



# EIGHT WAYS TO PROMOTE SOCIAL ACCOUNTABILITY IN EDUCATION IN AFRICA

EDUCATIONOUTLOUD  
advocacy & social accountability

**GPE** Transforming  
Education





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*Education Out Loud works to strengthen the role of civil society in making education policies transparent and accountable. Under its operational component 2 (OC2), 14 civil society organisations or alliances are supported, working in 13 countries in Africa, Asia, and Latin America. Some have been supported since 2021 or 2022, while others started in 2024.*

Focus is on strengthening civil society to include marginalised groups and communities in holding governments to account in education. This helps ensure their voices are heard in monitoring education policies and services. It also connects their participation to policy discussions and advocacy at local, regional, and national levels.

In this document, we explore eight OC2 grantees in Africa:

- What steps they use for social accountability
- How the grantees support these mechanisms
- How these efforts move from mobilising marginalised groups to influencing education policies and their implementation
- How they work to strengthen gender and social inclusion
- A key result from the process

# THE OC2 GRANTEES EXPLORED ARE:

Page 5 Uganda – Civil Society Budget Advocacy Group (CS-BAG) & the SPAIE Alliance

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A woman with long braids, wearing a striped shirt, is speaking and gesturing with her hands. In the background, there are decorative concentric circles in blue, red, and green. The image is partially obscured by a white text box in the lower-left corner.

Carol Namagembe,  
CS-BAG Uganda.  
Photo: Daniel Samwel

## UGANDA

- Civil Society Budget Advocacy  
Group (CS-BAG) & the SPAIE Alliance

**Participatory Budgeting MODEL (PBM)** is a strategic mechanism through which citizens participate directly in budget formulation, decision-making, and monitoring of budget execution. It increases public expenditure transparency and promotes civic engagement.

## HOW IT WORKS



**Notable** - National and local governments from this engagement allocate resources to provide services with the core aim of improving service delivery. CSBAG therefore monitors this by gathering information about misuse of funds, corruption, or needs that are not being filled and escalates these issues at the national level with line ministries, the Ministry of Finance and the Parliament of Uganda.

## KEY STAKEHOLDERS

### NON- STATE

**Participatory Budget Clubs:** A Community-based accountability structure (Composed of women, youth, PWDs, and residents of the community)

**Child Rights Clubs.** The Child Rights Club (CRC) in school for children aged 10-17. Comprising 25-30 members with equal representation of boys and girls, including children with disabilities and those from poor backgrounds.



### STATE

**School Management Committee and head teachers.** SMCs are charged with provide oversight of the school governance. Head teachers oversee provision of education at school level

**Local Government technocrats and policymakers-** including District Council, Local Council Leadership, and specifically District Executive Committee, Sec. for education, CAO, District planner, District Education Officer, District Inspector of Schools among others.

**National -Line Ministries and Policymakers-** including Ministry of Finance Planning and Economic Development, Parliament of Uganda, Ministry of Education and Sports, Ministry of Local Government, Equal Opportunities Commission, National Planning Authority, CSOs working on Education and Uganda Bureau of Statistics



CS-BAG leads the SPAIE Alliance, which stands for *Strengthening Public Accountability and Investment in Education project in Uganda*. The alliance includes the partners, ISER (Initiative for Social and Economic Rights) and USCD (Uganda Society for Disabled Children). CS-BAG is a coalition of 100-member civil society organisations.

CS-BAG has been supported by Education Out Loud since 2024.

## The Participatory Budgeting Model consists of 6 key steps outlined in the poster:

**1. Organising and mobilising communities** by establishing structures for citizens to join Participatory Budget Clubs (PBCs), ensuring a minimum representation of 60% women and youth.

**2. Capacity building for Civil Society Organisations (CSOs)** and PBCs through training in public budget work and expenditure tracking. This training emphasises the significance of understanding human rights and interpreting policies and legislation to promote inclusivity.

**3. Monitoring budget implementation and service delivery.** This involves community participa-

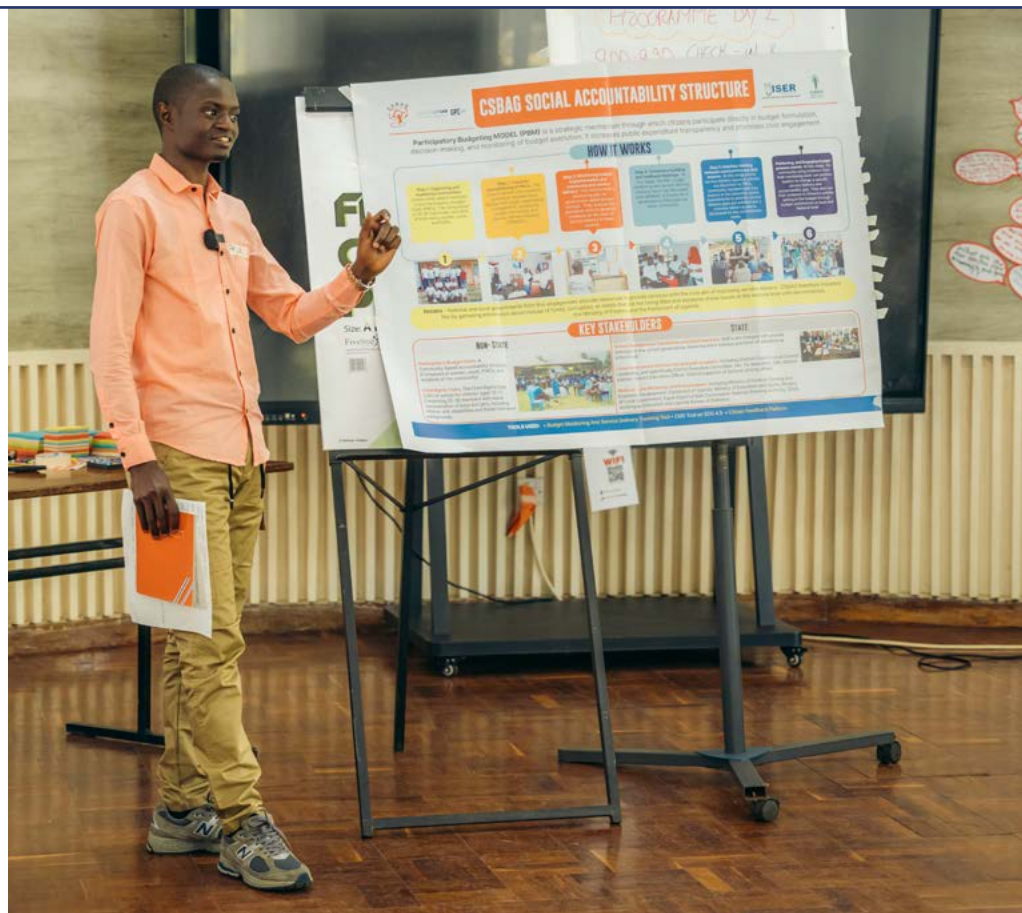
tion and engagement with duty bearers to create solid evidence and produce real-time data, utilising tools such as SMS for information to be used during interface meetings.

CS-BAG employs the **Participatory Budgeting Model (PBM)**, a strategic approach that enables citizens to engage directly in budget formulation, decision-making, and monitoring of budget execution. This model enhances transparency in pub-

lic expenditure and fosters civic engagement.

**4. Consensus building and feedback meetings.** Following the monitoring process, CS-BAG conducts feedback meetings with Participatory Budget Clubs to prioritise the most pressing issues, resulting in the production of a monitoring report and issue paper.

**5. Interface meetings between duty bearers and communities** are held to present the monitoring results report, where issues and gaps are solicited. This approach enhances the relationship with the government.





## 6. Petitioning and engaging in the budget process:

Community members, PBCs, and the presenter team share their perspectives and experiences. They utilise petitioning to influence priority setting at the national level. Throughout each step, agenda-setting meetings are organised, inviting PBC members to participate. Occasionally, ISER engages in litigation or legal action against the government to advocate for the right to education based on the evidence collected. They may also pursue mediation with government officials to highlight injustices and advocate for necessary government intervention.

Pascal Muhangi presenting CS-BAG, Uganda social accountability mechanism, OC2 learning event, Tanzania, Nov2024, Photo: Daniel Samwel - MS TCDC

**National Level Engagement and Influencing:** CS-BAG is involved in 9 clusters that form accountability structures at the national level. These clusters serve as key entry points for engaging with the national government, including ministries, task forces, and parliamentary committees. The outcomes of the accountability mechanisms are strategically utilised to influence power dynamics and decision-making processes regarding education budgets.

Collaborating with other civil society organisations (CSOs) enhances the impact of their efforts by raising awareness across 10 cities. CS-BAG offers capacity-building initiatives focused on financing educa-

tion, leveraging the strengths of its alliance partners.

CS-BAG effectively engages with parliamentary partners and utilises their connections from these forums. They conduct quarterly meetings with the Ministry of Finance. During the final phase of the social accountability process, these contacts are actively involved, as CS-BAG incorporates insights from various sectors into their proposals for the education sector budget.

Ultimately, this process culminates in a ministerial presentation of the budget to the government, ensuring that they influence power dynamics and decision-making regarding budgets through constructive budget dialogues.

## Tools utilised for social accountability

- **Community-level Budget Monitoring and Tracking**

**Tools:** These tools enable communities to extract standards and understand how the government manages these standards, ensuring oversight of budgetary plans at the service level. Communities generate this data and can validate it using the tool, ensuring the information's credibility.

- **Interface Meetings** between communities and duty bearers facilitate the signing of commitment forms by both parties, simplifying progress tracking. This approach has led to the

resolution of at least 2 out of 5 identified issues.

- **Central Database:** This system streamlines the aggregation of incoming information.
- **Gender Hub** for Citizen-Generated Data on SDG4: This consolidated tool has undergone pre-testing and is utilised to monitor SDG I 4.5. It is anticipated that this will be recognised as a standard within the education system.
- **Citizen-Feedback Platform:** This government initiative allows citizens to provide feedback on decisions and their

implementation. CS-BAG trains community members on this tool, enabling them to submit feedback in a shareable format.

- **Case Studies:** These highlight effective budget advocacy, particularly regarding gender issues and CS-BAG campaigns on taxation.

### **Sustainability of generated data**

- Collection of data from three distinct tools: one for advocacy and another from SDG tools that provide insights into government data, making it more sustainable.

- Leveraging existing government structures, with members being mobilised through annual meetings rather than in project-based initiatives.
- Collaboration with government officials responsible for overseeing official data in Uganda and CS-BAG having its methodology approved by government.
- Gathering of data by community structures using the sanctioned government tool. Data can thus be submitted directly to the government.
- Encouraging members to engage in existing platforms instead of establishing parallel ones.

## **Participatory Budget Clubs secure government commitment to education delivery**

In Uganda, the CS-BAG initiative has established and strengthened six community-based oversight structures known as Participatory Budget Clubs across three districts: Yumbe, Namayingo, and Sheema. These clubs, comprising a diverse group of 90 members—including women, men, persons with disabilities, and youth representatives—actively engage with local government, school management, and community members to monitor budget implementation and service delivery within the education system and vocational training programmes.

Through evidence collection and presentation at community interface meetings, these groups have successfully prompted local authorities to commit to addressing service delivery gaps. Notable commitments include a) the appointment of new School Management Committees where previous mandates have expired, b) the construction of additional toilet facilities in three schools within Sheema district, and c) the building of staff quarters in two primary schools.



## Enhancing Gender and Social Inclusion in Uganda

In alignment with Education Out Loud's thematic call to enhance gender and social inclusion among grantees, CS-BAG has secured additional funding to develop a comprehensive framework aimed at ensuring that all children, particularly those from marginalised groups, can access and benefit from an inclusive and equitable education system. This initiative is in line with both national and global development goals.

### **The effort will...**

- Improve the implementation of Uganda's National Service Delivery Standards (NSDS) within the education sector by ensuring compliance with frameworks on gender equality and social inclusion. This includes raising awareness and fostering accountability among schools and communities to tackle challenges such as inadequate sanitation facilities and limited access to Special Needs Education (SNE).
- Enhance collaboration with faith-based institutions to implement Uganda's revised guidelines on the prevention and management of teenage pregnancies in schools. This strategy aims to address one of the primary causes of school dropouts among adolescent girls, thereby supporting their continued education.
- Establish community-based champions to promote the enrolment and retention of Children with Disabilities in primary education. These champions will conduct targeted outreach, mobilise families, and engage government entities to overcome barriers such as stigma, discrimination, and the lack of access to disability-friendly facilities.



## GHANA

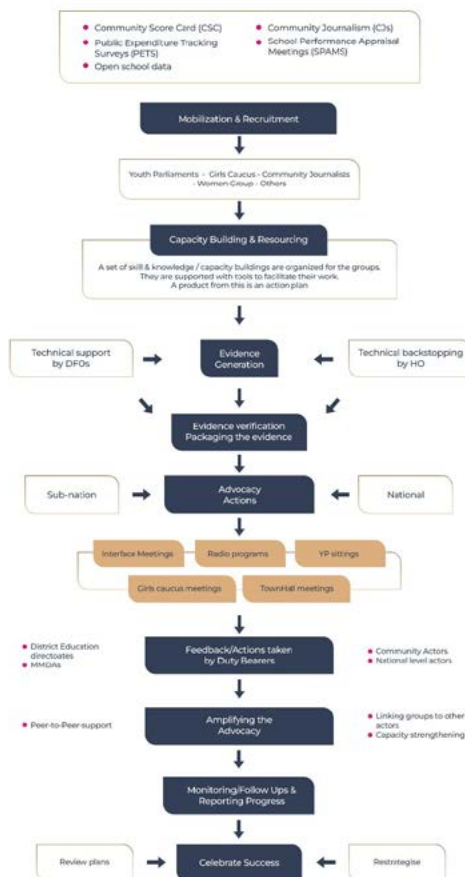
– School for Life &  
the CLEAR Alliance

School for Life leads the CLEAR Alliance – *Citizen-Led Action for Educational Accountability and Responsiveness* in Ghana.

Youth Empowerment for Life (YEFL) and Ghana Developing Communities Association (GDCA) are alliance partners in this initiative. School for Life and the alliance has been supported by Education Out Loud since 2022, implementing the CLEAR project across six districts in northern Ghana.

## CLEAR PROJECT CONSORTIUM

### Overview Of Social Accountability Mechanisms





## The CLEAR social accountability mechanism consists of seven main steps:

### 1. Mobilisation and Recruitment of Citizen Groups:

Following the mapping of Civil Society Organisations (CSOs) in northern Ghana, communities are engaged to form citizen groups comprising of Community-Based Organisations (CBOs), youth parliaments, committees, girls' caucuses, women's groups, and Parents Teacher Associations. This approach ensures diverse ownership to the accountability process, allowing everyone to participate at various levels. Alliance representatives are involved throughout the process.

### 2. Capacity Building:

Community groups receive training to enhance their understanding of monitoring and engagement processes, including advocacy and communication of results. And understanding of key education policies and plans.

### 3. Evidence Generation Cycle:

Communities collect evidence related to school infrastructure, teaching and learning materials, attendance, and community involvement in School Management Committees, WASH facilities etc.

### 4. Verification Process:

The evidence is analysed and synthesised to ensure it is understandable and user-friendly.

**5. Advocacy Actions:** Utilising the collected evidence, stakeholders at district, regional, and national levels are engaged. CSOs participate in local meetings to create a unified voice, which is powerful and effective. This includes:

- Interface meetings and radio programs to communicate issues
- Youth parliament sessions where local stakeholders address young people's concerns
- Girls' caucus meetings
- Townhall meetings to present issues and evidence to the public and duty bearers
- Social media campaigns

**6. Feedback and Action from Duty Bearers:** After advocacy actions, feedback and commitments are made by duty bearers. Communities develop action plans to address local issues, while other issues are taken forward to district, provincial and national actors that take a broader perspective on the presented challenges.

- Issues are amplified by fostering collaboration between communities and citizen groups to enhance results.
- A connection is established between trained local journalists and national media to raise awareness and amplify specific cases.





- Capacity-building sessions are conducted with stakeholders to deepen their understanding of the issues.
- Monitoring and follow-up to track the actions and commitments at all levels, with citizen groups actively monitoring progress and engaging local duty bearers.
- Government promises are tracked, utilising tools like public expenditure tracking.
- Annual Education sector review and planning meetings are used to monitor commitments and present findings to the central government, ensuring that funding is appropriately allocated and received.

Mapping Civil society relations, CLEAR consortium, OC2 learning event, Tanzania, Nov 2024, Photo: Daniel Samwel – MS TCDC

**7. Celebrating Success:** This phase involves re-viewing plans to assess successes and areas for improvement for the next monitoring cycle, initiating the process anew.

Working as an alliance allows for leveraging the strengths of various organisations. Each partner is a strong entity with established mobilised community groups that require capacity development to effectively engage in advocacy actions. The alliance fosters connections between citizens, networks, and experts to provide essential technical support.



## Tools used

- **Community Score Cards:** engaging with community on service delivery from government, co-creating indicators to monitor progress, before meeting with service providers to get information, and meeting with service users. This feeds into interface meetings.
- **School Performance Appraisal Meetings (SPAM)** is a government tool used in schools, to generate evidence to support their priorities. They result in reports.
- **Public Expenditure Tracking Surveys (PETS)**
- **Open School Data**
- **Community Journalism**

## Citizen platforms – a model for district-level accountability

School for Life and the CLEAR Alliance partners have established platforms that empower citizen groups to articulate their educational concerns and issues to duty bearers at both local and national levels.

The District Education Accountability Forums serve as venues for citizens and civil society to engage with municipal and district authorities regarding education matters. Initially, local authorities recognised these platforms as legitimate spaces for dialogue.

School for Life is committed to further engaging district leadership to integrate these platforms into the regular operations of the District Assemblies, thereby facilitating consistent and continued interaction between communities and authorities, even beyond the project.





## Enhancing Gender and Social Inclusion in Ghana

In alignment with Education Out Loud's thematic call to enhance gender and social inclusion among grantees, School for Life has secured additional funding to more effectively integrate the Fulbe (an ethnic minority in Northern Ghana), and People with Disabilities (PWD) into social accountability mechanism. This initiative focuses on engaging these groups to identify their educational needs and facilitating their participation in decision-making processes at both community and local assembly levels. The primary

objective is to empower these citizen groups to engage with duty bearers, thereby promoting access to education for out-of-school children and strengthening advocacy for their right to Complementary Basic Education. Additionally, the initiative aims to foster interest in education among women and girls by specifically targeting women's groups. By working to integrate the Fulbe into this process, the CLEAR project anticipates fostering greater peaceful coexistence between nomadic groups and local communities.

A photograph of three people in a meeting. A man in a green shirt, identified by a name tag as 'JACOB', is writing in a notebook. A woman on the left is listening intently with her hand near her face. Another person is partially visible on the right. The background features a window and decorative concentric circle patterns in blue and orange. A white text box is overlaid on the bottom left.

# LIBERIA

- HOPE & the  
Educate HER Alliance

HOPE (Help Our People Excel) Liberia leads the Educate HER Alliance, which focuses on promoting gender equity and equality in education. CareFound and the Paramount Young Women's Initiative (PAYOWI) are partners in this initiative.

HOPE has been supported by Education Out Loud since 2021. The Educate HER Alliance is committed to both internal and project accountability.



Educate HER, Liberia team, OC2 learning event, Tanzania, Nov2024, Photo: Daniel Samwel - MS TCDC



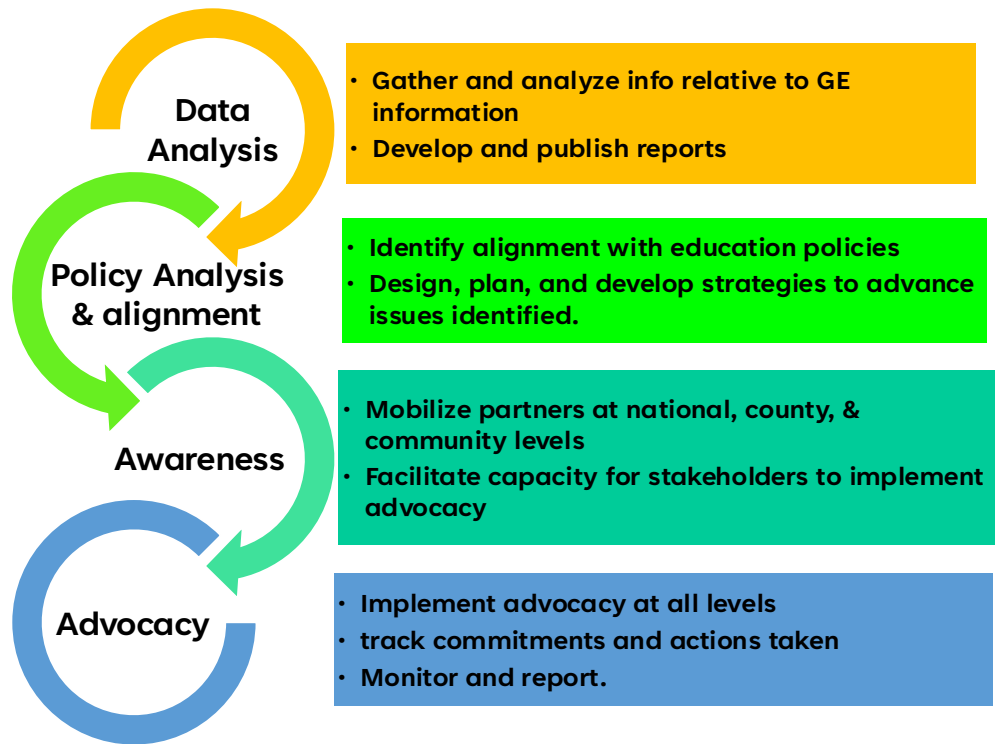
**Internal Accountability:** Educate HER employs an Accountability and Feedback Mechanism (AFM) to ensure accountability to affected populations and to prevent all forms of exploitation and abuse. The AFM serves as a channel for community members to share feedback, suggestions, complaints, and concerns regarding the project and organisation in a safe, confidential, transparent, and accessible manner.

Jacob A. Sambola (Educate HER, Liberia), OC2 learning event, Tanzania, Nov2024,  
Photo: Daniel Samwel – MS TCDC



## Project Social Accountability Framework (PAF)

The Educate HER initiative focuses on social accountability by monitoring and ensuring the effective implementation of the **National Policy on Girls Education (NPGE)**. In Liberia, a significant gap exists between policymakers, duty bearers, and rights holders. The centralised system in Liberia faces resource constraints within communities and lacks avenues for influence. Educate HER aims to localise decision-making by facilitating joint sessions that decentralise management



and budgeting while tracking processes.

The PAF framework is designed to support education policies in the country. The education sector context, stakeholders, and actors have been thoroughly mapped. The framework's goal is to position the consortium to effectively influence the education sector and policies, ensuring that actions and decisions are informed by evidence from citizens.

The social accountability framework emphasises producing solid evidence for the implementation and review of policies impacting the education sector, identifying key priorities to enhance and address critical issues within the context. This is

done for instance by using the Girls' Education Dashboard – a tool that analyses indicators related to girls' education to influence decision-making.

Advocacy and campaigns are grounded in research, ensuring that results are utilised effectively. The baseline research conducted by Educate HER highlights significant gaps in citizen awareness and involvement regarding the National Policy on Girls' Education (NPGE).

Following national-level influence, quarterly reflection meetings are organised with education stakeholders and community members across all counties and levels. These meetings serve to discuss the main community issues and the



corresponding national developments, as well as to share lessons learned.



Hawa Wilson & Alfreda Nmah  
(Educate HER alliance, Liberia),  
OC2 learning event, Tanzania, Nov2024,  
Photo: Daniel Samwel – MS TCDC

### **Sustainability of the Mechanism**

The project design has been adapted based on experiences and lessons learned as it enters the extension phase of

the EOL project. This adaptation focuses on integrating activities into ministry efforts to enhance sustainability. Involving CBOs instead of staff allows for community engagement at their level,

ensuring they can continue this role after the project's conclusion.

Educate HER has integrated specific indicators of education policies into existing government practices. For example, in project data collection, these indicators are tracked and mainstreamed into government processes, transforming the initiative into a national institutional activity rather than a project-based endeavour.



## Tools & Knowledge Products used

- Girls Education Dashboard
- Girls Education Score Card (linked to NPGE)
- Policy Briefs
- Simplified NPGE for communities
- Mapping of national education platforms.
- Desk review

## Enhancing Gender and Social Inclusion in Liberia

The Educate HER consortium adapted its project to enhance gender and social inclusion by:

- Supporting coalition members in implementing a comprehensive budget advocacy campaign aimed at ensuring that **5% of the Ministry of Education's budget is allocated exclusively to girls' education programs and initiatives**, with a goal of at least 20% of the national budget dedicated to education.
- Conducting **Public Discussion Forums on Girls' Education** in collaboration with national media houses and/or nationally aired radio shows, providing platforms for public dialogue on the importance of girls' education.
- **Empowering women's groups, PTAs, and other stakeholders** to conduct awareness activities and participate in bi-annual county-level engagement meetings.

## Women and girls are holding the government of Liberia accountable

The Educate Her Project in Liberia has effectively implemented and enhanced its mechanisms to monitor the Liberian government's adherence to the National Policy on Girls' Education. This initiative has empowered rural women, parents, and teachers' associations to engage in advocacy strategies and ensure accountability among stakeholders. The project has trained women and girls across 15 counties, equipping them with the necessary tools and information to oversee implementation at the local level. This training has bolstered the involvement of local stakeholders, particularly women and girls, in the accountability process and improved communication among local entities, including women's groups, civil society organisations, and education officers. Furthermore, the consortium has actively participated in and organised meetings, such as the policy engagement meeting between the Educate Her consortium and the Ministry of Education in August 2023, which has strengthened their relationship for enhanced advocacy and increased visibility and access to decision-making spaces for the Educate HER project.

In summary, the Educate HER alliance has made significant contributions to...

- Enhancing knowledge of policies within counties and regions, enabling schools and communities to engage in relevant discussions
- Establishing strong connections between local citizens and women's groups
- Facilitating high-level dialogue with the Minister of Education and international stakeholders, including the World Bank



# TANZANIA

- Haki Elimu & the  
Sauti Zetu Alliance



Haki Elimu, which advocates for the Right to Education, leads the Sauti Zetu Alliance in Tanzania. This project works with five partner organisations: Safina Women Association, Child Support Tanzania, MTWANGONET, OCODE, and SERVE.

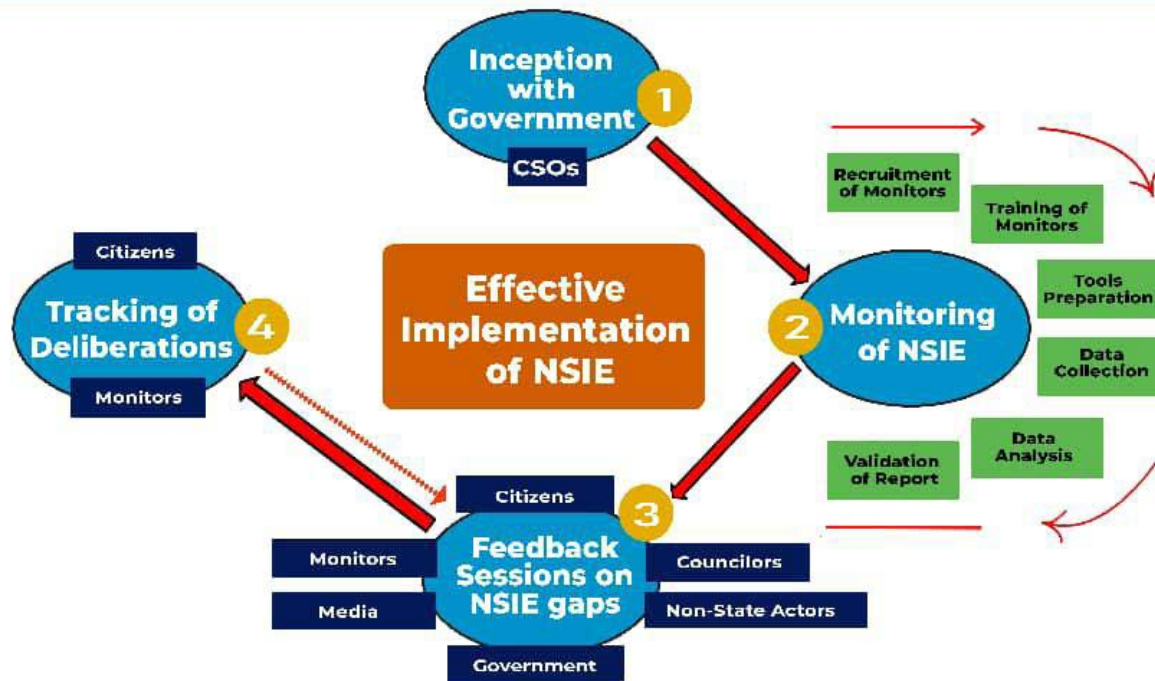
Since 2024, the alliance has been supported by Education Out Loud. Haki Elimu and the Sauti Zetu Alliance focus on implementing the National Strategy on Inclusive Education (NSIE).

The mechanism and process outlined is part of a five-year plan aimed at monitoring NSIE. It is important to note that this is not always a linear process; at times, certain steps may need to be repeated.

Hildergrade Mehrab (Tanzania) & Lino Garcia Andre (Mozambique),  
OC2 learning event, Tanzania, Nov2024, Photo: Daniel Samwel – MS TCDC



# Accountability Mechanism to Monitor Implementation of National Strategy for Inclusive Education (NSIE)



Consortium Partners:



## 1. Inception with Government – Collaborate with CSO partners to engage and initiate the process.

- Launch a collaborative effort to achieve the most effective results.
- The central level involves policymakers, while local governments are responsible for policy implementation.
- Local governments are the primary targets of the project.
- Seek support from various stakeholders, including schools.

## 2. Monitoring of NSIE

- The project engages at the local and village levels to select volunteers (10–15 community members) who represent their communities, considering criteria such as gender, age, and other aspects of inclusion.
- Provide training for monitors on NSIE, the use of monitoring tools, and their roles in the process, applying a Human Rights-Based Approach.
- Monitors will participate in data collection and analysis to prepare reports and validate data with selected government officials. They will visit schools, supported by alliance partners

who may also join monitoring visits.

- Invest in the credibility of data, as false or incorrect information, can jeopardise the reputation and credibility of the organisations involved.
- During data collection, the head of schools must approve the information gathered by monitors.
- The project covers five districts, where alliance partners are active.
- Data will be supplemented by contributions from other “friends of education” engaged in social accountability in various projects.

- To sustain voluntary monitors, efforts are made to recruit voluntary monitors as close to the schools as possible, thereby reducing costs and travel time while enhancing local ownership and motivation. This approach helps maintain monitoring efforts after the project concludes.
- Monitors and volunteers will also participate in other projects, ensuring their engagement for approximately five years, motivated by capacity building and outreach initiatives.

### 3. Feedback Session on NSIE gaps

- Conduct formal engagement conferences with councils, non-state actors, and the media to communicate feedback and monitoring reports.
- Discuss and evaluate identified gaps and deliberate on solutions.
- Highlighting issues during engagement meetings, may prompt alliance members to seek relevant platforms to address the gaps between policymaking and community levels, as well as to tackle NSIE gaps requiring attention from Members of Parliament, such as budget allocation.

- Opportunities will arise for Haki Elimu to engage and influence Members of Parliament in high-level discussions. The project collaborates with TEN/MET (the National Education Coalition) to coordinate national efforts and complement Haki Elimu's advocacy initiatives.

### 4. Tracking Commitments by Monitors and Citizens

- Additional feedback sessions are organised to monitor actions and commitments until tangible changes are achieved. Consequently, the project will oscillate between steps 3 and 4 until progress is evident.

## **Sustainability of the mechanism**

Under the previous government, civic space diminished while bureaucracies expanded. However, the current administration is making efforts to support civil society and reduce bureaucratic obstacles. The alliance is leveraging Haki Elimu's longstanding relationships and partnerships with the government, which were established well before the EOL project commenced.

Local governments serve as both the implementers and beneficiaries of the project.

Establishing a Memorandum of Understanding (MOU) with local authorities has proven to effectively enhance service delivery supported by government entities.

Haki Elimu employs a collaborative approach to engage with policymakers at the central level. By utilising a stakeholder-led strategy, the governments are actively involved in every phase of the projects. Target institutions are clearly defined, and focal contact individuals are identified within each department to ensure the project's success.

Participants, OC2 learning event, Tanzania, Nov2024,  
Photo: Daniel SamwelTDCD





## Enhancing Gender and Social Inclusion in Tanzania

In alignment with Education Out Loud's thematic initiative to promote gender and social inclusion among grantees, Haki Elimu has secured additional funding to bolster social accountability practices, placing a heightened emphasis on gender equality and social inclusion within the organisational processes and activities of alliance members. This initiative includes a GESI audit that will yield an adapted toolkit, advocacy strategies, and processes across the alliance, as well as mechanisms to ensure effective implementation. Furthermore, it aims to enhance the representation of underrepresented groups in monitoring Tanzania's inclusive education strategy.

## New Monitoring Commission of CSOs in Tanzania

Haki Elimu has established a commission comprising five Civil Society Organisations (CSOs) tasked with the annual monitoring of the National Strategy for Inclusive Education's implementation. Each CSO has developed and trained monitoring teams consisting of community members from their respective districts, enabling them to utilise monitoring tools for assessing policy implementation at the district level.

To date, Haki Elimu has successfully established and trained four monitoring teams, each consisting of 10 members, in the districts of Morogoro, Ifakara, Mkwara, and Ubungu. The findings from local-level monitoring will be instrumental in identifying gaps in the implementation of education policies and engaging local government authorities to address these issues. The CSOs are active participants in the technical working group of the Education Sector Development Committee, where they share their local findings and advocate for enhancements to the Inclusive Education Strategy.



**MOZAMBIQUE**

– FACILIDADE /ICDS

FACILIDADE/ICDS (Instituto para Cidadania e Desenvolvimento Sustentável) has been supported by Education Out Loud since 2024.

The approach comprises of using the Teaching at the right level (TARL) methodology and assessments as well as advocacy processes at different levels.

The Social Accountability Mechanism has five steps:

**1. Mobilising and sensitising stakeholders** – parents, teachers, school councils, community leaders, government officials

- Capacity building for the stakeholders follows, which includes emphasising that everyone has a role to play in the process.

**2. Evidence generation** including research, consultations, assessments and other implementation using e.g. score cards. They start gathering the information, and use it to feed into:

- This time, the evidence gathering is based on actions.
- Community score cards, where community facilitators explore what public services are provided, generating data on this matter.
- These actions include using SMS alerts to monitor teacher absenteeism, engaging school

councils to report teacher presence/absenteeism.

- Use of SAR (Rapid alert system) to monitor student absenteeism.
- Assessments of the children's literacy and numeracy rates. These assessments are citizen led, by community members, who have been trained to take on this research and monitor if the children are learning or not.

**3. Community dialogues** are then promoted at various levels.

- First at school and community level, for the stakeholders to discuss the outcomes of the evidence generated (At this level the assessments are not discussed).

- Through the outcomes of these interventions, problems are identified they identify problems and major challenges to solve these problems and come up with an action plan and prepare a monitoring action plan, to keep an eye on whether these problems are properly addressed and resolved.
- Stakeholders engaged at this level: school councils, education sector at district level, parents and community leaders.

## 4. Learning events / balance meetings at district level

- It starts community level. This is the first place where they present assessment results.

- Then it moves to district level. The balance meetings are used to discuss the findings from the citizen led assessments, share best practices from schools and communities.
- Follow up on action plans and create a new action plan.
- When challenges identified cannot be resolved at one level, it is taken forward to a higher level. This is an opportunity engage in policy discussion at provincial level.

## 5. Advocacy meetings at provincial and national levels

- Dialogue meetings with Ministry of education, districts education authorities, provincial

education networks and community leaders.

- Action plans and follow up from action plans from district level balance meetings.
- During all these processes, the challenge is to improve and have meaningful engagements with the MOE, which can bring about a change in education policies. However, the project is currently stronger at district level and need to engage with other CSOs such as MEPT (the NEC in Mozambique) for strategic engagements with the MoE at national level.



## Regional and global education policy dialogues

As members of PAL network, FACILIDADE take this opportunity to learn from others' practices and share their efforts at regional and global network meetings. In 2021, PAL network regional dialogues were held in Maputo, where different international stakeholders were invited including PAL network members, MOE of the present countries in PAL, international community members and policy makers.



Mapping of  
FACILIDADE networks  
and alliances.  
Private photo

## Tools used

- **Teaching at right level (TARL)** approach is used to assess the children's learning outcome levels, so they can be grouped to strengthen the learning process. When assessing their capacities, FACILIDADE use it in the advocacy meetings to inform the stakeholders on the stage of learning. It is a complementary activity overlapping with other interventions of FACILIDADE.
- **Community score cards.** Stakeholders at community level evaluate the quality of education at the particular schools
- **Public Expenditure Tracking**

SCORE Alliance team,  
Madagascar, OC2 Learning  
event, Benin, Feb2025.  
Photo - Josué Tchokponhoué

# MADAGASCAR

- MSIS-Tatao & the  
SCORE project



MSIS-Tatao (Multi-Sector Information Service) leads the SCORE Alliance – *Citizen Monitoring on Transparency and Accountability in Education* in Madagascar. The project includes four alliance partners: Association DRV, MoNEPT (National Education for All Movement), ONG Ravintsara, and PACA.

MSIS-Tatao has been supported by Education Out Loud since 2021.





SCORE operates ***through three components of social accountability.***

1. Promoting good governance, transparency and the fight against corruption
2. Strengthening capacity and reputation of civil society
3. Monitoring quality education and access to information

CSOs at all levels are therefore grouped within these three components.

Stakeholders are CSOs, women, young people, people with disability etc. Main local structure is the parents' associations (FEFFI) and school administrators.

The social accountability mechanism works with six stages:

**1. Identify and train community groups.** Groups are formed within the three components. Capacity strengthening of School Management Committees (FEFFIs) and CSOs in citizen mobilisation and education plans. Training of trainers in monitoring and observation tools.

**2. Monitoring and observations.** Citizens participate in the implementation of monitoring and observations at district education level. Validation is done through specific field monitoring of the information collated by citizens.



**3. Presentation of results.** The citizen groups go to schools and communities to present the results of the monitoring and observations they have been made. All the communities become aware of the problems facing education in their locality.

**4. Recommendations & Action plan.** Citizens participate and propose ideas for improvement. Recommendations on priority issues to address at the higher levels are made. SCORE supports the citizen groups in drawing up an action plan. and at the same time supports the communities in seeking solutions and also takes part in campaigns run by citizens.

The monitoring tools will be consolidated by the district managers and checked by the regional managers. Once validated, it will be sent to the central level, where it will also be analysed and processed with clear priority setting.

**5. Capacity-building sessions** on all the issues identified follows, including possible advocacy strategies. Citizens participate in monitoring services and budgets, priority setting, and are also involved in improving quality services at the same time. Priority is strengthening the FEFIs (school management committees), so that they can demand accountability. In the case of identified infrastructure issues,

advocacy work is carried out with education sector officials.

**6. Processing, dissemination and follow up on monitoring reports and government commitments**

## Enhancing gender and social inclusion in Madagascar

In Madagascar, SCORE is continuously monitoring gender mainstreaming in the project activities. There has been a significant involvement of women and youth in the implementation and a high rate of participation of youth led- and women rights, civil society organisations, including CSOs representing people with disability. The involvement of women and vulnerable groups was included as a criterion for participation in the various activities. SCORE is rigid in keeping data and track on participation of various groups in their own project planning implementation and monitoring.

## Years of compulsory education extended in Madagascar

One of the main reforms influenced by MSIS-Tatao and the SCORE alliance is a new law concerning the length of compulsory education in Madagascar.

With the new law, this has been extended from 5 to 10 years. It includes an extension of the primary education cycle into two three-year cycles. The main features of the new law include the abolition of final examinations in the 7th grade, replaced by a national assessment in 6th grade.

The results will enable the consolidation of the efforts already made by the Malagasy government to establish quality and equitable education for all.

The reform was influenced through series of meetings and presentations of monitoring results in the national platform for steering the education sector – PNPSE. Civil society is very supportive of this law that however needs to be monitored closely.

Afiavi Bénédicte Reine Bossa,  
APETECTRA Benin. Photo: Josué  
Tchokponhoué

## BENIN

– APRETECTRA & The Equitable  
Access Project Alliance





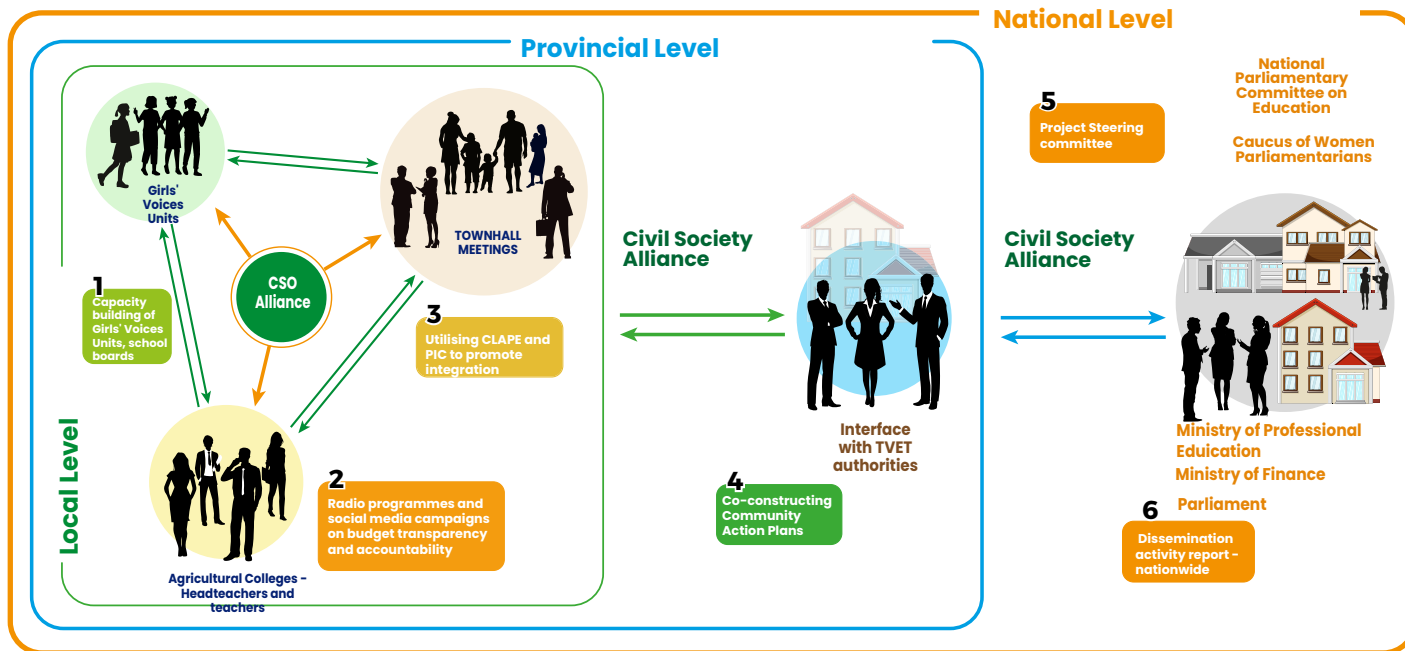
APETECTRA leads the *Equitable Access to Training Opportunities in the Agro-Pastoral Sector* project in Benin. MRJC Benin serves as an alliance partner in this initiative.

APETECTRA has been supported by Education Out Loud since 2024.

The focus of the project is:

- **Girls' access to agricultural colleges**
- Monitor the national strategy for TVET in Benin
- Promote transparency and accountability in resource allocations to agricultural colleges
- Inclusivity in technical education

The project covers **all 10 agricultural colleges in Benin.**



### Stakeholders

**CVF** : Cellule Voix des Filles  
**APE** : Association des Parents d'Elève  
**OSC** : Organisation de la Société Civile  
**DDASM** : Direction Départementale des Affaires Sociales et de la Microfinance  
**INF** : Institut National de la Femme  
**AN** : Assemblée Nationale

**CNE** : Conseil National de l'Education  
**DDESTFP** : Direction Départementale des Enseignements Secondaire, Technique et de la Formation Professionnelle  
**MESTFP** : Ministère des Enseignements Secondaire, Technique et de la Formation Professionnelle  
**MEF** : Ministère de l'Economie et des Finances en charge de la Coopération  
**MDCAG** : Ministère du Développement et de la Coordination de l'Action Gouvernementale  
**MASM** : Ministère des Affaires Sociales et de la Microfinance

# SOCIAL ACCOUNTABILITY – APETRECTRA



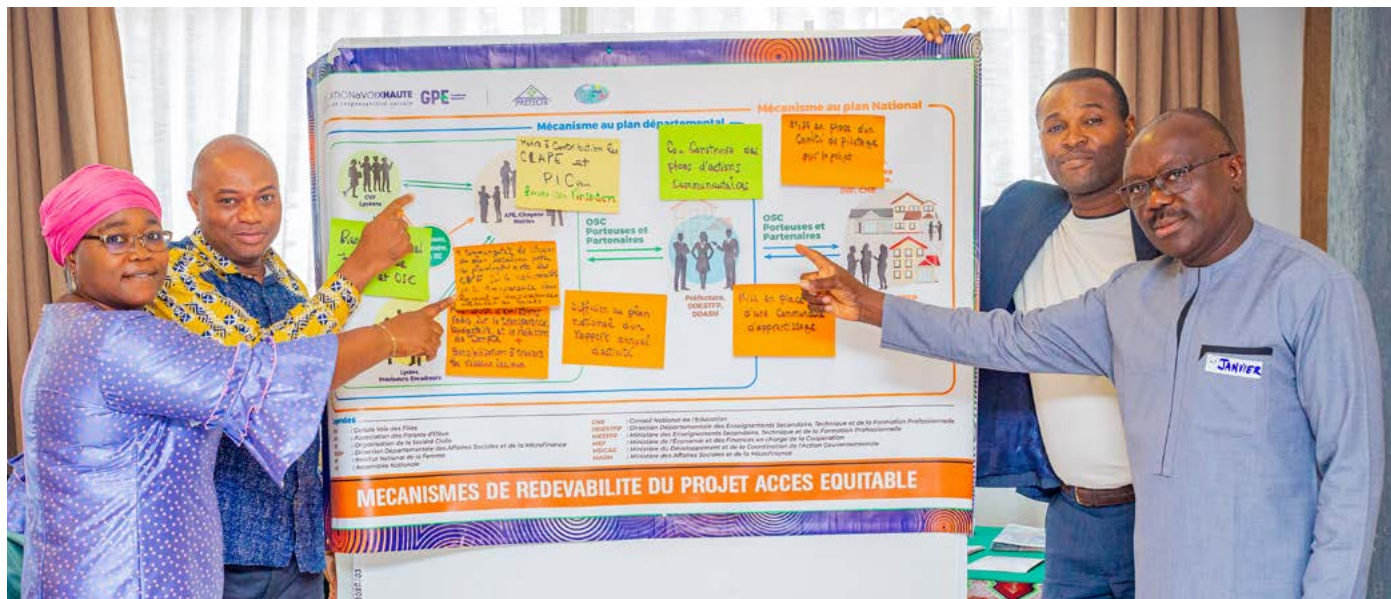
The social accountability mechanism consists of four steps:

APETECTRA Benin.

Photo: Josué Tchokponhoué

**1. Local Level: Formation and Capacity building of Community of Citizens groups.** These comprise of Girls' Voices Units, Parent-Teacher Associations (PTAs), Student As-

sociations, School Management, and other citizens. **Girls' Voices Units** are made up of 10 students and school administrators in each agricultural college.



**2. Capacity building** is organised for community groups comprising a total of 500 citizens, empowering them to advocate for issues at the local level with school management and administrators. Their role is to articulate demands at the school level. Capacity building for school management teams focuses on girls' rights and the responsibilities of schools and authorities.

They are involved in **participatory data collection** to support evidence-based planning and advocacy.

**3. Provincial Level: Coordination and Intervention of Civil Society Alliances.** This includes a pro-

vincial conference that convenes the leaders of pertinent decentralised services. Among the civil society organization (CSO) partners involved is MRJC – the federation of disabled people's associations, which is diligently working to ensure the inclusion of disabled individuals in all relevant activities. Key authorities, including the Ministry of Social Affairs and Microfinance, the National Women's Institute, and the Ministry of Professional Education, actively participate in every phase of the process, engaging in workshops and meetings. These strategic stakeholders play a vital role in planning actions. The system operates autonomously at the local level, addressing issues that are escalated to the departmental level.

**4. National Level Interventions:** Strengthening the capacity of government stakeholders, including ministries, parliamentarians, and the national education council, to promote gender and inclusion in Technical and Vocational Education and Training (TVET) policies.

The project steering committee comprises representatives from the local level, as well as key stakeholders at both provincial and national levels. Specific needs and issues are communicated to the steering committee for consideration.

## Enhancing Gender and Social Inclusion in Benin

APRETECTRA commissioned a Gender Audit of the 10 agricultural colleges in Benin, and results and recommendations were shared in a regional KIX symposium.

By including the Benin Federation of Disabled People among the project's CSO partner network, people with various disabilities were included in strategic meetings and facilitator training.

This has resulted in inclusivity being continuously considered and systematically integrated into programme activities. For example, ensuring accessibility of training rooms and considering the needs of people with disabilities in all trainings, workshops and project activities.



Observation? KPOCHONKE  
WINOKLE ELWIDCE

Sylvain Aloubani, DEDRAS Benin.  
Photo: Josué Tchokponhoué

# BENIN

- DEDRAS & Social Watch

DEDRAS is the lead of the PRO-RePEM project – *Strengthen the role of civil society in promoting transparency and accountability of education system policies and their implementation*. Social Watch is the alliance partner in the project and the dutch Woord en Daad is a strategic friend.

DEDRAS has been supported by Education Out Loud since 2022.

The main Social Accountability Mechanism is the **Education Observatories** at local, provincial, and national levels.

The project collaborates strategically with the Benin National Education Coalition – CBO-EPT that facilitate the national level Education Observatory, while DEDRAS and Social Watch facilitate the local and provincial levels. This ensures synergy between the three levels of mon-

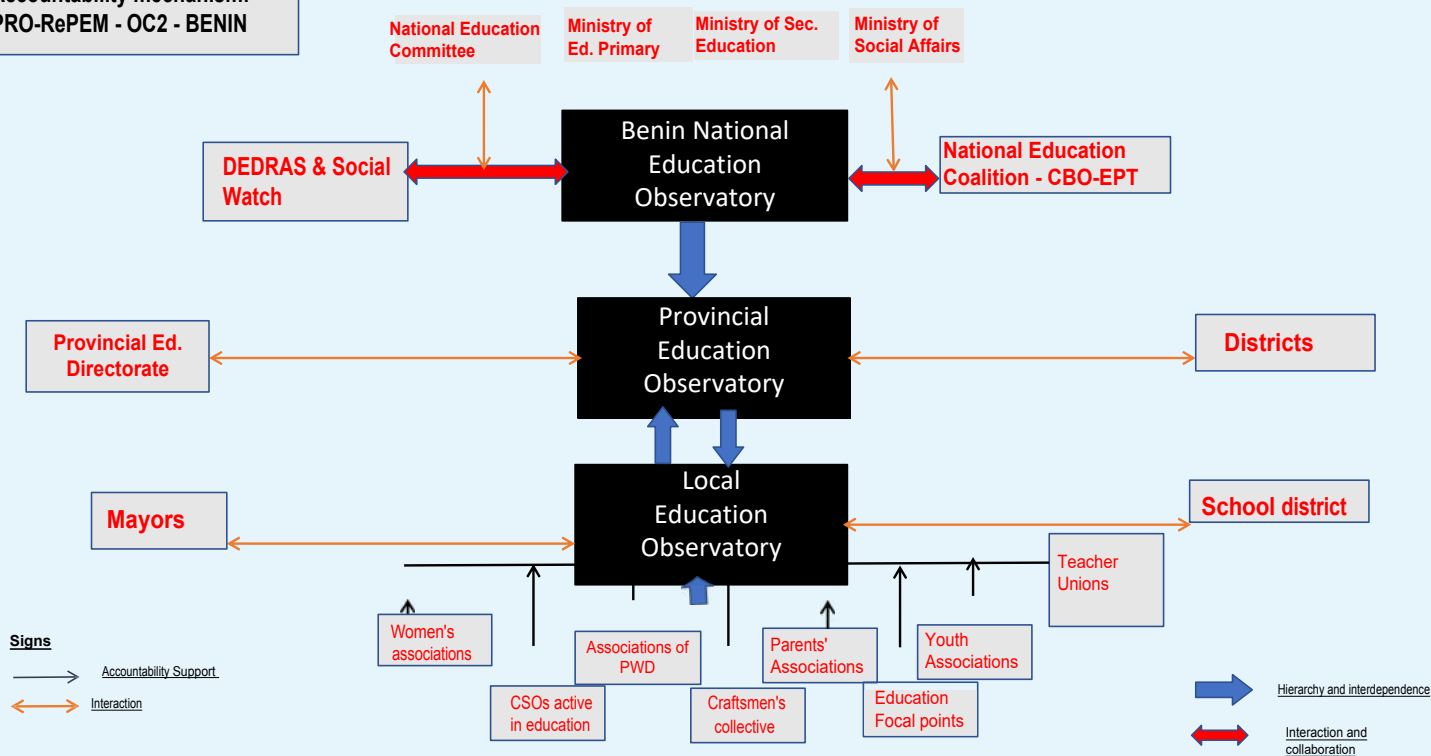
itoring – and synergy between the EOL supported organisations in the country.

Education Observatories serve as civil society monitoring and observatory groups. Depending on their level, they consist of community structures and CBOs/CSOs, including women's associations, PWD associations, youth organisations, trade unions, and various other CSOs focused on education. Thanks to

the Pro-RePEM initiative, the National Observatory, coordinated by the NEC, has expanded its reach to include citizen structures at the local level.



**Accountability mechanism:  
PRO-RePEM - OC2 - BENIN**



## The eight steps of the social accountability mechanism are:

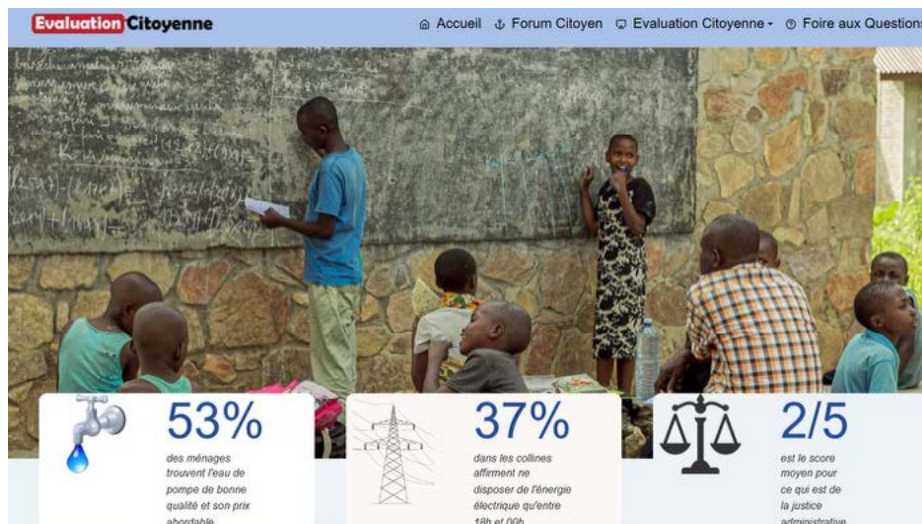
**1. EMIS Data collection.** Official government EMIS data is used for quantitative data and data collection is carried out by a consultant statistician. The Local Education Observatories are involved in the data collection process, which also strengthens the local CSOs/CBOs in the process.

**2. Analysis and interpretation of data.** Interpretation workshops are organised at each commune (local) level. Results are presented and Education Observatories work on analysis of results. Input

is provided by the grassroots players.

**3. Citizen evaluation** of government services/ implementation of policies. The citizen groups collect

qualitative data using the citizen evaluation tool. Information is also collected by engaging all citizens in Benin through the on-line citizen evaluation platform – [educ.evaluation-citoyenne.bj](http://educ.evaluation-citoyenne.bj)



**4. Monitoring Reports** are produced for each province collating and analysing both the official EMIS data and the collated qualitative data from the citizen evaluation.

**5. Provincial Political Dialogues.** Education authorities at provincial and district levels participate in the dialogues, as well as elected politicians for the province.

- Monitoring reports are presented, and recommendations are made.
- This follows an assessment of the feasibility of the recommendations at provincial level.
- Priorities are made selecting which recommendations that

need to go be taken forward to the national level.

**6. National Political Dialogues.** This brings together the ministry in charge of education, the technical and financial partners working in the field of education and other civil society players involved in education. The consortium presents the results of the data collection and suggestions for improving education policies and their implementation. The authorities comment on the information and recommendations presented in the Monitoring report.

**7. Commitments and Action Points** are generally made by the authorities in the dialogue meetings to im-

prove on the issues found in the field. Groups of follow-up committees are set up to monitor the implementation of the action plans at various levels.

**8. Advocacy & follow up.**

- The consortium meets with the National Education Council as the key body in the field of education in Benin. Findings and recommendations from the dialogue meetings are presented.
- Engagement with the budget process towards the Ministry of Finance and Parliament happens simultaneously.

Sylvain Aloubani, DEDRAS Benin, OC2 Learning event, Benin, Feb2025, Photo - Josué Tchokponhoué





## Tools

- **Education Observatory operating guide** defines tasks and approach of observatories.
- **OCODE** is a tool that facilitates citizen evaluations, organised in each commune. The consortium gathers the opinions and perceptions of citizens on the supply and quality of public services in the education sector. At the same time, it provides a framework for dialogue between beneficiaries on the supply and quality of beneficiaries and providers.
- **Online platform: *educ.evaluation-citoyenne.bj*** is also used as a platform/forum for exchange between service providers and beneficiaries related to the education sector. Relevant inputs are transformed into grievances to be submitted to the government authorities for feedback.
- **Citizen evaluation session** (annual) to accelerate girls' enrolment, inclusion and equity, emergency resilience.
- Local, regional and national level **policy dialogues** organised by Education observatories.
- **Communities of practice** among alliance members.

## Strategic synergies between DEDRAS and the CBO-EPT (NEC) in Benin

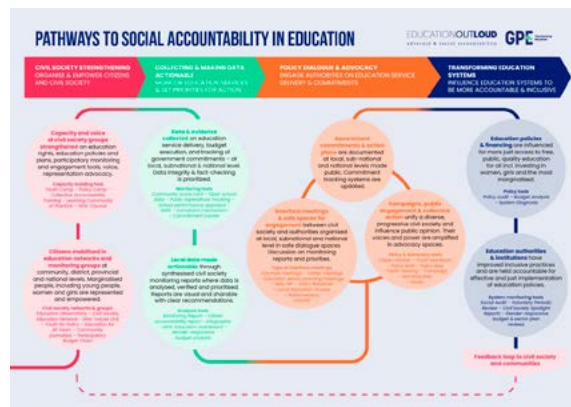
In Benin, the NEC and the OC2 grantee DEDRAS combine their efforts to create safe spaces for CSOs in local communities, helping them to raise their voices on the education agenda through **Educational Observatories**. This space for instance allowed the coalition at the national level to formulate the major concerns in the preparation of the 2023 state budget using the citizen evaluation data from the local levels. It is a strategic coordination, where DEDRAS and the ProRePem project organise Education observatories at the local and provincial levels, where citizens collate monitoring data. The NEC then use and summarises this data into recommendations at the national level and engage in national level political dialogue through the NEC-coordinated National Education Observatory. The mechanism is recognised by education stakeholders. To read more see article: [Better Together – A Collaborative Effort for Educational Reform](#)

## To know more about the work of OC2 grantees supported by Education Out Loud, see:

[Transforming Education Systems through Social Accountability](#) – Learning and experience exchange of five OC2 grantees in Asia.

[Video on social accountability practices](#) of OC2 grantees in Africa. [Reflections from learning event in Tanzania](#) & [Reflections from learning event in Benin](#).

[Pathways to Enhancing Social Accountability in Education](#) – Illustrative tool simplify the understanding of social accountability by illustrating generic key steps, processes, tools involved when looking across experiences among OC2 grantees supported by Education Out Loud.







# What is Education Out Loud?

Established by the Global Partnership for Education, Education Out Loud it is the largest fund in the world supporting civil society advocacy and accountability in education, with a total budget of \$133 million. The programme aims to strengthen civil society's capacity to engage in education sector planning, policy dialogue and monitoring, and to promote transparency and accountability in national education policies, as well as create a stronger global and regional enabling environment for civil society advocacy and transparency efforts in education.

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