to improve the effectiveness of education in Burundi. The members of the GSE appreciated the innovative perspective that the NEC brought to the debate.\n\nThe NEC also submitted a request for an extension of the deadline for implementation of the activities financed by the capacity-building funds. Its arguments were deemed convincing by the members of the ESG, who finally accepted its request.	Yes	The NEC took part in 1 meeting focusing on the partnership compact. The NEC contributed to the review of the results of the selection process for partner agents. It gave a favourable assessment of the result obtained by its own candidate, reflecting his or her ability to add value in the field of education.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023–June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
5	Cameroon	Cameroun Education for All (CEFAN)	Yes	The coalition participated in all the monthly local education group meetings in the whole period, including the sub-group meeting on PRESCOLAIRE. This mainly concerned finalising the Education and Training Sector Strategy Paper (DSSEF) and setting up thematic groups. Preparing for International Literacy Day, which will take place in Cameroon from 09 to 10 September 2024 under the auspices of UNESCO. CEFAN presented its project "Appui à l'amélioration des Compétences numériques des acteurs de l'Éducation de base dans les zones Rurales au Cameroun (PACER). This is a project proposed to GIZ-Germany as part of its "Digital Generation" program.	Yes	Some local education group meetings focused on the partnership compact, including a meeting focused on the review and validation of UNESCO's request for the extension of Global Partnership for Education (GPE) funding for system capacity building related to the development of the Partnership Compact.
6	Capo Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	Yes	During the reporting period, the coalition participated in meetings within the framework of the local education group. One of the most important was the local education group Evaluation Committee meeting. This concerned the assessment of grant applications from agents as part of the funding offered by the GPE to the government. Discussion and finalisation of the report and evaluation grid. Appraisal and approval by the granting agent. In addition, a preparatory meeting occurred for the approval of the law governing pre-school education, as well as approval of the law governing the inclusive education subsystem.	Yes	Two meetings focused on the partnership compact occurred on improving inclusion and quality of learning in preschool and primary education and the validation of the partnership compact proposal.
7	Chad	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad (COSOCIDE TCHAD)	Yes	All local education group meetings focused on the partnership compact.	Yes	The coalition took part in sessions of the technical committee of the local education group which all focused on drafting the partnership compact and drawing up the collegial partnership compact since its establishment by ministerial decree on May 06, 2022;
8	Côte d'Ivoire	Reseau Ivoirien pour la Promotion de L´Education pour Tous (RIPEPT)	Yes	During the NEC took part in 10 monthly and extraordinary meetings of the local education group, which discussed items on its agenda such as: 1. Organisational and functional review of the Task Force 2. MESRS statistical production system: challenges and opportunities 3. Terms of reference of the Basic Education and Literacy Commission 4. Integrating evidence into projects, programmes and policies: funding opportunities 5. Updates from the local education group ETFPA Commission	Yes	A meeting on October 12, 2023, the coalition took part in a meeting at which subjects related to the Partnership Compact were discussed.
9	Congo, Democratic Republic of	Coalition Nationale de L´Education pour tous en DRC (CONEPT/RDC)	Yes	From 17 to 22 March 2024, the coalition took part in a workshop to draw up the 'PAO 2024-2025' Operational Action Plan. The Coalition contributed to the development of this operational action plan, and to the drafting and validation of the document.in addition 2 meetings in July and November 2023 focused on the approval of a new global partnership for education funding and the approval of a concept note for the joint review of the education and training sector strategy.	Yes	August 18, 2023, consultation meeting Review and validation of the Application for Funding of the Capacity Building Program (SCG) and the document on trigger indicators for complementary funding of the Capacity Building Program (SCG).

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023-June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
10	Gambia, The	Education for all Campaign Network (EFANet)	Yes	The NEC attended 2 meetings. The National Coordinated attended and participation discussion for the approval RISE project. EFANet was identified as one of the Local partners to be part of the high-level advocacy task-team on transformation and education financing. EFANet seconded the motion for the adaption of the first local education group meeting agenda on the 12th March 2024 at the UN House Cape Point. In addition, a validation meeting of the National Educational Sector Policy 2016 – 2030 mid-term review validation occured.	Yes	The first draft of the compact was presented to local education group for approval. The NEC is part of the committee for the elaboration of the proposal to GPE. EFANet also actively participated in the Stakeholders engagement on the Transforming Education Summit commitment as part of the compact process
11	Ghana	Ghana National Education Campaign Coalition (GNECC).	Yes	During this reporting period, GNECC actively participated in 7 Local Education Group meetings, collaborating with various development partners under the Ministry of Education and its agencies. These meetings addressed critical issues such as educational interventions, policy implementation gaps, and the effective use of the GPE compact grant to achieve desired goals. GNECC provided updates on member activities and their contributions to learning outcomes and recommended best practices to improve services within the education sector. Additionally, GNECC served on the Girls Education Network (GEN) Advisory Board and contributed as a network member.	Yes	2 of the meetings focused on the presentations on the GPE Compact for approval by the local education group. GNECC, as a member of the GPE working committee participated in the development of the compact document.
12	Guinea	Coalition Nationale de Guinée pour l'Education Pour Tous (CNG/EPT)	Yes	The Coalition took part in meetings of the GSE and of the CIPC of the ProDEG (Comité Interministériel de Pilotage et de Coordination du ProDEG). As part of the preparation of the new programme and the funding request under the System Transformation Grant and Girls' Education Acceleration Grant windows, AFD, as partner agent, entered into a contract with the Cabinet Institution et Développement (I&D) to implement the second phase of the ProDEG. To ensure the success of this essential initiative for the education and training sector, the NEC has taken part in the needs identification mission from 25 to 29 March 2024 and the formulation of project ideas from 22 to 27 April 2024.	Yes	The NEC participated in a meeting to finalise the drafting of the Education Partnership Compact with other local education group member actors and stakeholders.
13	Guinea-Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)	Yes	The NEC participated in four meetings on Technical Validation Workshop for the National Teaching Policy of Guinea-Bissau 2024-2030 and the overall process of drafting the partnership compact, key dates and roles of the local education group	Yes	The NEC participated in a meeting on the partnership compact. The Guinea-Bissau partnership compact served the coalition to increase student access and retention and improve the quality of basic education, ensuring that all children acquire essential and transferable skills by the end of 2029, through high-quality education.
14	Madagascar	Coalition Nationale Malgache pour L'Education pour Tous (CONAMEPT)	Yes	The NEC participated in 13 meetings in the reporting period. As a member of the committee, the NEC makes suggestions to the MEN, during the meetings, the NEC suggests a set of ideas, participates and actively discusses with potential partners, if necessary, the NEC presents specific comparative advantages on certain axes. Themes of the meetings included: consultation workshops for the PNPSE/MEN; Development of Agent Terms of Reference; selection of partner agent; Situation update on programs relating to transformation of the STG system.	Yes	Two of these meetings focused on the partnership compact, presenting essential elements for agent endorsement of the compact.
15	Mauritania	Coalition des Organizations Mauritaniennes pour L'Education (COMEDUC)	No	The NEC in Mauritania is still not invited to be a member of the local education group meetings. It is continuously working to try to gain access to the meetings.	No	No information available.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023–June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
16	Mozambique	Movimento de Educação para Todos (MEPT)	Yes	The NEC participated in 8 meetings. They focused on GCC; a technical meeting between MEPT and MINEDH on the creation of the FNEB; a meeting with the Directorate for Transversal Affairs-DAT; one RAR); presentation and validation of the Initial Analysis and selection of Policy Outcomes of the Analysis and Prioritization of the 4 Enabling Factors in the context of GPE funding on the professionalization of education service provision. The Education For All Movement calls on the government/MINEDH to consolidate the alignment of the planning, budgeting and execution process of the operational plans and the budget;	Yes	The NEC participated in the Working Group meetings to discuss the Analysis and Prioritization of the 4 Facilitating Factors within the scope of GPE funding.
17	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	Yes	The coalition attended 2 local education group meetings during the reporting period. The main themes were: Exchanges on new SME financing (letter to SMEs, compact, etc.); Education sector review; Presentation of the indicators for the 2023 variable tranches. The recommendations formulated by the coalition were: Recommendations to stakeholders to support the resilience plan and safeguard the homeland; recommendations that the choice of the new SME partner agent be made transparent; organisations a meeting of stakeholders to discuss the management of the PME fund (partnership agent).	Yes	The coalition participated in 3 technical committee meetings. These included the official installation of the members of the consultation framework Ministry of National Education/A/EP/PLN-Private Sectors and validation of the roadmap 2024 of December 12, 2023; the Comité Technique Sectoriel (CTS), human capital on December 11, 2023; the technical committee on the reinstatement of the Certificat de Fin d'Etude du Premier Degré (CFEPD) exam on December 12, 2023; the regional forum on education in emergency situations in Tillabéri, one of the regions most affected by the security crisis.
18	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qual-ite (COSYDEP)	Yes	The NEC took part in 8 meetings during the semester, including the Validation of the Programme d'Appui au Développement de l'Education au Sénégal – PADES II. The NEC's contribution focused on recommendations to link the programme to the PAQUET-EF and to improve care for children with disabilities and those living in vulnerable areas. In another meeting, the NEC carried the contribution produced by CSOs active in education with recommendations on inclusion, financing, system resilience, taking digital into account in an inclusive.	Yes	NEC participated in the meeting of the Mission Delegation of the PME Secretariat (Global Partnership for Education) on the status of implementation of the PAQUET-EF 2018-2030. The issue of funding to support access and quality aspects was the highlight of the discussions. The issue of data availability was also addressed.
19	Togo	Coalition National-ale Togolaise pour l'Education Pour Tous (CNT/EPT)	Yes	The NEC took part in a local education group meeting to validate the partnership compact during the period.	Yes	In addition to the local education group meeting on the partnership compact, the NEC is a member of the national partnership compact development team. As such, it took part in all the online and face-to-face meetings (03) initiated by the Ministry of Primary, Secondary and Technical Education with the aim of drawing up Togo's partnership compact.
Horn, Eastern and Southern Africa Region						
20	Egypt	Qualitative Union for Educational Policies and Research (EUPER)	No	The grantee has not yet been admitted to the local education group. They have made application for this and continue to work to gain access, but they are still waiting for feedback.	No	The as grantee has not yet been granted membership
21	Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	Yes	The NEC as coordinator of CSOs, participated in local education group Co-Chairs meetings to discuss two key agenda on Strengthening Basic Education Support Human Capital Development in Eswatini and Early Grade Literacy and Numeracy. In addition, the NEC participated in the first meeting of the GPE/World Bank Strengthening Basic Education Support to Human Capital Project Steering Committee's meeting on the 25th July 2023, where the NEC was given the monitoring role. Such a significant role in monitoring a government project demonstrates the extent to which the NEC has been able to influence government policy processes and programs.	No	No information available.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023-June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
22	Ethiopia	Basic Education Network Ethiopia (BEN-E)	Yes	7 local education group meetings were attended by the NEC in the period. The groups focused on the revised triggers, renovating and constructing schools and classrooms in conflict areas and improving the quality of education at all levels. The contribution to the local education groups was very satisfactory and contributions considered valuable. In addition, they continued pushing for education issues of concern among them, urging that the remaining GPE approved budget to education should be transferred to the MoE by urgently revising the Compact as per recommendations given by GPE.	Yes	BEN-E was an active member of the partnership compact processes and drafting and finalising the Ethiopia GPE compact. The Grantee is a respected member of the local education group whose views are often considered and adopted for action when presented to members. The grantee actively discusses matters of concern in education ensuring their voice is heard and considered. Also signed on the letters endorsing the Partnership Compact for GPE approval.
23	Kenya	Elimu Yetu Coalition (EYC)	Yes	The NEC is an official member of the local education group in the country and regularly attends monthly meetings covering various agenda. In addition, the NEC joined the ministry of education, Global Partnership for Education (GPE) and World bank officials in the mission to assess readiness of selected schools to implement the proposed reforms initiatives through the Kenya Primary Education Equity in Learning Project (KPEEL) programme. Regarding the education sector plan the NEC participated in the development of the draft of the document and in the joint monitoring of the KPEEL Programme.	No	No information available.
24	Lesotho	Lesotho Council of NGOs (LCN)	Yes	The NEC participated in three local education group meetings that focused on presentation on the 3-tier model, update on the GPE Multiplier and Partnership Compact, planning transition for Coordinating Agency, process of selecting Grant Agency for System Transformation Grant, AU Year of Education country plan and Lesotho Compact submission to GPE. LCN was nominated for the position of Coordinating Agency and for the year of 2024, LCN is shadowing UNICEF in order to fully take on the role from 2025. LCN was on the selection committee for the GPE STG Grant Agent selection.	Yes	The NEC participated in local education group meetings which focused on the writing of the compact.
25	Malawi	Civil Society Education Coalition (CSEC)	Yes	The NEC has official invitation status at local education group meetings and represents CSOs working in education in the country., In the reporting period the NEC engaged in the local education group meeting on the progress and monitoring of the Malawi Education Reform Program (MERP). The NEC also participated in one virtual local education group meeting discussing the GPE and government co-funded Malawi education reform program progress. At this meeting, the NEC expressed a worry the delay with the component of construction of low-cost classroom blocks of the programme.	Yes	The NEC attended meetings in 2023 on the development of the GPE Partnership Compact as a member of the Technical Committee. The meetings aimed to pinpoint priority areas for the Partnership Compact, aligning it with the government's educational policy focus on foundational learning. As a member of the Technical Committee, we have crafted the indicator table, theory of change, and triggers table, finalising these documents in 2024.
26	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)	Yes	The NEC attended the 6th Nigeria Education Group Hybrid meeting on the Review of Sub-Committee TOR and Membership. CSACEFA advocated for the expansion of the group to be more inclusive by inviting the network of persons with disability and vulnerable groups advocating for education to be part of the local education group and have sub committees on out of school children. The NEC also contributed to the selection process by reviewing and grading the applications received for the grant application partners.	Yes	The NEC participated in two GPE Partnership Compact workshops by the Federal Ministry of Education. The first one was on developing the Partnership Compact. The NEC advocated for members to be included in the compact and to identify and state the role of the coalition in the compact. The second was on developing the GPE System Transformation Grant (STG) Partnership Compact and the NEC is a member of the STG Task Team.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023–June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
27	Rwanda	Rwanda Education for All Coalition (REFAC)	Yes	The NEC is an active member of local education group as well as the Joint Education Sector Review process, which is part of local education group processes in the country. In the period under review, the NEC was involved in assessing, discussing and updating both 2022/23 back-ward-looking and 2023/24 Forward-Looking joint review meetings of the education sector. Another meeting discussed the GPE System Ca-pacity Grant Application: ESWG members en-gaged and endorsed the application package; (program proposal, budget, and application form). REFAC called upon the ESWG to prioritise inclusion and gender issues in the application package by addressing specific challenges that learners with disabilities and girls meet in their education.	Yes	The NEC was nominated to be a member of the development task team developing the System Transformation Grant (STG) from its inception to the final document as follow up on the process of supporting the implementation of Rwanda's Partnership Compact, many meetings were conducted both face-to-face and virtually. Another meeting occured to discuss the GPE Partnership Compact Application Package.
28	Sierra Leone	Education for All Sierra Leone (EFA SL)	Yes	The NEC participated in local education group meetings focusing on the review and critique of the report presented by Edu Aid on the improvement of ECD centres, which is conducted under the supervision of UNICEF as well as the review of the National Learning Assessment report, which seeks to review and revise how learning assessment is done in the country. Education for All Sierra Leone (EFASL) also participated in the local education group emergency meeting to extend implementation of GPE partnership compact activities.	Yes	In meetings which focused on the partnership compact, discussions were held around com-mitments made to investing in Foundations of Learning for All, including a key focus of the ESP. Further, discussion held was on the Free Quality Secondary Education program as government committed to invest heavily in removing school fees, increasing teacher salaries, and removing other barriers to accessing education. The NEC attended another meeting, seconding the motion for the extension of GPE partnership compact activities after deliberation on the need by education development partners.
29	Somalia	Education for All Somalia Coalition (EFASOM)	Yes	In the meetings during this period, the NEC contributed to discussions towards improving access to quality TVET for marginalized popu-lations, including internally displaced persons and refugees. The NEC pushed for policy pro-grammes, including financing to access tech-nical and vocational education and training and the provision of scholarships and support services for disadvantaged learners. EFASOM was also able to push for the implementation of the GPE compact to be coordinated with the Education Cannot Wait (ECW) Cluster, the Education Sector Coordination (ESC), and other relevant bodies for complementarity, synergies, among other added benefits.	Yes	The NEC was part of the GPE Grant Agent Selec-tion process and outcome. The grants include the System Transformation Grant, the Multiplier, and the Girls Education Accelerator. The grants are part of the GPE partnership compact endorsed by the Education Sector Commit-tee as well as the Education Donor Group and approved by the GPE's Board in June 2023. EFASOM also participated in the meeting that discussed how to have complementarity and linkages between humanitarian programming and development programming for instance between the Education Cannot Wait program and the GPE program.
30	Somaliland	Somaliland Net-work on Education For All (SOLNEFA)	Yes	The NEC is a member of local education group and attends regular meetings called for by the Ministry of Education. In the reporting period, the NEC was involved in the GPE project develop-ment discussions and consultations with all stakeholders, strengthening of Education in Emergencies working group and preparations of the Joint Review Education Sector (JRES). The NEC participated in three national ESC (Educa-tion Sector Coordination) meetings and JRES (Join Review Education Sector), that discussed the GPE proposal, Education Financing, Gender mainstream policy and Student Transition Issues, respectively.	Yes	The NEC was part of the team developing the GPE partnership compact and the grant proposal. This space gave the NEC a chance to influence what the government would focus on in the project. Such areas fronted by the NEC included pushing for improved access to equitable and inclusive education, improved quality of learning outcomes, and education systems strengthening. The NEC contributed to national campaigns and the establishment of community-led groups to advocate education and create flexible school schedule to maximize chances for disadvantaged communities.
31	South Sudan	National Educa-tion Coalition in South Sudan	Yes	The NEC is a member of the Education Cluster in South Sudan which links with the local edu-cation group processes in the country. In the period under review, the NEC participated in the development of the Multi-Year Resilience Plan and contributed to selection of priorities for im-proving education service delivery. In addition, the NEC made contributions in the identification of priorities in the education sector and was a member of the taskforce that undertook grant agent selection.	Yes	The NEC was involved in the development of the GPE partnership Compact where it directly con-tributed to the analysis of the education situa-tion in the country, discussing major challenges and priorities for the education sector such as access, quality and efficiency and identifying priorities for funding and improvement.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023-June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
32	Sudan*	Sudanese Coalition for Education for All (SCEFA)	Yes	In the period July–December 2023, NEC was involved in the local education group meetings to discuss back to school modalities given the emergency situation by engaging in ideas and strategies to access schooling during emergencies picked from the EiE conference it implemented by ACEA.	No	No information available.
33	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/ MET)	Yes	The NEC is a member of the local education group in the country and attends all meetings called by the Ministry of Education. In the reporting period, the NEC was part of the team that finalised the Annual Education Sector Performance Report (AESPR 2022/23) and the terms of reference for four sector Technical Working Groups. The NEC was able to use the meetings to push for operationalisation of the Teachers' Continuous Development programme. TEN/MET also emphasised the importance of involving CSOs in the ESDP review process with success as the MOEST requested a representative from a Civil Society Organization (CSO) be included as part of the ESDP team.	Yes	The NEC has constantly engaged with GPE processes in the country. The NEC participated in GPE meeting on 31st August 2023 to bridge Tanzania education financing gap and unlock the GPE multiplier grant. At the GPE task force meeting, TEN/MET participated in the local education group assessment, and contributed to key issues such as: effective coordination of ESDC, issuance of an annual calendar for stakeholders effective participation and providing room for stakeholders to submit their agenda for discussion and sectorial deliberation.
34	Tunisia	La coalition Tunisiene pour l'education	No	The Grantee has not yet been admitted to the local education group. They have made application for this and are still waiting for feedback and an invitation	No	No information available.
35	Uganda	Forum for Education NGOs in Uganda (FENU)	Yes	The NEC attended 2 local education group meetings for an education sector working group on Education in Emergencies. During the meeting, the EiE secretariat updated the working group on a number of issues including the Ministry of Education and Sports updates, general updates on the ECW-FER, understanding of inclusive education and a contingency plan for the Education sector by UNHCR. In addition, topics included a review of the EiE ToRs, the performance of learners in both refugee settlements and host districts at national level, usage of EMIS for data collection, mobility of education program, formation of teacher management task team.	No	No GPE meeting was held in either semester, and the first is scheduled on the 18th July 2024.
36	West Bank and Gaza**	Palestinian Education Coalition	No	The NEC was included as an EOL grantee in January 2024 but was not actively implementing project activities.	No	
37	Yemen, Republic of	Yemeni Coalition for Education for All (YCEFA)	Yes	The NEC is an active member of local education group, engaging in 11 local education group meetings in the period. Topics included the Sector Plan development process, Technical Working Groups and reviewing GPE ITAP report at the Development Partners Group (DPG) meetings. In addition, the NEC actively engaged in discussions related to a 10% increase in enrolment in Grade 1, resulting from a programme that involved 1,500 schools across Yemen over the past four years.	Yes	Local education group meetings in the period discussed and endorsed the GPE Partnership Compact and the UNESCO-GPE Partnership.
38	Zambia	Zambia National Education Coalition (ZANEC)	Yes	The NEC is a member of the local education group and attends regular meetings convened by the MoE. The NEC was part of the team that developed the 2024 annual work plan Zambia Education Enhancement Project—Additional Financing (ZEEP-AF), and the Zambia Enhancing Early Learning (ZEEL) implemented by the MoE with support from the World Bank and Global Partnership for Education (GPE). The NEC was able to raise concerns about project delays and missing targets set in earlier project plans.	Yes	In some local education group meetings, the GPE Partnership Compact and selection of grant agent were discussed. Through the Task Team, NEC was part of the stakeholders that carried out a rigorous review of the available evidence, identification of priorities, and development of the draft compact document. With the support of consultants, they engaged with GPE funding and oversight of the World Bank as the grant agent. By the end of December 2023, a draft Compact document had been developed.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023-June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
39	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	Yes	ECOZI attended the 1st GPE/TEACH Steering Committee meeting chaired by the Permanent Secretary of Primary and Secondary Education. The focus areas of the discussion looked at the Curriculum Review update, Education Strategy Sector Plan (ESSP) mid - term review, UNICEF Compact Partnership as well as Policy updates (School Financing, Inclusive Education, ICT in Education policy and Zimbabwe Early Learning Policy Rollout out plan). The NEC did a follow up meeting after the adoption of the Educator Sector Governance Structure Document by the Education Coordination Groups (ECG).	Yes	In the local education group meetings, the NEC was able to engage with the GPE Systems Transformation Grant and the GPE System Capacity Grant. The NEC also participated in a technical-level event which brought together national and sub-national officials as well as education sector partners for a full-day initiation on the implementation of both grants. In addition, ECOZI participated in a debriefing of the GPE Joint Global Partnership for Education Secretariat focused on district visits, SIG disbursements and Implementation of the Early Warning System.
Latin America and Caribbean Region						
40	Bolivia	Campaña Boliviana por el Derecho a la Educación	No	There is not a local education group in Bolivia.	No	No information available.
41	El Savador*	Red Salvadoreña por el Derecho a la Educación	Yes	The NEC participated in a 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, in which other members of the Local Education Group, the United National System, and other guests participated.	Yes	The NEC has participated in meetings to follow up on the compact. The Ministry of Education, El Salvador World Bank, UNICEF develop the following points for the follow-up to the Compact: 1. Presentation "Compact Indicators 2. Presentation of the results of the Compact's products. 3. Presentation of the progress of the current grant "Additional Financing" from GPE World Bank as Managing Agency.
42	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)	Yes	The NEC is very active and has participated in local education group meetings during this period, presenting its comments, suggestions, agreements or disagreements 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.	yes	The NEC has participated in the strategic-political change in the partnership compact document between the Ministry and the Global Partnership for Education (GPE).
43	Honduras	Foro Dakar Honduras (FDH)	Yes	The NEC has been an active participant in the local education group meetings after it was re-activated in October 2023 after almost 2 years with the visit of the GPE mission. The local education group is made up of 7 members: Ministry of Education, National Council of Education, Organization of Ibero-American States (OEI), UNICEF, COMCORDE, Foro Dakar Honduras and the World Bank. In the meetings, the NEC has presented a review of the document "Results of the strategic consultation with stakeholders of the education system" and provided comments and suggestions on the documents that have been shared by the World Bank and the GPE.	No	No information available.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023–June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
Asia and Pacific Region						
45	Bangladesh	Campaign for Popular Education (CAMPE)	Yes	CAMPE is playing a leading role in the local education group discussion with a summery presentation contributing to finalize Enabling Factor Analysis (EFA) and Partnership Compact for the Global Partnership (GPE) Grant. CAMPE was also selected as a member of secondary and higher education thematic sub-group. CAMPE organised a meeting of selected CSOs with the visiting GPE mission and raised their voice to address challenges within the Bangladesh's policy and planning processes, particularly when it comes to coordination with regional and global mechanisms and with development partners. It has encouraged organizations to make the best use of CAMPE resources available nationwide upon preparation and implementation of the system capacity grant as well as other GPE grants.	Yes	CAMPE presented a summary to finalise the Enabling Factor Analysis (EFA) and Partnership Compact for the Global Partnership (GPE) Grant and was also selected as a member of secondary and higher education thematic sub-group.
46	Cambodia	NGO Education Partnership (NEP)	Yes	NEP has participated in several meetings at the national and province level. NEP presented key findings and recommendations for Education Sector Plan. The ministry focused on school facilities, student learning, and supporting students by providing scholarships. In addition, NEP reviewed learning materials and jointly provided the inputs on theme setting, chapter, lessons, and sub-titles.	Yes	NEP provided inputs to the application submitted by UNICEF, UNESCO, World Bank to GPE 2025. It reviewed the application from an inclusive and gender responsive lens to ensure it considered inclusion of marginalised groups in their program.
47	Indonesia	Network for Education Watch – Indonesia	Yes	The NEC participated in local education group meetings, underscoring the necessity of targeted policies and programmes and concrete strategies to advance educational access, particularly for marginalised groups and neglected schools. The scheme of education financing was raised to support the policy at the national and local level. In addition, civil society involvement at the national and local levels was emphasised in planning and implementing programmes.	Yes	The discussion on the partnership compact and core team to support the local education group involved focus on investment issues in the education sector in Indonesia. Several themes were addressed during this meeting, including equitable access and quality of education. In these meetings, the NEC has emphasised strengthening a child-friendly learning environment and the involvement of community and CSO engagement and school committee empowerment.
48	Kyrgyz Republic	Association for Education development in Kyrgyz Republic (AED)	Yes	The NEC actively participated in local education group meetings focusing on the discussion of proposed amendments to the Partnership Compact.	Yes	NEC agreed to the approval of the Partnership Compact, and the Chairman of the Board signed the Partnership Compact on behalf of NEC. In the discussions, the NEC proposed ideas on the independent monitoring of the implementation of the Partnership Compact and multiplier grant, possibly from civil society.
49	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	Yes	Local education group meetings were organised to present and discuss activities within the 2 Multiplier Grant Programs and the modifications to the Work Plan of the Digital Innovation of Moldovan Education System Program. In this meeting, the NEC presented System Capacity Grant of US$1 million available to Moldova, stating that all training and investment actions should be tailored to benefit and respond to the needs of children with special educational needs/disabilities. The NEC voted for the approval of the System Capacity Grant from Global Partnership for Education. In another meeting, the Ministry of Education and Research presented priorities in education for 2024.	No	No information available.
50	Mongolia	"All for Education!" National Civil Society Coalition	Yes	The NEC participated in local education group meetings where it has expressed the NEC position on priority reforms narrowing gaps in foundational skills acquisition factored by gender, socioeconomic status, ethnicity and disability.	Yes	In local education group meetings focusing on the partnership compact, NEC Mongolia suggested inclusive quality education reforms be the top priority area for system transformation. It contributed to the analysis of the education situation of marginalised groups and related gaps in education policy and budget.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023–June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
51	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SA-BAL NAGARIK SA-MAJ RA UTTARDAI SARKAR'	Yes	NCE Nepal participated local education group meetings during the reporting period. A Joint Review Meeting was organised by the Ministry focused on review of School Education Sector Plan (SESP). The discussion was on SESP outcomes, key activities, its progress and expected disbursements. Also, an update on the technical assistance framework of UNICEF was made. A Budget Review Meeting (BRM) was also held in the period. The primary theme of the meeting was to review the proposed budget for School Education Sector Plan (SESP) for fiscal year 2024/25, discuss key challenges and agree on practical way forward. NCE Nepal was provided a designated space as a lead of CSOs to provide input on the local education group meeting. The NEC presented the contribution made for the implementation and localisation of the SESP.	Yes	A dialogue meeting on the GPE Operating Model and Evidences was held in the period. The discussion was made among partners to explore the alignment of their respective approaches to create synergies and greater impact in the identified collaboration areas. During the meeting NCE Nepal emphasized the importance of coordinated efforts and shared its insights on enhancing education policies and practices through effective collaboration and evidence-based strategies. Another meeting was held on the compact process where NCE Nepal engaged and participated in reviewing the education sector plan and contributed as a CSO in the appraisal and endorsement stages.
52	Pakistan	Society for Access to Quality Education	Yes	In the local education group meetings during the period, among other things, the NEC took part in the discussion and review on Report of the Independent Technical Advisory Panel (ITAP) and GPE Board Report & Endorsement. It raised questions to seek clarification and provided feedback on enhancing teacher's capacity, recruitment, vacant seats etc. In another meeting, the concept-note on "System Transformation Grant of Global Partnership for Education (STG-GPE) Sindh, Pakistan" was presented to the local education group for approval. Major achievements in terms of learning, access and participation in schools, and the role of dashboards in data-driven research and policies were discussed.	Yes	In discussions on the compact processes, the NEC discussed project synergies, and transparency of budget spending mechanisms, stressing the importance of availability of credible data publicly.
53	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc	Yes	PEAN participated in various local education group meetings. One focused on inclusion, girls' education and quality education especially on teacher training and curriculum materials availability. PEAN contributed to the discussion to get out of school's youth into the main system through Foundation for Rural Development and alternative pathways.	Yes	In the local education group meetings, discussions focused on the compact processes and discussion from task team was included in the 'Compact Submission'. In one meeting, the discussion in the compact discussion and update was presented in the local education group to get wider audience input and comment for way forward. The specific input that the NEC made in the Compact Process was the feedback provided in the proposal for GPE that the department of education was submitting for GPE funding in the next round of funding.
54	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)	Yes	The NEC participated in local education group meetings throughout the reporting period. In one meeting, it presented the status of the MATATAG Agenda of DepEd (MATATAG is a government program) and the 2024 National Expenditure Plan. In addition, E-Net's current President Carla Santos participated in the Selection process of grant agent for the DepEd. E-Net network members spread themselves to be a member of the Policy & Strategies; Advocacy & Communication; Financing; and Review, Monitoring, and Reporting.	No	No information available.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023-June 2024?		Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information	Yes /No	Information
55	Samoa	Samoa Education Network (SEN)	Yes	The NEC participated in local education group meetings. The meetings discussed the Education Sector Annual Review Report FY2022-2023, report from donor partners, School Staffing database final report, Language Literacy Training final report (primary), Self-assessment report. SEN also helped to facilitate workshops organised by Ministry of Education Sports and Culture and SEN together with its members were able to voice out their opinions about education policies as well as the state of education in Samoa at the moment.	Yes	In the compact process meetings, the Samoa Education Network Project Officer presented a media piece on SEN's work, showcasing their contributions to the regional education movement and also participated actively in group discussions. The NEC was recognised as a key partner/member of ESAC and was invited by ESAC to be a member of the Selection Committee for a Grant Agent for Samoa's System Transformation Grant of up to USD$2.5m under GPE. SEN accepted and was able to submit their assessments of the two Grant Agent applications to access the available funds for implementation of ministry of education's Sootaga Mautu Faaleaoaoga document that was approved in Dec 2023 by ESAC; and also approved by GPE in Feb 2024.
56	Solomon Islands	Coalition for Education Solomon Islands (COESI)	Yes	In the local education group meetings during the period, COESI advocated for the decolonisation of the education system and firmly promoted a model that aligns with cultural values. The NEC also raised issues about the teachers who need be trained in local language instruction for early learning children. Discussing the use of vernacular language in Early Childhood Education (ECE). The NEC furthermore convinced the Ministry of Education of their curriculum NEC for ECE centres.	Yes	The NEC was appointed as the member of the committee to select the Grant agent for the STG in the reporting period.
57	Sri Lanka**	Coalition for Educational Development (CED)	Yes	In one local education group meeting during the period, the Ministry of Education presented a project proposal to train the education planning officers who are attached to the provincial and zonal education officers. Under this project 120 officers including the National Institute of Education and Examination department will be trained by International Institute for Education Planning. In the discussion, the NEC emphasized the need of training these officers and endorsed the proposal. In addition, CED tried to lobby with other local education group members to support this proposal indicating that although there are few issues in coordinating procedure, NEC needs to support the MOE to address the basic issues.	No	No information available.
58	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)	Yes	In the local education group meetings during the period, ACTE raised concerns about school infrastructure for children with disability. In addition, the Joint Education Sector Review Meeting tried to identify low-hanging fruit for mutually beneficial cooperation, such as public goods that are of value to all parties but are currently unavailable in sufficient quantities. Examples include an overview of donor activities, access to reports, research and analysis, and a database of national and international experts. The NEC made some recommendations to consider standards for people with disability to access schools.	Yes	In meetings which focused on the compact processes, ACTE highlighted the importance of CSOs' involvement in policy dialogue and project implementation. When disability indicators are developed, it was proposed to have CSOs experts in these discussions. In addition, high-level meetings to review progress of implementation of the Mid-Term Education Action Plan 2021-2023 and presentation of the new Mid-Term Education Action Plan 2024-2026 under the National Education Development Strategy.

	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2023-June 2024?			Did the NEC participate in a global partnership compact process meeting between July 2023 and June 2024?	
			Yes /No	Information		Yes /No	Information
59	Timor-Leste	Civil Society Education Partnership (CSEP)	Yes	In local education group meetings, CSEP recommended that the Ministry of Education implement Basic Education Strengthening and Transformation (BEST) projects and endorse programme papers. The NEC sent its recommendations and endorsement to the project budget modifications. CSEP also provided inputs on the local education groups' inclusivity and the EMIS system improvement, pushing for the inclusion of disability organisations/individuals in the meetings. CSEP raised these issues during the local education group meeting with the Ministry of Education and development partners.		Yes	In terms of compact processes, CSEP assessed COMPACT program inclusivity as well as the local education group inclusivity. CSEP also attended one discussion with the Ministry of Education Youth and Sport to put priorities on the project implementation and its timelines.
60	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu	Yes	The meeting agendas of local education group meetings attended by the NEC were on the MoET Emergency Response Plan, setting up of a Literacy Committee updates on policies under review, National Examinations and Exam results, national schools' games, updates from members, The Acceleration Plan to implement the National Sustainable Development Plan (NSDP) targets in Education, and the GPE Partnership Compact Agreement. KoBLE raised several pressing issues which included literacy and numeracy, the review of school grant, inclusive education, gender, education in emergency and infrastructure policies.		Yes	Koble attended five GPE Partnership Compact Agreement meetings led by KoBLE is a member of the GPE System Transformation Grant Technical Working Group recently set up to address the issue of the declining literacy rates at senior primary school level. The planning and budgeting activities will be discussed and approved for further action. KoBLE actively participated and advocated for quality education in the meeting. In discussions, KoBLE contributed to most of the themes discussed, particularly on Literacy and Numeracy, Gender, Inclusivity, Education in Emergency and Adult Literacy.
61	Vietnam	Vietnam Association for Education for All (VAEFA)	Yes	The VAEFA Vice President and programme officers participated in a meeting of the Education Sector Group (equivalent to local education group in other countries) with the GPE Deputy CEO and Nippon Foundation delegations. The meeting's purpose was to update on education context and challenges in Vietnam, especially on inclusive education, and exchange on possible collaboration with GPE and Nippon foundation to support education in Vietnam.		Yes	As the Coordinating Agent for GPE System Capacity Grant, VAEFA has played a key role in the Selection Committee for the GA which includes the following: Drafting the TOR and the full EOL and proposing and finalizing the rating guide based on the outcomes of the deliberation by the Selection Committee. The VAEFA Vice President in her speech recommended GPE the need to support country learning and exchanges on education advocacy and support countries to develop Annual Education Report which can be a reliable, up to date and important reference for any organization that work in education.

* The NECs in Sudan and El Salvador were only active EOL grantees in July-December 2023, with no grant agreement signed as of June 2024.

** The NECs in West Bank and Gaza and Sri Lanka were included in the EOL portfolio January - June 2024 as part of the extension phase.

5 EOL MONITORING DATA ACCORDING TO RESULTS FRAMEWORK 2024-2026

Overall Objective 1	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.	
Overall Objective Indicator 1.1	Number of unique countries where civil society in EOL funded projects have influenced gender responsive education planning, policy implementation and monitoring (period 2024-2027). (GPE indi.17)	
Target:	**Baseline:**	**January - June 2024:**
59	46	+3
Accumulated as per June 2024: 49		

Region	Country/territory	Number of countries and territories in the region with policy changes influenced by civil society organisations
West and Central Africa	Benin (3); Burkina Faso (8), Burundi (2); Madagascar (1); Mozambique (4), Niger (3), Sierra Leone (3), Togo (2), Côte d'Ivoire (2), Gambia, The (3); Congo, Democratic Republic of (4); Ghana (4); Senegal (3); Cameroon (1); **Capo Verde (1)**	15
Horn, Eastern and Southern Africa	Eswatini (4), Zimbabwe (7), Kenya (5), South Sudan (4), Malawi (8), Somalia (4), Nigeria (2), Sudan (1), Rwanda (6), Somaliland (3); Tanzania (3), Zambia (5); Yemen, Republic of (2); Liberia (2); Egypt (1); **Ethiopia (1); Uganda (1);**	17
Latin America and Caribbean	Haiti (2); Bolivia (2)	2
Asia and Pacific	Nepal (20), Vanuatu (2), Philippines (15), Mongolia (10), Bangladesh (6), Cambodia (3), Kyrgyz Republic (2), Vietnam (3), Timor-Leste (4), Pakistan (7), Tajikistan (1), Papua New Guinea (2); Moldova (3); Indonesia (2);	15
Total		**49 countries and territories of which 21 are fragile and conflict-affected contexts.**

Specific Objective 1	Strengthen national civil society engagement in inclusive and gender responsive education policy development, implementation and monitoring.	
Specific Objective Indicator 1.1	Number of national education coalitions that satisfactorily implement - in the period 2024-2027 - an OC1.3 EOL grant on basis of quality project proposal that has human rights-based approach and is gender responsive.	
Target:	**Baseline:**	**January - June 2024:**
61	59	59 NECs, 21 of which are in fragile and conflict-affected contexts.*

Specific Objective 1	Strengthen national civil society engagement in inclusive and gender responsive education policy development, implementation and monitoring.	
Outcome 1.1	At the end of the EOL project, national education coalitions are more inclusive, particularly for marginalized and local groups.	
Indicator 1.1.1	Number of NECs that have increased their inclusivity in structure and practices as documented through case-studies. Indicated by an increase of 20 percentage points.	
Target:	**Baseline:**	**January - June 2024:**
30	0	15

*according to GPE's list August, 2024: https://www.globalpartnership.org/node/document/download?file=document/file/2024-08-list-gpe-partner-countries-affected-fragility-conflict.pdf

Specific Objective 1		Strengthen national civil society engagement in inclusive and gender responsive education policy development, implementation and monitoring.
Outcome 1.2		At the end of the EOL project, national education coalition capacities are enhanced to engage in education policy dialogues including Compact processes.
Indicator 1.2.1		Meaningful and quality inputs from NECs in national policy discussion forums and in Compact processes.
Target:	Baseline:	January - June 2024:
Improved inputs	Varying quality of inputs	A review will be conducted to qualitatively assess NEC inputs to improve policies.

Specific Objective 1		Strengthen national civil society engagement in inclusive and gender responsive education policy development, implementation and monitoring.
Outcome 1.3		At the end of the EOL project, NEC capacities, participation and strategic influence in planning, implementation and monitoring of education policies, plans and programmes, - particularly for promoting inclusive and gender responsive education policies - have increased in selected countries.
Indicator 1.3.1		Number of significant initiatives, evidence and policy positions of NECs on transformative education adopted by national public education actors (parliamentarians, Ministers, etc.).
Target:	Baseline:	January - June 2024:
40	0	8
Accumulated as per June 2024: 8		

	West and Central Africa	Horn, Eastern and Southern Africa	Latin America and Caribbean	Asia and Pacific
Number of initiatives Jan. - June 2024	1	3	0	3

Specific Objective 1		Strengthen national civil society engagement in inclusive and gender responsive education policy development, implementation and monitoring.
Outcome 1.4		At the end of the EOL project, Learning collaboratives established are generating and sharing knowledge for institutional strengthening of civil society organisations, particularly in relation to the promotion of social accountability, inclusion and gender equality.
Indicator 1.4.1		Number of learning collaboratives established on the strengthening of civil society organisations.
Target:	Baseline:	January - June 2024:
24	21	0
Accumulated as per June 2024: 21		

Specific Objective 1		Strengthen national civil society engagement in inclusive and gender responsive education policy development, implementation and monitoring.
Outcome 1.5		At the end of the EOL project, inclusive and 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 authority approved policy changes influenced by national civil society organisations for improving national education systems, such as their gender responsiveness, in alignment with human rights-based approach.
Target:	Baseline:	January - June 2024:
298	165	23 policy changes in 22 countries and territories, 8 of which are fragile and conflict-affected contexts.*
Accumulated as per June 2024: 188 policies with changes.		

Policy Changes per region				
	West and Central Africa Region	Horn, Eastern and Southern Africa Region	Latin America and Caribbean Region	Asia and Pacific Region
Baseline	36	53	3	73
1.Semester 2024	8	6	1	8
TOTAL NUMBER ACCUMULATED	**44**	**59**	**4**	**81**

*according to GPE's list August, 2024: https://www.globalpartnership.org/node/document/download?file=document/file/2024-08-list-gpe-partner-countries-affected-fragility-conflict.pdf

Specific Objective 2		Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.
Specific Objective Indicator 2.1		Number of effective national social accountability initiatives formed or strengthened by civil society organisations that include rights holders and duty bearers.
Target:	Baseline:	January – June 2024:
52	24	16
Accumulated as per June 2024: 40		

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 EOL project, data/evidence relevant for policy changes and/or monitoring of government commitments has been gathered, made actionable and available.
Indicator 2.1.1		Number of publications or 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:	January – June 2024:
229	129	23
Accumulated as per June 2024: 152		

Specific Objective 2		Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.
Outcome 2.2		At the end of the EOL project, multi-level monitoring has been strengthened.
Indicator 2.2.1		Number of national civil society organisation alliances supported with a significant grant that are engaged specifically in national social accountability mechanisms and multi-level monitoring.
Target:	Baseline:	January – June 2024:
14	8	14, 3 of which are in fragile and conflict-affected contexts.*

Specific Objective 2		Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.
Outcome 2.3		Civil society organisations have increased capabilities to mobilise citizens as right holders, particularly at local level, and are actively engaged in strategic data collection and / or monitoring of government commitments and education policies/plans
Indicator 2.3.1		Documented cases of violations of the right to education presented in courts, in Ministries or publicly by civil society organisations.
Target:	Baseline:	January – June 2024:
15	0	0
Accumulated as per June 2024: 0		

Specific Objective 2		Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.
Outcome 2.4		Learning collaboratives established on actionable data and how to turn information into advocacy relevant tools for change, particularly for gender and social inclusion.
Indicator 2.4.1		Number and types of learning collaboratives established on how to produce actionable data.
Target:	Baseline:	January – June 2024:
3	2	0
Accumulated as per June 2024: 2		

*according to GPE's list August, 2024: https://www.globalpartnership.org/node/document/download?file=document/file/2024-08-list-gpe-partner-countries-affected-fragility-conflict.pdf

Specific Objective 2		Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.
Outcome 2.5		Civil society participates actively in Local Education Groups, national SDG 4 processes (e.g. Voluntary National Reports undertaken to monitor SDG progress) and other national monitoring mechanisms of national education policies, including budgets and implementation efforts.
Indicator 2.5.1		Number and recognition among national stakeholders of EOL-supported civil society organisations that actively participate in different national policy spaces and contribute to policy discussions.
Target:	**Baseline:**	**January – June 2024:**
45 NECs and other CSOs participating in GPE partnership compact processes. 65 NECs and other CSOs participating in local education group meetings. 45 NECs and other CSOs participating in other SDG/education follow up mechanisms.	38 NECs participated in GPE partnership compact processes. 51 NECs participated in local education group meetings. 36 NECs participated in other SDG/education follow up mechanisms.	43 NECs and other CSOs participated in GPE partnership compact processes. 58 NECs and other CSOs participated in local education group meetings. 42 NECs and other CSOs participated in other SDG/education follow up mechanisms.

Specific Objective 3		Create an enabling transnational environment for civil society advocacy and transparency efforts in education.
Specific Objective Indicator 3.1		Selected thematics of civil society organisation concern - related to non-fulfilment of country commitments to ensure quality education for all - placed for discussion on the political agenda in regional or global forums.
Target:	**Baseline:**	**January – June 2024:**
12	0	3
Accumulated as per June 2024: 3		

Specific Objective 3		Create an enabling transnational environment for civil society advocacy and transparency efforts in education.
Outcome 3.1		Transnational civil society alliances engaged in regional and global policy forums.
Indicator 3.1.1		Number of transnational civil society alliances supported with a significant grant
Target:	**Baseline:**	**January – June 2024:**
6	10	6

Specific Objective 3		Create an enabling transnational environment for civil society advocacy and transparency efforts in education.
Outcome 3.2		Capacities of transnational civil society alliances for strategic policy advocacy and influence increased, particularly in relation to advocacy on gender and social inclusion.
Indicator 3.2.1		Number of civil society alliances with advocacy plan that also target regional and global forums.
Target:	**Baseline:**	**January – June 2024:**
6	9	5

Specific Objective 3		Create an enabling transnational environment for civil society advocacy and transparency efforts in education.
Outcome 3.3		Strategic policies or practices influenced at global, regional and national level through civil society transnational alliances, advocacy and campaigns.
Indicator 3.3.1		Number and description of policies approved by global, regional and national authorities influenced by transnational civil society alliances.
Target:	**Baseline:**	**January – June 2024:**
18	12 – 6 counted under 1.5.1	0
Accumulated as per June 2024: 12 (6 double counted)		

Specific Objective 3		Create an enabling transnational environment for civil society advocacy and transparency efforts in education.
Outcome 3.4		Social accountability mechanisms and spaces, such as Ombudsman office; periodic gathering of "Accountability Commission"; tripartite commission created or strengthened to influence global, regional or national commitments related to the right to quality education.
Indicator 3.4.1		Number and description of cases of social accountability that have been created/strengthened through EOL supported grantees.
Target:	Baseline:	January – June 2024:
28	22	0
Accumulated as per June 2024: 22		

Specific Objective 3		Create an enabling transnational environment for civil society advocacy and transparency efforts in education.
Outcome 3.5		Learning collaboratives established and actively engaged in knowledge generation and dissemination for effective policy advocacy, particularly on gender and social inclusion.
Indicator 3.5.1		Number and types of learning collaboratives established on how to produce advocacy strategies.
Target:	Baseline:	January – June 2024:
20	14	0
Accumulated as per June 2024: 14		

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.

WWW.EDUCATIONOUTLOUD.ORG

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

OXFAM
Denmark