

EDUCATIONOUTLOUD
advocacy & social accountability



Education Out Loud
Insights:

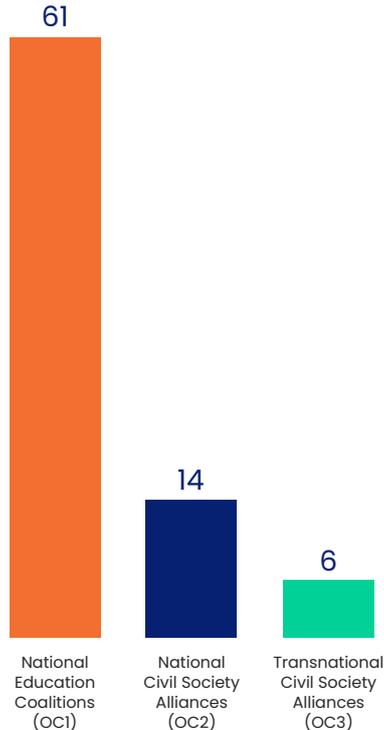
OVERVIEW, ACHIEVEMENTS & LEARNINGS

2024-2025





Number of Education Out Loud grantees (June 2025)



ABOUT EDUCATION OUT LOUD

Education Out Loud is The Global Partnership for Education's (GPE) fund for civil society advocacy and accountability. It supports civil society organisations to strengthen transparency, accountability, and civil society participation in national, regional and global education policy processes. With a funding envelope of USD 133 million and with grants in more than 60 countries, it is the biggest education advocacy fund in the world for civil society. It is managed by Oxfam Denmark.

Since 2019, Education Out Loud has supported civil society in over 60 countries to advocate for more inclusive, gender responsive and equitable education systems that better meet the needs of communities, especially the most marginalised. The programme supports National Education Coalitions (OC1), national civil society alliances (OC2), and transnational alliances (OC3).

This report showcases key results achieved by civil society organisations supported by Education Out Loud between July 2024 and June 2025, and shares insights from the programme's learning initiatives.

Happy reading!

For the full Technical Progress Report for 2024/25, please see: www.educationoutloud.org

Photo: Djélika, 11 years old. She was forced to flee her village with her family after armed attacks. After a year away from school, she was able to return to class. Burkina Faso (2025). Credit: Trans.Lieu.



KEY RESULTS

July 2024 – June 2025

81 civil society organisations were supported in 61 countries [Read more page 4 →](#)

57 policy changes were influenced by grantees [Read more page 6 →](#)

75 social accountability mechanisms were created or strengthened by grantees [Read more page 10 →](#)

99 studies and reports were produced by grantees for use in advocacy and monitoring [Read more page 12 →](#)

93 percent of National Education Coalitions (NECs) are now members of their local education group [Read more page 13 →](#)

85 percent of NECs have an updated gender policy or code of conduct [Read more page 16 →](#)

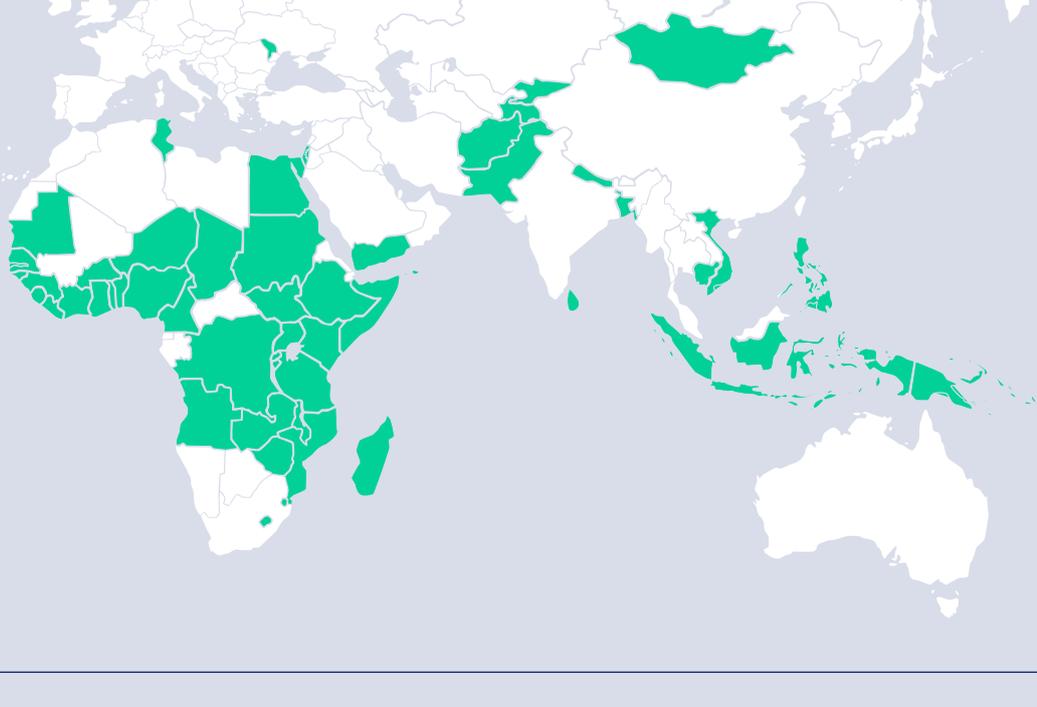
29 Learning collaboratives were supported to promote collaborative learning [Read more page 17 →](#)



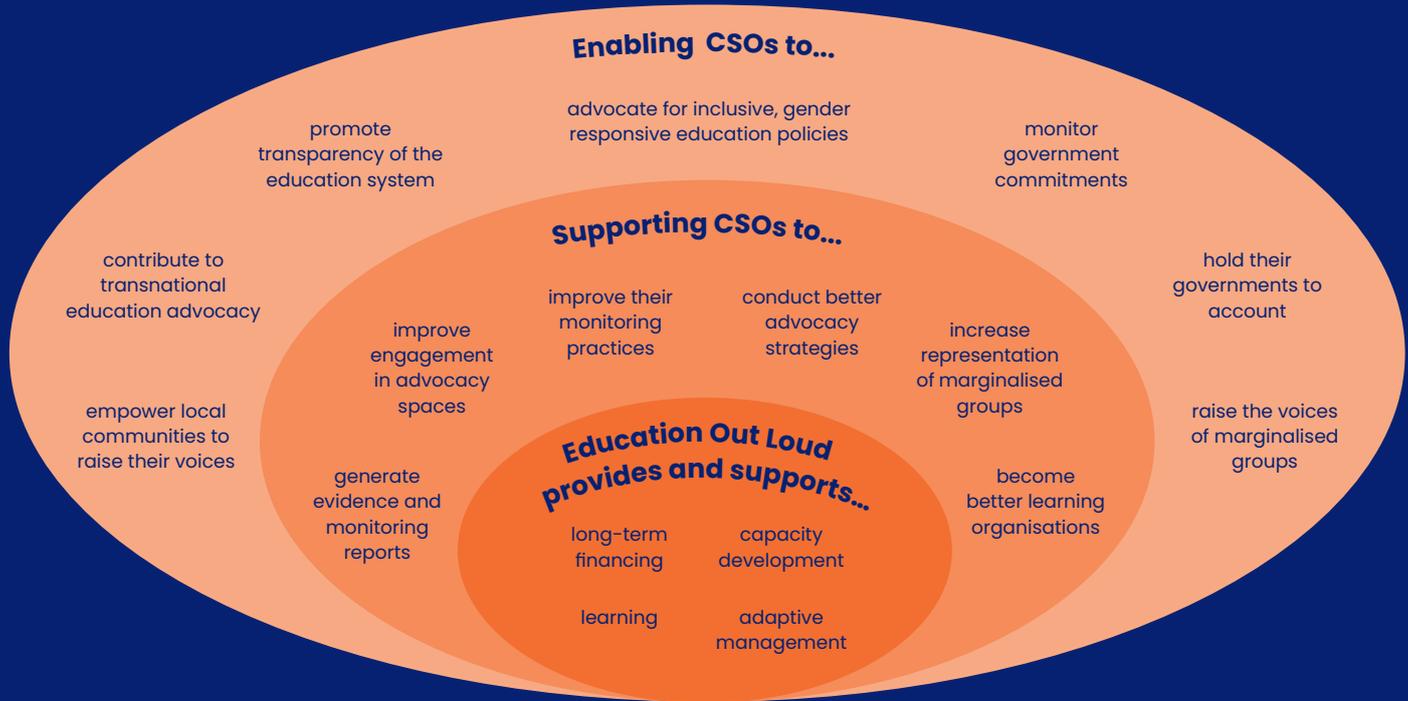
WHERE EDUCATION OUT LOUD SUPPORTS CHANGE

81

grantees were supported
in 61 countries



HOW EDUCATION OUT LOUD WORKS





POLICY CHANGES

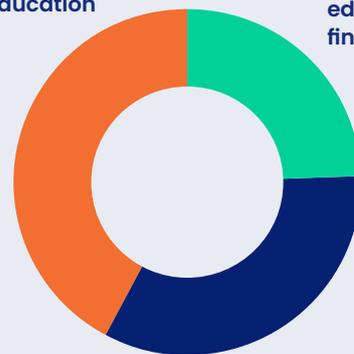
57 policy changes were influenced by grantees in 28 countries

The overall goal of Education Out Loud is to empower civil society to be active and influential in shaping education policies to better meet the needs of communities, especially vulnerable and marginalised populations. This year, there has been an increase in the number of policy changes influenced by Education Out Loud supported civil society organisations and alliances with a key focus on improving conditions and quality of education, enhancing education financing and ensuring more inclusive and gender responsive policies.

Photo: Children wash their plates after having lunch, Tanzania (2024).
Credit: GPE/Mrutu (Trans.Lieu).

24 POLICIES
that improve
conditions
and quality of
education

14 POLICIES
that enhance
education
financing



19 POLICIES
that ensure more
inclusive education
systems

IMPROVED CONDITIONS AND QUALITY OF EDUCATION

Ensuring access to quality education for marginalised populations, including girls, is fundamental for achieving equal opportunities. As such, advancing inclusive and gender responsive education systems is a core focus area. In 2024/25, grantees influenced **19 policies specifically aimed at advancing inclusion of marginalised communities**, including children with disabilities, pregnant girls and adolescent mothers, and migrant children. Many additional policies also integrated strong gender and inclusion components in their design.

In **Nepal**, the National Education Coalition (NCE) helped shape Local Level Education Plans for Barahatal and Mahadeva Municipalities, focusing on improving quality, accessibility, and relevance for all communities, especially marginalised groups and youth. Through advocacy, NCE Nepal enabled community members to voice their

educational priorities and strengthened local officials' capacity to adapt the national School Education Sector Plan to local needs.

In **Cameroon**, the National Education Coalition (CEFAN) contributed to the development and validation of Cameroon's Education and Training Sector Strategy 2030. The coalition participated in design validation meetings and disseminated the finalised strategy to local authorities, ensuring alignment and awareness at the local level.

Photo: Young students line up before entering their class. Shree Sisneri Secondary School, Mahalaxmi Municipality, Nepal (2025).
Credit: GPE/Federico Scoppa.





ENHANCED EDUCATION FINANCING

Enhanced education financing is essential for ensuring conducive learning environments, inclusion of marginalised communities and improved educational outcomes. During the reporting period, grantees influenced **14 policy changes that improve education financing**.

These include increases in the national education budgets, enhanced community participation in budget decisions and stronger regulations concerning the allocation and utilisation of education budgets.

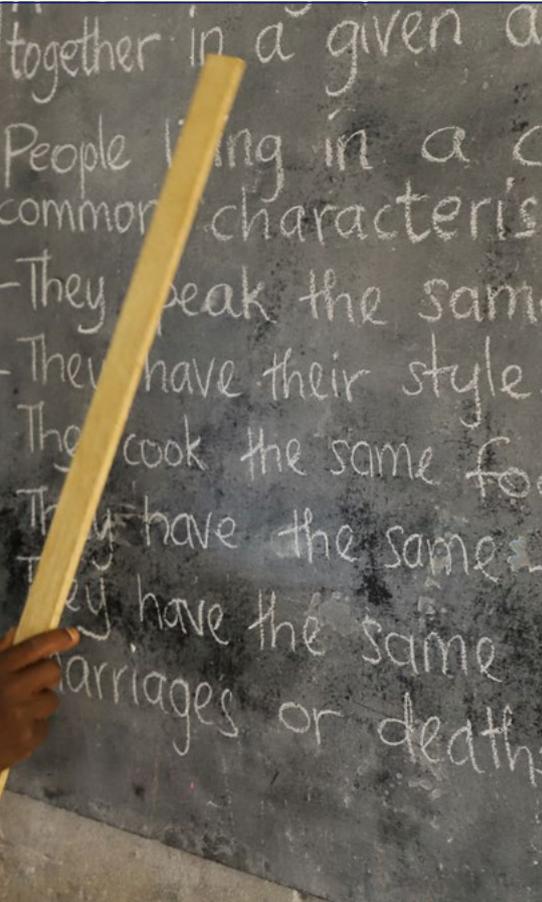
In **Indonesia**, the government introduced new regulations on education budget use, specifying the percentage of the national budget allocated to education and defining permissible expenditures. The National Education Coalition (NEW) contributed to identifying gaps in the

budget allocation and mobilising civil society to ensure marginalised voices were heard in policy discussions. The coalition also provided technical inputs and engaged in media advocacy and public campaigns to build awareness and support.

In **Malawi**, the education budget increased from MWK 946 billion in 2024/25 to MWK 1.3 trillion in 2025/26. The National Education Coalition (CSEC) and other civil society actors tracked last year's spending and analysed the new draft budget, advocating for more targeted investments in areas like teaching materials and student loans. They also engaged government bodies and used the media to raise public awareness about the need to invest in quality education.

Photo: Teacher in class, Cameroon (2023). Credit: World Bank/O. Hebga.





MORE INCLUSIVE EDUCATION SYSTEMS

Ensuring access to quality education for marginalised populations, including girls, is fundamental for achieving equal opportunities. As such, advancing inclusive and gender responsive education systems is a core focus area for Education Out Loud. In 2024/25, grantees influenced **19 policies specifically aimed at advancing inclusion of marginalised communities**, including children with disabilities, pregnant girls and adolescent mothers, and migrant children. Many additional policies also integrated strong gender and inclusion components in their design.

In **Mongolia**, new Policy and Implementing Guidelines for Bilingual Education were introduced by the government to improve education quality for ethnic minority Kazakh and Tuvan children. This is the first comprehensive framework covering intercultural curriculum development, textbook creation, and teacher training. The National Education Coalition (AFE) contributed by conducting background studies

on bilingual education and intercultural education, facilitating stakeholder consultations and leveraging media outreach to engage the public and policymakers.

In **Tanzania**, the government introduced a National Re-entry Implementation Plan to help children who have dropped out return to school. The National Education Coalition (TEN/MET) and Haki-Elimu, a national civil society alliance, played a key role in developing the plan by conducting research, organising multi stakeholder consultations, and coordinating technical meetings with relevant ministries.

In **Zimbabwe**, the government approved a National Gender Policy 2025, providing a thorough framework for promoting gender equality across all sectors. The GEAR alliance contributed to the policy revision by facilitating discussions between youth and high-level policymakers, allowing young people to highlight gaps and suggest solutions.



SOCIAL ACCOUNTABILITY

75

social accountability mechanisms were created or strengthened by grantees.

Social accountability mechanisms are monitoring systems that allow civil society to collect and use evidence to track the implementation of education policies, plans and budgets at all levels. They also empower local communities by increasing their knowledge and capacity to engage in policy dialogue.

This year there has been a significant increase in the number of social accountability mechanisms created or strengthened by grantees.

In **Bolivia**, the National Education Coalition (CBDE) held dialogues with government authorities to strengthen intercultural, bilingual education in the country, supported by a civil society report on the state of education. The initiative also engaged national media to bring education issues to the public agenda, empowering indigenous education groups and advocating for reforms.

In **Ghana**, School for Life, a national civil society education alliance, launched the Open School Data initiative to promote transparency and accountability in education by making school-level information accessible to the public. The initiative systematically collects, shares, and uses data on key aspects such as student performance, financial management, and teacher attendance.

In **Liberia**, A national civil society alliance, HOPE Liberia held county level dialogues with key education stakeholders to monitor implementation of the National Policy on Girls' Education. By involving local government authorities and local women's groups, the dialogues aimed to strengthen accountability and advocate for greater investment in girls' education.

For a list of all social accountability mechanisms, please see: www.educationoutloud.org

Photo: Learning event on strengthening social accountability mechanisms, Tanzania, (Nov 2024).
Credit: Daniel Samwel, MS TCDC.



OWNERSHIP

RESPONSIBLE

JUSTICE

PROV

RESPONSIBLE

CIVIC

ENGAGEMENT

TOGETHERNESS

EMPOWERMENT

VOICE

CITIZEN-DRIVEN

EQUALITY

MONITOR

TRANSPARENCY

INCLUSION

EQUITY

TRANSFORM

RESPONSIBLE

RESPONSIVE

IMPROVEMENT

INCLUSIVE-FUTURE

CIBANOS
ACTIVOS
VIGILANTES

PARTICIPATION

ACTIVISM

STEWARSHIP



DATA FOR ADVOCACY

99

studies and reports were produced by grantees for use in advocacy and monitoring.

Use of evidence, particularly highlighting local and grassroots voices, strengthens the legitimacy and influence of civil society in policy dialogue. This growing evidence base supports advocacy efforts by demonstrating the need for larger education budgets, tracking progress toward national and international education goals, assessing access to education for marginalised groups, and monitoring implementation of policies.

In **Lesotho, Liberia, Malawi, Benin, Somaliland, Somalia, Zambia, Sierra Leone, Honduras, Sri Lanka, Pakistan,**

Nepal, and Indonesia, grantees conducted budget analyses to identify shortcomings in education financing and service delivery, advocating for enhanced funding for education.

In **Honduras, Vanuatu, Sri Lanka, Solomon Islands, Philippines, Cambodia, Nepal, and Uganda,** civil society organisations have developed spotlight reports that present civil society's perspective on progress towards achieving SDG 4, using context-specific data to highlight gaps and offer policy recommendations.

In **Latin America and the Caribbean,** the Latin American Campaign for the Right to Education (CLADE) conducted a study on the global tax framework, which was used for high-level advocacy, making the case that a structural transformation of the tax system is essential for ensuring sustainable financing of public education and achieving equal opportunities for all.



Photo: Brenda Cheptoo from the Elimu Yetu Coalition discussing the findings from a study on ICT in Kenyan schools with Judith Chirchir, member of the County Executive Committee in Kericho (2025).
Credit: Malene Aadal Bo.

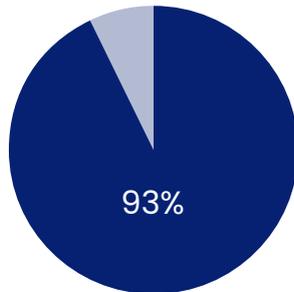
POLICY DIALOGUE SPACES

93 percent of National Education Coalitions are now members of their local education group.

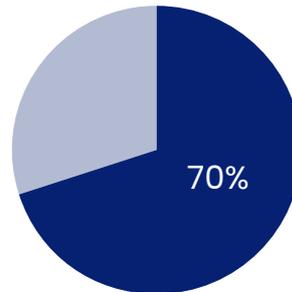
Participation in policy dialogue spaces, such as local education groups, enables civil society to engage directly with ministries and other key actors on national education issues. Through these platforms, they can influence education policies and plans, amplify marginalised

voices, and ensure local concerns are reflected in national decision-making. A growing number of grantees are taking part in these dialogue spaces, contributing to policy and planning processes.

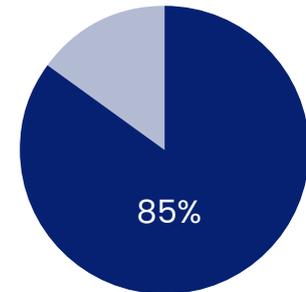
NEC membership in local education group



NEC participation in SDG 4 and other national education forums



NEC participation in regional and global forums



■ NECs member of local education group ■ NECs not member of local education group



INSIGHTS INTO NECS' PARTICIPATION IN POLICY FORUMS

This year, Education Out Loud commissioned a qualitative study to better understand how National Education Coalitions meaningfully engage in policy spaces. Conducted across seven countries, the study gathered insights from both NECs and other key education stakeholders.

Overall, the findings show that the NECs in question associate meaningful participation with the ability to provide credible, evidence-based, and inclusive contributions that complement government perspectives and offer alternative solutions where appropriate. Education stakeholders further emphasise the important role NECs play when their advocacy efforts are grounded in technical expertise, and consultations with members. They also find that coalitions with a deep understanding of Global Partnership for Education processes at

the country level are better positioned to participate meaningfully in policy discussions, enabling them to seize strategic moments for providing input.

The study further highlights the complex role NECs play in policy dialogue, as they must represent diverse voices while managing perceptions of being either overly compliant or overly confrontational. Navigating this balance is central to their ability to contribute meaningfully to national education policy.

Photo: Students walking home from school, Mozambique, (2023).
Credit: GPE/Mbuto Machili.



TRANSNATIONAL ADVOCACY

Education Out Loud supports civil society alliances to engage in transnational advocacy and contribute to shape regional and global frameworks that advance inclusive, equitable quality education at the national level.

The Global Campaign for Education (GCE) and the regional coalitions Arab Campaign for Education for All (ACEA), Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Latin American Campaign for the Right to Education (CLADE) participated in the 2024 **Global Education Meeting** and played influential roles in shaping the Fortaleza Declaration, which is a global pledge to advance transformative education and accelerated progress towards SDG 4. Their involvement

included participating in preparatory regional consultations, providing expert inputs, and contributing to the outcome document.

The transnational civil society alliance, Girls Not Brides participated in the **African Union's first Pan-African Conference on Education** in Addis Ababa, presenting key recommendations to address gender-based violence in

schools and highlighting education's critical role in preventing child marriage.

TaxEd Alliance, GCE and the regional coalitions actively contributed to the preparations for the **4th International Conference on Financing for Development**, advocating for a UN Tax Convention and a fair, people-centred, and sustainable financing framework for transformative education.



Photo: CLADE, ACEA and GCE in discussion at Global Education Meeting (2024).
Credit: CLADE.



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 in internal governance structures and represented in educational advocacy and policymaking.

In Education Out Loud, inclusivity is assessed across four dimensions: internal organisational practices, inclusive dialogue among members, diverse membership, and inclusive advocacy. Together these are providing insight into how the coalitions integrate gender equality and inclusion in their work and structures.

Diversity in policies and plans of NECs, June 2025

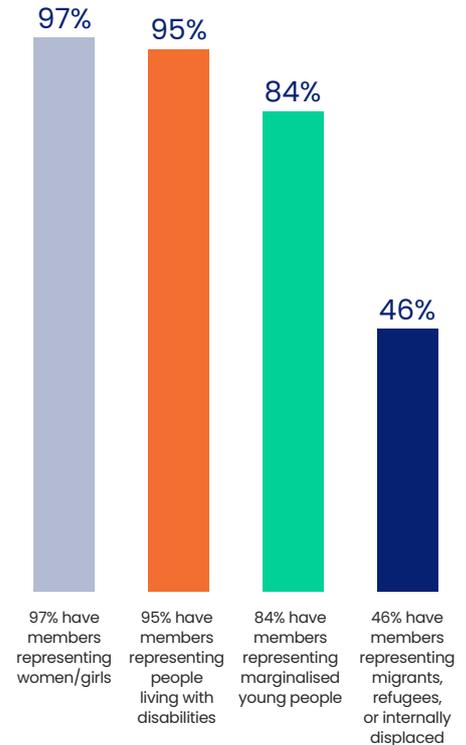


85% have an updated gender policy, gender committee, sexual harassment strategy or code of conduct



97% have included marginalised groups' interests in their strategy or work plan

Diversity in NECs membership base (June 2025)



LEARNING IN EDUCATION OUT LOUD

Education Out Loud works to strengthen the capacity of civil society organisations and alliances to engage in and influence education policy dialogue and monitoring. Focus is on learning from experience, peer learning and targeted capacity strengthening.

The programme also generates evidence-based knowledge of civil society's work and achievements as a public good to inform and inspire education practitioners and stakeholders more broadly.

By embracing learning throughout, Education Out Loud adds value and contributes to stronger, more strategic, and relevant, institutionally healthy, and sustainable civil society organisations, coalitions and alliances.

Photo: Participants from The Pacific Learning Collaborative on Climate Education gathered for an event in Papua New Guinea (2025).
Credit: Alanah Torralba.



Learning collaboratives

Learning collaboratives are key to fostering experience sharing among grantees, creating synergies and promoting collaborative learning. This year, Education Out Loud supported 29 learning collaboratives.

- Gender and Social Inclusion in West and Central Africa, supporting grantees to apply gender transformative principles in their contexts.
- Education Financing in Africa, enabling the exchange and documentation of best practices on domestic and innovative education financing.
- → Climate Education in the Pacific Islands, supporting grantees on how to influence and create links between education and climate action. This included the joint development of → infographics and an → animated video for advocacy.



KNOWLEDGE PRODUCTS

As part of its learning efforts, Education Out Loud prepares and supports the development of learning resources or knowledge products including different kinds of tools, studies and policy briefs. For example, a → [publication](#) on transforming education systems through social accountability and a document on → [pathways to social accountability in education](#) that illustrates the steps national CSOs supported by Education Out Loud take to strengthen multi-level monitoring and accountability.

A full repository of publications and learning resources is now available on the website. Please see www.educationoutloud.org. This includes studies, policy briefs, handbooks, and guidelines developed by Education Out Loud grantees and learning partners from 2019 and onwards.

Adaptive management

Adaptive management is key to ensure that civil society advocacy stays relevant by learning from practice and embracing new opportunities. In collaboration with the Institute of Development Studies, Education Out Loud has developed an → [Adaptive Management Guide](#). This resource is designed to help grantees and management units adopt reflective and adaptive approaches in their work.

Learning partners

Four new Global Learning Partners were selected for 2024–2026 to advance knowledge generation and evidence-based learning:

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

Their joint research focus is on topics relating to inclusion and gender equality. Publications can be found on the Education Out Loud website. At the same time, Regional Learning Partners have strengthened civil society capacity by providing targeted learning opportunities, facilitating experience sharing, and documenting and disseminating lessons learned.

OTHER UPDATES

Photo: Advent Munenge
participates in group discussions,
Zimbabwe (2025).
Credit: Stabile Mpengesi/GPE.



Education Out Loud review

An → [external review](#) of Education Out Loud examined the programme's relevance, efficiency, coherence, and sustainability. Among others, 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 transformation.

In January 2026, INTRAC published a paper based on the Education Out Loud Review, presenting → [six insights on civil society effectiveness, legitimacy, sustainability, and grant management](#).

GESI call for proposals

To advance gender equality and social inclusion, Education Out Loud launched its first-ever restricted call for proposals to existing grantees this year focused on a specific thematic area. As a result, 27 grantees have expanded their initiatives in this area, promoting more gender responsive and inclusive education systems.

Preparing for Education Out Loud 2.0

In 2025, the GPE Board decided to continue Education Out Loud as part of the broader GPE 2030 strategy and approved a design framework for the new phase of the programme. During 2026, GPE will determine the funding envelope for Education Out Loud 2.0 and select a grant agent. The next phase of the programme is expected to start in 2027.

FOLLOW THE WORK

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Published in 2026

Front cover: A group of students raising their hands, Zanzibar (2024). Credit: GPE/Feruzi.

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GPE Transforming
Education