

TECHNICAL PROGRESS REPORT JULY 2024 – JUNE 2025 EDUCATION OUT LOUD

*Period covered by the report:
July 1st, 2024 – June 30th, 2025*

Submitted by Oxfam Denmark: 24 November 2025



INDEX

ABBREVIATIONS	3
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EXECUTIVE SUMMARY	5
--------------------------------	----------

SECTION 1:

OVERVIEW OF EDUCATION OUT LOUD	6
---	----------

1.1 Introduction	6
1.2 Grant agent updates.....	6
1.3 External Review of Education Out Loud.....	7
1.4 Context changes.....	7

SECTION 2:

KEY RESULTS	10
--------------------------	-----------

2.1 Education Out Loud's objectives and monitoring framework.....	10
2.2 Policy changes influenced by Education Out Loud grantees	10
2.3 Transformative and inclusive education initiatives	14
2.4 Strengthened participation of civil society in policy dialogue forums	16
2.5 Enhanced inclusivity of National Education Coalitions.....	19
2.6 Social accountability mechanisms created or strengthened.....	22
2.7 Strengthened evidence-based advocacy	24
2.8 Violations of the right to education	25
2.9 Stronger transnational enabling environment.....	25

SECTION 3:

THEME: NEC PARTICIPATION IN POLICY SPACES	28
--	-----------

3.1 Background	28
3.2 Study findings.....	28

SECTION 4:

LEARNING	30
-----------------------	-----------

4.1 Education Out Loud's learning framework.....	30
4.2 Learning collaboratives.....	31
4.3 Capacity strengthening and learning results.....	32
4.4 Learning resources	34
4.5 Adaptive management	35
4.6 Lessons learned	36

SECTION 5:

CROSS CUTTING	37
----------------------------	-----------

5.1 Synergy and collaboration	37
5.2 Inclusion and Gender Equality	38
5.3 Fragile and conflict affected contexts.....	39
5.4 Sustainability	39

SECTION 6:

COMMUNICATION	41
----------------------------	-----------

6.1 Communication strategy and efforts.....	41
---	----

SECTION 7:

RISK MANAGEMENT AND DUE DILIGENCE.....	42
---	-----------

SECTION 8:

LOOKING AHEAD	43
----------------------------	-----------

8.1 Forecast.....	43
8.2 Preparing for Education Out Loud/2	43

ANNEXES	44
----------------------	-----------

1. List of policy changes July 2024-June 2025	45
2. Lists of grantees (OC1, OC2, OC3)	47
3. List of regional and global learning partners	50
4. NEC grantees' participation in local education group meetings and global partnership compact processes.....	51
5. Education Out Loud monitoring data according to the Global results framework 2024-2026	58



ABBREVIATIONS

AASCS EpT	Associação de Actores Sociais Chave de Saber Angola
ACEA	Arab Campaign for Education for All
ACTE	Alliance of CSOs in Tajikistan for Education
ACLO	Fundación Acción Cultural Loyola – Bolivia
AED	Association for Education development in Kyrgyzstan – Kyrgyz Republic
AFE	All for Education! National Civil Society Coalition – Mongolia
ALE	Adult Learning and Education
ANCEFA	Africa Network Campaign on Education for All
AP	Asia and Pacific
APETRECTA	Association des Personnes Rénovatrices des Technologies Traditionnelles – Benin
APFSD	Asia Pacific Forum on Sustainable Development
APMED 6	The 6 th Asia Pacific Meeting on Education
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection – Moldova
ARFSD	Africa Regional Forum for Sustainable Development
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT
ASPBAE	Asia South Pacific Association for Basic and Adult Education
BAFASHEBIGE	Coalition pour L'Education pour tous – Burundi
BEN-E	Basic Education Network Ethiopia
CA	Coordinating Agency
CAMPE	Campaign for Popular Education – Bangladesh
CBDE	Campaña Boliviana por el Derecho a la Educación – Bolivia
CBO-EPT	Coalition Beninoise des Organisations pour l'EPT – Benin
CCAP	Citizen Control of Public Action
CED	Coalition for Educational Development – Sri Lanka
CEFAN	Cameroon Education for All Network
CEMSE	Fundación Privada de Fieles Centro de Multiservicios Educativos – Bolivia
CESA	Continental Education Strategy for Africa
CET	La Coalition Éducative Tunisienne
CLADE	Latin American Campaign for the Right to Education
CLEAR	Citizen-led Action for Educational Accountability and Responsiveness in Ghana
CNEPT/BF	Coalition Nationale EPT du Burkina Faso – Burkina Faso
CNG/EPT	Coalition Nationale de la Guinée pour l'Education Pour Tous – Guinea
CNT/EPT	Coalition Nationale Togolaise pour l'Education Pour Tous
COESI	Coalition for Education Solomon Islands
COMEDUC	Coalition des Organisations Mauritanienes pour L'Education – Mauritania
CONAME	Coalition nationale des organisations de la société civile pour l'abandon du mariage des enfants au Sénégal

CONAMEB	La Coalition Nationale Contre le Mariage des Enfants au Burkina Faso
CONAMEPT	Coalition Nationale Malgache pour L'Education pour Tous – Madagascar
CONEPT/RDC	Coalition National de l'Education Pour Tous en DRC – Democratic Republic of Congo
COSOCIDE Tchad	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad
COSYDEP	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite – Senegal
CRCP	Consumer Rights Commission of Pakistan
CSACEFA	Civil Society Action Coalition on Education for All – Nigeria
CS-BAG	Civil Society Budget Advocacy Group – Uganda
CSEC	Civil Society Education Coalition – Malawi
CSEP	Civil Society Education Partnership – Timor Leste
CSO	Civil Society Organisation
CYAN	Center for Youth Advocacy and Networking, Inc.
DDA	Due Diligence Assessments
DEDRAS	Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires – Benin
ECDCM	Early Childhood Development Coalition – Malawi
ECM	End Child Marriage
ECOZI	Education Coalition of Zimbabwe
EFANet	Education for All Campaign Network – The Gambia
EFA SL	Education for All Sierre Leone
EFASOM	Education for All Somalia Coalition
EMAP	Europe, Middle East and North Africa, Asia and Pacific region
E-NET Philippines	Civil Society Network for Education Reforms Inc. – Philippines
EOL	Education Out Loud
ESA	Eastern and Southern Africa
EUEPR	Egyptian Union for Educational Policies and Research
EYC	Elimu Yetu Coalition – Kenya
FACILIDADE	Instituto para Cidadania e Desenvolvimento Sustentável – Mozambique
FAWEMA	Forum for African Women Educationalists – Malawi
FCAC	Fragile and Conflict Affected Countries
FDH	Foro Dakar Honduras
FemNet4GTE	Feminist Network for Gender Transformative Education
FENU	Forum for Education NGOs in Uganda
FFD4	4 th International Conference on Financing for Development
FRAME	Facilitated Reflexive and Multimodal Exchange
GATJ	Global Alliance for Tax Justice
GAWE	Global Action Week for Education
GAYO	Girls Activists Youth Organization
GCE	Global Campaign for Education
GDCA	Ghana Developing Communities Association



GESI	Gender Equality and Social Inclusion
GEAR 2.0 Alliance	Girls Education Advocacy in the Region Phase 2.0
GISP	Global Independent Selection Panel
GLP	Global Learning Partners
GMU	Global Management Unit
GNECC	Ghana National Education Campaign Coalition
GPE	Global Partnership for Education
G-WATCH	Government Watch
HESA	Horn, Eastern and Southern Africa
HLPF	High-Level Political Forum
HOPE	Helping Our People Excel - Liberia
IA	International Auditor
IDS	Institute of Development Studies
IID	Institute of Informatics and Development - Bangladesh
I-SAPS	Institute of Social and Policy Sciences - Pakistan
ISER	Initiative of Social and Economic Rights
ISP	Independent Selection Panel
KIX	Knowledge and Innovation Exchange
KoBLE	Kolisen Blong Leftemap Edukesen - Vanuatu
LAC	Latin America and Caribbean
LCN	Lesotho Council of NGOs
LEG	Local education group
LGBTQIA+	Lesbian, Gay, Bisexual, Transsexual, Intersex, Asexual, +
MACDI	Microfinance and Community Development Institute
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) - Madagascar
NCE NEPAL	National Campaign for Education - Nepal
NEC	National Education Coalition
NECOL	National Education Coalition of Liberia
NEC SS	National Education Coalition in South Sudan
NEP	NGO Education Partnership - Cambodia
NEW Indonesia	Network for Education Watch Indonesia
NFER	National Foundation for Educational Research
OC	Operational Component
PCE	Pakistan Coalition for Education
PCFC	GPE partner countries and territories affected by fragility and conflict
PEAN	Papua New Guinea Education Advocacy Network Inc - Papua New Guinea
PEC	Palestine Education Coalition
PES	Education Sector Plan
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	Fundación Educación y Cooperación, como representante legal y administrativo de la Red Salvadoreña por el Derecho a la Educación - El Salvador
RFW	Results-framework
RISP	Regional Independent Selection Panel
RIPEPT	Reseau Ivoirien pour la Promotion de L'Éducation pour Tous - Côte d'Ivoire
RMU	Regional Management Unit
RNCEPT-CV	Rede Nacional da Campanha da Educação para Todos - Cabo Verde
RR	Risk Registers
RTE	Right to Education Initiative
SADC	Southern Africa Development Community
SCEFA	Sudanese Coalition for Education for All - Sudan
SCORE	Citizen Monitoring of Transparency and Accountability in Education
SDG	Sustainable Development Goal
SEAH	Sexual exploitation, abuse, and harassment
SEN	Samoa Education Network - Samoa
SFL	School for Life
SIC	Strategy and Impact Committee
SOLNEFA	Somaliland Network on Education For All
SPAIE	Strengthening Public Accountability and Investment in Education (project)
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
ToC	Theory of Change
ToR	Terms of Reference
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
RR	Risk Registers
UMN	University of Minnesota
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation Children Fund
UPR	Universal Periodic Review
VAEFA	Vietnam Association for Education for All - Vietnam
WCA	West & Central Africa
YCEFA	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

Education Out Loud (EOL) is the world's largest fund supporting advocacy and accountability for education funded by the Global Partnership for Education (GPE). Education Out Loud enhances the capacities of civil society organisations to engage citizens, foster transparency, and drive policy changes in the education sector. Its goal is to establish more inclusive, gender-responsive, and equitable education systems that cater to the needs of all learners, particularly those from the most vulnerable and marginalised communities.

This technical progress report, which covers the period from July 2024 to June 2025, outlines Education Out Loud's achievements and progress towards its objectives. It presents key results achieved by grantees and provides an overview of learning initiatives as well as the continuous efforts made by the grant agent to adapt and enhance existing systems and approaches during the period.

During the reporting period an external review of Education Out Loud was commissioned jointly by GPE and Oxfam Denmark and carried out by INTRAC to examine Education Out Loud's relevance, efficiency, coherence, and sustainability. The review concluded that Education Out Loud is a well-managed, effective, and strategically important initiative, with significant contributions to both grantee outcomes and the broader education system.

As of June 2025, the portfolio of grantees contains 61 National Education Coalitions (NECs) under Operational Component (OC) 1, 14 civil society organisations in Operational Component 2 and 6 transnational civil society alliances in Operational Component 3. Additionally, Education Out Loud supports the Global Campaign for Education as well as 3 regional education coalitions, Arab Campaign for Education for All (ACEA), Asia South Pacific Association of Basic and Adult Education (ASPBAE), and Latin American Campaign for the Right to Education (CLADE).

During the reporting period, Education Out Loud-supported grantees actively engaged in policy advocacy aimed at strengthening education systems. Their efforts led to 57 policy changes across 28 countries, contributing to better quality, more inclusive education systems. These changes among other addressed the needs of marginalised groups, secured increased education budgets, and improved working conditions for teachers.

Education Out Loud-supported grantees strengthened their advocacy efforts by gathering evidence to highlight education gaps and challenges, bringing critical issues such as education financing and girls' education to the forefront of national agendas. This was achieved through active participation in local education groups and other monitoring mechanisms. During the reporting period, 57 out of 61 NECs took part in local education group meetings, while 43 engaged in SDG 4 follow-up processes and other national education platforms. Through these channels, NECs effectively influenced education agendas and ensured that the voices of civil society were represented in policy discussions across countries and territories.

Furthermore, a study was commissioned to gain a deeper understanding of NECs meaningful participation in policy spaces and inform outcome indicator 1.5.1 of Education Out Loud's monitoring framework. Based on seven cases, the study found that meaningful NEC participation requires the ability to provide credible, evidence-based, and inclusive contributions that complement government perspectives and offer alternative solutions where appropriate.

Education Out Loud-supported grantees advanced social accountability in education by creating and strengthening mechanisms that promote transparency, inclusivity, and effectiveness within national education systems. Over the reporting period, a total of 75 social accountability mechanisms were established or strengthened across various countries and territories. These platforms enabled civil society and local communities to actively monitor government commitments and advocate for greater transparency and responsiveness in the education sector.

The programme also continued to strengthen the capacity of grantees to engage in and influence education policy dialogue by offering a range of learning opportunities. These included tailored trainings, peer-learning through exchange visits, and participation in learning collaboratives. As a result, grantees were better equipped to contribute meaningfully to policy dialogue spaces and provide informed, high-quality input to education policy processes at various levels. Education Out Loud also contracted four new Global Learning Partners to conduct strategic research and contribute to learning on gender and social inclusion. To strengthen grantees' initiatives on gender equality and social inclusion, the programme launched a targeted call for proposals, leading to 27 grantees expanding their efforts in this area.



SECTION 1: OVERVIEW OF EDUCATION OUT LOUD

1.1 INTRODUCTION

Education Out Loud is the world's largest fund supporting advocacy and accountability for education funded by the Global Partnership for Education (GPE). The programme strives to advance quality, effective and transformative education systems for all, with a particular focus on marginalised groups. To achieve this, Education Out Loud 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 Education Out Loud 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). Grantees operate nationally and regionally within each of the four regions, as well as at a global level. Education Out Loud provides tailored support to grantees and places significant emphasis on grantee learning.

The present technical progress report covers the period July 2024 – June 2025. The report outlines the achievements and progress of Education Out Loud in reaching its overarching goals. It presents key results achieved by grantees and provides an overview of learning initiatives and efforts by the grant agent to strengthen existing systems and approaches during the period. Section 1 provides a more in-depth view into Education Out Loud's structure and processes. Section 2 of the report outlines key achievements made during the reporting period, aligned with the Global Results Framework. For a detailed breakdown of all indicators and outcomes, readers are directed to Annex 5. This annex provides a full overview based on the 2024–2026 monitoring framework. Section 3 provides greater insights into NECs participation in policy dialogue spaces through selected cases. Section 4 focuses on the programme's learning framework, highlighting the results achieved during the reporting period. Section 5 outlines key cross-cutting approaches within Education Out Loud, namely inclusion and gender equality, fragile and conflict-affected contexts, synergies and sustainability. Sections 6 and 7 cover Education Out Loud's communication efforts, as well as key developments in risk management and internal audit. Finally, Section 8 provides insights on future efforts and processes, including the end-of programme review and a forecast for the next reporting period.

1.2 GRANT AGENT UPDATES

During the reporting period Oxfam Denmark (ODK) as the grant agent continued its efforts according to plans laid out in the Education Out Loud extension proposal 2023–27 as ap-

proved by the GPE board towards the end of 2022. This wider report serves to report the scope of these efforts across the many fields of Education Out Loud's work. This particular section focuses on ongoing adaptive management initiated by the grant agent on the basis of past experience.

As reported under the Learning section of this report, four Global Learning Partners (GLPs) were contracted to support Education Out Loud on strategic research and learning themes. The GLPs complement the efforts of regional learning partners and other learning initiatives, as laid out in the Global Learning Plan 2024–2027. Under the umbrella of the Learning Framework, the Global Learning Plan outlines the programme's strategic choices and priorities for learning at the global level in alignment with the extension proposal, GPE strategic plan 2025 and regional learning plans based on grantees' specific learning needs and objectives. As an adaptation to previous praxis the GLPs for 2024–26 cycle share a common and distinct focus on gender and social inclusion to further support this significant strategic focus of the programme in the extension period.

A related novelty in Education Out Loud was the restricted calls for proposals that went out to all current Education Out Loud grantees in each of the Operational Components offering opportunities of additional funds to help grantees target gender and social inclusion. This adaptation to existing practices marks the first time for GPE through Education Out Loud to support such a specific thematic effort, which allows selected grantees further enhance their efforts in this special field of strategic significance to GPE and Education Out Loud. As funds were limited this was a competitive call with the outcomes being reported under the Inclusion and Gender Equality section of this report.

The grant agent was informed by GPE that two additional National Education Coalitions (NECs) had become eligible for Education Out Loud support and accordingly ODK carried out a restricted call for proposal to these two NECs. Grants are expected to become effective in Q3/25. In two other countries, El Salvador and Sudan, grantees had experienced delays in beginning their Education Out Loud supported efforts, which are now on-going according to plan.

ODKs membership of the Oxfam confederation forms a critical part of how the grant agent is able to fulfil its role. This includes e.g. drawing on Oxfam International policies and approaches in gender equality and inclusion as well as in safeguarding. And it involves drawing on Oxfam country presence for hosting of the grant agent's regional management units and other support.



1.3 EXTERNAL REVIEW OF EDUCATION OUT LOUD

During the reporting period an external review of Education Out Loud was commissioned jointly by GPE and ODK to examine the programme's relevance, efficiency, coherence, and sustainability. The report – as further detailed throughout this report – draws from extensive fieldwork—including 199 stakeholder consultations across global and national levels, country case studies, and thematic analyses on gender equality and fragility.

The review concluded that Education Out Loud is a well-managed, effective, and strategically important initiative, with significant contributions to both grantee outcomes and broader education systems. It has been a programme which is relevant, well designed and executed, the report concludes, “with the Grant Agent making significant contributions to the quality and relevance of the programme.” The review praises the grant management systems for being adaptive, transparent, and responsive – underpinning a relationship of trust and collaboration with grantees. Notably, the flexible and responsive nature of the funding provided from GPE to Education Out Loud – particularly core and long-term support – is seen as essential in enabling civil society to navigate shrinking civic space and financial uncertainty.

Among areas that could be strengthened, the report, *inter alia*, calls for stronger articulation of sustainability goals in a potential future programme phase, and for Education Out Loud's contributions to be more visibly captured in its results framework. Still, the overarching message is one of affirmation and confidence.

The report contains no recommendations regarding how to enhance Education Out Loud implementation during the remaining grant funding cycle. The report will serve as a basis for GPE decisions on its future support for Education Out Loud. GPE's management response can be found [here](#).

1.4 CONTEXT CHANGES

Recently, there have been significant changes to development financing and the wider international framework. While these changes have been felt across the wider field of international development cooperation it is clear that the education sector is among the areas being particularly hard hit.

Oxfam Denmark as the grant agent carried out an initial assessment of the impact of such changes for grantees from three perspectives with the following observations:

- Grantees have not been directly cofinancing Education Out Loud grant activities with funds that have now been cut.
- However, a number of grantees, notably some OC2 grantees, have reported losing critical external finance for other parallel projects significantly affecting their overall operations.
- The extensive financing reductions may in the short to medium term affect the wider education sector as critical institutions, with whom grantees have been collaborating, risk closing down, hence hampering the wider institutional sustainability.

The grant agent has noted a continuously shrinking civic space which provide risks to successful accomplishment of agreed goals and planned activities undertaken with support of Education Out Loud funding. Whereas individual grantees may not be directly targeted, in some contexts, administrative procedures for project approval and financial operations have required additional time and coordination from grantees who continuously work to ensure compliance with national regulations.

In addition to existing accountability and compliance structures, the grant agent has trialled a new modus: To build stronger relationship with grantees in such challenging contexts the grant agent – as part of its ongoing adaptive management – has been testing ‘out of country’ grantee visits where a few grantee representatives are invited to meet with grant agent staff in a nearby country.

In recent years a limited number of countries have seen significant limitations both at the level of what policy advocacy agendas can be pursued and regarding operational matters such as financial transfers, organisational registrations and engagement with relevant national authorities. In such situations implementation plans may be delayed and adaptive management is required to arrive at realistic project outputs and objectives.

**FIGURE 1: GRANTEES AND THEIR BUDGETS AS OF JUNE 2025**

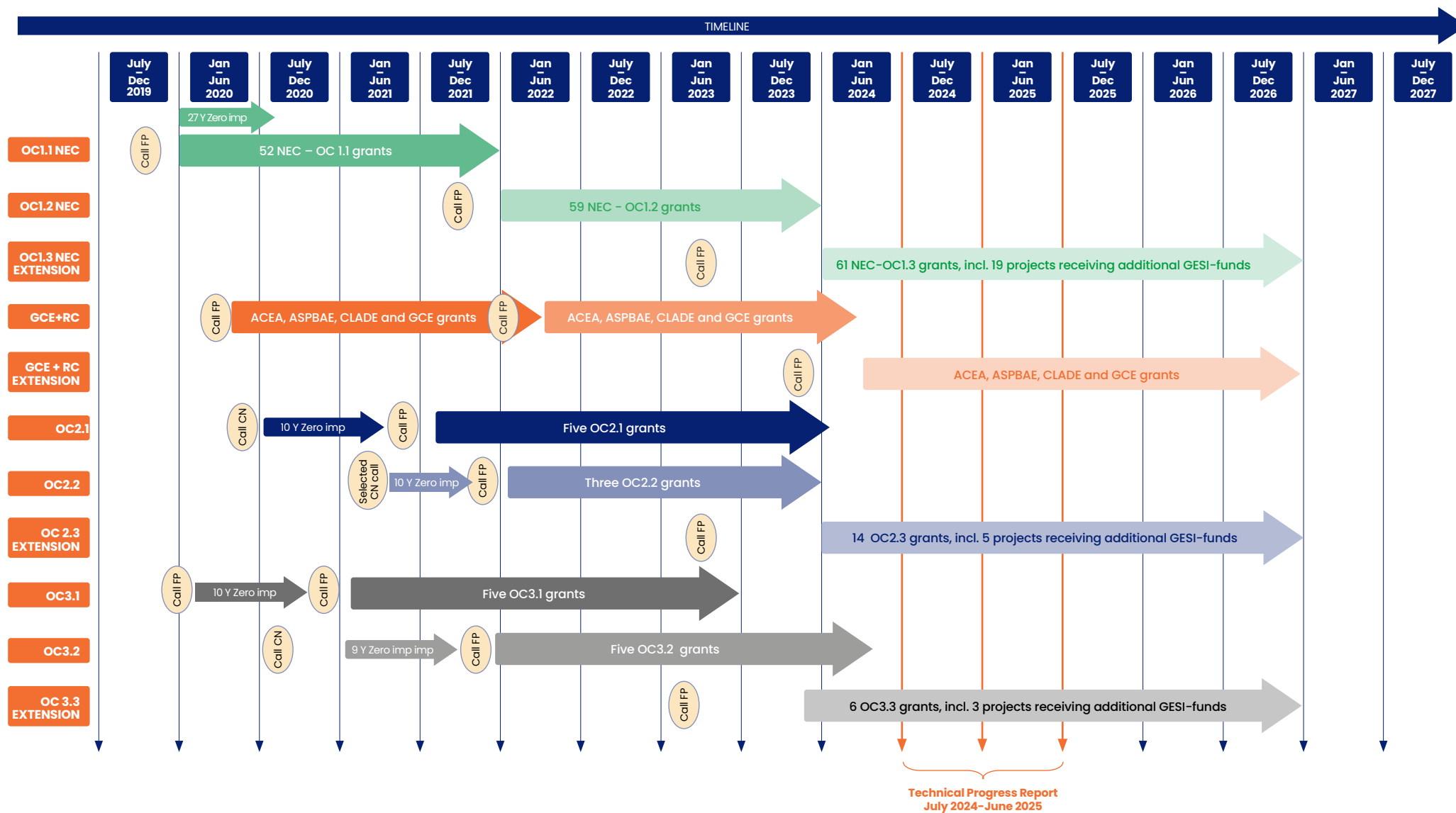
	RMU	Country	Total OC1.3 Approved budget (USD), incl. GESI funds if applicable (marked in bold)	Total OC2.3 Approved budget (USD), incl. GESI funds if applicable (marked in bold)	Part of an OC3.3 grantee project* (USD)
2	AP	Bangladesh	511,000	1,373,685	
3	AP	Cambodia	368,248		
4	AP	Indonesia	300,000		
5	AP	The Kyrgyz Republic	319,113		
6	AP	Moldova	290,000		
7	AP	Mongolia	509,042		
8	AP	Nepal	510,971	749,609	OC 3.3
9	AP	Pakistan	489,888	735,576	
10	AP	Papua New Guinea	356,978		
11	AP	Philippines	473,609	869,205	
12	AP	Samoa	445,240		
13	AP	Solomon Islands	345,237		
14	AP	Sri Lanka	323,000		
15	AP	Tajikistan	284,766		
16	AP	Timor Leste	370,000		
17	AP	Vanuatu	335,143		
18	AP	Vietnam	411,000	748,000	
19	HESA	Egypt	324,570		
20	HESA	Eswatini	502,500		
21	HESA	Ethiopia	334,149		
22	HESA	Kenya	410,996		
23	HESA	Lesotho	321,548		OC 3.3
24	HESA	Liberia	0	749,990	
25	HESA	Malawi	325,372		2 x OC 3.3
26	HESA	Nigeria	334,188		
27	HESA	Rwanda	432,166		
28	HESA	Sierra Leone	318,993		
29	HESA	Somalia	411,000		
30	HESA	Somaliland	492,660		
31	HESA	South Sudan	422,384		
32	HESA	Sudan	202,818		
33	HESA	Tanzania	427,486	947,930	OC 3.3
34	HESA	Tunisia	326,390		
35	HESA	Uganda	334,350	949,950	
36	HESA	West Bank & Gaza	400,000		
37	HESA	Yemen	290,158		
38	HESA	Zambia	441,850		2 x OC 3.3
39	HESA	Zimbabwe	411,000		3 x OC 3.3
40	LAC	Bolivia	434,342	954,400	
41	LAC	El Salvador	200,000		
42	LAC	Haiti	390,450		
44	LAC	Honduras	378,756		
45	WCA	Angola	238,969		
46	WCA	Benin	380,000	1,806.063 x2 grantees	
47	WCA	Burkina Faso	411,000		OC 3.3
48	WCA	Burundi	410,901		
49	WCA	Cameroon	408,616		
50	WCA	Cabo Verde	410,963		
51	WCA	Chad	213,000		
52	WCA	Côte d'Ivoire	492,110		
53	WCA	Democratic Republic of Congo	510,990		
54	WCA	The Gambia	348,240		
55	WCA	Ghana	349,350	1,229,731	
56	WCA	Guinea	330,000		
57	WCA	Guinea Bissau	250,006		
58	WCA	Madagascar	346,746	750,000	
59	WCA	Mauritania	211,648		
60	WCA	Mozambique	510,505	750,000	OC 3.3
61	WCA	Niger	360,153		OC 3.3
62	WCA	Senegal	450,249		OC 3.3
63	WCA	Togo	488,126		
TOTAL			20,912,738	11,611,241	6,720,335

*The total budgets for OC 3.3 grants can be found in Annex 2

■ OC1 + OC2 grantees present ■ OC1 and OC3 grantees present ■ OC1 grantee present ■ OC1, OC2 and OC3 grantees present ■ OC2 grantee present



FIGURE 2: TIMELINE OF GRANT AGENT PROCESSES AS OF JUNE 2025





SECTION 2: KEY RESULTS

2.1 EDUCATION OUT LOUD'S OBJECTIVES AND MONITORING FRAMEWORK

Education Out Loud's overall objective is to “contribute to promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes.” This goal is reached through the overall objective and specific objectives, outlined in the global results framework. The specific objectives are as follows:

1. Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring (Operational Component 1)
2. Strengthen civil society's role in promoting the transparency and accountability of national education sector policy and implementation (Operational Component 2)
3. Create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education (Operational Component C3)

Education Out Loud-supported grantees create their own unique projects that align with one of the specific objectives. This approach allows them to concentrate on the educational challenges that are most urgent in their local environments. Their results contribute to the global results framework, with results collected mainly through grantees' half yearly narrative reports and learning partner outputs. RMUs extract and analyse information from these reports, filtering information to GMU where it is aggregated and analysed according to the global results framework's objectives and indicators. Hereafter it is send back to the RMUs for inputs and validation, before being presented in the Technical Progress Report.

During the reporting period, notable progress was achieved across the three objectives. Engagement of NECs and other civil society organisations in inclusive, gender-responsive education sector planning and policy implementation was strengthened through continued support from Education Out Loud. Grantees contributed to 57 national policy changes, and 93% of supported coalitions actively participated in local education groups, influencing policy discussions and advocating for more inclusive education systems. Efforts to promote transparency and accountability in education sector policy implementation were reinforced. Grantees produced 99 studies and reports to inform advocacy and established or strengthened 75 social accountability mechanisms, enabling effective monitoring of education policies and plans and amplifying the voices of marginalised groups. Additionally, transnational civil society advocacy and transparency initiatives were enhanced with transnational alliances engaging in regional and global forums and influencing policy discussions at both regional and global levels. The following section provides examples of key achievements from the reporting period July 2024 – June 2025, while more detailed results according to the global results framework 2024–2026 can be found in Annex 5.

2.2 POLICY CHANGES INFLUENCED BY EDUCATION OUT LOUD GRANTEES

During the July 2024–June 2025 reporting period, Education Out Loud-supported grantees influenced a total of 57 national policy changes, along with 2 at the global level and 3 at the regional level. Most policy changes in 28 countries and territories were recorded at the national level, focusing on the development of more inclusive education sector plans, ensuring

POLICY CHANGES BY REGION BETWEEN 2020–2025

During the entire Education Out Loud implementation period 2020–2025, a total of 245 policy changes were influenced by Education Out Loud grantees across 51 countries. Figure 1 shows the distribution of policy changes by region for the entire period. The highest number of policy changes influenced by grantees were recorded in Asia Pacific (AP), followed by Horn, Eastern and Southern Africa (HESA), West and Central Africa (WCA) and Latin and Central America (LAC). It should be noted that these are Education Out Loud groupings and as such they are not aligned to other regional groupings, and that each region is covering different numbers of grantees (that have changed slightly over time).

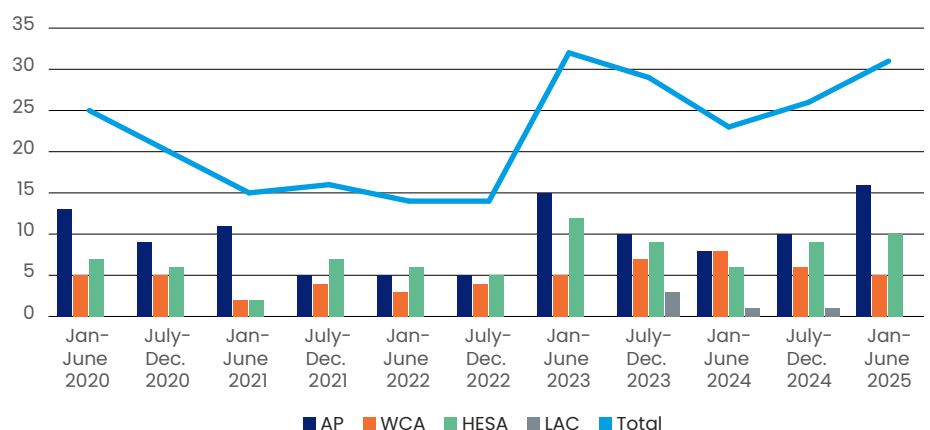


Figure 1: Policy changes distribution by year and region 2020–2025



that education budgets are enhanced to meet diverse needs, and promoting the enactment of new or improved laws that uphold fundamental rights to education.

Most changes have been centred around influencing overall education sector policies and plans with a key focus on ensuring more inclusive and evidence-based policymaking. Additionally, education financing is a key area with grantees playing a crucial role in advocating for increased funding for education and ensuring enhanced community participation in budget decisions. Several policies focus on promoting inclusive education systems with policies on disability, gender equality and bilingual education.

Some of the common strategies used by grantees for influencing policy changes include generating evidence that is used for advocacy, participating in various working groups, having meetings with government officials and parliamentarians, and engaging the media and the public to raise awareness about existing gaps and challenges within the education system. Examples of the different policy changes are outlined below. For a full list of all national policy changes in the period, please see annex I.

Education sector plans and strategies

Several education sector plans and strategies influenced by civil society were approved by national and local authorities during this reporting period. For example, in **Yemen**, the government endorsed the Education Sector Strategic Plan 2024–2030, which sets out Yemen's goals and plans for improving education over the next six years, in line with the 2030 Agenda for sustainable development. The Yemeni Coalition for Education for All (YCEFA – the NEC) supported by the Arab Campaign for Education for All (ACEA) participated in key policy discussions and consultations, reviewing policy drafts, submitting evidence-based recommendations, and ensuring the inclusion of underrepresented groups' perspectives such as children, girls, people with disabilities, and marginalised communities. The plan is expected to contribute to expanding learning opportunities for girls and women, improving inclusivity and enhancing service delivery across the sector. Similarly, in **Samoa**, the Samoa Education Network (SEN – the NEC) influenced the Education Sector Plan 2025–2030 identifying gaps in the education sector, providing recommendations and ensuring the perspectives of marginalised groups and youth were heard and prioritised. In **Nepal**, the National Campaign for Education Nepal (NCE Nepal – the NEC) played a vital role in shaping the Local Level Education Plans for Barahatal and Mahadeva Municipality, with a focus on enhancing the quality, accessibility, and relevance of education for all communities, particularly marginalised groups and youth. Through effective advocacy, NCE Nepal empowered local community members to articulate their educational needs and priorities. Additionally, the campaign strengthened the technical capacity of local government officials to adapt the national School Education Sector Plan in a way that reflects local contexts and demands. Central to NCE Nepal's efforts was the incorporation of a gender equality, disability, and social inclusion lens within the education plans. This approach was designed to ensure that the resulting policies are transformative, promoting equal opportunities for girls, marginalised learners, and students with disabilities. In **Cameroon**, the Cameroon Education for All national education coalition (CEFAN – the NEC) actively contributed to the development and validation of Cameroon's Education and Training Sector Strategy 2030 (DSSEF23–30). The coalition participated in all design validation meetings and disseminated the finalised strategy to decentralised local authorities responsible for primary education in Douala, ensuring alignment and awareness at the local level.

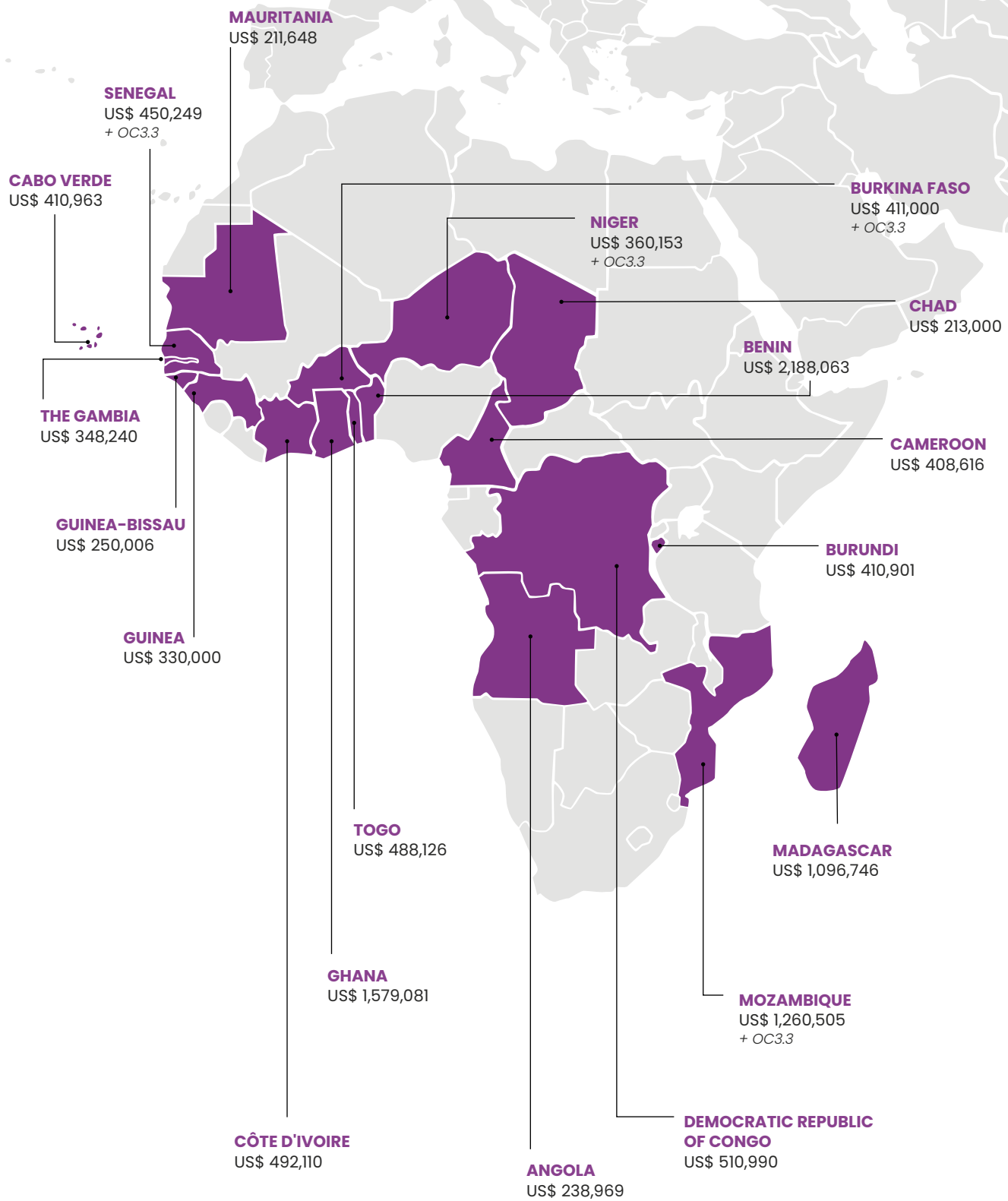
Education financing

In **Uganda**, the education sector's budget allocation saw a significant increase of 11.5%, rising from UGX 4.52 trillion in the 2024/25 fiscal year to UGX 5.04 trillion in 2025/26. This budget includes specific provisions for special needs education and teacher training and development. The OC2 grantee Civil Society Budget Advocacy Group (CS-BAG), under the Strengthening Public Accountability and Investment in Education (SPAIE) project, played an active role in advocating for greater financial investment in education at both national and sub-national levels. This includes facilitating discussions among civil society stakeholders to analyse the National Budget Framework Paper for 2025/26, and developing a position paper, which was subsequently presented to the Parliament Committee on Education. Furthermore, CS-BAG engaged with the media at both national and local levels to emphasise the need for increased investment in the education sector.

Other countries with an increase in the national education budget include **Malawi**, **Tanzania**, **Nepal** and **Senegal**. The respective civil society actors conducted budget analyses, engaged in policy dialogues and advocated for increased education budgets. For example, in **Tanzania**, the allocation of the national budget for the education sector significantly increased from 3.31% in 2023/24 to 12.5% in 2024/25. The Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET – the NEC), together with Haki-Elimu and several civil society organisations, emphasised the necessity of adequate funding to support the execution of the revised Education and Training Policy. With this heightened financial support, the Ministry of Education intends to modernise the education sector to align better with current economic and technological demands and address inequalities in access to quality education. In **Malawi**, the education budget increased from MWK 946 billion in 2024/25 to MWK 1.3 trillion in 2025/26. The Civil Society Education Coalition (CSEC – the NEC), working with partners like the Forum for African Women Educationalists Malawi (FAWEMA), Girls Activist Youth Organization (GAYO), ActionAid Malawi, and Oxfam Malawi, has been actively advocating for better education financing and transparency in Malawi. During the reporting period, they tracked the 2024/25 education budget and analysed the 2025/26 draft budget, using their findings to push for more targeted investments in areas like teaching materials and student loans. They engaged with key government bodies, including Parliamentary Committees and Ministries, to present their evidence and policy recommendations. At the 2024 Ministry of Education Joint Sector Review, CSEC highlighted critical issues such as stalled infrastructure projects and the need for decentralised management of resources. Their advocacy led to commitments for more efficient fund disbursement and equitable resource allocation. CSEC also expanded its media presence to raise public awareness about underfunding in education, especially its impact on girls. In **Indonesia**, the government approved new regulations concerning the utilisation of the education budget, specifying a percentage of the total national budget that should be allocated to education and outlining permissible uses for this budget. The Network for Education Watch Indonesia (NEW Indonesia – the NEC) played a critical role in highlighting gaps in the existing allocation and utilisation of the education budget and mobilised civil society organisations to amplify voices from marginalised communities, ensuring their concerns were represented in policy discussions. Additionally, NEW provided technical input to policymakers by sharing best practices and recommendations for budget allocation frameworks and engaged in media advocacy and public campaigns to strengthen awareness and support. Through this regulation, it is hoped that education budgets



WEST AND CENTRAL AFRICA



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



will be better directed toward enhancing both access to and the quality of education.

Education reforms

In **Côte d'Ivoire**, the governance of the education system was strengthened through the introduction of the Objectives and Performance Contract, promoting accountability and results-based management. The Ivorian Network for the Promotion of Education for All (RIP-EPT) supported these reforms by actively participating in national consultations and thematic groups, and by providing recommendations informed by its monitoring of the Education Sector Plan (PES).

Teachers' development

In 2025, the government in **Ghana** announced a 20% salary increase and provision of accommodation facilities for teachers, who accept postings to rural areas. The policy is a shift from a flat salary payment system to a more targeted salary system to encourage teachers to accept postings to rural and underserved areas of the country. The OC2 grantee School for Life influenced the policy change through its advocacy engagements at all levels, including producing and sharing research publications highlighting the difficulties and inequalities in the distribution of teachers between rural and urban areas of Ghana. The new policy announced by the government is expected to contribute to enhancing the quality of education in rural areas.

In **Rwanda**, the Teacher Development Management Policy was revised focusing on critical areas such as teacher licensing, ongoing professional development, career pathways, and teacher welfare. The involvement of the Rwanda Education for All Coalition (REFAC – the NEC) in the Education Sector Working Group has been pivotal, as it contributed research findings that guided the policy's updates, emphasising the importance of informed decision-making in educational reforms. Similarly, **Cambodia's** Strategic Plan for Teacher Education Reform 2024–2030 is set to overhaul the initial teacher education system. This plan, which aims to ensure that every student in Cambodia learns from qualified and motivated teachers, introduces substantial reforms in recruitment, training programmes, and opportunities for professional growth. The NGO Education Partnership (NEP – the NEC) played a key role in this process by offering technical support and facilitating dialogue between education stakeholders and the Ministry of Education, Youth and Sport. In **Malawi**, the Civil Society Education Coalition (CSEC – NEC) has been instrumental in advocating for the registration and licensing of teachers. By collaborating with the Malawi Teachers Council, CSEC has successfully raised awareness about the importance of teacher registration, leading to the registration of 82,000 teachers.

Promoting inclusion and gender equality

In the **Philippines**, a “No Haircut Policy” of Sapang Palay National High School was introduced to promote inclusivity by allowing students to express their identities freely. The policy upholds the principles of gender equality and non-discrimination and reinforces that grooming rules should not be used to police gender expression, particularly among LGBTQIA+ learners. This measure reflects a progressive shift toward a more inclusive, rights-based school environment. The OC2 grantee Center for Youth Advocacy and Networking, Inc. (CYAN) under the Multiply-Ed project contributed to this policy change by strengthening youth leadership, introducing students to rights-based frameworks, empowering them to lead policy dialogues, and linking them with allies. This ensured that learners were not only consulted but were actively shaping the governance of their learning environments. Additionally, the Civil Society Network for Education Reforms Inc. in

the Philippines (E-NET Philippines – the NEC) played a key role in developing the Implementing Rules and Regulations for a Policy of Inclusion and Services for Learners with Disabilities. This initiative aims to enhance schools' readiness to meet the needs of learners with disabilities by mandating upgrades to physical facilities, introducing specialised support services, and requiring educator training. E-NET Philippines successfully united experts, advocates, and grassroots organisations to provide input and feedback on essential policy components, ensuring that the Implementing Rules and Regulations addressed significant gaps in services, infrastructure, and support for these learners.

In **Vietnam**, the government approved a national master plan for persons with disabilities, aimed at guaranteeing equal access to education and lifelong learning by establishing centres and special education institutions across the country. Both the Vietnam Association for Education for All (VAEFA – the NEC) and the Microfinance and Community Development Institute (MACDI – OC2 grantee) were actively involved in the consultation process. MACDI conducted studies on inclusive education and organised three technical meetings at the provincial level to enhance the engagement of civil society organisations in the planning and monitoring of inclusive education. Meanwhile, the NEC contributed to the draft plan through its participation in the National Appraisal Council. In **Vanuatu**, the Inclusive Education and Training Policy 2025–2030 was revised to foster an inclusive education system that allows all learners, including those with disabilities, to participate fully. The Kolisen Blong Leftemap Edukesen (KoBLE – the NEC) took part in policy dialogue forums, including local education group meetings and GPE-supported Partnership Compact processes, where it employed its expertise to advocate for marginalised groups.

In **Zimbabwe**, the government has approved the National Gender Policy 2025, providing a thorough framework for promoting gender equality across all sectors. The policy has been updated to address emerging issues such as youth involvement, inclusive education, and the prevention of gender-based violence. The OC3 grantee Girl Education Advocacy in the Region (GEAR Alliance) played a key role in the policy revision by facilitating discussions between youth and high-level policymakers, allowing young people to point out systemic gaps in gender commitment implementations and suggest actionable solutions. In **Tanzania**, the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET – the NEC) and the OC2 grantee Haki Elimu were instrumental in supporting the government in developing the National Re-entry Implementation Plan. This plan offers a strategic framework for effectively applying re-entry guidelines for students who have dropped out of school for various reasons, including pregnancy. It includes methods for identifying early warning signs of potential school dropouts and outlines the resources needed for successful reintegration. TEN/MET played a central role in advancing policy advocacy by organizing multi-stakeholder consultations, coordinating technical meetings with key government ministries, and garnering public support. Similarly, the **Zimbabwean** government established official guidelines for the re-entry of pregnant girls into the educational system along with safeguarding circulars. These measures highlight the importance of ensuring that pregnant girls and young mothers can continue and complete their education. The Education Coalition of Zimbabwe (ECOZI – the NEC) has been advocating for the educational rights of pregnant girls and adolescent mothers in various policy discussions.

In **Mongolia**, the Policy and Implementing Guidelines for Bilingual Education were established to enhance the quality of education for ethnic minority Kazakh and Tuvan children



living in the western provinces. Previously, there was no existing policy addressing the language of instruction or bilingual education for these groups, making this the first comprehensive policy document focused on various facets of bilingual education for ethnic minority children, such as curriculum development, textbook creation, and teacher training. The All for Education! National Civil Society Coalition (AFE – the NEC) conducted multiple background studies, facilitated policy discussions with various stakeholders—including ethnic minority communities and their representative NGOs—and utilised media outreach to engage the public and decision-makers. In **Bolivia**, the OC2 grantee Fundación Privada de Fieles Centro de Multi Servicios Educativos and Fundación Acción Cultural Loyola (CEMSE-ACLO) contributed to facilitating policy discussions at the municipal levels ensuring a strong focus on interculturality, indigenous language and gender equality in deliberations concerning the implementation of the Education Law and the Bolivian educational model.

Influencing global and regional policies

At the **global** level, The Global Campaign for Education (GCE) and the Latin American Campaign for the Right to Education (CLADE) played significant roles in shaping the Fortaleza Declaration. This declaration articulates a series of commitments aimed at promoting transformative education, accelerating progress towards Sustainable Development Goal 4 (SDG 4), and fostering international collaboration in education. In addition to their engagement in high-level policy forums, such as the Global Education Meeting, GCE issued a statement, urging governments to protect and increase their commitment to education and global justice, and CLADE contributed to the dissemination of strategic documents emphasising the understanding of education as a fundamental human right, highlighting tax justice as a crucial mechanism for financ-

ing education and underscoring the necessity of prioritising lifelong education.

2.3 TRANSFORMATIVE AND INCLUSIVE EDUCATION INITIATIVES

Besides influencing policy changes at various levels, the NECs also engage in other initiatives to promote quality, inclusive education. In this reporting period, **nineteen initiatives on transformative and inclusive education** presented by NECs were adopted by governments.

For instance, the National Campaign for Education in **Nepal** (NCE) played a key role in revising the monitoring checklist used to assess the implementation of Free and Compulsory Education at the Basic Level. NCE Nepal provided its suggestions to the National Human Rights Commission to ensure the checklist was gender-responsive by incorporating gender-disaggregated data. Additionally, they shared their experiences of integrating gender and social inclusion into budget monitoring and policy analysis. Consequently, the final approved version of the checklist included a section for collecting gender-disaggregated data, which will enhance the gender-responsive monitoring of free and compulsory education.

The Network for Education Watch **Indonesia** (NEW Indonesia) has made strides in enhancing the monitoring and reporting of violence in educational environments through its commitment to gender-responsive education policies. The coalition conducted a study that uncovered significant shortcomings in current frameworks and practices, especially regarding gender-based violence in schools. Using this information, NEW Indonesia effectively influenced the establishment and strengthening of task forces within educational institutions, an initiative coordinated by the Ministry of Education and the

A farmer herding his cattle
Photo Credit: GPE/Antitheze Atelier

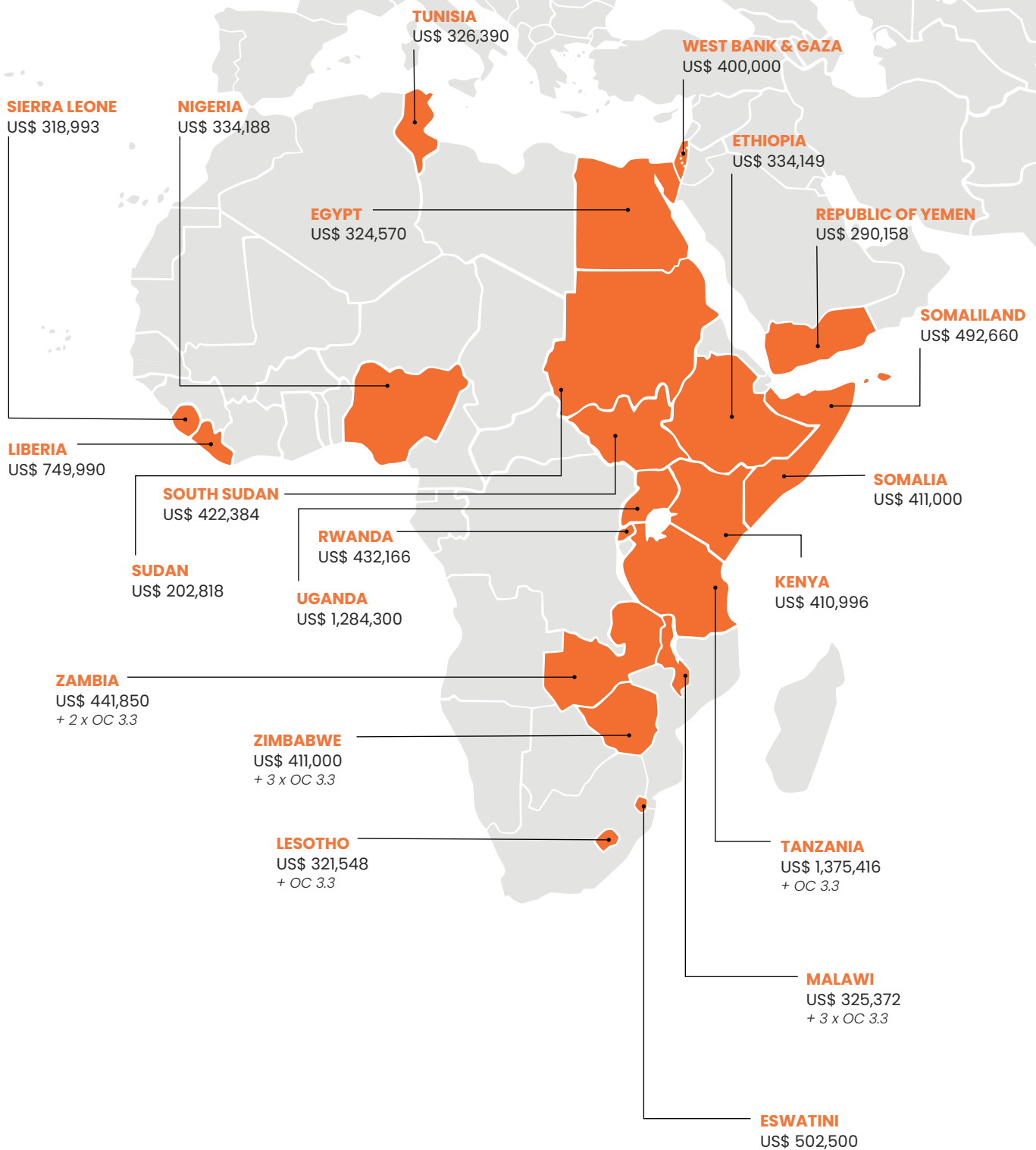


MONGOLIA ADOPTS BILINGUAL EDUCATION POLICY TO SUPPORT ETHNIC MINORITY INCLUSION

The Kazakh and Tuvan communities in Mongolia, traditionally semi-nomadic ethnic and national minorities, have long faced barriers in accessing formal education. Their distinct lifestyle and language were not reflected in the national education system, resulting in significantly lower school enrolment rates than the rest of the population. To address this, the All for Education! National Civil Society Coalition (AFE) has been advocating for more inclusive education for the past 15 years. In May 2025, their efforts culminated in the adoption of national policy guidelines on bilingual education, allowing students to receive education in both Mongolian and their mother tongues. With the new policy, one anticipated outcome is that Early Childhood Education (ECE) will become more relevant for ethnic minorities, leading to higher enrolment rates from an early age. This shift is also expected to reduce women's unpaid care and domestic work, enabling them to enter the labour market and improve their livelihoods. AFE's advocacy was grounded in research on state obligations and human rights frameworks regarding the right to education for ethnic minorities. The coalition also engaged with the affected communities to understand their needs and priorities. Findings, recommendations and policy positions were used in the coalition's advocate efforts with parliamentarians and the Ministry of Education, with input from AFE being incorporated in the final policy.



HORN, EASTERN AND SOUTHERN AFRICA



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



Ministry of Religious Affairs. These task forces are responsible for actively monitoring, preventing, and addressing incidents of violence in schools, thereby fostering a safer and more supportive environment for students.

In **The Gambia**, the Education for All Campaign Network (EFANet – the NEC) carried out a study focused on the importance of teacher support in improving lesson delivery and overall educational quality. The research revealed that enhanced support, including professional development and acknowledgment, significantly enhances teacher effectiveness and student engagement. Stakeholder-validated recommendations include better teacher compensation and increased scholarship opportunities. Several of these suggestions were incorporated into the Teacher Framework established by the Ministry of Basic and Secondary Education.



Girls participating in the "Send My Friend to School" initiative in Mongolia. Photo credit: The All for Education! National Civil Society Coalition (AFE) Mongolia

In **Mongolia**, the All for Education! National Civil Society Coalition (AFE – the NEC) branches in 10 local provinces have launched a unique campaign aimed at encouraging the enrolment of out-of-school children. Known as "Send My Friend to School," the initiative invites students to write letters to the Prime Minister and their elected Members of Parliament, urging them to address the pressing issue of children who are not in school or have dropped out. This campaign enjoys the backing of various Members of Parliament, including the Minister of Education, and offers students a significant chance to connect with decision-makers, thereby influencing the policymaking process regarding education.

2.4 STRENGTHENED PARTICIPATION OF CIVIL SOCIETY IN POLICY DIALOGUE FORUMS

By participating in local education groups, GPE Compact processes, SDG 4 follow-up platforms, and various national, regional, and global education forums, NECs and other Education Out Loud supported civil society organisations play a crucial role in shaping education policies and practices. Their active contribution ensures that marginalised groups' perspectives and local educational needs are integrated into national planning and decision-making processes, ensuring that policies are responsive to the specific contexts of different communities. This year, the report will provide more in-depth analysis of the quality and meaningfulness of NECs participation in policy dialogue spaces, looking at selected cases. This analysis, based on a qualitative study, will be presented in chapter 3. Below follows a presentation of key developments from this reporting period.

Local education groups

By the end of June 2025, **a total of 57 out of 61 Education Out Loud supported NECs (93 percent) were members of their local education group.** The number of NECs participating in meetings fluctuates each reporting period dependent on the context. Across the whole reporting period, 56 NECs participated in at least one meeting of their national local education groups. Below figure shows the trend of NECs participating in local education groups over the January 2020 to June 2025 period.

NECS PARTICIPATING IN LOCAL EDUCATION GROUP MEETINGS BY HALF YEAR PERIOD JAN 2020–JUNE 2025

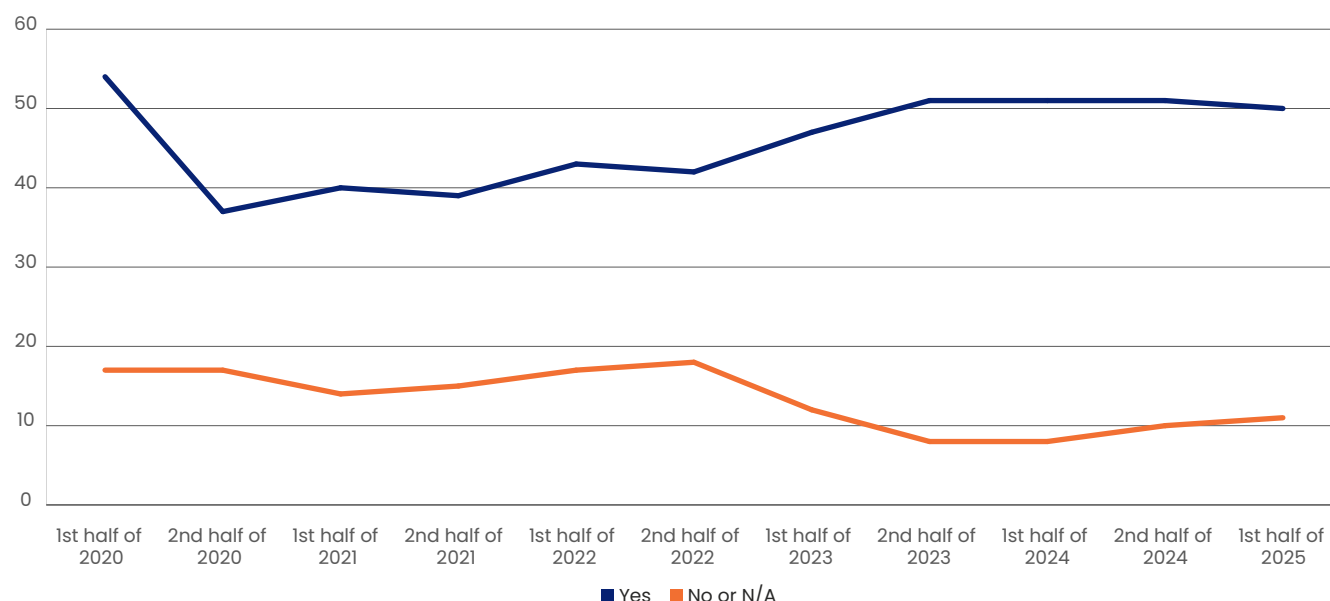


Figure 2: Number of NECs participating in local education group meetings in each half year period from 2020 to–2025.



NEC PARTICIPATION IN OTHER POLICY SPACES JULY 2024 – JUNE 2025

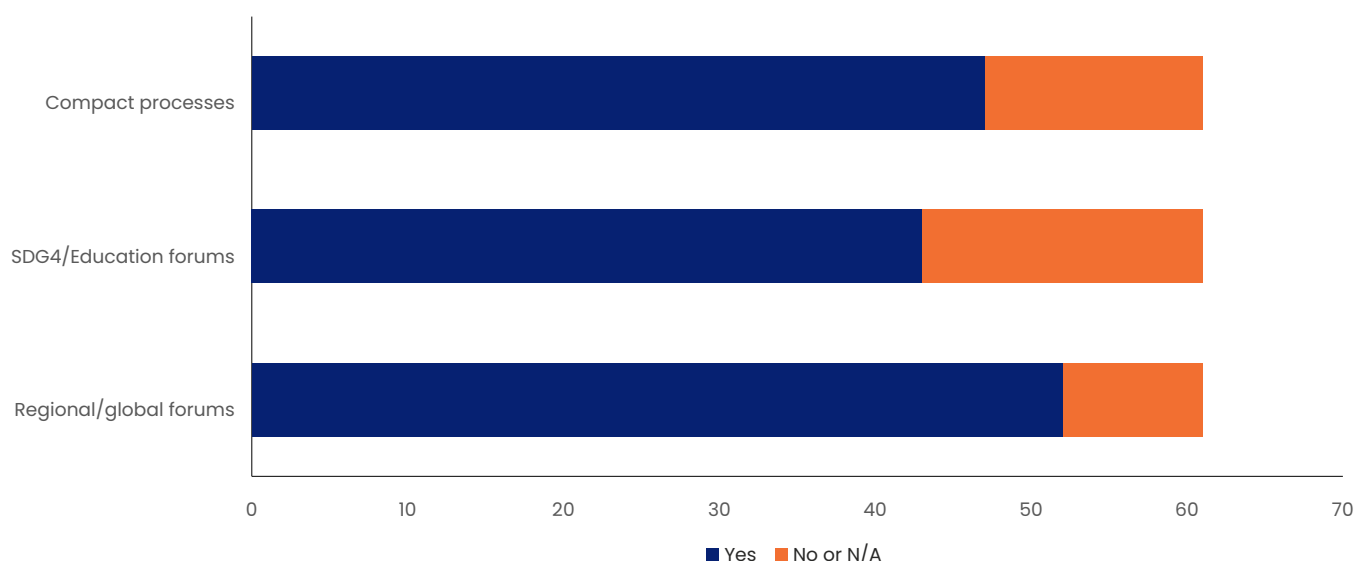


Figure 3: Number of NECs participating in different policy space in each half year period from July 2024 to June 2025

The share of Education Out Loud supported NECs reporting having participated in local education group meetings has increased by 11 percentage points from 69 percent in the first half of 2020 (37 out of 54) to 80 percent in the first half of 2025 (49 out of 61). For example, the National Campaign for Education (NCE) in **Nepal** participated in several local education group meetings, including a meeting led by the Ministry of Education, Science, and Technology on 25–29 November 2024 to review progress in implementing the School Education Sector Plan, where the NEC was given a space to share its view on major challenges that are hindering the acceleration of School Education Sector Plan. In **Honduras**, the Foro Dakar Honduras (FDH – the NEC) used its presence in the local education group meetings to emphasise the importance of increased financing for education, arguing that without adequate resources, educational reform efforts will be ineffective and unsustainable. As co-chair and coordinating agent, the **Lesotho** Council of NGOs (LCN – the NEC) chaired several local education group meetings, which served as a crucial platform for dialogue, strategic planning, and knowledge-sharing among key education stakeholders. The Council serves as the NEC in Lesotho. In **Ghana**, the Ghana National Education Campaign Coalition (GNECC – the NEC) was active in its local education group and among other things discussed policy implementation gaps, and best practices to improve services within the education sector.

In addition to the NECs, five OC2 grantees (national civil society organisations) in **Liberia**, **Tanzania**, **Benin**, **Vietnam** and **Madagascar** participated in local education group meetings in this period. For example, the OC2 grantee Helping Our People Excel (HOPE) through the Educate HER project in Liberia played a key role by advocating for stronger support for the National Policy on Girls' Education. They also worked closely with local education group members and the Ministry of Education to promote the formal recognition of girls' and inclusive education as a core thematic group within the local education group. In Tanzania, Haki Elimu contributed to discussions through its participation in a technical working group meeting under the Education Sector Development Committee. Meanwhile, in Mozambique MSIS TATAO participated in a number of meetings of the local education group including the selec-

tion of the GPE coordinating agent, while MACDI in Vietnam attended local education group meetings in an observer capacity, staying informed on sector developments.

GPE partnership compact

The GPE partnership compact is a road map to transformation. It articulates how a GPE partner country intends to work with others around a priority reform with the potential to catalyse systemwide change. NECs participate in these processes to provide input on education policies and reforms. In the period July 2024 – June 2025, **47 Education Out Loud-supported NECs participated in partnership compact processes in their respective countries and territories**. This constitutes 77% of all supported NECs in the reporting period.

For example, the Network for Education Watch in **Indonesia** (NEW Indonesia – the NEC) attended two meetings to assess progress on the partnership compact plan and implementation, highlighting the importance of involving local CSOs in these processes to ensure that the voices of communities and marginalised groups are represented. In **the Democratic Republic of Congo**, the Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC – the NEC) played an active role in the mid-term review of the Partnership Compact to assess progress and ensure that civil society perspectives were integrated into the mid-term review process. In **Senegal**, the Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP – the NEC) participated in the validation of the second GPE funding tranche for system capacity strengthening, emphasising involving civil society in monitoring the GPE partnership compact. In **Eswatini**, the Swaziland Network Campaign for Education for All (SWANCEFA – the NEC), as co-chair of the local education group, is playing a leading role in the country's GPE partnership compact processes and in South Sudan, the National Education Coalition In **South Sudan** (NEC SS – the NEC) forms parts of key committees and task teams. Rwanda Education for All Coalition (REFAC – the NEC) in **Rwanda** also undertook a Mid-term evaluation of the GPE Compact and shared findings during a LEG meeting and visit of the GPE focal person to Rwanda.



LATIN AMERICA AND CARRIBBEAN

HONDURAS
US\$ 378,756

EL SALVADOR
US\$ 200,000

HAITI
US\$ 390,450

BOLIVIA
US\$ 1,388,742

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



SDG 4 follow-up platforms and other national education forums

The NECs and other civil society organisations also participated in Voluntary National Review processes of SDG 4 and other national education follow-up mechanisms, where they contributed to preparing SDG spotlight reports and ensured a strong reflection of community perspectives in policy discussions. During the reporting period, **43 NECs participated in SDG 4 follow-up processes and other national education groups**. This constitutes 70% of all supported NECs in the reporting period. Again, the number of NECs participating in meetings fluctuates a bit each reporting period but has remained relatively stable over the last year.

For example, the Swaziland Network Campaign for Education for All (SWANCEFA) in **Eswatini** participated in the country's Voluntary National Review process and contributed to producing a spotlight report that was presented at the high-level political forum in New York. In **Nigeria**, the Civil Society Action Coalition on Education for All (CSACEFA – the NEC) participated in the validation of the Voluntary National Review and contributed to drafting the civil society statement for presentation at the high-level political forum. In **Pakistan**, the Pakistan Coalition for Education (PCE – the NEC) prepared a report on the status of SDG 4 in Pakistan, with a special focus on gender equality and social inclusion in the education sector, which was used to inform the SDG spotlight report 2025. And in **Bangladesh**, the Campaign for Popular Education (CAMPE – the NEC) highlighted the importance of generating community-based education data to complement official statistics and advocated for stronger collaboration between CSOs and the Bangladesh Bureau of Statistics in monitoring progress towards SDG4. In **The Gambia**, the Education for All Campaign Network (EFANet – the NEC) actively participated in three Coordinating Committee Meetings organised by the Ministry of Basic and Secondary Education, identifying key policy gaps in the education system and proposing recommendations for improvement. The grantees also contributed to other national dialogue forums. For example, the OC2 grantee in **Bolivia** Fundación Privada de Fieles Centro de Multi Servicios Educativos and Fundación Acción Cultural Loyola (CEMSE-ACLO) participated in a national event on “Sharing Good Educational Practices,” organised by the CBDE (the NEC), where the alliance presented good practices of intergenerational dialogue and learning between elders and students.

Regional and global forums

In addition to engaging in national policy dialogue, NECs and other civil society organisations supported by Education Out Loud also took part in regional and global education policy forums. These included high-level events such as the High-Level Political Forum, the 6th Asia Pacific Meeting on Education (APMED 6), the Pan-African Conference on Girls' and Women's Education, the Arab Forum for Transforming Education, and the 3rd Africa Education Summit. During the reporting period, **52 out of 61 NECs—representing 85% of all Education Out Loud-supported NECs—participated in at least one regional or global policy space**.

For example, the **Lesotho** Council of NGOs attended the 3rd Africa Education Summit in Zimbabwe, where they advocated for the inclusion of non-state actors in shaping education policy and aligning regional efforts with national development goals. In the Asia Pacific region, NECs from countries such as **Cambodia, Indonesia, The Kyrgyz Republic, Philippines, Solomon Islands, Sri Lanka, and Timor-Leste** participated in the 6th Asia-Pacific Meeting on Education 2030 (APMED 6) in Bangkok, Thailand, which focused on transforming education for a sustainable future. This forum emphasised the need to

improve both the content and delivery of education to ensure equity, inclusion, and future-readiness.

Several NECs also played an active role in the Global Action Week for Education, using the platform to highlight urgent education issues. The **Samoa** Education Network (SEN – the NEC), for instance, emphasised the critical need to strengthen education in emergencies across the South Pacific, a region frequently impacted by climate-related disasters that disrupt learning and disproportionately affect vulnerable groups like children with disabilities and those from low-income families. SEN stressed that education in emergencies is a constant reality, not an exception.

Meanwhile, DEDRAS, an OC2 grantee from **Benin**, contributed to regional and international dialogues including a meeting on improving teaching practices under the African Union's Continental Education Strategy for Africa (CESA) 2026–2035. In **Senegal**, Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualite (COSYDEP – the NEC) participated in the West African Social Forum, where it showcased its advocacy tools and led a panel on fiscal justice and environmental education. The forum fostered high-level dialogue among civil society, parliamentarians, and private sector actors on governance, youth engagement, and sustainable development. COSYDEP also took part in the 2025 Summit of Change Actors, advocating for a collaborative approach to education, training, and employability. Their participation highlighted the importance of integrating public policy, private sector, and civil society efforts to enhance youth skills and job opportunities.

2.5 ENHANCED INCLUSIVITY OF NATIONAL EDUCATION COALITIONS

Inclusivity within NECs and their member organisations plays a critical role in ensuring that the voices of marginalised groups are heard and represented in educational advocacy and policymaking. By promoting diverse representation, NECs can better address the unique challenges faced by various communities. The inclusiveness of NECs is assessed across four key dimensions: internal organisational practices, inclusive dialogue among members, diverse membership, and inclusive advocacy. The Education Out Loud inclusivity index indicates that, during the reporting period, some NECs have made strides forward while others have seen setbacks. Specifically, 24 NECs have slightly improved their inclusivity index, 23 have maintained their levels, and 14 have experienced a slight decline, primarily due to reduced representation of women in its board. During this reporting period, an additional 10 NECs improved their inclusivity by more than 20 percentage points, bringing the total number of NECs with significant improvements to 25.

NECs internal inclusivity

During this reporting period, NECs across various regions have diversified their membership, and welcomed new members representing marginalised groups, including women, migrants, and people with disabilities. The accompanying graph provides an overview of marginalised and special interest groups represented within the NEC by at least one organisation as of June 2025.

Out of 61 NECs, 59 have member organisations that represent women and girls; 58 include organisations for people living with disabilities; and 51 have members representing marginalised youth aged 15–24. Additionally, 28 NECs have at least one organisation representing migrants, refugees, or internally displaced persons which marks a slight increase from the previous reporting period. Some of the coalitions that broad-



ened their representation include NECs in **Papua New Guinea, Sri Lanka, Rwanda, Vanuatu, Vietnam, Ethiopia, Kenya, Lesotho, Somalia** and **Haiti**. They welcomed new members working with marginalised and special interest groups such as women and girls, students, people with disabilities and parents and teachers' associations. The number of NECs with members from organisations representing the LGBTQIA+ community remained at 10. This figure is still relatively low, likely due to anti- LGBTQIA+ laws as well as the marginalisation and discrimination faced by individuals who identify as LGBTQIA+ and their organisations, which limits their opportunities to express their voices in various political arenas.

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 2025, five years later, 38% (23 out of 61) NECs responded yes to the same question, indicating that NECs are continuously taking steps to strengthen women's participation and representation in their boards. For example, the share of women board members in NECs had increased to 50% or more in **Cambodia, Timor-Leste, Nigeria, South Sudan**, and **Haiti** since the last reporting period.

Additionally, 52 out of 61 NECs have an updated gender policy, sexual harassment strategy or code of conduct in their organisation. For example, in **Uganda** the Forum for Education NGOs in Uganda (FENU) has updated its Gender Strategy and Sexual Exploitation and Harassment Policy to align with its new strategic plan (2025–2030), while the Association for Education Development in Kyrgyzstan (AED) in the **Kyrgyz Republic** has initiated a process of reviewing all internal policies to ensure gender responsiveness and social inclusion. NECs in **Nigeria** and **Sri Lanka** developed Gender and Social Inclusion Policies, while the Network for Education Watch **Indonesia** (NEW Indonesia) and the **Pakistan** Coalition for Education (PCE) has institutionalised safeguarding mechanisms and systematic risk assessments to protect marginalised children and vulnerable adults, while they are underway in several other NECs including in **Cambodia, Moldova**, and **Cameroon**. Furthermore, the Alliance of CSOs in **Tajikistan** for Education (ACTE) has in place a gender policy, which among others aim to ensure integration of a gender equality perspective in decision-making, while NECs in **Burkina Faso, Kenya**, and **Cabo Verde** have dedicated gender technical working groups and committees.

59 out of 61 NECs report having mechanisms in place to ensure that discussions and decision-making regarding advocacy priorities are conducted inclusively. This includes, for example, establishing thematic working groups, which provide a platform for in-depth discussions, organising regular meetings to discuss advocacy priorities, and putting in place clear and transparent communication channels. For example, in the **Solomon Islands** quarterly network meetings are held as part of a participatory governance model. These meetings involve representatives from member organisations, including those working directly with marginalised groups such as people with disabilities, rural youth, and women, and serve as an opportunity to gather feedback, share field experiences, and jointly set or adjust advocacy priorities. In **Tanzania**, the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) is organising bi-annual zonal meetings that serve as an avenue for collecting members' inputs for budget advocacy to be shared in policy dialogue meetings with parliamentarians. In the **Democratic Republic of Congo**, the Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC) has set up a consultation framework for civil society actors in the education sector, which enables CSOs to meet and discuss challenges, resulting in the development of joint position papers. In **Nepal**, the National Campaign for Education Nepal (NCE Nepal) board meets quarterly, while the secretariat committee meets monthly to integrate the voices of members and stakeholders into decisions. In addition, NCE Nepal holds an Annual General Meeting with all general members from diverse ethnic, religious, indigenous, geographic, and cultural backgrounds. In **Samoa**, the Samoa Education Network (SEN) advanced inclusion by anchoring advocacy in grassroots consultations and ensuring that parents, teachers, and youth groups from rural and remote areas were represented in coalition decision-making.

The Association for Education Development, a national education coalition of 18 organisations across the **Kyrgyz Republic**, faced challenges in aligning diverse regional priorities within a unified strategic framework. Centralised planning limited member ownership and reduced effectiveness, especially at the local level. To overcome this, AED adopted inclusive planning processes, involving all members in strategy development and review, which fostered shared ownership. Regular thematic group meetings improved communication and coordination, allowing members to exchange

REPRESENTATION OF MARGINALISED AND SPECIAL INTEREST GROUPS IN NECs SUPPORTED BY EDUCATION OUT LOUD

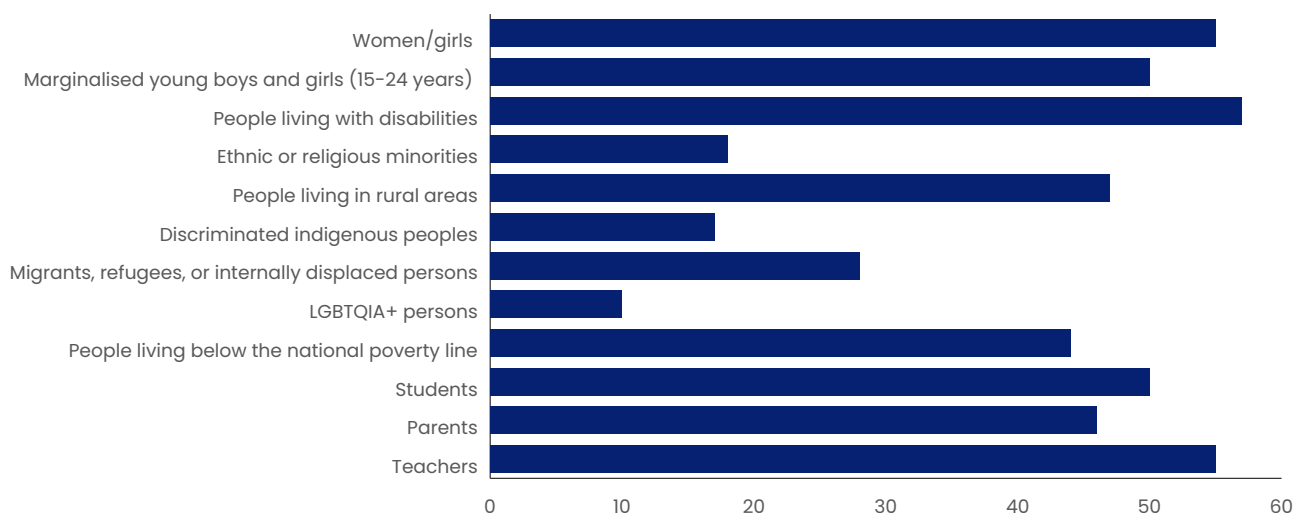
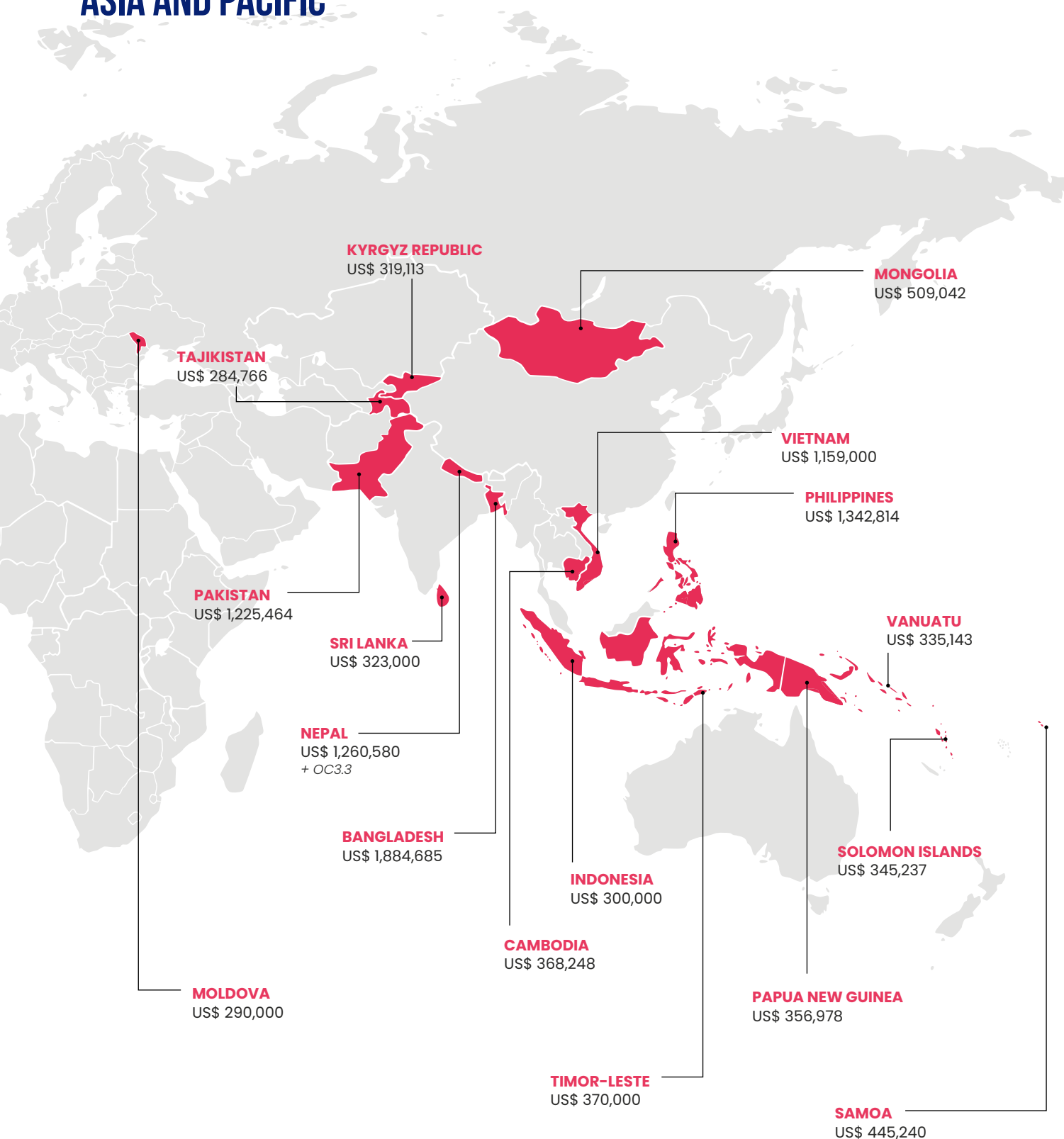


Figure 4: Representation of marginalised and special interest groups in NECs as of June 2025.



ASIA AND PACIFIC



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



resources and expertise, while decentralised implementation empowered regional members to lead local initiatives. These strategies enhanced internal cohesion and laid the groundwork for sustainable impact.

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, the **Rwanda** Education for All Coalition (REFAC) is raising awareness among its staff and member organisations of the recently developed code of conduct policy, while in **Pakistan** the Coalition for Education (PCE) organises briefing sessions for new staff about gender and harassment and safeguarding policies. In the **Philippines**, Civil Society Network for Education Reforms Inc. (E-Net Philippines) regularly organise internal training sessions for members that integrate gender equality and anti-discrimination content.

NECs inclusivity in programming and advocacy

During this reporting period, 59 out of 61 NECs reported having incorporated interests of marginalised groups into their strategies or work plans. This marks an important step towards prioritising and planning interventions to promote more inclusive education systems. For example, the strategy of the Campaign for Popular Education (CAMPE) in **Bangladesh** centres on the rights of marginalised groups including girls, children with disabilities, indigenous communities, and religious minorities through integrated advocacy, grassroots engagement, and policy reform. In **Kenya** the Elimu Yetu Coalition (EYC) has established a thematic group that focuses on promoting equity and inclusion in the coalitions work and in **Malawi** the Civil Society Education Coalition has developed a new strategic plan that will run from 2025 – 2029 with social inclusion being one of its pillars, focusing on special needs education, girls' education, early marriages, and sexual reproductive health. In **Vanuatu, Samoa, Solomon Islands** and **Papua New Guinea**, the NECs with support from the Asia South Pacific Association of Basic and Adult Education (ASPBAE) have advanced the GAPSSED+ approach (a gender equity and inclusion framework). Similarly, the Alliance of CSOs in **Tajikistan** for Education (ACTE) has explicitly integrated the interests of marginalised groups into its strategy, reinforcing a strong commitment to inclusive, equitable, and gender-responsive education.

This focus on gender equality and social inclusion at the strategy and planning level is also visible in NECs programming and advocacy efforts, including their contributions to policy changes. Examples of activities promoting more inclusive education systems include the Campaign for Popular Education's (CAMPE) efforts in **Bangladesh** to support students facing challenges such as early marriage or socio-economic hardships, providing mentorship and helping them reintegrate into the education system. CAMPE also provided a platform for marginalised students with disabilities to voice their opinions and raise awareness about disability rights in education, advocating for an education system that is more accessible for students with disabilities. In **Eswatini**, the Swaziland Network Campaign for Education for All (SWANCE-FA) has played an active role in shaping the Early Unintended Pregnancy Prevention and Management Policy and continues to advocate for its full implementation across various platforms. This policy is specifically designed to improve access to education for young girls and young mothers. Through its engagement in **Mongolia's** Universal Periodic Review (UPR) process, All for Education! National Civil Society Coalition (AFE) highlighted the education rights of marginalised groups at national policy platforms, complementing broader CSO advocacy. Issues raised included the right to education for

children in detention, those living in dormitories, and child jockeys. In **Egypt**, the Egyptian Union for Educational Policies and Research (EUEPR) conducted a digital media campaign addressing bullying as an important phenomenon affecting the right to safe education. In **Timor-Leste**, the Civil Society Education Partnership (CSEP) organised a forum for marginalised youth, providing a platform for rural and disadvantaged youth to voice concerns about access to secondary education. These inputs informed coalition advocacy with government authorities. In **Nepal**, the National Campaign for Education Nepal (NCE) submitted recommendations to provincial governments on institutionalising social inclusion procedures in education sector planning, with particular focus on barriers faced by Dalit and Muslim girls. In **Tanzania**, the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) continues advocating for gender-responsive budgeting and has conducted training sessions for community members, including youth, women, and marginalised groups, to strengthen their understanding of budget cycles and empower them to actively participate in budget processes. This has equipped them with the tools to advocate for gender-responsive education funding and to monitor education-sector funds, ensuring that they are used as planned. TEN/MET also engaged in policy dialogue with local government authorities to ensure gender-responsive budget allocations, including provisions for the construction of gender-sensitive infrastructure, such as separate toilets and safe spaces in schools.

2.6 SOCIAL ACCOUNTABILITY MECHANISMS CREATED OR STRENGTHENED

Education Out Loud supports civil society organisations in conducting strategic multi-level monitoring of education policy and budget implementation, utilising generated evidence to engage in policy dialogue. This includes establishing or enhancing existing social accountability mechanisms that allow civil society to monitor government commitments in education. Such mechanisms empower local communities, parents, and students by increasing their awareness of their rights as citizens and enabling them to hold governments accountable for providing quality and equitable education. In this reporting period, Education Out Loud grantees created or strengthened **75 social accountability mechanisms**. Some examples of these are outlined below.

In **Bangladesh**, Campaign for Popular Education (CAMPE – the NEC) strengthened the capacity of marginalised groups to engage with local government structures, such as School Management Committees, ensuring that their educational needs were addressed in the School Level Improvement Plans. It also advocated for the inclusion of out-of-school children in the educational system through special programmes and catch-up classes.

In **Malawi**, the OC3 grantee Girls Education Advocacy in the Region (GEAR) Alliance, through Girls Activist Youth Organisation (GAYO, Malawi alliance partner) and in collaboration with the Civil Society Education Coalition (CSEC the NEC), contributed to strengthening Malawi's national pre-budget consultation process by enabling civil society and marginalised groups to engage directly with government officials and Members of Parliament on education financing priorities. This included giving voice to young people from rural and farming communities, including girls and learners with disabilities.

HOPE **Liberia** (OC2 grantee) conducted county level dialogues with key education stakeholders including local government authorities across 15 counties as one of the strategies for improving monitoring and implementation of the Nation Policy on Girls' Education. Engaging local women's groups in



the process, the primary objectives of these dialogues were to improve monitoring and accountability among county-level stakeholders and increase investments in girls' education.

In the **Democratic Republic of Congo**, the Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC) continued strengthening the Committee for Community Monitoring, which provides a framework for consultation between civil society actors in the education sector, involving organisations working with marginalised groups, including people with albinism, women and girls, people with disabilities, and vulnerable children. During this reporting period, the coalition organised consultation meetings on education in emergencies and prepared a position paper on displaced children in reception centres based on data collected by the Committee. The paper was submitted to decision-makers to inform the strategy on education in emergency situations.

The National Campaign for Education **Nepal** (NCE Nepal) undertook budget and policy monitoring across seven provincial governments. The coalition employed budget analysis to assess the commitments made by local governments, ensuring that they align with important educational policies such as the Free and Compulsory Education Act and the Sustainable Development Goal 4. Throughout this process, NCE Nepal engaged with local governments, School Management Committees, and community stakeholders to push for increased investment in underfunded areas, especially those serving marginalised and disadvantaged groups. This effort has played a significant role in holding the sub-national government accountable for providing adequate financing for the education sector.

In **Ghana**, the OC2 grantee School for Life spearheaded the Open School Data initiative, which seeks to improve educational transparency and accountability by providing the public access to specific school information. This initiative involves systematic collection, dissemination, and utilisation of data concerning various elements of education, such as student performance, financial management, and teacher attendance. To date, it has been implemented in 30 schools. By advocating for open data practices, stakeholders, including parents, educators, policymakers, and civil society, can work together to improve learning outcomes and optimise resource utilisation.

In **Bolivia**, the Campaña Boliviana por el Derecho a la Educación (CBDE – the NEC) successfully organised a series of dialogues with government authorities aimed at highlighting gaps in the education system. To aid these dialogues, a report titled “The State of Education in Bolivia: A Contribution from Civil Society to Education” was developed, which included inputs from various civil society organisations, including CEM-SE-ACLO. To amplify the discussion, over 20 national media outlets were engaged in promoting educational issues on the public agenda. This collective effort was instrumental in empowering indigenous education groups and simultaneously highlighting the significant challenges that persist within the education system, advocating for necessary reforms and improvements.

The Girl Education Advocacy in the Region (GEAR) alliance in **Zimbabwe** created Youth Advocacy Hubs as a platform for trained youth to participate in social accountability monitoring. These hubs allow youth to monitor and report on the delivery of education services, the execution of budgets, and adherence to policy commitments at both national and local levels. As part of the initiative, youth received training in advocacy strategies and were prepared to monitor education-re-

lated commitments. The informal monitoring inputs gathered by the youth contributed to inform Zimbabwe's 4th Voluntary National Review, which was presented at the High-Level Political Forum in July 2025.

In **Tanzania**, the Tanzania Education Network/Mtandao wa Elimu (TEN/MET) conducted participatory budgeting dialogues with three parliamentary committees to shape fiscal priorities and advocate for resource allocation, especially benefiting girls and marginalised learners. By organising community dialogues, awareness sessions, and consultations with members, TEN/MET collected testimonies and evidence that directly influenced the budget advocacy requests presented to Parliament. This inclusive approach has ensured that the needs of marginalised groups were acknowledged and represented in formal decision-making processes.

In **Uganda**, the OC2 grantee Civil Society Budget Advocacy Group (CS-BAG), along with SPAIE Alliance partners and the Initiative of Social and Economic Rights (ISER) has continued to enhance participatory budgeting at the local level through a budget monitoring and service delivery tracking initiative in three districts, covering 12 primary schools. This effort engaged Participatory Budget Clubs, school communities, and duty bearers, resulting in significant advancements in school infrastructure development, teacher support, inclusive education, and student performance.



Volunteers briefing students about the sexual harassment committees.
Photo credit: IID

YOUTH-LED EFFORTS TO ESTABLISH ANTI-HARASSMENT COMMITTEES ACROSS BANGLADESH

The Institute of Informatics and Development (IID), through its Youth for Policy platform, launched a nationwide campaign to implement the 2009 High Court directive on sexual harassment complaint committees in educational institutions. Volunteers were trained on legal requirements and advocacy strategies, then identified schools and colleges without committees. They approached decision-makers with practical proposals for five-member committees, ensuring gender parity. The campaign emphasized collaboration with teachers, parents, and administrators to build ownership and embed committees into governance systems. Sustained follow-up promoted awareness and safety measures, such as posters and improved campus security. As a result, Sexual Harassment Complaint Committees were established in 21 schools and colleges across 20 districts. The Committees are recognised by school and college authorities, ensuring both institutional ownership and sustainability.



In **Bangladesh**, the OC2 grantee Institute of Informatics and Development (IID) strengthened youth engagement in policy advocacy through the Policy CampX initiative. This included Training of Trainers for 35 youth from 17 districts, focusing on civic literacy, policy advocacy, and facilitation skills. Following these sessions, the youth conducted consultations in their regions, which included marginalised groups. Through this process, 49 reform recommendations were generated, later consolidated into the Youth for Policy Declaration 2024. In total, 17 local Policy CampX events engaged 400 participants. The initiative amplified youth voices, fostered accountability, and institutionalised participatory approaches within national systems.

In **Togo**, the national education coalition (CNT/EPT) strengthened CSO capacity on Citizen Control of Public Action (CCAP), leading five regional councils to initiate CCAP actions with CSO support. The initiative engaged diverse stakeholders such as organisations of persons with disabilities, and women's associations. Early results include improved access to education data, and stronger collaboration between education stakeholders, marking a key step toward institutionalising social accountability and empowering communities to monitor education services.

In **Kenya**, the Elimu Yetu Coalition (EYC) implemented dialogue forums at county, regional, and national levels to create spaces for marginalised groups such as women and youth to engage with the government and raise their concerns. Outcomes include government responses to issues raised and joint action plans developed with stakeholders. EYC has expanded these forums to nearly all 42 counties, earning recognition from the Ministry of Education.

At the **global** level, GCE strengthened the Education Financing Observatory, which is a platform that enables GCE to gather evidence to inform its global advocacy and follow-up on SDG4 commitments. Research and analysis were conducted, tracking trends in domestic resource allocations and related issues such as tax justice, debt alleviation, privatisation, and gender-responsive budgeting. Building on lessons learned from previous years, GCE has introduced a new methodology to enhance the Observatory's scope and sustainability. This redesigned approach makes the platform more dynamic and engaging, enabling real-time data collection and analysis. The Observatory provides actionable insights for members and coalitions to strengthen evidence-based advocacy on education financing.

2.7 STRENGTHENED EVIDENCE-BASED ADVOCACY

During this reporting period, **civil society coalitions and alliances supported by Education Out Loud published a total of 99 studies, reports and assessments.** This includes budget analysis, assessments of education sector policies and plans, SDG 4 monitoring reports as well as thematic reports on various topics, including education in emergencies and inclusive education. These reports are used by civil society in their advocacy efforts to demonstrate gaps and challenges in the education system and influence policy changes, ensuring that the voices of marginalised communities are heard. Some examples of these are presented below.

In **Lesotho, Liberia, Malawi, Benin, Somaliland, Somalia, Zambia, Sierra Leone, Honduras, Sri Lanka, Pakistan, Nepal, and Indonesia**, Education Out Loud-supported grantees conducted budget analyses to identify shortcomings in education financing and service delivery, advocating for enhanced funding for education. For example, NECDOL, a member of the **Zimbabwe** Network of Early Childhood Development Actors

(ZINECDA – OC3 grantee) alliance, examined Lesotho's education budget and expenditure to assess the nation's commitment to early childhood care and development in recent years, providing actionable recommendations for stakeholders and partners to enhance investments in this area. In **Liberia**, the OC2 grantee Hope Liberia created a policy brief focusing on the financing of girls' education, analysing current financial commitments and proposing key strategies for improvement. Similarly, in **Somalia**, the Education for All Somalia Coalition (EFASOM – the NEC) produced an analysis of public expenditure related to education, while Foro Dakar Honduras (the NEC) in Honduras prepared a study on gender-sensitive budgeting at the local level. The Education for All coalition (EFA SL – the NEC) in **Sierra Leone** analysed the national education sector budget, and in **Nepal**, the National Campaign for Education reviewed the provincial government's budget for FY 2024/25 from an educational standpoint. In **Latin America and the Caribbean**, the Latin American Campaign for the Right to Education (CLADE) conducted a study on the existing global tax framework, arguing that a structural transformation of the tax system is essential for sustainable financing of public education and ensuring genuine equality of opportunity. This study will inform discussions at the 4th International Conference on Financing for Development in July 2025, as well as other regional and global education dialogues.

In **Honduras, Vanuatu, Sri Lanka, Solomon Islands, Philippines, Cambodia, Nepal, and Uganda**, Education Out Loud-supported grantees have produced spotlight reports that represent the civil society perspective on progress towards achieving SDG 4. These reports offer recommendations for stakeholders and emphasise the need for government commitment to their established goals. For instance, in **Vanuatu**, the Civil Society Spotlight Report on SDG 4 is anticipated to serve as a reference document, complementing other research findings to help the Ministry of Education and Training refine its SDG 4 implementation plan. Additionally, the National Campaign for Education (NCE Nepal) in **Nepal**, with support from Asia South Pacific Association of Basic and Adult Education (ASPBAE) has created a report that ASPBAE has used to shape its engagement strategy for the High-Level Political Forum and its regional synthesis report on SDG 4.

Education Out Loud-supported grantees produced various monitoring reports focused on assessing the education sector, highlighting gaps in policy implementation, and holding governments accountable for their commitments. In **Bolivia**, the Campaña Boliviana por el Derecho a la Educación (CBDE – the NEC) delivered a report on the education system, that highlighted critical challenges and suggested immediate policy adjustments, acting as an advocacy instrument to ensuring quality education for everyone. Meanwhile, in **Rwanda**, the Rwanda Education for All Coalition (REFAC – the NEC) developed a report assessing progress toward key education objectives to guide the formulation and implementation of policies and enhance current programmes.

Numerous studies have focused on assessing the accessibility of education for marginalised groups, including girls, indigenous communities, and individuals with disabilities. Civil society organisations leverage these findings in their advocacy efforts, urging governments to develop more inclusive educational systems. In **Malawi**, for instance, the Civil Society Education Coalition's (CSEC) research on gaps in education policies and public budgets related to girls and children with disabilities will be used for budget advocacy engagements with parliamentarians and government ministries. Similarly, in the **Kyrgyz Republic**, the Association for Education Development in Kyrgyzstan (AED) conducted a study addressing



the rights of children with disabilities to access secondary education in the country. The research specifically investigates the obstacles and challenges faced by these children in middle and high schools, including issues related to physical accessibility, social stigma, insufficient educational resources, and the teachers' capacity to deliver inclusive education. This research will be a valuable resource for assessing current effectiveness and informing adjustments to future programmes and strategies.

Several studies have been conducted on education in emergencies, including a policy paper by the Egyptian Union for Educational Policies and Research (EUEPR) in **Egypt** that examines the key interventions made by the Egyptian government in response to educational challenges during crises and offers important recommendations for maintaining education in such situations. In **Burkina Faso**, the Coalition Nationale EPT du Burkina Faso (CNEPT/BF – the NEC) released a report evaluating the state of education in emergency contexts, analysing the execution of the National Strategy for Education in Emergencies and suggesting ways to enhance its effectiveness. The report emphasises the need for renewed commitment and actionable strategies to improve the resilience of the education system and to ensure that all children in crisis-affected regions of Burkina Faso have access to education. It aims to inform discussions and strengthen social mobilisation efforts for the enrolment and re-enrolment of internally displaced students, girls, and children with disabilities in both formal and non-formal educational settings. In **Pakistan**, the Pakistan Coalition for Education (PCE) prepared a white paper on education in emergencies, aimed at advocating for universal access to quality education.

Additionally, several studies focus on teacher management and development. This includes a study by the OC2 grantee Institute of Social and Policy Sciences (I-SAPS) in **Pakistan** focusing on the recruitment and transfers of teachers in Punjab. The study will be used by the civil society education network (CSEN) and other civil society organisations for evidence-based advocacy to address policy gaps in teacher recruitment and transfers. In **Nigeria**, the Civil Society Action Coalition on Education For All (CSACEFA – the NEC) conducted an assessment of teachers' capacity to implement gender-responsive pedagogy. The findings will guide the development of targeted training modules and manuals to strengthen teachers' skills and knowledge.

2.8 VIOLATIONS OF THE RIGHT TO EDUCATION

During the extension phase of Education Out Loud, there has been an increased focus on identifying and documenting violations of the right to education. A new indicator was introduced in the global results framework to document the efforts of grantees in presenting cases of violations of the right to education in courts, ministries, or public forums. And a global learning partner, the Right to Education Initiative was engaged to enhance the capacity of grantees to effectively utilise human rights law and mechanisms among others.

During this reporting period, grantees have for the first time reported on cases of deprivations and inequalities in the enjoyment of the right to education. Below are a few examples of such cases. Given the complexities involved in identifying a state's violations of the right to education under national and international laws, additional investigation is necessary to ascertain whether the examples are linked to violations of that right.

In **Indonesia**, some families continue to face challenges accessing public education, particularly in areas where school

capacity is limited. As a result, certain students may seek alternatives in private institutions, which can present financial barriers for those from lower-income backgrounds. Recognizing these challenges, the Network for Education Watch Indonesia (NEW Indonesia) engaged with the Constitutional Court to help clarify and strengthen policies supporting equitable access to education. The coalition contributed data and analysis on the financial realities faced by families, and shared insights on opportunities to further expand access for all children. The proceedings included perspectives from marginalized groups and expert input on education financing, fostering a constructive dialogue among stakeholders. NEW Indonesia also worked to raise public awareness about the importance of inclusive and affordable education. The Constitutional Court ultimately affirmed the commitment to ensuring that all Indonesian children have access to education, regardless of financial circumstances or school type, reinforcing the country's dedication to educational equity.

In 2023, more than 1 million students in **Burkina Faso** were reported to be deprived of their right to education due to security crises, calling for immediate action to ensure their enrolment and re-enrolment. In response, the Coalition Nationale EPT du Burkina Faso (CN-EPT/BF) produced a report on the state of education in emergency situations, assessing the implementation of the National Strategy for Education in Emergencies and calling for renewed commitment to strengthen resilience in the education system and secure the right to education for all children in crisis-affected areas of Burkina Faso. Simultaneously, the coalition collaborated with other civil society organisations to strengthen social mobilisation for the enrolment and re-enrolment of internally displaced students, girls and children with disabilities in formal and non-formal educational structures. As a result of the combined efforts of the government, development partners, and civil society, the budget for emergency education increased significantly from 1.5 billion FCFA in 2023 to nearly 9 billion FCFA in 2024 and more than 400,000 students had been successfully re-enrolled in school.

In the **Philippines**, a new act has introduced changes to the medium of instruction for kindergarten to grade 3, transitioning away from the use of mother tongue languages. This development has prompted discussion among stakeholders regarding its potential impact on students whose first languages differ from Filipino or English. The Civil Society Network for Education Reforms Inc. (E-Net Philippines) has actively participated in these conversations by providing feedback to government officials, organizing meetings to share perspectives on multilingual education, and raising awareness about the importance of indigenous languages in early learning. These efforts have contributed to ongoing consultations led by the Department of Education, which are focused on developing the law's implementing rules and regulations in a manner that considers the diverse needs of learners across the country.

2.9 STRONGER TRANSNATIONAL ENABLING ENVIRONMENT

Education Out Loud supports civil society to not only engage with national agendas but also to advocate for education on transnational and global stages. Grantees supported by Education Out Loud elevate local issues, data, and experiences to regional and global forums, thereby shaping normative frameworks that enhance policy ambitions and accountability at the national level.

Advocacy at the regional and global levels

During the reporting period, GCE and the regional coalitions (ACEA, ASPBAE and CLADE) participated in numerous glob-



al and regional events. These events created opportunities for civil society to address education-related challenges, collaborate on common agendas to achieve SDG 4 targets alongside other SDGs, and amplify civil society voices in decision-making processes.

As a significant mechanism for intergovernmental coordination and reporting on the SDGs, GCE and the regional coalitions played an active role in the **High-Level Political Forum (HLPF)** held in July 2024 in New York, themed “Reinforcing the 2030 Agenda and eradicating poverty in times of multiple crises: delivering sustainable, resilient, and innovative solutions effectively.” For instance, GCE showcased spotlight reports from various regions and organised a side event focused on fostering peace, justice, and strong institutions through education, effectively highlighting the essential role of education in achieving other SDGs and promoting collective learning. ASPBAE co-hosted an official HLPF side event with GPE and the Permanent Mission of Japan to the United Nations titled “Advancing Climate Action through Education.” This roundtable discussion emphasised the necessity for resilient education systems and the critical role of education in climate action. It also explored innovative strategies and best practices informed by insights from the Asia and Africa Regional Forums for Sustainable Development, demonstrating the transformative potential of education in creating sustainable and resilient futures. CLADE organised a regional online event titled “Latin America and the Caribbean: where do we stand regarding SDG4?” where various spotlight reports were presented and discussed.

In September 2024, GCE collaborated with various civil society organisations to participate in the **Summit of the Future** in New York, advocating for the integration of educational perspectives into the programme and outcome documents. Additionally, GCE worked alongside CLADE and other partners to conduct a high-level side event, emphasising the importance of progressive tax policies as innovative methods for financing public education. Moreover, CLADE organised a side event titled “Education Cannot Wait: Enabling Conditions and Investment for a Better Future in Latin America and the Caribbean,” during which governments, international organisations, civil society organisations, and private foundations launched a Call to Action on Education Financing in the region.

Members of ASPBAE and NECs in the region took an active role in the **6th Asia Pacific Meeting on Education 2030**, themed ‘Accelerating Actions: Transforming the What and How of Learning’, held in September 2024 in Bangkok. This meeting functioned as a regional intergovernmental process contributing to the 2024 Global Education Meeting. ASPBAE facilitated opportunities for its members, including NECs operating at the national and grassroots levels, to engage actively, ensuring that the perspectives of communities and marginalised groups were represented.

GCE, ACEA, ASPBAE and CLADE all played an active role in the **2024 Global Education Meeting** held on 31 October–1 November 2024 in Fortaleza, Brazil. Their involvement included participating in preparatory regional consultations, providing expert inputs for various panels during the meeting, and contributing to the outcome document. For instance, CLADE took part in preparatory consultations in Latin America and the Caribbean for the Global Education Meeting, engaged in multiple panel discussions, and shared key messages during the event. Similarly, ACEA participated in the Arab Region Consultations for the Global Education Meeting in Beirut, Lebanon, served as a panelist in one of the sessions, and contributed to the outcome document report. Meanwhile, ASPBAE made

significant contributions to the CSO input for the Global Education Meeting through its representation in the Asia Pacific Coordination Group of the Collective Consultation of NGOs on Education 2030.

ASPBAE took an active role in the **Asia Pacific Forum on Sustainable Development (APFSD)** held in Thailand in February 2025. During the APFSD roundtable discussions, ASPBAE emphasised the importance of gender-transformative education, women’s economic empowerment, investments in lifelong learning, and the necessity of robust public education systems, among other key issues. ASPBAE’s Civil Society Organisation Statement and Recommendations on SDG 4 were also included in the meeting documentation. These contributions from ASPBAE and its regional members played a significant role in shaping the final regional outcome of the 6th Asia-Pacific Meeting on Education (APMED 6), which was submitted as input for the 2024 Global Education Meeting.

GCE, ASPBAE, and CLADE were actively involved in the **3rd Annual Meeting of the Feminist Network for Gender Transformative Education (FemNet4GTE)**, which took place in March 2025 in Kenya. The purpose of this meeting was to establish priorities and actions aimed at promoting the shared vision of gender equality in and through education for 2025 and beyond. Leading up to this meeting, extensive consultations

Photo Credit: CBDE



COLLABORATIVE LEARNING IN FOCUS: CBDE’S DIGITAL REPOSITORY FOR EDUCATORS

In Bolivia, the Campaña Boliviana por el Derecho a la Educación (CBDE) created a digital repository to showcase best practices. This platform currently features 35 examples that highlight efforts in promoting inclusive and bilingual intercultural education. Each practice reflects the dedication of educators and organizations working to make learning environments more equitable. The repository is designed not only to inspire but also to serve as a practical resource for replication. Education authorities and practitioners are encouraged to adapt these models to their own contexts. Civil society organizations are also invited to contribute by sharing their experiences. The goal is to foster a collaborative space for learning and innovation in education. By making these practices accessible, CBDE hopes to strengthen inclusive education across Bolivia and beyond. The repository can be explored at <https://buenaspracticas.cbde.org.bo/>



were conducted with 551 organisations and experts from 112 countries, resulting in the creation of four regional Declarations for Gender Transformative Education (covering Africa, Asia and the Pacific, Latin America and the Caribbean, and Southwest Asia and North Africa). These declarations formed the basis for developing the FemNet4GTE report, which addressed barriers and gaps in strategic advocacy for gender transformative education while emphasising the importance of generating research, evidence, and mobilising resources.

The **Africa Regional Forum for Sustainable Development (ARFSD)** took place from April 9–11, 2025, in Kampala, Uganda, serving as the regional intergovernmental preparatory process for the High-Level Political Forum. During this year's meeting, GCE, in collaboration with the Government of Eswatini, the Africa Network Campaign on Education for All (ANCEFA), and Girls Not Brides (another Education Out Loud grantee), organised a virtual side event titled "Financing Gender-Transformative Education for Inclusive Growth." This event provided an opportunity to assess Africa's progress on gender equality in education for inclusive growth, reflect on the role of civil society organisations in monitoring gender-transformative education, and learn from the implementation of the Sustainable Development Goals (SDGs) in Eswatini. Key recommendations from these discussions were featured in the meeting communiqué, including the need to increase investments that benefit all children and young people, especially those with disabilities, enabling them to access affordable, inclusive, gender-responsive, equitable, and high-quality health, nutrition, and education programmes and services.

During the **Global Action Week for Education**, which took place from 28 April to 5 May 2025, ACEA spearheaded regional campaigns with the slogan #EducationSavesLives and released advocacy statements highlighting education in emergencies and the importance of safeguarding the right to education under international law. Additionally, ACEA facilitated local dialogues in member countries and strengthened appeals for governments to ratify treaties that ensure the protection of schools.

GCE, along with regional coalitions (ACEA, ASPBAE and CLADE) and various civil society organisations, actively participated in the preparations for the **4th International Conference on Financing for Development (FfD4)**, to be held in July 2025 in Spain. For instance, GCE worked with the TaxEd Alliance (OC3 grantee), the Global Alliance for Tax Justice, Eurodad, and other tax justice networks to campaign for the UN Tax Convention. GCE made its own submission to the ad hoc committee and supported the joint submission by the Global Alliance for Tax Justice prior to the July meeting. ASPBAE released a statement for FfD4, advocating for a just, people-centred, and sustainable international financing framework for transformative education and development. Meanwhile, CLADE contributed to the FfD4 outcome document, co-hosted a side event focused on education, and enhanced its advocacy for education and tax justice through additional research on the subject.

Transnational alliances' advocacy achievements

Alongside the policy changes influenced by transnational alliances and the social accountability mechanisms created, these alliances also advocated at regional and global levels by participating in high-profile events.

For instance, at the **African Union's 1st Pan African Conference on Education** from July 2 to 5, 2024, in Addis Ababa, Girls Not Brides made a crucial statement outlining key recommendations to tackle gender-based violence in schools. They

underscored the vital role of education in preventing child marriage, particularly in the context of Sub-Saharan Africa, where cycles of violence are perpetuated by harmful social norms and cultural beliefs that normalise abuse against women and girls. The African Union reiterated its commitment to promoting girls' education through Agenda 2063 and the Maputo Protocol, focusing specifically on the elimination of child marriage and school-related gender-based violence.

On July 17–19, 2024, SAYWHAT, as the lead partner of the GEAR 2.0 Alliance, hosted the **5th Edition of the Southern African Regional Students and Youth Conference** in Gabon, centred on the theme "Advancing Equitable Access to Public Health and Education." This conference aimed to underscore the necessity of strengthening education systems in response to the socio-economic, political, and public health challenges confronting young people in the SADC region. A significant outcome of the event was the Gaborone Declaration, which called upon SADC member states to allocate at least 20% of their national budgets to education, eliminate taxes on sanitary products to enhance accessibility for marginalised girls, and leverage youth innovation to bridge educational gaps.

At the **4th Africa Conference on Debt and Development**, which took place from August 28–30, 2024, in Maputo, Mozambique, the Public Service Accountability Monitor (PSAM), representing the Kuyenda Collective, presented data and insights from Malawi, Mozambique, Tanzania, and Zimbabwe regarding the effects of debt on education. They offered recommendations that extended beyond debt cancellation and reform of the global financial architecture, advocating for systems strengthening and social accountability to tackle systemic barriers in service delivery, particularly in the education sector.

The Transnational Networks Advocacy Capacity (TRANAC), represented by the Zimbabwe Network of Early Childhood Development Actors (ZINECDA), took part in the **Southern Africa Regional Conference on Early Childhood Development and Education** held from November 5th to 7th, 2024, in Lesotho. The conference concluded with a call for all stakeholders to, among other actions, allocate at least 10% of education budgets to pre-primary education and to enhance or establish research and tracking mechanisms for early childhood development and education, aimed at informing decision-making, planning, financing, and resource allocation.

Moreover, Girls Not Brides, along with representatives from La Coalition Nationale Contre le Mariage des Enfants au Burkina Faso (CONAMEB – Burkina Faso) and La coalition nationale des organisations de la société civile pour l'abandon du mariage des enfants au Sénégal (CONAME – Senegal), participated in the **13th Pan-African Regional Forum on Education Policies and Learning Events** hosted by African Campaign Network for Education for All (ANCEFA) on December 17–18, 2024, in Dakar, Senegal. This gathering was a notable milestone, as it marked the first time recommendations regarding child marriage were incorporated into the forum's final communiqué, urging for the strengthening of collaborations between child marriage and education coalitions to facilitate the exchange of experiences and best practices.



SECTION 3:

THEME: NEC PARTICIPATION IN POLICY SPACES

3.1 BACKGROUND

Education Out Loud commissioned a study in 2025 to gather qualitative evidence and insights to inform Outcome Indicator 1.2.1 of its Monitoring, Evaluation and Learning (MEL) Framework: *“Meaningful and quality inputs from National Education Coalitions (NECs) in national policy discussion forums and Compact processes.”* The indicator was introduced as part of the updated Monitoring, Evaluation and Learning Framework for the 2024–2026 extension phase, to strengthen the understanding of how NECs participate in policy dialogue spaces and how their participation in these spaces can be best monitored and enabled by the programme. The study was conducted by an external consultant and was based on a sample of seven NECs across all Regional Management Units (RMUs). As such the study is not meant to be representative of all NECs but rather provide a more nuanced understanding of NECs participation in policy spaces. Four criteria were used to ensure inclusion of NECs with different characteristics: geography; participation and contribution to local education groups; civic space and fragility; and membership and age of the NECs. Data was collected through document review, key informant interviews, and focus group discussions with both NEC representatives and external stakeholders (non-NECs), including ministry officials, GPE country engagement leads, the coordinating agent, and other members of sector dialogue who interact with NECs.

3.2 STUDY FINDINGS

The study found that the NECs in the countries in question define meaningful participation as engagement that is ‘evidence-based, inclusive, and solution-oriented, enhancing their credibility’. This involves attending forums like local education groups, partnership compact meetings or other policy forums with an open mind, proposing constructive solutions rather than directly criticizing government policies. The data-driven approach includes collecting community and grassroots-level data to inform national level advocacy efforts and ensure marginalised voices are represented. Meaningful participation is also consultative and member-driven, grounded in coalition consensus, and characterised by credibility, technical competence, transparency, and political impartiality.

From the perspective of non-NEC stakeholders interviewed as part of the study, meaningful participation of NECs is characterised by their ability to combine strong technical expertise with inclusive representation and constructive engagement. NECs that provide credible, evidence-driven inputs and maintain a balanced “critical friend” approach are viewed as offering high-quality, valuable contribu-

tions to policy dialogue. There are differing perspectives among non-NEC interviewees regarding how NECs can most effectively engage with governments. Some interviewees highlighted the benefits of a cooperative, solution-oriented approach that fosters participation in policy forums and collaborative decision-making. Others emphasized the importance of NECs providing independent, evidence-based contributions, ensuring that a broad range of views and expertise are represented in policy discussions, even in more challenging environments.

Strong technical and advocacy capacity is considered a precondition for meaningful participation and high-quality inputs. Both NECs and non-NECs interviewees, unprompted, compared NECs’ credibility and apolitical stance to teacher unions, noting that among the cohort much of their legitimacy stems from being technically strong “experts” able to engage in technical dialogue with multiple stakeholders, including government actors. NECs that acted as coalitions, rather than as individual NGOs or typical CSOs, were generally perceived to be better equipped to provide inputs of high quality to sector dialogue.

Several NECs explained that having a strong understanding of GPE’s national processes and mechanisms enabled them to provide quality inputs and participate meaningfully in sector dialogue, particularly in GPE-supported processes such as the local education group or partnership compact. They noted that familiarity with requirements, procedures, and funding mechanisms allowed them to prepare inputs that could effectively contribute to policy discussions, and that they worked to remain ‘aligned’ with the GPE operating model to engage meaningfully in forums like the local education group. Through tailored capacity building, learning collaboratives, and core funding, Education Out Loud has enhanced NECs’ organisational and technical capacities to contribute effectively to dialogue spaces in the countries in question.

Overall, the study concludes that, based on the sample, meaningful NEC participation requires the capacity to provide credible, evidence-informed, and inclusive contributions that both complement and challenge government perspectives, reinforcing civil society’s legitimacy in shaping and monitoring national education policy. At the same time, NECs face a delicate balancing act: they must deliver high-quality technical inputs while avoiding being perceived as either too confrontational or too compliant by both the government stakeholders and their constituent. External stakeholders interviewed value NECs that speak with a broad, representative voice reflecting coalition diversity



and maintaining a constructive, solution-oriented stance. In contrast, a few stakeholders questioned whether some NECs were truly representative coalitions, noting concerns such as long-tenured leadership or limited openness, which could affect their ability to reflect the full spectrum of civil society voices. Achieving this balance in practice is challenging, particularly for coalitions representing diverse members with differing interests, underscoring the strategic and nuanced role NECs play as the voice of civil society in national education policy.

Outlook for the forthcoming period

Key findings from the study will be made publicly available on the Education Out Loud website and disseminated

through the Education Out Loud newsletter and social media platforms. Furthermore, as part of the Monitoring, Evaluation and Learning Framework for the extension phase, Education Out Loud will be conducting two other studies to gather evidence and insights to inform Outcome indicator 1.1.1 “*Number of NECs that have increased their inclusivity in structure and practices as documented through case-studies*”, and Outcome indicator 2.3.1 “*Documented cases of violations of the right to education presented in courts, in Ministries or publicly by civil society organisations*”. These indicators were introduced as part of the Monitoring, Evaluation and Learning Framework for the extension phase, to strengthen the understanding of NEC’s inclusivity efforts and to document cases of violations of the right to education.



Participants in Youth Club, Ikaheng High School, Lesotho
Photo Credit: Obert Theko, Principal of Ikaheng High School /LCN

STUDENT PARTICIPATION TRANSFORMS CURRICULUM DEVELOPMENT IN LESOTHO

For many years, students in Lesotho did not have a platform to influence the conditions of their education. The disconnect between the education system and their lived realities led to early school dropouts and inadequate learning outcomes. In 2024, a nationwide grassroots youth-movement blossomed, advocating for inclusion, peacebuilding and education reform. The Lesotho Council of NGOs (LCN) supported this movement by providing technical, financial and advocacy support. This enabled Young Christian Students, who spearheaded the movement, to launch a nine-month program to train students in leadership, mediation and rights-based advocacy. Mediation training enabled students to engage in constructive and peaceful dialogue with school leadership rather than resorting to disruptive measures. Principals and teachers were also trained to foster an enabling environment for youth leadership. These efforts led to the creation of multiple platforms for youth engagement in education with teachers, school leaders and community organisations responding positively to this shift. As a result, students are now able to influence their education systems to better cater to their lived realities and needs.



SECTION 4: LEARNING

4.1 EDUCATION OUT LOUD'S LEARNING FRAMEWORK

Education Out Loud's learning framework was updated in May 2025 to reflect latest developments, especially on linking learning and adaptive management. The learning framework provides a clear and shared understanding of Education Out Loud's learning approach. It guides the planning, facilitation and implementation of learning throughout the Education Out Loud 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 Education Out Loud.

Overall developments on learning framework implementation

- 90% focus on collaborative learning and learning from own and others' experiences at regional level.
- Improved processes, RMU steer and ensure quality of learning partner efforts.
- Improved strategic coordination on learning.
- Improved coordination between global and regional learning efforts – avoiding duplication and overburdening of grantees.
- Improved coordination with GPE Knowledge and Innovation Exchange (KIX), especially at regional and country level.
- Active use of Education Out Loud's learning management system, Moodle, by learning partners, grantees and Education Out Loud.

INTRAC review of Education Out Loud on learning

The INTRAC Review of Education Out Loud found that significant improvements were made in Education Out Loud learning frameworks and systems, including clearer language around the overall approach and the establishment of planning systems at all levels. These developments have enhanced synergy and collaboration among grantees, especially through learning collaboratives and synchronised calls for proposals.

The learning offer of EOL (both capacity building and learning) has been continually strengthened, with strong value and clear links to grantee effectiveness, sustainability and results. Alongside funding, learning is one of the greatest contributions of EOL to grantees.

INTRAC, Education Out Loud Review 2025, Phase 2, page, p.43.

The review also found that the Grant Agent played a vital role, not only by providing funding but also by evolving the

learning offer. For example, the Malawi NEC commented that, on top of funding for its activities:

"EOL has also built our capacity in terms of proposal development, results harvesting, gender and inclusive advocacy, synergies and learning collaboratives."

INTRAC, Education Out Loud Review, Phase 2, p. 55

The Review further noted that Education Out Loud's learning support contributed to the quality and impact of advocacy, helping grantees sharpen strategies and messaging. Moreover, the organisational capacity among grantees has improved, and reflective and adaptive practices have become more integrated into their work, allowing them to respond more strategically to changing contexts. This shift has strengthened their relevance and impact as civil society actors.

Focus on collaborative learning

When looking across the status of learning efforts in 2025, there is, with a few exceptions, focus on facilitating learning collaboratives over longer periods of time, where a smaller number of grantees engage and learn from each other's experiences. Inputs or training is often part of the collaborative learning process, but practicing, exchanging experiences and receiving mentoring and coaching in engaging with the topic is part of the longer-term engagements. Moreover, grantees establish much deeper relationships and networks that promote synergy due to the longer-term engagements.

Repository of learning resources and knowledge products

A full [repository of learning resources and knowledge products](#) is available and continuously updated. It includes learning resources from regional and global learning partners, Education Out Loud commissioned consultancies, and learning resources produced by Education Out Loud. By count, it shows that 49 learning resources are produced by regional learning partners, 39 by global learning partners, 9 by consultants, and 12 are produced by Education Out Loud itself. The learning resources identified as relevant for public sharing are available on the [website](#). See also examples mentioned in section 4.5 under learning resources.

Regional Learning Partners

Thirteen regional learning partners were engaged in learning assignments in the period. A list of active regional learning partners and their activity focus in the reporting period 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 Partners

Four new Global Learning Partners (GLPs) were contracted by Education Out Loud in August 2024 following an open call for proposals. Their joint research focus is on topics relating to inclusion and gender equality, but each applies different approaches and tools, and a methodological mix of academic research, desk review and learning engagements with grantees. The four Global Learning Partners for 2024–2026 are:

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

Coordination with Education Advisors and the programme coordinators at GMU, as well as with GCE ensures that the Global Learning Partners' engagement with grantees is diversified across the regions and aligned with other ongoing learning initiatives. Below is an overview of the four GLPs' work plans:

Institute of Development Studies (IDS)

- Supported the development of the Adaptive Management Principles and Processes to support grantees' adaptive practices.
- Research on NECs' advocacy actions on issues of marginalisation.
- Research and peer learning on youth-lead advocacy and accountability within Education Out Loud.
- A gender and inclusion lens on Education Out Loud's processes and practices for grant management.
- Research on how NECs access and influence policy decision spaces.

National Foundation for Educational Research (NFER)

- Synthesis analysis of Education Out Loud data through a gender and inclusion lens.
- Learning sessions with selected grantees on Safe and inclusive learning environment and Equity and inclusion in the learning environment
- Case studies/Action Research co-developed with grantees to illustrate good practices and lessons.

Right to Education Initiative (RTE)

- Introduction sessions for Education Out Loud staff and selected grantees on human rights law and mechanisms to improve CSOs' advocacy and accountability impact in education.
- Forthcoming review of 15 selected grantee projects and advocacy support.
- Analysis of use of right to education approach in Education Out Loud and compilation of global examples

University of Minnesota (UMN)

- Launch of Facilitated Reflexive and Multimodal Exchange (FRAME) approach with selected grantees, on gender and inclusion issues.
- Advocacy briefs on Boys' education and on Climate change, gender, and education. Briefs on Emergency response and social inclusion; Intersectionality for inclusion and equity.
- Forthcoming online learning engagement with NECs in Latin America and the Caribbean in collaboration with CLADE on climate justice, with Media for Advocacy Lab.

4.2 LEARNING COLLABORATIVES

Learning collaboratives are an essential component of learning from experience between Education Out Loud grantees. The learning collaboratives bring civil society organisations together and ensure synergy between grantees and other CSOs. Collaborative learning ensures learning from experience, exchanging strategies, lessons learned, approaches and knowledge production. Facilitated by a learning partner, a lead grantee, or a regional coalition, these learning collaboratives might also work together on joint learning products, materials, or strategies that can be used actively by participants, and in some cases be shared more widely. Participating grantees commit to applying the knowledge and skills gained within their own organisations.

Since the inception of Education Out Loud in 2020, the programme has supported **42 learning collaboratives** with participation of between 6 and 18 grantees/civil society organisations in each and covering all 80+ grantees with capacity strengthening through collaborative learning depending on learning needs. Of these, 22 learning collaboratives were run by Education Out Loud directly with the support of learning partners. 20 learning communities/working groups were run by the Global Campaign for Education (GCE) and the Regional Coalitions (ACEA, ASPBAE and CLADE) as part of their Education Out Loud learning grant.

In this reporting period, Education Out Loud supported **29 learning collaboratives**. Of these, 13 were run by Education Out Loud directly with the support of learning partners, and 16 learning communities/working groups were run by the Global Campaign for Education (GCE) and the Regional Coalitions (ACEA, ASPBAE and CLADE) as part of their Education Out Loud grant.

This is an **increase of 5 learning collaboratives** in relation to the last reporting period (July 2023–June 2024). See description of [learning collaboratives](#) on the website in the following sub-themes:

- Gender and Social Inclusion (7)
- Joint Advocacy – shifting topics (5)
- Organisational Development (5)
- Education in Emergencies/Fragile contexts (3)
- Education Financing (3)
- Climate Education (3)
- Youth (2)
- Social Accountability (1)

For instance, in HESA, Education Out Loud worked with a virtual learning collaborative on [Social Inclusion in Education](#). Facilitated by the learning partner, Christian Blind Mission, this learning collaborative involved 18 grantees across operational components. The aim was to strengthen the capacity to promote inclusive education systems that address special learning conditions/needs of different groups. Christian Blind Mission produced three self-paced training courses on Education Out Loud's Moodle platform: [1\) Monitoring Inclusive Education](#), [2\) Supporting teaching and teacher development for inclusion](#), and [3\) Designing, planning and budgeting for Inclusive Education](#). The first phase of the learning process is finalised and continuation of a learning process with more tailored support to grantees in 2026 is being prepared.



In Asia Pacific, Education Out Loud set up a learning collaborative on Climate Education based on dialogue on learning needs among NECs in the Pacific Islands in coordination with ASPBAE. The learning collaborative aims to build capacity and support learning and experience exchange of the four National Education Coalitions and their member CSOs in the Pacific Islands of Solomon Islands, Samoa, Vanuatu and Papua New Guinea on how to influence and bring change and make links between education and climate action. Infographics, animated whiteboards and other learning products are being developed in the process to help grantees advocate for climate education.

Learning Collaboratives in Education Out Loud – what have we learned so far?

The learning collaboratives supported by Education Out Loud can be divided into four different types or modalities.

1. Learning collaboratives facilitated by a likeminded CSO/ NEC with similar purpose and value as participating grantees, e.g. NECs
2. Learning collaboratives self-facilitated by grantees
3. Learning collaboratives facilitated by a learning partner/ consultant
4. Learning communities/working groups run by GCE or the Regional Coalitions

Lessons learnt on learning collaboratives:

- The design and set up of a learning collaborative matter.
- Learning collaboratives facilitated by likeminded CSO with similar values, set-up and purpose has proven important for grantees' level of trust and ownership to the learning process.
- Learning collaboratives function better and there is more ownership to the learning processes when grantees are involved in all stages.
- Limited number of participating grantees in a learning collaborative helps the establishment of a safe learning space with trust and relationships. Generally, larger learning collaboratives with many grantees/participants become more a set of separate or disconnected learning sessions, but not a collaborative process with the same participants. On the other hand, they allow for more diverse participation including from NEC members.
- It helps the relationship, trust and motivation with at least one face to face workshop.
- It is important to adapt the learning process to grantees' diverse capacity from the beginning.
- It is important to make the development of learning/ knowledge products or resources an integral part of the learning process from the onset – rather than viewing it as an end-result of a learning collaborative to be produced by the learning partner.
- It helps the impact of the learning collaborative with longer-term learning processes (up to a year or two), including in-built flexibility for adapting. It can help ensure follow-up and diversified mentoring support to grantees and thus better institutional uptake/outcome of learning, including use of learning products.
- Participatory methods and tools for online sessions is difficult with the digital divide and diversified capacity to engage with such tools.
- Diversification of participants in learning activities has proven difficult.

- It requires time, and effort, by learning partners in cooperation with the Education Out Loud Grant Agent to ensure the dissemination and use of learning resources, especially if they are to be used beyond the participating grantees.

4.3 CAPACITY STRENGTHENING AND LEARNING RESULTS

Education Out Loud RMU and GMU learning efforts

During the reporting period, all RMUs provided capacity development and learning support to grantees across the four regions, including by supporting learning collaboratives. This support was a mix of virtual learning sessions, grantee visits, and learning exchanges tailored to the specific needs of the grantees. For example, in the HESA region, three learning and reflection workshops were organised. These events focused on organisational strengthening and facilitated peer-to-peer learning among grantees, allowing them to exchange insights and best practices. As one participant noted:

"The content was timely for use in our individual institutions, reflections on the theory of change, and use of the 4s framework is something I can start applying immediately."

Participant in RMU HESA reflection and learning training held in Uganda, May 2025.

In Latin America, the RMU took the initiative to facilitate two virtual workshops that brought together civil society organisations from **Guatemala, Bolivia, and Honduras**, including CBDE (the NEC in Bolivia), CEMSE-ACLO (OC2 grantee in Bolivia) and FDH (the NEC in Honduras). Through these workshops, the organisations shared successful strategies and experiences in intercultural bilingual education, including the development of bilingual and intercultural educational materials and strategies on how to influence localised and regional curricula.

Additionally, for the first time, specific learning events were organised to share experience between OC2 grantees in the regions. The purpose was to strengthen OC2 grantees' synergy of purpose, values, and skills through learning from experiences in social accountability, including generation and use of actionable data. The learning events were used to clarify the various social accountability mechanisms used across OC2 grantees and thus learning about the added value of this modality. Four learning resources came out of these processes to strengthen learning, synergy and exchange (see section 4.5 for more details).

"This type of learning process allows self-reflection which is ignored in our office set-up. The process revealed that there are areas to improve in our organisations. The way of incorporating the learning into practice will be used when we come back"

OC2 grantee during the learning and experience exchange in Kathmandu, August 2024: Transforming education systems through social accountability.



A learning event was also organised for the six OC3 alliances in Tanzania in 2025. It allowed the alliance leads and alliance members to learn from each other's transnational advocacy approaches, to examine opportunities for collaboration, and to set out an action plan for joint learning and initiatives. The participants also reflected on the initial recommendations from the OC3 review that had been undertaken by an external consultant in early 2025. The review looked at the extent to which Education Out Loud through the OC3 grants contributes to the creation of an enabling transnational environment for civil society advocacy and transparency efforts in education.

Global Campaign for Education 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. As such, it supports the movement to maximise its advocacy and campaigning capacity, by creating shared learning platforms and opportunities. One example of this is the learning communities facilitated by GCE, which predominantly take the shape of webinars that are open for all GCE's members. Such online events are mainly held to inform and engage GCE members on a specific topic in the lead up to a global campaign or event. For example, an online workshop was held by the Education in Emergencies Learning Community in April in line with this year's theme of the Global Action Week for Education (GAWE), which is Education in Emergencies. In this way, the 117 participants were presented with information to feed into their own national GAWE events.

Similarly, an online panel discussion was organised for International Women's Day in March 2025, with speakers from women's organisations and Regional Coalitions. 158 members of the Gender Transformative Education Learning Community participated. In preparation for education activists' engagement in the discussions relating to this year's 4th International Conference on Financing for Development (FfD4), GCE organised a webinar in the Education Financing Learning Community to highlight the linkages between this conference and civil society's campaign for education financing.

GCE organised learning sessions focused on the UN Tax Convention, which has enhanced NCE **Nepal's** capacity to incorporate tax justice advocacy into its organisational strategies, highlighting the need for equitable financing in education. As a result, NCE Nepal is now better equipped to engage with government entities on the principles of the UN Tax Convention, utilizing evidence-based recommendations and fostering collaboration among multiple stakeholders to influence national and regional education policies. Similarly, the Campaign for Popular Education in **Bangladesh** (CAMPE – the NEC) participated in these training sessions, strengthening its technical understanding of global financing issues, which has improved its ability to engage in discussions surrounding debt justice, tax reform, and education financing. Consequently, the coalition is now more capable of developing well-informed policy positions that connect global advocacy frameworks with national education priorities.

GCE organised virtual workshops to support its members in integrating gender considerations into their strategies and advocacy efforts. One notable workshop titled "Integrating Gender in Education" took place in 2024 as part of its global gender mainstreaming effort. Among the NECs that participated in these sessions was the Association for Education

Development in Kyrgyzstan (AED – the NEC) in the **Kyrgyz Republic**, which is now able to conduct gender and anti-discrimination assessments of textbooks and teaching-learning materials. In addition, following these trainings, a series of webinars were conducted, allowing members to share insights on various gender topics. One such webinar focused on "Gender and Marginalisation," enabling participants to collaboratively identify barriers to education access for marginalised groups through a gender lens. This analytical tool for assessing the needs of marginalised communities will now be utilised by NEC members in their work.

The Samoa Education Network (SEN – the NEC) in **Samoa** participated in an online training on Climate Change Education organised by GCE, and the coalition is also part of the Climate Education learning collaborative, where NECs in the Pacific Islands learn and exchange experience on climate education. These efforts have enhanced their understanding of how climate change impacts Samoa's education system and vulnerable communities and have strengthened their ability to create and implement programmes focused on climate change and education. Consequently, SEN is now more capable of advocating for and contributing to the incorporation of climate change education into the Samoan curriculum.

The Network for Education Watch **Indonesia** (NEW Indonesia – the NEC) participated in a GCE learning event focused on the VNR process, which has strengthened their thematic capacity. This has contributed to improving their ability to lead complex discussions, effectively manage relevant knowledge, and carry out advocacy that is more data-driven and technically sound, all aimed at promoting quality and inclusive education.

Regional coalition learning efforts

Regional coalitions funded by Education Out Loud, ACEA, ASPBAE, and CLADE also provided learning and capacity support to NECs in their region July 2024 – June 2025.

ASPBAE provided support in various areas including advocacy and campaigns, gender equality in education, project management, and fundraising. One notable initiative was a workshop on gender transformative education held in preparation for the 6th Asia Pacific Meeting for Education. This has contributed to strengthening the capacity of NECs such as the National Campaign for Education in **Nepal**, which has gained a deeper understanding of the importance of gender-responsive curricula and education sector plans. They have also been equipped with tools to incorporate a gender perspective into their advocacy efforts.

Moreover, the Network for Education Watch **Indonesia** (NEW Indonesia – the NEC) has enhanced its capacity to collect and disaggregate data on gender equality in education, ensuring that this information is gathered and reported in a manner that highlights gender gaps and disparities. This has strengthened the coalition's monitoring and evaluation mechanisms, enabling them to track progress toward achieving gender equality in education effectively. Additionally, the NGO Education Partnership (NEP – the NEC) in **Cameroon** has improved its ability to use evidence for advocacy after participating in ASPBAE training sessions, allowing the NEP to articulate civil society organisations' concerns and recommendations in national and regional education discussions.



CLADE held several trainings and facilitated learning collaboratives focusing on areas such as gender equality in education, fundraising, communication and youth engagement. As a result of these learning efforts, Campaña Boliviana por el Derecho a la Educación (CBDE – the NEC) in **Bolivia** has enhanced the integration of a gender perspective into its resource mobilisation strategies, enabling them to develop more inclusive projects tailored to local contexts. Meanwhile, the Regroupement Education Pour Toutes et pour Tous (REPT – the NEC) in **Haiti** has provided training to members on gender-transformative education and has improved its presence on social media platforms. Additionally, Foro Dakar in **Honduras** (the NEC) expressed appreciation for the learning collaboratives, which have contributed to long-term organisational growth.

ACEA conducted a series of online training sessions focused on results-based management and the analysis of public education budgets. Participation in these sessions helped enhance the capacity of the Egyptian Union for Educational Policies and Research (EUEPR – the NEC) in **Egypt**, equipping it with valuable insights for its advocacy initiatives.

4.4 LEARNING RESOURCES

During the reporting period, Education Out Loud's global and regional learning partners produced several learning resources or research outputs. A few are highlighted below and all can be found on the website [repository of learning resources](#).

Studies and research

Research is carried out by different partners in Education Out Loud, particularly by the Global Learning Partners, but there are also cases of research undertaken by grantees themselves or by other learning partners such as [the Mapping of the Status of Education for Sustainable Development in Togo, Senegal, Burkina Faso, and Madagascar](#) (in French) that came out of the learning collaborative on Education for

sustainable development which is supported by the French National Education Coalition in 2025.

The National Foundation for Education Research (NFER), as its first task as a Global Learning Partner, drafted a Synthesis Report, analysing quantitative and qualitative Education Out Loud data through a gender and inclusion lens, and Institute of Development Studies (IDS) undertook a gender and inclusion system check of Education Out Loud processes and practices to inform more inclusive grant management efforts. Both reports are in the first instance for internal use for Education Out Loud staff and in learning sessions but will be revised for wider dissemination.

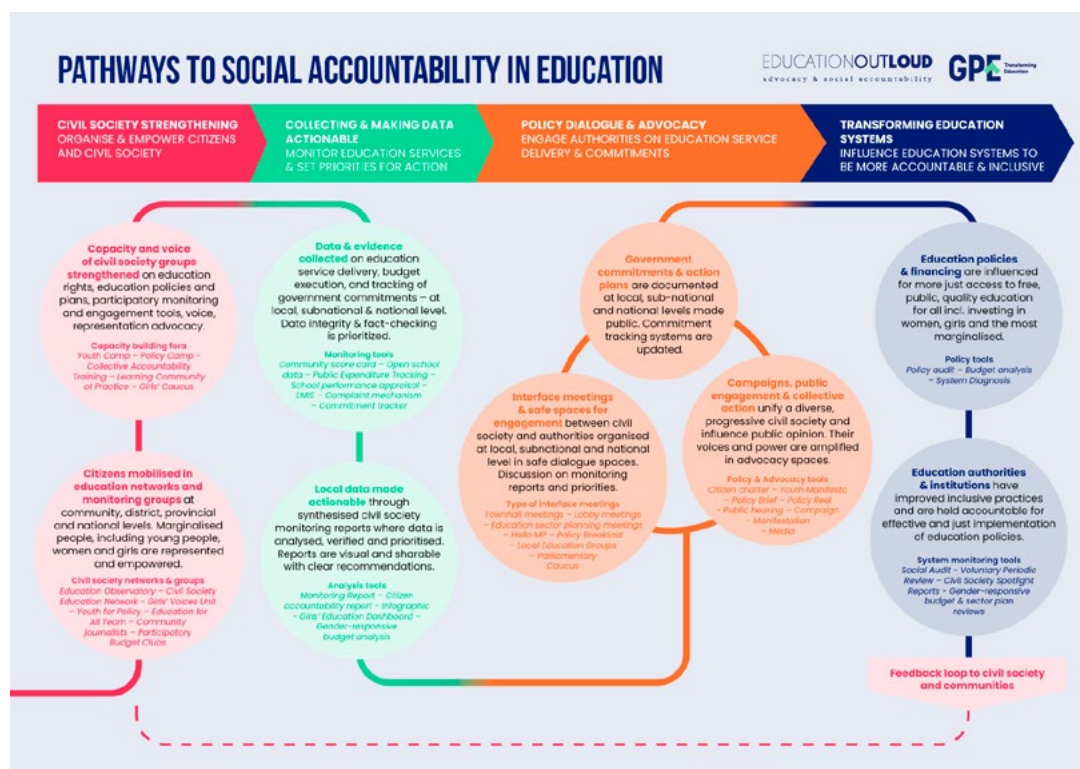
Tools

Tools produced in a learning collaborative as part of the learning process or by learning partners or Education Out Loud can consist of both guidelines, modules, infographics etc. that can be used a broad section of grantees and other civil society organisations.

As part of the learning collaborative on inclusive education in HESA, the regional learning partner, Christian Blind Mission, developed a [three module self-paced e-learning course on Inclusive Education](#) available on Education Out Loud's Moodle platform.

Two learning products came out so far from the ongoing learning collaborative in AP on climate education with participation of four Pacific Island NECs: An [Infographic on climate justice](#) and an [Infographic on Loss and Damage in the Pacific Islands](#).

[Pathways to Enhancing Social Accountability in Education – Illustrative Tool](#) simplifies the understanding of social accountability by illustrating key steps, processes, tools involved when looking across experiences among the 14 CSOs supported by Education Out Loud under OC2. It is not to be





seen as a 'one size fits all' model. Rather it combines existing practices and generalises them visually.

Policy Briefs

Several briefs were published in the reporting period by Global Learning Partners, containing targeted findings and recommendations for uptake by advocates and decision-makers, on topics of current relevance for education stakeholders:

- [Rethinking Reform: The Role of Teachers' Unions in Education Advocacy in Zimbabwe](#). Accountability Brief 2024 by Abrehet Gebremedhin and Clemence Tauya Nhliziyo, Accountability Research Center, American University.
- [Bangladesh's New Generation of Youth-Led Education Civil Society: Prospects for Reinvigorating Education Reform](#). Accountability Brief by Naomi Hossain and Rafsanul Hoque, Accountability Research Center, American University, 2024.
- [Boys and Gender Transformative Education: Needs, Gaps, and Interventions](#). Advocacy Brief by Dr. Aditi Arur, Christ University, for University of Minnesota-Twin Cities, May 2025.

Best practice and experience exchange

A series of learning products sharing mechanisms, strategies and best practices from OC2 grantees were produced to document OC2 added value and clarify the concept of social accountability in the context of Education Out Loud:

- A publication (produced by Oxfam Denmark as the grant agent) – [Transforming Education Systems through Social Accountability](#) – from the Learning and Experience Exchange of five OC2 grantees in Asia Pacific in August 2024. See article: [Learning and Sharing Experiences by CSOs](#).
- A [Video on How civil society organisations transform education systems through social accountability](#). Produced by the learning partner, MS-TCDC. See [article from the learning event in Tanzania in 2025](#).

Global Learning Partners, including from the first phase, have also completed final outputs in this reporting period to share experiences from across the Education Out Loud grant projects:

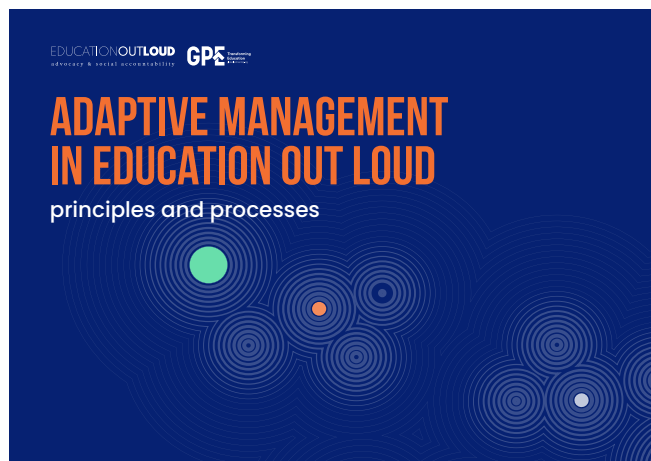
- A mapping of [ICT tools for improving transparency and accountability in education](#). Developed by UNESCO International Institute for Educational Planning, 2024.
- PlanED podcasts episodes 7, 8, and 9 by UNESCO International Institute for Educational Planning with experts and education advocates presenting their experiences and insights on how to influence education policy and engage in education planning processes.

"The focus on learning and adaptive management was mentioned as a strength of the Grant Agent approach and is evident in the way the Grant Agent has consistently revised grant management mechanisms based on learning and feedback. The role of the Global Learning Partners, particularly IDS, and the learning framework has been critical to this approach, providing resources to support reflection and adaptation at GMU/ portfolio level and regular close communication between GPE Secretariat and GMU at global level. The RMUs/ RCs/ RLPs and grantees at regional levels, have supported this approach"

INTRAC, Education Out Loud Review 2025, Phase 2, page, p.49.

4.5 ADAPTIVE MANAGEMENT

Education Out Loud has with the support of Institute of Development Studies (IDS), University of Sussex developed an Adaptive Management Guide. The guide aims to support and encourage grantees and management units to embrace adaptive management approaches.



The Adaptive Management guide explains what we mean by adaptive management, why it is important, and how it links with other key processes such as learning, risk management, and monitoring & evaluation. It also outlines how grantees can adjust their plans to respond to a changing world. The short guide goes along with significant improvements in Education Out Loud's own systems and procedures and documentation of adaptations. The systems can facilitate identification and analyses of the types of adaptations that are most common and/or difficult among grantees, and whether these practices have improved the relevance, effectiveness and therefore impact of their efforts.

To support the roll out of the guide, a facilitation guide was developed to provide Education Out Loud staff with terminology, as well as simple exercises for sessions and discussions with grantees on adaptive practices and management. Feedback from rolling out the adaptive management principles and harmonised systems is positive. It has given a platform for grantees to be open, frank, and honest on the need and advantages of adaptations based on learning, change in context, and new opportunities.



4.6 LESSONS LEARNED

Education Out Loud supports grantees to collate and document lessons learned for internal learning and development as well as for peer learning and sharing with others. Some examples of lessons learned from the reporting period are outlined below:

In Tupiza, **Bolivia**, limited youth participation and weak institutional coordination posed challenges to protecting children's and adolescents' rights. Although structures like youth committees existed, they were not effectively implemented, revealing a gap but also an opportunity. By investing in training on rights, leadership, and participation, the OC2 grantee CEMSE-ACLO empowered young people to take active roles in their communities. Collaboration with local authorities helped align efforts and gave youth platforms to voice concerns, especially about violence. Public activities and technical support increased the visibility and legitimacy of youth bodies. As a result, students developed action plans and began monitoring local policies, demonstrating their capacity for advocacy. The experience showed that when youth are supported and recognised, their engagement becomes meaningful and sustained. Institutional trust and shared responsibility were key to ensuring continuity and impact. The process highlighted the importance of inter-institutional coordination from the outset to avoid fragmentation. Moving forward, CEMSE-ACLO plans to advocate for the integration of youth participation indicators into municipal and district plans as an important step to strengthen their role in shaping inclusive policies.

In **South Sudan**, education financing remains a major challenge. Public funds allocated to education are among the lowest globally, leaving the sector severely under-resourced. The National Education Coalition In South Sudan (NEC SS – the NEC) responded by promoting transparency

through public awareness campaigns and stakeholder engagement. NEC SS involved actors at multiple levels, from school management to national authorities and development partners, to promote dialogue and accountability. This inclusive approach helped build trust and encouraged shared responsibility in managing education funds. The coalition learned that engaging diverse stakeholders through analysis and reflection can promote social accountability and drive systemic change and that sustained engagement across levels increases the likelihood of sustained changes in education finance practices. While challenges persist, the NEC's efforts laid the groundwork for more transparent and inclusive financial management.

A grantee¹ operated in a context with limited civic space, where administrative requirements and regulatory procedures presented challenges for open advocacy. To remain effective, the grantee adopted a strategy of compliance and collaboration, ensuring all activities were authorised and aligned with government regulations. By coordinating events with government bodies and other CSOs, the grantee fostered trust and created a cooperative atmosphere for dialogue. This approach allowed government representatives to participate in shaping discussions, increasing their engagement and support. Transparent reporting and adherence to official procedures helped the grantee gain credibility and maintain access to policy spaces. The experience highlighted that strategic engagement, patience, and flexibility are essential when operating in constrained environments. Building trust through consistent communication and demonstrating value through data helped sustain momentum. Collaboration with both government and coalition partners created a unified voice that amplified advocacy efforts. Ultimately, the alliance learned that working within limitations requires balancing compliance with creativity to achieve meaningful policy influence.

¹ The name of the grantee is anonymised, since they are operating in a restricted civic space.



SECTION 5: CROSS CUTTING

5.1 SYNERGY AND COLLABORATION

Synergies are central to the collaborative model of Education Out Loud and are promoted in various ways. This includes synchronising calls for proposals to encourage collaboration on cross-cutting themes, creating learning collaboratives to enhance shared learning, and encouraging joint advocacy efforts, including through the formulation of synergy plans. Synergy and collaboration between grantees were also part of the focus of the INTRAC Review of Education Out Loud.

Synergy between Education Out Loud grantees

During this reporting period, Education Out Loud facilitated learning events for OC2 and OC3 grantees to enhance synergies and promote the sharing of experiences and insights. Regional learning events for grantees, involving all OCs, were also conducted, focusing on common priority areas such as education in emergencies and education financing. Moreover, Education Out Loud continued to facilitate learning collaboratives that unite the civil society organisations, ensuring collaboration among grantees, across OCs and other stakeholders, while promoting shared learning and the exchange of strategies and lessons learned. Lessons learned from these learning collaboratives are presented in the Learning chapter of this report. Furthermore, the Regional Management Units continued to support grantees to develop synergy plans, convening meetings between grantees to facilitate joint planning and leverage synergies. Education Out Loud staff also used country visits to bring grantees together and identify opportunities for collaboration.

The INTRAC Review of Education Out Loud found that the levels of synergy and collaboration between grantees have increased as a result of the concerted efforts of Oxfam Denmark as the Grant Agent, but that this also depends on context and pre-existing relationships. In some contexts, there is close and strategic cooperation between grantees, leveraging each other's unique strengths and the OC2 grantees might be part of the NECs. This is for example the case in **Benin** with the Education Observatories (civil society monitoring networks), which are facilitated by DEDRAS (OC2) and CBO-EPT (the NEC) respectively at different levels and in different parts of the country. This is also the case in **Tanzania** and **Bolivia**, where NECs and OC2 grantees collaborate closely and strategically on national efforts. For example, in this reporting period, Haki-Elimu (OC2) and TEN/MET (the NEC) in Tanzania, collaborated on supporting the government in the development of the National Re-entry Implementation Plan, while CEMSE-ACLO (OC2) and CBDE (the NEC) in Bolivia exchanged experiences and strategies in intercultural bilingual education. In other contexts, grantees are aware of each other or participate in each other's events, but do not collaborate, mainly due to different structural set-ups and geographical coverage. And in very few countries, grantees might not be aware of the other Ed-

ucation Out Loud grantee in-country or there might even be some level of mistrust.

Synergy between Education Out Loud and the KIX programme

The INTRAC review of Education Out Loud recognised that the coordination between Education Out Loud and KIX has improved, despite the separate designs of the two programmes. Some examples of this are:

- KIX is represented in the quarterly coordination meetings of Global Learning Partners, GCE, GPE and Education Out Loud.
- Grantees are reporting on their participation/contribution in country specific KIX activities.
- Some grantees have a KIX grant and can use it strategically as evidence in Education Out Loud supported advocacy.
- RMUs regularly support grantees to present research or evidence in KIX symposium, which contributes to enhancing the capacity of grantees in engaging in such events.
- KIX grantees participate in some Education Out Loud learning collaboratives.

Specific examples of engagement at the country level are outlined below.

In **Bangladesh**, the Campaign for Popular Education (CAMPE – the NEC) among others participated in the KIX Europe, Middle East and North Africa, Asia and Pacific region (EMAP) Year 5 sense making session, reflecting on how KIX research and knowledge exchange have influenced national education priorities and advocacy strategies in Bangladesh. In **Moldova**, the Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF – the NEC) participated in thematic webinars focused on inclusive education. This engagement provided a platform for sharing best practices and challenges faced by countries with similar socio-economic conditions, fostering a collaborative learning environment. In **Tunisia**, La Coalition Éducative Tunisienne (CET) took part in several KIX online learning events, including a knowledge-sharing forum, where it presented on civil society's role in inclusive and democratic educational reforms, especially in countries undergoing transition or facing social and economic challenges. In **Ethiopia**, The Basic Education Network Ethiopia (BEN-E) participated in the GPE/KIX Global Symposium, which addressed the use of evidence in policy-making for education. The symposium served as a crucial venue for discussing both challenges and opportunities in leveraging data to inform educational policies. In **Tanzania**, the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET – the NEC) participated in two KIX meetings aimed at enhancing collaboration and knowledge exchange and had the opportunity to share their experiences in engaging in local education group meetings. In **Latin America**



and the Caribbean, CLADE and the RMU took part in the KIX-LAC 2025 Regional Meeting held in Guatemala from June 18 to 20, 2025, which concentrated on foundational learning and comprehensive development from early childhood.

Outlook for the forthcoming period

Education Out Loud will continue to promote collaboration and networking between grantees in countries and territories with multiple grantees through learning collaboratives, joint meetings during grantee visits, and sharing of learning resources across. Additionally, RMUs will consistently monitor joint country workplans and offer support to grantees as necessary and when opportunities arise. Education Out Loud will also continue exploring opportunities for synergy and collaboration between Education Out Loud and KIX grantees at the country level.

5.2. INCLUSION AND GENDER EQUALITY

Since the last reporting period, Education Out Loud has taken several steps to strengthen inclusion and gender equality. A Global Gender and Inclusion Advisor was appointed and Global learning partners have a joint research focus on topics relating to inclusion and gender equality. For example, the National Foundation for Educational Research (NFER) prepared a Synthesis Report that unpacks the factors of marginalisation in education, and how organisations supported by Education Out Loud address them in their work, as well as a policy brief on boys and gender transformative education. Further, the Right to Education Initiative (RTE) strengthened the capacity of grantees on the application of human rights law. Additionally, a targeted GESI call was launched to support grantees in deepening or scaling up their work in this area.

Review findings on inclusion and gender equality in Education Out Loud

The Review of Education Out Loud highlights progress in integrating GESI across Education Out Loud's work. According to the Review, *"there is evidence of progress in EOL contributions to GESI, in relation to its own approach which has been made more explicit and coherent [...], and in relation to changes in the GESI policies, capacity and practices of EOL grantees (although there is less evidence available to support this claim)"* (INTRAC, Education Out Loud Review 2025, Phase 2, page, p.25). The Review further notes that Education Out Loud has made significant strides in embedding gender equality and social inclusion (GESI) across its systems and practices. This includes integrating gender equality and social inclusion into grant processes, supporting grantees through learning and capacity-building, promoting gender-responsive planning and reporting, introducing earmarked funding for gender and inclusion initiatives, and documenting civil society contributions to inclusive and gender-transformative education. While some challenges remain—such as ensuring consistent reporting and systematic monitoring—the programme has effectively promoted gender-transformative practices and strengthened inclusive education advocacy (INTRAC, Education Out Loud Review 2025, Phase 2, page, p.55).

GESI call for proposals

As part of Education Out Loud's efforts to strengthen inclusion and gender equality, and in response to the recommendation in the Mid-Term Evaluation of Education Out Loud in 2022 to further strengthen Gender Equality² and

Social Inclusion, Education Out Loud launched a dedicated GESI Call at the end of 2024. Guided by Education Out Loud's Policy Guidance Note on Inclusion and Gender Equality, the call provided additional resources to grantees seeking to deepen or scale up their work in this area. The call received 69 applications out of a total portfolio of 80 grantees (86% application rate) at that time. All OC2 and OC3 grantees applied but 11 OC1 grantees did not apply. A total of 27 applications were approved and endorsed by Education Out Loud's Regional Independent Selection Panels, including 19 NECs under OC1, 5 CSOs under OC2, and 3 transnational alliances under OC3, representing a total allocation of USD 3.34 million.

The selected initiatives focus on expanding coalition membership to include more marginalised groups, promoting inclusive education sector dialogue, reviewing education policies and plans through an inclusion and gender equality lens, generating evidence and data, and conducting awareness campaigns. Implementation will run from April 2025 to December 2026, for a minimum period of 18 months. Examples of approved initiatives include:

In **Mongolia**, the All for Education! National Civil Society Coalition (AFE – the NEC) plans to address boys' growing disengagement from the education system by influencing education policies through evidence-based reports and preventing school-related gender-based violence through targeted teacher training and education materials. In **Tanzania**, TEN/MET (the NEC) will address the growing impact of climate change on vulnerable learners by strengthening the capacity of teachers and education stakeholders in inclusive, climate-adaptive pedagogy, supporting school-based climate action clubs, and promoting community-led resilience initiatives. In **Bolivia**, CBDE (the NEC) will expand its membership to include feminist and marginalised groups, fostering regional consultative councils and capacity-building programmes on decolonisation, depatriarchalizing, and social inclusion to address systemic educational inequalities. In the **Democratic Republic of Congo**, CONEPT/RDC (the NEC) will broaden its membership to ensure representation of women, youth, persons with disabilities, and Indigenous peoples, and advocate for a circular guaranteeing school access for pregnant girls and teenage mothers.

The OC2 grantee School for Life and the Citizen-Led Action for Educational Accountability and Responsiveness (CLEAR) alliance in **Ghana** will strengthen the inclusion of Fulbe communities and children with disabilities in local education accountability. They will conduct studies to build evidence for targeted advocacy and policy engagement. The initiative aims to empower citizen groups, promote inclusion, and ensure equitable access to quality education for marginalised children.

The Global Campaign for Education, The TaxEd Alliance and GEAR Alliance were allocated additional funding to strengthen their gender equality and inclusion work. These three alliances took a similar approach in applying the extra resources. They are now strengthening alliance members' own capacity and knowledge of gender equality and inclusion (incl. research and data and development of tool kits and guidance) to support their advocacy activities. They are also introducing additional engagements with stakeholders and policy makers to integrate a stronger focus on gender and inclusion in ongoing advocacy work at national, regional

² Education Out Loud's Policy Guidance Note on Inclusion and Gender Equality emphasizes 3 main areas: 1) inclusive education sector dialogue, 2) coalition strengthening, and 3) thematic advocacy on gender and social inclusion.



and global levels. All three have also recruited a gender and inclusion advisor or coordinator as dedicated focal points for this expanded work across their alliances.

To gather feedback on the GESI call, Education Out Loud conducted a survey in May 2025 among grantees. The purpose was to collect key lessons learned, and recommendations to support both ongoing implementation and the design of future calls for proposals, as well as to identify grantees' support needs in integrating gender equality and social inclusion. The insights are being used by the global gender and inclusion advisor and the Regional Management Units to inform future capacity building and learning initiatives and to strengthen evidence-based monitoring of inclusion and gender equality results across Education Out Loud.

Global Gender and Inclusion Advisor

To support grantees and consolidate and sustain the above advances, Education Out Loud has recently appointed a Global Gender and Inclusion Advisor. This role is dedicated to strengthening the programmatic integration of inclusion and gender equality across all operational components, ensuring coherence and learning between regions, and supporting grantees in implementing gender-transformative and inclusive practices. The position also aims to systematise monitoring and evidence generation on inclusion and gender equality results across the portfolio, thereby reinforcing Education Out Loud's long-term commitment to inclusive and gender-responsive education systems.

Outlook for the forthcoming period

Education Out Loud will continue to strengthen the integration of inclusion and gender equality into its systems and practices based on the recommendations from the INTRAC Review of Education Out Loud and other studies. Furthermore, Education Out Loud will continue providing technical support to grantees to strengthen their internal inclusivity and enhance the integration of inclusion and gender equality concerns in their programming and advocacy work. Support will also be provided to facilitating peer learning through new and existing learning collaboratives on inclusion and gender equality.

5.3 FRAGILE AND CONFLICT AFFECTED CONTEXTS

At the time of reporting, Education Out Loud supported civil society in 25 countries and territories affected by fragility and conflict (PCFC) according to the [GPE list of fragile and conflict-affected contexts](#), and 46% of National Education Coalitions supported by the programme have among their membership at least one group that represents Internally Displaced Persons, refugees or migrants (this represents an increase from 43% in the last reporting period). This implies supporting civil society actors that may work in unsafe and highly restrictive and unpredictable policy environments. Education Out Loud grantees need to manoeuvre carefully in such environments where policy processes may be derailed, and advocacy and policy gains may risk being lost to unforeseen changes of power. Moreover, there is a clear link between countries' climate vulnerability and political and economic fragility, and a strong overlap between countries affected by conflict and those most at risk of the impacts of climate change. Therefore, supporting grantees in fragile and conflict-affected contexts require a flexible and comprehensive operational set-up and a relevant programme framework where adaptations can happen flexibly.

Efforts in the reporting period

In this reporting period, an internal protocol was established for out-of-country grantee visits, detailing the approach and procedures for conducting visits in situations where a country may not be accessible for a grant agent visit. Furthermore, ongoing learning initiatives focus on fragile and conflict-affected contexts and education during emergencies, including three learning collaboratives led by GCE, ASPBAE, and a regional partner in West Africa. Additionally, the global learning partner IDS is in the process of finalising a study on education policy dialogue mechanisms in challenging environments, which will be utilised to share best practices and lessons learned. Throughout the reporting period, the internal auditor of the grant agent has continued to report bi-monthly to GPE on any concerns, including potential fund misuse and rapid contextual changes, thereby ensuring continuous monitoring of these issues. Furthermore, Education Out Loud conducts virtual monitoring to complement grantee visits. This allows the Regional Management Units to provide oversight and support even in situations where physical visits are not possible. In many cases, virtual monitoring is done through online meetings, but communication can also occur via more informal channels such as WhatsApp and Signal to provide ad hoc support or answer questions rapidly. One of the key principles guiding Education Out Loud's virtual monitoring processes is to maintain a flexible approach, particularly with regards to grantees operating in fragile contexts and with varying levels of capacity.

Outlook for the forthcoming period

Education Out Loud will continue to strengthen its systems and approaches for assisting grantees in fragile and conflict-affected contexts. A crucial element of this effort is adaptive management, which will be further enhanced with the implementation of the newly developed adaptive management guidelines. The programme will also strengthen the use of a conflict-sensitive approach and provide systematic support to grantees in these challenging environments. This support encompasses acknowledging contextual risks, legal constraints, and political dynamics that affect civil society operations. Additionally, Education Out Loud is committed to ensuring that insights gained from supporting grantees in fragile and conflict-affected areas are thoroughly documented and put in use as relevant. Moreover, ongoing learning initiatives in this area will be maintained within the three learning collaboratives.

5.4 SUSTAINABILITY

The sustainability of Education Out Loud is fundamentally tied to its focus on long-term changes in education policies and institutions that will continue to benefit marginalised communities beyond the programme's conclusion. By influencing policy, Education Out Loud seeks to achieve lasting, systemic impacts. Additionally, Education Out Loud strengthens the capacity of NECs and CSOs through comprehensive training in organisational development, technical skills, and advocacy, ensuring a vibrant and independent civil society, which is flexible to changing contexts. This support includes fundraising assistance, guidance on grant applications, and partnership-building. Education Out Loud also prioritises communication efforts to share experiences and outcomes. Additionally, ensuring reliable funding and offering long-term grants is essential, especially in an era marked by increasingly restrictive civic space in many contexts and diminished funding for this form of advocacy.



Efforts in the reporting period

Education Out Loud's sustainability efforts are guided by the sustainability framework, which covers three areas of sustainability (organisational, financial and programmatic). The INTRAC Review of Education Out Loud of 2025 confirmed that Education Out Loud has contributed to grantee sustainability in all three areas, evidenced by improved governance structures and resource mobilisation capacities that enhance financial and organisational stability, alongside enhanced credibility and access to policy space, which contributes to their sustained influence. However, the review also highlighted a lack of clarity in the design of Education Out Loud regarding the connections between programme inputs and grantee sustainability, which limits the ability to thoroughly evaluate contributions in this area. To address this, Education Out Loud is undertaking studies to assess the outcomes of its learning efforts and how they affect grantee achievements.

During the reporting period, Education Out Loud strengthened its focus on sustainability through trainings and learning collaboratives aimed at enhancing grantees' capacities in resources mobilisation, monitoring and evaluation. For ex-

ample, ASPBAE is leading a learning collaborative in the **Asia Pacific region** that focus on sharing best practices on how NECs can secure additional resources to further their education advocacy work. Meanwhile, in **Latin America and the Caribbean**, CLADE leads a Fundraising Laboratory to improve NECs abilities to craft proposals and explore fundraising opportunities. Furthermore, RMUs have organised M&E trainings and have facilitated regular reflection sessions and events, providing grantees with opportunities to critically assess the effectiveness and relevance of their initiatives, while adapting to new challenges and changing local contexts, ensuring that their interventions stay aligned with the evolving needs of the communities they serve.

Outlook for the forthcoming period

Education Out Loud will continue to ensure its sustainability through support to influencing systemic changes in education policies and institutions. In addition, it will provide continued support for grantee sustainability through both new and ongoing learning collaboratives that focus on organisational strengthening, resource mobilisation, and Monitoring and Evaluation as well as through other learning and capacity strengthening efforts.

Bitiw Seye 1 Primary School in Tivaouane, Senegal
Photo credit: GPE/Chantal Rigaud



JOINT ADVOCACY ADVANCES EDUCATION FINANCING IN SENEGAL

In Senegal, the national education coalition COSYDEP, together with CSOs from the Tax Education Alliance, successfully advocated for increased domestic financing for education. The coalition organised multi-stakeholder discussions, disseminated analytical reports on education financing and fiscal policy reform, and developed evidence-based budget recommendations. These actions contributed to a 7.6% increase in domestic education funding compared to the previous year. This means additional funding for measures such as new educational infrastructure, and strengthened vocational training that better aligns with market needs. COSYDEP's work also helped initiate broader fiscal reforms. These include efforts to improve domestic resource mobilization, rationalise tax exemptions, and direct spending toward social priorities.



SECTION 6: COMMUNICATION

6.1 COMMUNICATION STRATEGY AND EFFORTS

In Education Out Loud, communication is not an appendix to the programme or something that happens after the results are in. Increasingly, it is becoming a vital part of bringing people together, sharing learning as it unfolds, and helping ensure that the work being done leads to real, lasting impact.

Over the past year, with new resources on board, the communications framework for Education Out Loud has been updated to further strengthen the following objectives:

1. Foster learning and collaboration among grantees and with the wider education community.
2. Make the impact of Education Out Loud funding and efforts visible and meaningful.
3. Promote accountability and credibility of Education Out Loud and GPE.

These objectives are guided by an overall ambition to increase both the quantity and quality of communication outputs, ensuring Education Out Loud is a visible and credible player. Concretely, efforts in the past year have centred on:

- Updating the communications framework
- Establishing an effective working model for the communications team and strengthening synergies and collaboration between Education Out Loud and GPE communications
- Updating and promoting the use of branding guidelines
- Developing and migrating to a new web platform
- Reaching a larger audience with stories about Education Out Loud and the work and achievements of grantees

The latter is being pursued through a focused effort to increase newsletter subscribers, an effort that will continue in the coming period. It also acknowledges that the Education Out Loud community and stakeholders have fragmented and diverse media habits prompting a need to meet the audience where and when they are available. As a result, the newsletter format was improved, and Education Out Loud has established a presence on several social media platforms.

Newsletter

Instead of publishing quarterly with one rich newsletter containing many stories that demand significant attention and time from the reader, the frequency was changed to bimonthly with lighter editions featuring two to three stories. These are tailored to provide the user with visual content, compelling storytelling, and easy navigation to further information. Metrics show that open and click rates remain steady, indicating no fatigue from the increased frequency. The higher frequency also means that the Education Out Loud byline and content remain present in audience inboxes, reinforcing their connection to the programme.

Social media

During the reporting period, an Education Out Loud presence was established on LinkedIn and Facebook and enhanced on YouTube – with YouTube mainly serving as a hosting platform but showing higher traction than anticipated.

LinkedIn has grown organically and reached 1,000+ followers in the reporting period. Facebook is growing through boosted content, and the coming period will focus on identifying and reaching the most relevant audience for Education Out Loud.

Grantee Communications Advisor

As part of Education Out Loud's efforts to strengthen its communication efforts, a Grantee Communications Advisor was recruited to support grantees in building their own communications capacity and producing content for shared Education Out Loud platforms that showcase grantees' work and achievements.

Collaboration with KIX

Throughout the reporting period, Education Out Loud collaborated with the Global Partnership for Education Knowledge and Innovation Exchange (KIX) to enhance the sharing of knowledge and information across a broader educational community. This includes exploring opportunities for cross posting communication content – sharing relevant KIX stories in the Education Out Loud newsletter and vice versa. While still in the early stages, this collaboration holds promise for expanding reach and strengthening connections across the GPE learning community.



SECTION 7:

RISK MANAGEMENT AND DUE DILIGENCE

Risk Management and Internal Audit

Education Out Loud's approach to risk management and internal audit maintains and deepens the measures presented in the programme document of 2019, which was further refined and updated in 2022 when GPE approved the grant agent's proposal for a Costed Extension (2023-27).

Risk Management through Risk Registries

Risk Registers (RRs) capture risks at grantee, regional, and global levels. At the global, programmatic level, one section of the consolidated RR is populated with risks which are not specific to any grantee or region but may affect the entire programme, 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, to develop common mitigating actions for the relevant regions. The RR methodology is not unique to Oxfam Denmark as the grant agent. 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 RRs, Oxfam Denmark as grant agent also undertakes due diligence assessments (DDAs) for all prospective grantees. The DDAs and any identified weaknesses are thereby followed up on continuously throughout the implementation period. DDAs are carried out as a participatory exercise, increasing accountability, trust building, and learning.

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

As part of the OCX.3 calls-for-proposals in 2023, Oxfam Denmark as the grant agent had revisited and refined existing tools and templates, such as the grant agreement templates. This subsequently allowed for an even better integration of processes so that due diligence findings of shortcomings are followed up on through the MEL-system on a half-yearly basis. 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 RRs and DDAs, the programme has also responded to risks on an ad hoc, event-driven basis. By these means, Oxfam Denmark as the grant agent has mitigated suddenly-arising risks. Education Out Loud'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 Education Out Loud's Internal Auditor (IA) is that of a subject matter expert, and a facilitator in rolling out and maintaining the RRs and DDAs. The core function of the IA 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 agreements.

By assessing the efficiency of the control mechanisms, as demanded by the governance documents, the IA contributes to Education Out Loud's risk management processes. Additionally, the IA 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

Oxfam Denmark as the grant agent performs ongoing grantee monitoring. DDAs, regular reporting, 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.

Quarterly 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, or other risks to the implementation progress among grantees. This could be changes in context (such as the change of power in Bangladesh) and the grantees' presence in Fragile and Conflict-Affected Contexts (FCACs).

In this reporting period, there were no cases of misuses of funds. When allegations were received, they were promptly investigated by the Oxfam team, including through on site visits, and addressed thoroughly to confidently conclude that no misuse of funds had taken place.

Safeguarding and raising misconduct

Oxfam has a policy of zero tolerance towards sexual exploitation, abuse, and harassment (SEAH). All Oxfam representatives are expected to uphold the highest standards of personal and professional conduct at all times and ensure the prevention of and response to such cases, as well as the protection of at-risk individuals. Therefore, efforts are deployed in order to build strong systems and to ensure that any risks associated with programmatic work are mitigated.

Education Out Loud's current channels for raising misconduct cases, including SEAH concerns, continue to be in place, and awareness efforts for staff and grantees on these channels occur periodically.



SECTION 8: LOOKING AHEAD

8.1 EDUCATION OUT LOUD IMPLEMENTATION AND COMPLETION

In the design of the Education Out Loud extension 2023–27 GPE had requested that implementation of all grants should be complete by December 2026. Subsequently, Oxfam Denmark as the grant agent has been given another six months for final narrative and financial reports to be presented and for external audits to be carried out. Eventually, by 30 June 2027 Oxfam Denmark will complete its work as grant agent for Education Out Loud/1, a job that began in June 2019 with the first grants effective by January 2020.

Altogether, Education Out Loud has been implemented for seven years from 2020–2026. This calls for reviews and reflections, and the grant agent shall be working with grantees not just to complete current activities but also to assess the wider results and outcomes. In this context two areas should be highlighted

- a) With National Education Coalitions the grant agent shall address sustainability issues including its programmatic, institutional and financial dimensions. Majority of the current 61 OC1.3 grantees have received funding from GPE through Education Out Loud for six consecutive years (or longer, through CSEF) and this calls for a wider perspective than only compliance focused grant completion efforts.
- b) During 2026 Oxfam Denmark expects to contract external consultants while also drawing on its own resources and experience to conduct a number of ‘end of programme’ reviews and studies to document and reflect on Education Out Loud experiences and lessons learnt.

8.2 PREPARING FOR EDUCATION OUT LOUD/2

In June 2025 the GPE Board considered the Education Out Loud review (see previously in this report) and decided that the programme should continue as part the wider GPE 2030 strategy. The wider process involves programme adaptations and design relative to the present configuration. And it includes decisions on the financial envelope to be awarded to Education Out Loud/2 which again will be determined by the GPE replenishment to happen sometime in 2026. And eventually GPE will decide on who should perform the role as grant agent.

The GPE secretariat at the time of writing this report expects Education Out Loud/2 to commence during 2027.



ANNEXES



1 LIST OF POLICY CHANGES JULY 2024-JUNE 2025

OVERVIEW OF POLICY CHANGES INFLUENCED BY EDUCATION OUT LOUD GRANTEES JULY 2024 – JUNE 2025

Theme/ focus area	Country/ territory	Name of policy change	Date of approval	Number
Education sector policies and plans	Cambodia	Education Strategic Plan (ESP) 2024-2028	28-Jun-24	17
	Cameroon	Approval of the Education and Training Sector Strategy Document (DSSEF 23-30)	1-Oct-24	
	Indonesia	Decision Number 3/PUU-XXII/2024: Constitutional Court ruling on free public and private schools	7-May-25	
	Mongolia	Policy and Implementing Guidelines for Bilingual Education	19-May-25	
	Nepal (3)	Education Regulation of Nisdi Rural Municipality	1-Aug-24	
		Local Level Education Plan of Barahatal Rural Municipality (2025-2035)	1-May-25	
		Local Level Education Plan of Mahadeva Rural Municipality (2025-2030)	1-Jan-25	
	Niger	Renewed commitment by Niger's government to the partnership compact document	1-Nov-24	
	Pakistan	National Education Policy Development Framework (NEPDF 2024)	1-Oct-24	
		The Academic Reovery and Accessile Learning (ARAL) Program Act	18-Oct-24	
	Samoa	Education Sector Plan (2025-2030)	1-Jun-25	
	Tanzania	National Re-entry Implementation Plan	1-Jun-25	
	Uganda	Completion and Dissemination of the National Costed Service Delivery Standards	1-Apr-25	
	Vanuatu	Inclusive Education Policy and Training 2025-2030 Ministry of Education and Training	1-Nov-24	
	Yemen	Education Sector Plan 2024-2030	1-Nov-24	
	Zambia	Launch of the 2023 Zambian Education Curriculum Framework	15-Nov-24	
	Zimbabwe	Zimbabwe National Gender Policy (2025)	1-Jan-25	
Education administrations and reforms	Bolivia	Education policies agreed upon and approved in accordance with the guidelines established in the Call of the Plurinational Congress of Education	1-Nov-24	14
	Burkina Faso	Signing of the memorandum of understanding for the 3rd Joint Indicator Monitoring Mission (MCS) of the Strategic Plan for the Development of Basic Education and Secondary Education (PSDEBS 2021-2025)	1-May-25	
	Cambodia	Strategic Plan for Teacher Education Reform in Cambodia 2024-2030	21-Feb-25	
	Cote D'Ivoire	Signing of Objectives and Performance Contracts by all MENA Regional Directors (EGENA measure)	2-Sep-24	
	Egypt	Resolution No. 150 School Discipline Regulations	1-Sep-24	
	Ghana	20% salary increase and accomodation for teachers who accept postings to rural areas through "Teacher Dabre" policy	1-Feb-25	
	Lesotho	The National Curriculum and Assessment Policy	1-Oct-24	
	Malawi	Registration and licencing of teachers	31-Dec-24	
	Philippines	Ordinance establishing the Local School Board Advisory Council and for other purposes	1-Oct-24	
	Rwanda	Teacher Development Management (TDM) Policy	22-Nov-24	
	Senegal	Creation of the Lycées Nation-Armée pour la Qualité et l'Équité (LYNAQE) (Army National High Schools for Quality and Equity)	1-Sep-24	
	Uganda	Stengthening the legal and policy framework governing School Management Committees (SMCs) and Parents – Teachers Associations (PTAs)	1-May-25	
	Zimbabwe (2)	The Ministry of Primary and Secondary Education's Safeguarding Circulars, the Secretary's Circular 18 of 2024 on Safeguarding guidelines for the continuation of learning for pregnant girls and under aged male and female parents	6-Dec-24	
		Statuary Instrument (SI) 13 of 2025	1-Feb-25	



Theme/ focus area	Country/ territory	Name of policy change	Date of approval	Number
Education budgets	Burkina Faso	Partnership Framework Charter	1-Sep-24	14
	Ghana	Capitation Grant	11-Mar-25	
	Indonesia	Ministry of Education Policy No. 45 Year 2024 on Utilisation of the Education Budget	20-Sep-24	
	Malawi (2)	Increased budget for bursaries to higher education	1-May-24	
		National Budget Increment towards Education Sector	30-Mar-25	
	Mongolia	The Government resolution on the apporval of budgets which consider variable cost amounts and guarantees (No53)	28-Aug-24	
	Nepal	Increase in the size of the annual education budget allocation in Nepal	29-May-25	
	Pakistan (2)	Increase in the education budget for the Jhelum district from 7.3 billion to 8.01 billion Pakistani Rupee	1-Oct-24	
		Decentralization of education budget to school level in Sindh	1-Jul-25	
	Senegal	Revision of budgetary orientations in the 2025 Finance Law to strengthen domestic financing of the education sector in Senegal	28-Jun-25	
	Somalia	Education Financing Framework	27-Dec-24	
	Somaliland	Education Sector Budget Briefing Pronouncement on commitment to increase National Budget allocation to Education Sector in the 2026 Budget	1-Apr-25	
	Tanzania	The National Budget of Tanzania 2024/2025 increased education sector allocation to account for 12.5% from 3.31% in FY 2023/2024.	1-Jul-24	
Uganda	Increased budget allocation to te education sector and Human Capital Develop- ment (HCD) program	1-May-25		
Female adolescent’s right to education	Malawi	Transfer of Management of the Constituency Development Fund (CDF) and the Water Resource Fund from Members of Parliament to District Local Councils in Malawi	29-May-25	3
	Nepal (2)	Procedure to form Girls and Inclusive Education Network (GIEN) and Complaint Response Management Committee (CRM) in all schools of Mohanyal Rural Munic- ipality (2025	1-May-25	
		Girls and Inclusive Education Network Formation and Operation Procedure of Sudurpaschim Province 2025)	1-Jun-25	
Persons with disabilites right to education	Philippines	Implementing Rules and Regulations (IRR) of Republic Act (RA) 11650 otherwise known as the "Instituting a Policy of Inclusion and Services for Learners with Disabil- ities in Support of Inclusive Education"	12-Dec-24	3
	Vietnam (2)	Decision 403/QĐ-TTg issued by Prime Minister for approving an education plan for persons with disabilities, by strengthening a system of inclusive education sup- porting centres, and special education institutions, period 2025-2030, with vision to 2050.	25-Feb-25	
		Decision 403/QĐ-TTg approving "National master plan on the system of special- ized schools and Inclusive Education Resource Centres for people with disabilities for the period 2021-2023, vision to 2050"	25-Feb-25	
School infrastruc- ture and IT	Vanuatu	Information and Communication Technology Policy	1-Feb-25	1
Other Area	Burkina Faso	Personal and Family Code Act (CPF)	10-Jul-24	5
	Mozambique	Ministerial Instruction GM/MEC/2025 Regarding contributions from the school community	1-Feb-25	
	Philippines (3)	Pasig City Student Handbook, Integrating Provisions on Gender Inclusion	1-Apr-25	
		Department of Education Advisory Committee for Education of Learners with Disabilities	4-Jun-25	
		A Resolution on the Implementation of No Haircut Policy for Junior High School and Senior High School Students at Sapang Palay National High School	1-Aug-25	
TOTAL				57



2 LISTS OF GRANTEES

(OC1, OC2, OC3)

LIST OF OC1 NEC GRANTEES

	Country/territory	Organisation
West and Central Africa		
1	Angola	Associação de Actores Sociais Chave de Saber Angola "AASCS EpT"
2	Benin	Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)
4	Burundi	Coalition pour L'Education pour tous BAFASHEBIGE
5	Cameroon	Cameroon 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	Egyptian Union for Educational Policies and Research (EUEPR)
21	Eswatini	Swaziland Network Campaign for 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), Nigeria
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 (NEC SS)
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)
36	West Bank & Gaza	Palestinian Education Coalition (PEC)



	Country/territory	Organisation
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 Indonesia (NEW Indonesia)
48	Kyrgyz Republic	Association for Education Development in Kyrgyzstan (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)
52	Pakistan	Pakistan Coalition for Education (PCE)
53	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN)
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 (KoBLE)
61	Vietnam	Vietnam Association for Education for All (VAEFA)

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	Lead organisation/Project
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WCA	Benin	Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS). <i>Strengthening CSOs for Policy Accountability and Implementation (PRO-RePEM)</i> Association des Personnes Rénovatrices des Technologies Traditionnelles (APETRECTA). <i>Equitable access to training opportunities in the agro-pastoral sector</i>
WCA	Ghana	School for Life. <i>Citizen-led Action for Educational Accountability and Responsiveness in Ghana (CLEAR)</i>
WCA	Madagascar	MSIS-Tatao and partners. <i>Citizen Monitoring of Transparency and Accountability in Education (SCORE)</i>
WCA	Mozambique	FACILIDADE - Instituto para Cidadania e Desenvolvimento Sustentável. <i>Citizen-led monitoring of learning and social accountability in education in Mozambique</i>
HESA	Liberia	Helping Our People Excel (HOPE). <i>Educate HER 2 – Promoting Gender Equity and Equality in Education in Liberia</i>
HESA	Tanzania	Haki Elimu. <i>Sauti Zetu (Our Voices)</i>
HESA	Uganda	Civil Society Budget Advocacy Group (CS-BAG). <i>Strengthening engagement for equitable budget allocation for public education in Uganda</i>
LAC	Bolivia	Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO). <i>Interculturality, multilingualism, and depatriarchalisation of education in Bolivia.</i>
AP	Bangladesh	Institute of Informatics and Development (IID). <i>Equality 2.0</i>
AP	Nepal	Karkhana Samuha. <i>Civil Society Empowerment for Accountable Education (CSE)</i>
AP	Pakistan	Institute of Social and Policy Sciences (I-SAPS). <i>Reframing Education Accountability in Pakistan (REAP)</i>
AP	Philippines	Center for Youth Advocacy and Networking, Inc. (CYAN). <i>Multiply-Ed 2.0</i>
AP	Vietnam	Microfinance and Community Development Institute (MACDI). <i>Promoting transparency and accountability in inclusive education policies for children with disabilities in Vietnam</i>

LIST OF OC3 GRANTEES

RMU/GMU	Country/territory	Lead organisation/Project	Latest total budget in USD
GMU	Global	Global Campaign for Education. <i>The GCE Alliance – Enhancing collective advocacy</i>	1,550,000
HESA	Zimbabwe, Lesotho, Malawi	Zimbabwe Network of Early Childhood Development Actors (ZINECDA). <i>The TRANAC Project</i>	960,000
WCA	Burkina Faso, Niger	Girls Not Brides UK <i>Girls Not Brides: The Global Partnership to End Child Marriage</i>	958,781
AP	Nepal, Senegal, Zambia	Action Aid International. <i>The Tax and Education Alliance (TaxEd)</i>	1,160,000
HESA	Malawi, Zambia, Zimbabwe	Students And Youth Working on Reproductive Health Action Team (SAYWHAT). <i>Girls Education Advocacy in the Region Phase 2 (GEAR 2.0)</i>	1,131,584
HESA	Malawi, Mozambique, Tanzania, Zimbabwe	Public Service Accountability Monitor (PSAM). <i>The Kuyenda Collective</i>	959,970



3 LIST OF REGIONAL AND GLOBAL LEARNING PARTNERS

LIST OF ACTIVE EDUCATION OUT LOUD LEARNING PARTNERS AND LEARNING AREA

	Regional Learning Partner	Learning Area Facilitated
WCA		
1	Campanha Nacional pelo Direito à Educação, Brazil (Campaign for the right to Education, Brazil)	Facilitation of the Lusophone Learning Collaborative
2	Associates for Change	Facilitation of Gender Transformative Education Learning Collaborative
3	National Education Coalition of France	Facilitation of Environmental Education /Education for Sustainable Development Learning Collaborative
4	Bana Barka	Facilitation of Education in Emergencies Learning Collaborative
5	Action Aid International	Facilitation of Education Financing Learning Collaborative (with WCA and HESA grantees)
HESA		
6	Christian Blind Mission	Facilitation of Social Inclusion in Education Learning Collaborative
7	MUSA & Associates	Facilitation of Transformative Climate Education Learning Collaborative
8	World Education Inc.	Training in Networking and Partnership Building
LAC		
9	REPEM	Training in gender transformative education Training in education and care
10	Norma Chamalé	Training in political influence in intercultural bilingual education.
AP		
11	PRIA International	Facilitation of Youth-led Advocacy and social accountability Learning Collaborative
12	MDF Asia	Facilitation of OC2 social accountability learning collaborative
13	Alanah Torralba	Facilitation of Climate Education Learning Collaborative
	Global learning partner	Learning areas facilitated
1	Institute of Development Studies	Adaptive management, social inclusion, and advocacy and accountability by youth.
2	National Foundation for Educational Research	Synthesis analysis. Case studies on social inclusion in education and safe and inclusive learning environment.
3	Right to Education Initiative	Right to education tools and mechanisms in education advocacy, review of grantees projects and compilation of global examples.
4	University of Minnesota	Gender and inclusion reflective process with grantees, advocacy briefs on boys' education, gender transformative education and climate change, and more, and media and advocacy.



4 NEC GRANTEES' 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 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
West and Central Africa Region						
1	Angola	Associação de Actores Sociais Chave de Saber Angola (AASCS EpT)	Yes	During this period, the NEC took part in various meetings of the local education group and contributed to drafting the PACT partnership.	Yes	The NEC has participated in the drafting process of the PACT partnership, which is currently at the project stage.
2	Benin	Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)	Yes	The NEC took part in several meetings that focused on validating the SME programme E' WEZIZA and updating the roadmap for the effective start of the programme, as well as choosing a partner agent to manage the financing of the SCG.	Yes	The NEC participated in meetings on the GPE partnership agreement to advance the revised program based on GPE Secretariat feedback. Discussions also covered evaluation arrangements for the partnership pact with active civil society involvement.
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	Yes	The NEC participated in multiple partnership framework and thematic group meetings, emphasising the need to uphold the right to education for marginalised children, particularly internally displaced students, out-of-school children, girls, and children with disabilities, through reopening closed schools and creating formal and non-formal learning alternatives.	Yes	During the reporting period, the coalition joined an online consultation to shape the narrative for the advance budget, part of preparations for a dedicated fund to transform education. It contributed to discussions promoting inclusive, strategic, and rights-based approaches to education financing.
4	Burundi	Coalition pour L'Education pour tous (BAFASHE-BIGE)	Yes	The coalition participated in several local education group meetings focused on implementing recommendations from the April 19, 2024, Education Steering Group meeting and the national Twige Twese program, which aims to improve equitable access to preschool and basic education, particularly for vulnerable children.	Yes	The NEC continued participating in the global partnership compact process.
5	Cameroon	Cameroon Education for All (CEFAN)	Yes	The coalition participated in all monthly meetings of the local education group, focusing on the validation of the Education and Training Sector Strategy Document and the National Inclusive Education Policy, the preparation for International Literacy Day, and the establishment of thematic groups among others.	Yes	Some local education group meetings focused on the GPE Partnership Compact, including a review of the program to support the professionalisation of the teaching profession in Cameroon under the partnership framework.
6	Cabo Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT-CV)	Yes	The NEC actively engaged in local education group meetings, contributing to the review of the group's Terms of Reference and emphasising civil society's role in education. Discussions focused on improving teaching quality, investing in early childhood education, and enhancing school infrastructure, reinforcing a commitment to inclusive educational reforms.	Yes	No information available.
7	Chad	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad (COSOCIDE Tchad)	Yes	The NEC participated in several meetings of the local education group during the reporting period, focusing on reviewing the 2023-2024 school year, validating the PRET program, and reviewing the new ECW Program among others.	Yes	The NEC contributed to the preparation of the Mid-Term Review of the Partnership Pact and actively engaged in technical committee meetings for developing the pact and the program for re-founding the Chadian school.



	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
8	Côte d'Ivoire	Réseau Ivoirien pour la Promotion de l'Education pour Tous (RIPEPT)	Yes	During the period, the NEC participated in four monthly and extraordinary meetings organised by the local education group.	No	
9	Congo, Democratic Republic of	Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC)	Yes	The NEC participated in several local education group meetings and a forum on revitalising sectoral thematic group activities, despite on-going tensions and crises. Discussions included a joint review of the Sectoral Strategy for Education and Training (SSEF 2016–2024) among other key issues.	Yes	The coalition participated in a meeting of the PACT technical committee, focusing on the role of civil society in the implementation of the Sectoral Strategy for Education and Training. Additionally, a series of workshops were organised to evaluate and strengthen the participation of civil society organisations in the achievement of educational objectives. The NEC also advocated for the inclusion of civil society perspectives into the mid-term review process and to ensure transparency and accountability.
10	Gambia, The	Education for All Campaign Network (EFANet)	Yes	The NEC attended multiple local education group meetings during the reporting period, focusing on implementing the Transforming Education Summit commitments, African Union Year of Education priorities, and updates to the Gender Strategy, among other key issues.	Yes	No information available.
11	Ghana	Ghana National Education Campaign Coalition (GNECC)	Yes	During the reporting period, the NEC participated in five local education group meetings addressing policy implementation gaps and effective use of the GPE Compact Grant. The coalition shared updates on member contributions to learning outcomes and recommended best practices for improving education services. Additionally, the coalition served on the Girls' Education Network Advisory Board.	Yes	The NEC participated in the GPE Compact process in Ghana, emphasising its commitment to improving education outcomes, supporting key interventions, differentiated learning, and data-driven approaches. The NEC also encouraged stakeholders to engage with its regional and district chapters to strengthen collaboration and accountability in the project's implementation.
12	Guinea	Coalition Nationale de la Guinée pour l'Education Pour Tous (CNG/EPT)	Yes	The coalition took part in four meetings as part of the validation of the Partnership Pact and shared findings of its biannual monitoring report.	Yes	During the drafting phase of the pact, the coalition advocated for transferring deaf-mute schoolchildren, updating the national gender policy, and converting temporary hangar schools into permanent structures.
13	Guinea-Bissau	Rede da Campanha de Educação para Todos Guiné-Bissau (RECEPT-GB)	Yes	Two key meetings on education and gender were held in Guinea-Bissau: a restitution workshop on preliminary findings from the Rapid Gender Analysis in the education sector, and a session on developing the STG project with additional civil society consultations.	Yes	No information available.
14	Madagascar	Coalition Nationale Malgache pour L'Education pour Tous (CONAMEPT)	Yes	At the end of 2024, the coalition took part in a general assembly.	Yes	No information
15	Mauritania	Coalition des Organisations Mauritaniennes pour L'Education (COMEDUC)	No		No	
16	Mozambique	Movimento de Educação para Todos (MEPT)	Yes	The NEC actively participated in government and parliamentary dialogues on education in Mozambique, including coordination meetings on key issues such as the 2024 Annual Performance Review, planning and budgeting discussions, and engagements with parliamentary committees on social affairs and gender.	Yes	No information available.
17	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	Yes	The coalition participated in several local education group meetings focused on the education sector review and joined a consultation meeting to endorse a new program aimed at transforming the education system and accelerating girls' enrolment.	Yes	A meeting between the GPE mission team and civil society served as an opportunity to review progress made, identify ongoing challenges, clarify the next steps, and better understand the institutional context and educational priorities in Niger.



	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
18	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	Yes	The coalition took part in 6 local education group meetings during the semester, including the Validation of the Programme d'Appui au Développement de l'Education au Sénégal – PADES II, calling for increased investment in the sector, and stressing attention to underfunded sub-sectors and SDG4-related challenges.	Yes	The coalition in Senegal participated in the validation of the second GPE funding tranche for system capacity strengthening. The coalition emphasised gender integration in sector planning, decentralising local education partner groups, and involving civil society in monitoring the Partnership Compact.
19	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	Yes	As part of its participation in local education group meetings, the coalition emphasised the importance of creating a more conducive school environment, particularly at the preschool level, to enhance early learning conditions.	Yes	The NEC participated in key processes, emphasising transparency and stakeholder participation in key decision-making processes within the education sector.
Horn, Eastern and Southern Africa Region						
20	Egypt	Egyptian Union for Educational Policies and Research (EUEPR)	No		No	
21	Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	Yes	The NEC is Co-Chair of the local education group and leads key discussions including on the system capacity grants and the Eswatini enabling factors analysis.	Yes	The NEC participated in meetings on the GPE Compact Processes. These centred on the enabling factors analysis i.e. inclusive sector dialogue and coordinated action.
22	Ethiopia	Basic Education Network Ethiopia (BEN-E)	Yes	The NEC participated in local education group meetings and contributed to the discussions including on the GPE Climate Smart Education Systems Capacities Initiative.	Yes	The NEC contributed by participating in the compact process.
23	Kenya	Elimu Yetu Coalition (EYC)	Yes	The NEC participated in local education group meetings and contributed to the review of the projects within the partnership compact as well as discussions on the education sector.	Yes	NEC engagement in GPE processes has been mostly on monitoring the Kenya Primary Education Equity in Learning Programme.
24	Lesotho	Lesotho Council of NGOs (LCN)	Yes	As co-chair of the local education group, the NEC chaired 4 meetings that discussed the Systems Transformation Grant, as well as highlights of the study commissioned by the NEC on the "State of technical and vocational education training in Lesotho" among others. As the chair, LCN played a central role in guiding discussions, ensuring inclusivity, and facilitating meaningful engagement among stakeholders.	No	
25	Malawi	Civil Society Education Coalition (CSEC)	Yes	The NEC contributed to a meeting that focused on the Education Joint Sector Review, the Malawi education reform program progress and the review and streamlining of the Malawi Education Coordination Structure.	No	
26	Nigeria	Civil Society Action Coalition on Education For All (CSACEFA)	Yes	The NEC is part of the local education group and contributed to discussions on the GPE System Capacity Grant Review among others.	Yes	The NEC participated in three GPE Compact meetings.
27	Rwanda	Rwanda Education for All Coalition (REFAC)	Yes	The NEC participated in local education group meetings and contributed to discussions on the 2024 Global Education Meeting by sharing findings from the SDG4 spotlight report. In other meetings, NEC shared findings from previous assessments and studies conducted with Education Out Loud support.	Yes	The NEC participated in one meeting to discuss progress made in implementing the Rwanda Partnership Compact and plan for its mid-term review. During the meeting, the NEC used the opportunity to share its report on the effectiveness of the Rwanda 2023–2027 partnership compact implementation.
28	Sierra Leone	Education for All Sierra Leone (EFA SL)	Yes	The NEC participated in 2 local education group meetings to discuss the National Accelerated Education Guidelines among others.	Yes	The NEC has actively participated in the GPE Compact processes, including discussions on the STG Grant aimed at supporting the Education Sector Analysis.



	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
29	Somalia	Education for All Somalia Coalition (EFASOM)	Yes	The NEC took part in discussions on Climate Change and the Education System and recommended that the revised Education Sector Strategic Plan (ESSP) include clear, measurable targets for inclusive education, while ensuring active involvement of organisations representing persons with disabilities in the revision process.	Yes	The NEC participated in one meeting by the Education Sector Coordination (ESC) Meeting on the GPE project in Somalia.
30	Somaliland	Somaliland Network on Education For All (SOLNEFA)	Yes	The NEC participated in three local education group meetings focused on education policy review, EMIS and School Capitation Grants. The NEC highlighted gaps in the National Education Policy, including the lack of a monitoring and evaluation framework. Based on an EMIS analysis report, it further emphasised the importance of having a viable policy in place to ensure the EMIS meets required standards and intended objectives.	No	
31	South Sudan	National Education Coalition in South Sudan (NEC SS)	Yes	NEC SS participated in the ten local education group meetings focused on the development of the GPE grant application for South Sudan and the national annual budget for the Ministry of General Education and Instruction.	Yes	The NEC is a member of the GPE in-country steering committee, grant agent selection committee, Partnership Compact Task team, and GPE programme development coordination team. During the reporting period, the coalition participated in more than 15 Partnership Compact and programme development task/coordination team meetings and provided inputs to the GPE programme documents.
32	Sudan	Sudanese Coalition for Education for All (SCEFA)	Yes	The NEC participated in 7 local education group meetings, advocating for the integration of emergency education plans into the national education strategy and providing input into the design of monitoring and evaluation mechanisms to track the implementation of education interventions in emergency settings.	No	
33	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)	Yes	The NEC participated in four local education group meetings focusing on the Tanzanian Qualification Framework, the mid-term review of the Inclusive Education National Strategy, the implementation status of the Improved Curriculum, and the National Digital Education Strategy among others. During these meetings, the coalition raised concerns about the shortage of textbooks in schools following the implementation of the new curriculum.	Yes	The NEC participated in five GPE compact related events including a stakeholders' meeting to launch the GPE compact report and a GPE Task Force meeting to review the Compact
34	Tunisia	La Coalition Éducative Tunisienne (CET)	No		No	
35	Uganda	Forum for Education NGOs in Uganda (FENU)	Yes	The NEC engaged in local education group meetings and working groups focused on Education in Emergencies, Early Childhood Care and Education (ECCE), Gender in Education, and EMIS. Key topics included the Education Response Plan for Refugees and Host Communities in Uganda, the mapping of ECCE centres and partners in emergency contexts, as well as developing EMIS tools to incorporate indicators for Non-Formal Education.	Yes	NEC participated in one meeting during the reporting period.
36	West Bank and Gaza	Palestinian Education Coalition (PEC)	Yes	The NEC participated in several local education group meetings and engaged in the Education cluster thematic working group, and the Education sector working group, contributing to national education planning and implementation processes. The coalition contributed to the development of the national Emergency Education Response Plan and played a key role in managing the implementation of the GPE initiatives.	Yes	Through its participation in the Education Cluster and the Education Sector Working Group, the coalition has contributed to the development of national education strategies and emergency response plans.



	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
37	Yemen, Republic of	Yemeni Coalition for Education for All (YCEFA)	Yes	The NEC participated in 6 local education group meetings and contributed to the Education sector Plan 2024–20230 among others. Some of the themes discussed include the REAL Project, and the System Transformation Grant.	Yes	The NEC participated in 2 online meetings, where they contributed to the review and endorsement of the education sector plan 2024–2030.
38	Zambia	Zambia National Education Coalition (ZANEC)	Yes	The NEC participated in meetings to coordinate the work of education sector stakeholders in the country. The main themes were the implementation of the new curriculum and the GPE compact processes. The NEC was given a platform in the ECCDE sub-committee meetings to provide a CSO perspective on issues happening within the education sector.	Yes	During the period under review, the NEC participated in several GPE Partnership compact meetings to draft the GPE Project Appraisal Document. The NEC made significant contributions on activities to be implemented under the gender and equity component.
39	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	Yes	The NEC participated in several local education group meetings. Key themes discussed included World Children's Day, joint Monitoring Visits, the Rollout plan of the Heritage Based Curriculum, as well as policy updates. The NEC delivered a presentation on the independent verification of the disbursement of the School Improvement Grant.	Yes	The NEC participated in a meeting focusing on the School Financing Policy.
Latin America and Caribbean Region						
40	Bolivia	Campaña Boliviana por el Derecho a la Educación (CBDE)	No	There is not a local education group in Bolivia.	No	
41	El Salvador	Red Salvadoreña por el Derecho a la Educación (RESALDE)	Yes	The NEC participated in local education group meetings with presentations by the Ministry of Education, Science and Technology on the Institutional Strategic Plan 2025–2029 and by GPE on milestones for 2025.	No	
42	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)	Yes	The NEC provided comments and suggestions to the Office National du Partenariat en Éducation, including on climate issues.	Yes	The coalition developed a proposal to review the state of education.
43	Honduras	Foro Dakar Honduras (FDH)	Yes	The Coalition participated in local education group meetings and contributed to discussions on the financing of the education sector and the need for greater transparency in the allocation and use of resources.	Yes	The coalition participated in the process of establishing the country compact.
Asia and Pacific Region						
45	Bangladesh	Campaign for Popular Education (CAMPE)	Yes	The NEC shared knowledge and data that informed national education strategies, including the curriculum reform. It advocated for the integration of inclusion, gender sensitivity, life skills, and climate education into policy and practice. CAMPE also coordinated civil society input and raised critical issues related to teacher support, equity, and the decentralisation of education management, sharing policy recommendations drawn from its extensive advocacy and grassroots engagement.	Yes	The NEC consolidated feedback from non-state actors through consultations and campaigns to define priority areas, major activities, and implementation strategies, contributing to the finalisation of the GPE Partnership Compact. During the GPE Mission to Bangladesh, CAMPE convened civil society organisations to stress the importance of community engagement in implementing and monitoring education programs and advocated for the inclusion of marginalised groups, including children with disabilities, ethnic minorities, and those in hard-to-reach areas.
46	Cambodia	NGO Education Partnership (NEP)	Yes	The NEC attended local education group meetings, presenting collective achievements in supporting Cambodia's education system. The presentation highlighted accomplishments of programs by international and local NGOs and shared updates from the 6th National Conference themed 'Transforming Education Paradigm,' where six solutions were identified to drive transformation.	Yes	The NEC participated in meetings and workshops on priorities such as quality teaching, gender inclusion, and enabling factors, providing CSO insights and recommendations. NEP also validated strategic priorities for the 2026–2030 Partnership Compact to guide future education policies.



	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
47	Indonesia	Network for Education Watch – Indonesia (NEW Indonesia)	Yes	The NEC attended four local education group meetings, raising concerns about persistent school violence and advocating for stronger preventive measures and capacity building for task forces. It also contributed to discussions on gender data and inclusive education through the Accountability for Gender Equality Framework, stressing the need to integrate disaggregated gender data into national dashboards and policies.	Yes	The NEC contributed to discussions on the system capacity grant part 2 and progress of the partnership compact plan and implementation. The coalition emphasised the need for an inclusive approach, advocating for local CSO involvement. It also stressed that impactful implementation requires marginalised groups and youth to participate in advocacy and strengthen civic space at the local level.
48	Kyrgyz Republic, The	Association for Education development in Kyrgyzstan (AED)	Yes	The NEC joined virtual meetings to coordinate the upcoming GPE Secretariat mission to the Kyrgyz Republic and explored opportunities for closer collaboration within the local education group, focusing on strengthening civil society engagement in education sector planning and monitoring.	Yes	NEC attended one meeting to discuss the Partnership Compact Mid-Term Review and get updates on the System Capacity Grant as well as the Multiplier Grant proposal development. The coalition made proposals to support inclusivity and gender sensitivity in education.
49	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	Yes	The NEC attended two meetings on curriculum reform and the integration of ‘New Educations’ into the updated national curriculum. After a thorough review, the coalition found the concept adequately addressed inclusive education.	Yes	No information available.
50	Mongolia	“All for Education!” National Civil Society Coalition	Yes	The NEC attended a meeting contributing to Mongolia’s Education Action Program 2024–2028 and engaged in discussions on challenges in targeted educational investments to improve quality and equity. It also supported the GPE System Capacity Grant Phase II, advocating for policies and budgets that prioritise socio-economically disadvantaged children to enhance learning outcomes and access.	No	
51	Nepal	National Campaign for Education Nepal (NCE-Nepal)	Yes	The NEC joined local education group meetings, including a Joint Review led by the Ministry of Education to assess progress on the School Education Sector Plan and identify key challenges. It also participated in the Budget Review Meeting, raising concerns about unmet SESP indicators and restrictive Conditional Grants, advocating for more flexible funding. Additionally, NCE Nepal shared research on education financing and urged all government levels to allocate 15–20% of their budgets to public education to achieve SESP targets.	Yes	The NEC participated in a virtual CSO consultation, advocating for sustainable education financing through progressive tax reforms, stronger domestic resource mobilization, and tax justice. It emphasised collaboration with multilateral agencies to position education as key to climate justice, gender equality, and economic resilience. NCE Nepal highlighted CSOs’ role in holding governments accountable and warned of the impact of aid cuts on low-income countries, urging continued support.
52	Pakistan	Pakistan Coalition for Education (PCE)	Yes	The NEC attended several local education group meetings to discuss the GPE System Transformation Grant, the multi-sectoral roadmap for out-of-school children, progress on the Baluchistan Education Sector Plan, and related grant processes. It emphasised the need for increased financing, a gender-sensitive approach to overcome barriers in girls’ education, and the integration of skills-based learning into the curriculum.	Yes	The NEC met with the GPE delegation to discuss the functioning of local education groups in provinces, emphasising the need for ensuring meaningful engagement of CSOs.
53	Papua New Guinea	Papua New Guinea Education Advocacy Network Inc. (PEAN)	Yes	The NEC attended several meetings of the local education group focusing on climate change education and inclusive education.	Yes	The NEC was a key member of the Task Team and participated in the GPE Grant Selection Committee.
54	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)	Yes	The NEC attended various local education group meetings focusing on the maintenance and enhancement of the National Literacy Information System of the Literacy Coordinating Council among others.	Yes	The NEC attended two meetings, including a National Consultation of ASPBAE Members in the Philippines focusing on aligning advocacy efforts and strengthening the collective voice for inclusive education. The consultation resulted in a renewed commitment to collaborative actions and a shared framework for advancing education for all.



	Country /territory	National Education Coalition (NEC)	Did the NEC participate in a local education group meeting between July 2024–June 2025?		Did the NEC participate in a global partnership compact process meeting between July 2024 and June 2025?	
			Yes /No	Information	Yes /No	Information
55	Samoa	Samoa Education Network (SEN)	Yes	The NEC attended two local education group meetings to endorse and discuss the GPE System Transformation Grant Program Development Outline and Budget, expressing its appreciation of the inclusion of civil society and the focus on promoting community engagement in the proposal.	Yes	The NEC attended a meeting on the GPE System Capacity Grant and contributed to shaping the GPE System Transformation Program, which aims to drive systemic change in education. The coalition stressed the importance of community participation in programs and policies.
56	Solomon Islands	Coalition for Education Solomon Islands (COESI)	Yes	NEC participated in local education group meetings, discussing the National Education Action Plan, and the GPE system transformation grant, among others.	Yes	The NEC participated in discussions about the validation and launching of the System Transformation Grant (STG).
57	Sri Lanka	Coalition for Educational Development (CED)	Yes	The NEC participated in several local education group meetings focused on GPE introduction, development partner contributions, and appointing a coordinating agency. The coalition outlined plans for an orientation program to build capacity among education planning officers on participatory planning aligned with SDG commitments.	No	
58	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)	Yes	The NEC attended a local education group meeting that addressed key education issues, including national survey results, the introduction of a 10-point grading system, and the Tech4Ed plan to expand digital learning. Discussions also covered a new Education Code, system digitalisation, updated textbooks, and new facilities. The coalition emphasised that reforms—particularly in assessment, digitalisation, textbook development, and infrastructure—must be inclusive, equitable, and responsive to marginalised and remote communities.	Yes	During a meeting with GPE representatives, the coalition presented key achievements, along with prospective areas for further collaboration with GPE.
59	Timor-Leste	Civil Society Education Partnership (CSEP)	Yes	The NEC participated in local education group meetings to discuss the GPE Compact proposal, the Transformative Education System for Inclusion and Sustainability, and the Education Sector Review. The coalition recommended updating the Education Management Information System and implementing the inclusive education policy.	Yes	The NEC attended two meetings contributing to the GPE proposal through consultations, discussions, and endorsement. It also actively participated in an online meeting with development partners on Timor-Leste's partnership compact.
60	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu (koBLE)	Yes	The NEC attended a local education group meeting focused on earthquake response, recovery efforts, and the Curriculum Improvement Program. It actively engaged in discussions, inquiring about the status of the Compulsory Education Policy.	Yes	The NEC participated in a Technical Working Group meeting under the GPE Partnership Compact, contributing insights on developing a new literacy strategy. Key priorities discussed included reviewing school curricula and teaching materials, as well as enhancing teacher training.
61	Vietnam	Vietnam Association for Education for All (VAEFA)	Yes	VAEFA participated in several local education group meetings and a national hybrid consultation on comprehensive sexuality education and gender equality in teacher training institutions, K-12 schools, and continuing education centres. The coalition shared updates on the LGBTQIA+ community in Vietnam based on its engagement work. Additionally, VAEFA joined discussions on the GPE System Capacity Grant application and activities of the KIX regional hub in Vietnam.	No	



5 EDUCATION OUT LOUD MONITORING DATA ACCORDING TO THE GLOBAL 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 indicator 17)
Target:	Baseline:	July 2024 – June 2025
59	46	+2
Accumulated as per June 2025: 51		

Region	Country/territory	Number of countries in the region with policy changes influenced by civil society organisations
West and Central Africa Total: 55 Increase: 11	Benin (3); Burkina Faso (11), Burundi (2); Madagascar (1); Mozambique (5), Niger (4), Sierra Leone (3), Togo (2), Côte d'Ivoire (3), Gambia, The (3); Congo, Democratic Republic of (4); Ghana (6); Senegal (5); Cameroon (2); Cabo Verde (1)	15
Horn, Eastern and Southern Africa Total: 78 Increase: 19	Eswatini (4), Zimbabwe (10), Kenya (5), South Sudan (4), Malawi (12), Somalia (5), Nigeria (2), Sudan (1), Rwanda (7), Somaliland (4); Tanzania (5), Zambia (6); Yemen, Republic of (3); Liberia (2); Egypt (2); Ethiopia (1); Uganda (4); Lesotho (1)	18
Latin America and Caribbean Total: 5 Increase: 1	Haiti (2); Bolivia (3)	2
Asia and Pacific Total: 107 Increase: 26	Nepal (26), Vanuatu (4), Philippines (21), Mongolia (12), Bangladesh (6), Cambodia (5), Kyrgyz Republic (2), Vietnam (5), Timor-Leste (4), Pakistan (10), Tajikistan (1), Papua New Guinea (2); Moldova (3); Indonesia (4); Samoa (1)	16
Total		245 policy changes in 51 countries and territories of which 21 are fragile and conflict-affected contexts¹

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:	July 2024 – June 2025
61	59	61 NECs, 25 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. <i>Indicated by an increase of 20 percentage points.</i>
Target:	Baseline:	July 2024 – June 2025
30	0	10
Accumulated as per June 2025: 25		

¹ According to GPE's list, August 2025: <https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict>



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:	July 2024 – June 2025
Improved inputs	Varying quality of inputs	Improved inputs as documented through selected cases

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:	July 2024 – June 2025
40	0	19
Accumulated as per June 2025: 27		

	West and Central Africa	Horn, Eastern and Southern Africa	Latin America and Caribbean	Asia and Pacific
Number of initiatives July 2024 – June 2025	9	4	1	5

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:	July 2024 – June 2025
24	21	0
Accumulated as per June 2025: 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:	July 2024 – June 2025
298	165	57 policy changes in 28 countries and territories, 10 of which are fragile and conflict-affected contexts ²
Accumulated as per June 2025: 245		

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
Reporting period	11	19	1	26
TOTAL NUMBER ACCUMULATED	55	78	5	107

² According to GPE's list, August 2025: <https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict>



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 organizations that include rights holders and duty bearers.
Target:	Baseline:	July 2024 – June 2025
52	24	66 (OCI and OC2)
Accumulated as per June 2025: 90		

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:	July 2024 – June 2025
249	134	99
Accumulated as per June 2025: 251		

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:	July 2024 – June 2025
14	8	14, 3 of which are in fragile and conflict-affected contexts ³

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:	July 2024 – June 2025
15	0	7
Accumulated as per June 2025: 7		

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:	July 2024 – June 2025
3	2	1
Accumulated as per June 2025: 3		

3 According to GPE's list, August 2025: <https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict>



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:	July 2024 – June 2025
45 NECs and other CSOs participating in GPE partnership compact. 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. 51 NECs participated in local education group meetings. 36 NECs participated in other SDG/education follow up mechanisms.	49 NECs (47) and other CSOs (2) participated in GPE partnership compact. 61 NECs (56) and other CSOs (5) participated in local education group meetings. 48 NECs (43) and other CSOs (5) 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 thematic of CSO 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:	July 2024 – June 2025
10	0	12
Accumulated as per June 2025: 15		

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:	July 2024 – June 2025
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:	July 2024 – June 2025
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:	July 2024 – June 2025
18	12 (6 also included under 1.5.1)	4 (OC3 – also included under 1.5.1)
Accumulated as per June 2025: 16 (also included under 1.5.1)		



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:	July 2024 – June 2025
28	22	9 (OC3)
Accumulated as per June 2025: 31		

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:	July 2024 – June 2025
20	14	4
Accumulated as per June 2025: 18		

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

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