NFER International | EDUCATIONOUTLOUD advocacy & social accountability | GPE Transforming Education



Advancing Gender Equality and Social Inclusion (GESI) through Advocacy in Education Out Loud – Case Study Booklet

Gustavo Henndel Lopes and Geeta Gambhir

With contributions from Paola De Munari, Katarzyna Kubacka and Sarah Lynch

Advancing Gender Equality and Social Inclusion (GESI) through Advocacy in Education Out Loud – Case Study Booklet

Gustavo Henndel Lopes and Geeta Gambhir

With contributions from Paola De Munari, Katarzyna Kubacka and Sarah Lynch

Published in November 2026 by
National Foundation for Educational Research,
The Mere, Upton Park, Slough, Berks SL1 2DQ

www.nfer.ac.uk

Registered Charity No. 313392

ISBN: 978-1-916567-67-2

© 2026 National Foundation for Educational Research

How to cite this publication:

Lopes, G.H. and Gambhir, G. (2026). *Advancing Gender Equality and Social Inclusion (GESI) through Advocacy in Education Out Loud – Case Study Booklet.* Slough: National Foundation for Educational Research (NFER).

Disclaimer: This publication was produced with the support of Education Out Loud. Its contents are the sole responsibility of National Foundation for Educational Research (NFER) and do not necessarily reflect the views of Oxfam Denmark or Global Partnership for Education (GPE).

Photos: Oxfam and Shutterstock

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

Contents

Acronyms 5

1. Introduction 7

2. Case studies 8

2.1 West and Central Africa (WCA) 8

2.1.1 Formal recognition of inclusive education for learners with special educational needs in Cabo Verde 8

2.1.2 Advocacy leading to the postponement of exams in The Gambia during conflict in 2022 9

2.1.3 Enabling improvement in education financing for quality gender- and special educational needs-responsive teaching, learning practices and outcomes in Ghana 10

2.1.4 Securing government support for reducing school-level financial barriers to basic education in Mozambique 11

2.1.5 Enabling Senegalese pupils without civil status to sit national exams 13

2.2 Horn, Eastern and Southern Africa (HESA) 14

2.2.1 Improving access to data to monitor the implementation of Liberia's girls' education policy 14

2.2.2 Local-level evidence and advocacy benefiting Malawian learners with special needs 16

2.2.3 The formal inclusion of internally displaced persons in Somalia's TVET planning 17

2.3 Latin America and the Caribbean (LAC) 18

2.3.1 In Bolivia, indigenous education practices have become more accessible thanks to local research and the dissemination of existing practices 18

2.4 Asia and Pacific (AP) 20

2.4.1 Securing quotas and constitutional guarantees for marginalised Indonesian learners to attend schools fee-free 20

2.4.2 Bilingual education policy reform in Mongolia for ethnic minority Kazakh and Tuvan children 22

2.4.3 Grassroots gender equality and social inclusion networks and campaigning succeed in enrolling Dalits and other marginalised groups in Nepalese schools 24

2.4.4 Working with Filipino schools and local governments to improve gender expression policies for LGBTQIA+ students 26

2.4.5 Strengthening remote learning provision for disaster preparedness in Vanuatu 27

2.4.6 Supporting the inclusion of deaf community voices in Vietnam's sign language policy development 28

3. Our approach 29

Acknowledgements

We would like to thank Oxfam Denmark's Education Out Loud Global Management Unit team for their valuable feedback on this booklet. We would also like to thank the coalitions and alliances supported by Education Out Loud and Education Out Loud's Regional Management Unit teams for providing contextual information on the selected case studies.

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

Education Out Loud is the Global Partnership for Education's (GPE) fund for advocacy and social accountability. Education Out Loud supports stronger civil society engagement to transform education systems. Education Out Loud strengthens civil society organisations to mobilise citizens and influence policy change in the education sector. It also helps make advocacy more effective at the global, regional, and national levels, promoting transparency efforts around education policies and practices.

Visit www.educationoutloud.org

Acronyms

ABE	Accelerated basic education
ACLO	Fundación Acción Cultural Loyola
AFE	All for Education
AI	Artificial intelligence
AP	Asia and Pacific (region)
CEMSE	Fundación Privada de Fieles Centro de Multi Servicios Educativos
COSYDEP	Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique
COVID-19	Coronavirus disease
CSO	Civil society organisation
CYAN	Center for Youth Advocacy and Networking
DEFAT	District Education for All Teams
EFANet	Education For All Campaign Network
EFASOM	Education For All Somalia
EMIS	Education management information system
EOL	Education Out Loud
FCAC	Fragile and conflict-affected contexts
GABECE	Gambia Basic Education Certificate Examination
GAWE	Global Action Week for Education
GESI	Gender equality and social inclusion
GIEN	Gender and Inclusive Education Network
GLP	Global Learning Partner
GM	Minister's Cabinet
GMU	Global Management Unit
GNECC	Ghana National Education Campaign Coalition
GPE	Global Partnership for Education
G-Watch	Government Watch
HESA	Horn, East and Southern Africa (region)
HOPE	Helping Our People Excel
HSP	Home schooling packages
ICT	Information and communication technology
IDP	Internally displaced person
KAP	Knowledge, attitudes and practices

KoBLE	Kolisen Blong Leftemap Edukesen
LAC	Latin America and the Caribbean (region)
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and other identities
MEC	Ministry of Education and Culture
MEPT	Movimento de Educação Para Todos
MFDC	Movement of Democratic Forces of Casamance
NAT	National Assessment Test
NCE Nepal	National Campaign for Education Nepal
NEW Indonesia	Network for Education Watch Indonesia
NFER	National Foundation for Educational Research
NGO	Non-governmental organisation
NITHÉ	New Initiative for the Humanist Transformation of Education
NPGE	National Policy on Girls' Education
NTAL	National Teachers Association of Liberia
PAREP-CV	2024-2029 Support Programme for Priority Education Reform in Cabo Verde
PAYOWI	Paramount Young Women's Initiative
RMU	Regional Management Unit
RNCEPT-CV	Rede Nacional da Campanha de Educação Para Todos, Cabo Verde
SEND	Special educational needs and disabilities
SGC	School governance councils
SOGIESC	Sexual orientation, gender identity and expression, and sex characteristics
SWOT	Strengths, weaknesses, opportunities and threats
TVET	Technical and vocational education and training
USAID	United States Agency for International Development
VAEFA	Vietnam Association for Education for All
WAEC	West African Examination Council
WASH	Water, sanitation and hygiene
WASSE	West African Senior Secondary Examination
WCA	West and Central Africa (region)

1. Introduction

This booklet presents stories, or case studies, of advocacy contributing to positive change for gender equality and social inclusion (GESI) in education by civil society organisations (CSOs) around the world that have been supported by Education Out Loud (EOL). This is a global programme focused on advocacy and social accountability for education, implemented by Oxfam Denmark as grant agent since 2019 with funding from the Global Partnership for Education (GPE). EOL supports more than 80 coalitions and alliances of CSOs worldwide in mobilising citizens, influencing policy processes and strengthening accountability mechanisms to improve education for marginalised learners.

The case studies have been prepared by researchers at the National Foundation for Educational Research (NFER), one of EOL's four Global Learning Partners (GLPs) for 2024-2026. NFER's work supports strategic research across the EOL portfolio by contributing to the generation of knowledge and evidence-based learnings around GESI, with special attention to fragile and conflict-affected contexts (FCAC).

Featuring the case studies in a standalone booklet is intended as an accessible way to disseminate the achievements of EOL grantees[1]. More importantly, the booklet serves as a resource for other CSOs to learn from their peers' advocacy work, particularly those supported by EOL in advancing GESI.

Within the EOL programme, GESI is a central priority guiding its work and objectives. GESI approaches aim to ensure equitable and inclusive access to education by addressing the barriers faced by diverse groups of learners. These barriers often intersect, further deepening the marginalisation experienced by disadvantaged learners. The case studies highlight some of the ways in which EOL grantees have worked to reduce these barriers and have contributed to positive change across the programme's four regions (Table 1). This includes work in FCAC and across at least five dimensions of marginalisation recurrent within EOL country contexts: gender; disability; rurality, remoteness and lack of infrastructure; migrants, refugees and internally displaced persons (IDPs); and children from low-income households.

Table 1: Overview of case studies by EOL region, organised alphabetically by country

EOL's Regional Management Unit (RMU) groupings[2]	West and Central Africa (WCA)	Horn, Eastern and Southern Africa (HESA)	Latin America and the Caribbean (LAC)	Asia and Pacific (AP)
Countries featuring case studies	Cabo Verde The Gambia Ghana Mozambique Senegal	Liberia Malawi Somalia	Bolivia	Indonesia Mongolia Nepal Philippines Vanuatu Vietnam

The case studies in this booklet provide an overview of grantees' work on particular issues, yet they cannot fully convey what is often many years of effort involving multiple collaborations and stakeholders. The work of EOL and its grantees extends well beyond what can be captured in this limited selection. Readers who are inspired by these examples are encouraged to explore the programme further. It is also important to note that the content in the case studies was reported by grantees and, although the booklet highlights work contributing to positive change for GESI in education, it should not be interpreted as an assessment of impact or an evaluation of EOL's support.

1 *A separate NFER synthesis report features abbreviated accounts of selected case studies from this booklet, illustrating aspects relevant to the report's thematic focus: De Munari, P., Gambhir, G., Iocco, M.P., Kubacka, K. and Lopes, G.H. (2026). Advancing Gender Equality and Social Inclusion (GESI) through Advocacy in Education Out Loud – Synthesis Report. Slough: National Foundation for Educational Research (NFER).*

2 *RMU groupings do not necessarily reflect geographical boundaries.*

2. Case studies

2.1 West and Central Africa (WCA)

2.1.1 Formal recognition of inclusive education for learners with special educational needs in Cabo Verde

In Cabo Verde, the national education coalition Rede Nacional da Campanha de Educação Para Todos, Cabo Verde (RNCEPT-CV) advocates for universal access to quality basic education. It has a particular focus on the inclusion of learners with special educational needs in the education system, which had not been legally provided for in the country until 2024.

After eight years of advocacy, RNCEPT-CV celebrated the passing of Decree-Law No 9 of 29 February 2024, which sets out the inclusion of children and young people with special educational needs in the Cabo Verdean education system. It establishes the financial, material and practical foundations for the education of these learners at the primary, secondary and tertiary levels, as well as for the creation of dedicated support rooms in all municipalities. It also enshrines fee-free education for learners with special educational needs.

In recognition of RNCEPT-CV's contribution, the government's draft version of the decree-law in 2020 incorporated several technical and structural elements from RNCEPT-CV's own propositions, including provisions on curriculum adaptations and advisory bodies for inclusive education. These stemmed from RNCEPT-CV's draft submitted to the Ministry of Education in 2016, calling for the introduction of a legal framework for learners with special educational needs across pre-primary, primary and secondary education. This proposal drew on research studies and community assessments conducted by RNCEPT-CV and emerged at a time when the government was open to advancing inclusive education amid sustained advocacy by civil society organisations represented in the Local Education Group, of which RNCEPT-CV was part.

The coalition's advocacy gained further momentum from 2021 under the leadership of a visually impaired president, who also led the Union of the Blind of Cabo Verde. During this period, RNCEPT-CV strengthened its presence across all 22 municipalities, which made it easier to bring local evidence into national policy debates. Its legitimacy grew, as did its participation in public campaigns, educational forums and decision-making spaces. The coalition participated in various debates and media engagements to advocate for inclusive education and for the passing of the decree-law. It held regular discussions with ministerial and municipal authorities to address differences between government and civil society proposals, and eventually secured an agreement that the final text would be submitted to a vote within the Local Education Group.

Peer learning through the Lusophone Network for the Right to Education (ReLus), a learning collaborative supported by and partnering with Education Out Loud (EOL) and led by the Brazilian Campaign for the Right to Education (Campanha Nacional pelo Direito à Educação) – an EOL regional learning partner – played an important role in strengthening RNCEPT-CV's advocacy capacity. The coalition noted that its practices became more structured and strategic through its participation in ReLus, and that it earned a reputation among decision-makers and partners as a trusted actor capable of influencing outcomes such as Decree-Law No 9 of 29 February 2024.

In particular, RNCEPT-CV's advocacy drew on learnings shared within ReLus by Mozambique's national education coalition, Movimento de Educação Para Todos (MEPT). The Mozambican experience inspired the Cabo Verdean grantee to strengthen its technical credibility, legitimacy and institutional backing. As part of that, RNCEPT-CV identified key figures across different sectors of the Cabo Verdean society, secured their support and engaged them in advocacy efforts to raise the profile of its priorities. For example, RNCEPT-CV enlisted support from former ministers of education, former secretaries of state, former and current first ladies, university professors, artists, social activists and youth representatives. This broader support base reinforced RNCEPT-CV's message, including during a change of government, when both the grantee and the government ensured the work's continuity by building on draft texts developed under a previous Minister of Education.

After the decree-law came into force in February 2024, RNCEPT-CV began monitoring and supporting its implementation. Notably, it organised workshops for local and national stakeholders across the archipelago to discuss and align their actions following the adoption of the decree-law. This included, for instance, submitting a compilation of regional recommendations to the National Director of Education for consideration in the 2024-2025 school year. While RNCEPT-CV notes that significant progress remains to be made, it observes an incremental implementation of the decree-law, particularly within the framework of the government's 2024-2029 Support Programme for Priority Education Reform in Cabo Verde (PAREP-CV), which includes a focus on learners with special educational needs.

2.1.2 Advocacy leading to the postponement of exams in The Gambia during conflict in 2022

The Gambian national education coalition, Education For All Campaign Network (EFANet), works to influence policy by empowering civil society and advocating for quality education for all. The coalition's activities have extended to conflict-affected Gambian communities along the southern part of the West Coast Region border with Senegal, where learning was disrupted in 2022 by clashes between the Senegalese army and the Movement of Democratic Forces of Casamance (MFDC) as part of the ongoing Casamance conflict.

That year, as tension escalated and led to internal displacement and several days of school closures in The Gambia's bordering district of Foni Kansala, where it was more pronounced, EFANet successfully advocated for the postponement of the Gambia Basic Education Certificate Examination (GABECE), West African Senior Secondary Examination (WASSE) and the National Assessment Test (NAT). This measure aimed to provide affected Grade 9 and Grade 12 learners with sufficient time to resettle and recover lost contact hours ahead of these critical exams. Following discussions with the West African Examination Council (WAEC), the government agreed to delay the examinations until later that year, during the summer period.

The coalition played a pivotal role in enabling this outcome. As part of a fact-finding exercise to understand the impact of the conflict on learners, EFANet visited border communities to gather first-hand evidence of school closures and the impact on teaching and learning. They used a range of qualitative and community-based methods with a diverse group of stakeholders. Focus group discussions were held with women's groups, local chiefs and councillors, internally displaced persons and refugees. Interviews took place with displaced students, headteachers, teachers, school management committee members, and political candidates on the National Assembly who were preparing for elections in the region. Furthermore, the EFANet teams gathered survey data from refugee arrivals from Casamance, host families, internally displaced persons and households, using an app. They collected a wide variety of data, including numbers of displaced people (of which approximately 6,000 were students), safety concerns and accounts of impact on learning.

EFANet reported that the fieldwork took place in highly challenging circumstances. In schools that had been impacted by ammunition shells and the sound of gunfire, students and teachers experienced fear, trauma and disruption to their learning from the school closures. Entire families were separated while fleeing, and some children ended up in unfamiliar communities.

However, there were some enablers which helped the fieldwork and advocacy efforts. Progress was made possible through the trust and credibility held by EFANet in the affected communities. This was underpinned by strong connections between EFANet regional chapter leaders and their local communities. Ministry officials and the Regional Education Directorate 2 were also supportive when it came to listening to the coalition's accounts of the challenges. Furthermore, drawing on their wider connections, the coalition supported the Red Cross, where one member of EFANet's Chapter executive also provided psychosocial counselling, food aid, health and emergency services and help reconnecting separated family members for those who were displaced.

On its return, EFANet compiled its findings and recommendations in a report published in March 2022. The document was shared within the Local Education Group, on the coalition's social media platforms and with the Deputy Permanent Secretary of the Ministry of Basic and Secondary Education. EFANet also used report findings to raise public awareness around the need to maintain learning continuity in crises. These activities included radio panel discussions, distribution of communication materials on education in emergencies and school enrolment, and reengagement campaigns. A month later, the ministry adopted the recommendation to postpone the exams to July. The coalition regarded this development as a successful instance of civil society advocacy contributing to the protection of education in emergency contexts.

Since this is a pertinent topic that affects many Education Out Loud countries and indeed, episodes of the conflict recur at a lesser level along the Casamance-The Gambia border, EFANet continues its work highlighting the impact of lost learning in conflict. It does this at larger events such as the Global Action Week for Education (GAWE) and more local meetings in The Gambia. The coalition raises awareness across the country on how school closures in border areas create unsafe learning environments that drive students to drop out. As well as internal displacement, there is cross-border migration, as students must relocate to continue schooling. This information is regularly shared as part of EFANet's continuing advocacy efforts to support students during the wide-ranging impacts of border insecurity on education.

2.1.3 Enabling improvement in education financing for quality gender- and special educational needs-responsive teaching, learning practices and outcomes in Ghana

The Ghana National Education Campaign Coalition (GNECC) advocates for quality, equitable, inclusive and accessible education for all in Ghana through research, evidence-based advocacy, and multi-stakeholder collaboration. For the grantee, inclusion remains central to improving learning outcomes and sustaining enrolment in Ghana. Gender disparities also remain pronounced, with rural districts, especially in the Northern, Savannah, Oti and Western North regions, facing the greatest disadvantages.

GNECC is working to address these issues by monitoring how key education policies, such as the Inclusive Education Policy, the Girls' Education and Gender in Education Policy, and the Continental Education Strategy for Africa, are being put into practice across districts in Ghana selected by the grantee. Although the government positions education as a driver of economic and social transformation, significant systemic gaps persist. One of these gaps is in ensuring that girls and children with special educational needs and disabilities (SEND) can access and thrive in school on equal terms. As part of this work, GNECC is exploring education financing gaps through an Education Out Loud (EOL)-supported 2025-2026 research project that emerged from concerns about inadequate and inconsistent budget allocations and disbursements for children with SEND. Furthermore, schools serving children with SEND faced resource shortages, while many girls lacked access to essential learning materials and sanitary products.

To understand these barriers from the perspectives of communities, GNECC's Regional Chapter members, along with its District Education for All Teams (DEFAT), who are grassroots community members trained in data collection, gathered quantitative and qualitative data to capture the voices and lived experiences of a wide range of stakeholders. The methods included questionnaires; focus group discussions with parents, students (especially girls) and community leaders; interviews with education officers, headteachers and school accountants; and participatory workshops involving teachers, parents and education officers. They also carried out classroom observations and community consultations.

The key findings revealed insufficient funds at the district level for inclusive education programmes, limited gender-responsive budgeting practices, gaps in the provision of teaching and learning materials for children with SEND, and persistent socio-cultural barriers affecting girls' school attendance. GNECC shared these evidence-based findings to inform policy dialogues with the Ministry of Education and its agencies, including the Ghana Education Service and District Education Oversight Committees. The findings were also shared with civil society and development partners through national workshops and briefing notes, and with media outlets to generate public awareness on financing for inclusive education.

GNECC highlights positive outcomes from their evidence-based advocacy, which will help to improve education for girls and children with SEND. There have been financial allocations for a capitation grant and targeted support (for example, for out-of-school children in rural areas and children with SEND) to promote school enrolment and retention, and for free sanitary pads to help reduce absenteeism and improve participation among female students.

GNECC reports both enablers and challenges in the research process. The research was helped by their strong collaboration with DEFATs and their regional coalition members, as this supported community-level buy-in. Furthermore, GNECC received accreditation from the Ghana Education Service, which enabled it to enter public basic education schools to collect data. A challenge, however, was that due to limited funding, the study was only able to take place in three EOL project regions and was, therefore, not nationally representative.

Reflecting on the study and the outcomes, GNECC notes transferable lessons for the wider EOL community. The emphasis on qualitative data plays a key role in advocacy as stakeholders' stories and lived experiences resonate more strongly with policymakers than statistical data alone. Furthermore, the participatory nature of the research, with community members and education stakeholders identifying areas of concern and validating the findings, increases credibility and ensures that recommendations are rooted in local realities.

2.1.4 Securing government support for reducing school-level financial barriers to basic education in Mozambique

The national education coalition Movimento de Educação Para Todos (MEPT) brings together a diverse membership of around 150 civil society organisations and individuals in Mozambique. Guided by human rights and gender equality and social inclusion principles, the coalition works with civil society, government, development partners and the public and private sectors to help promote quality basic education for all. In particular, MEPT has, for many years, sought to strengthen children's right to education, including for those from low-income households who struggle to pay school enrolment fees, particularly at the basic education level (Grades 1 to 9), which is compulsory and officially free of charge under Law 18/2018 of 28 December, the Law on Mozambique's National Education System.

MEPT marked a milestone in 2025 when the Ministry of Education and Culture (MEC) issued Instruction No 2/GM/MEC/2025, to which MEPT's school-level data and sustained advocacy efforts have contributed. In MEPT's view, the ministerial instruction aims to advance the principle of free basic education set out in the National Education System Act by emphasising that, from the first to the ninth school years, any contributions from parents or guardians are purely voluntary, and, where such contributions are in place, parents or guardians should not be requested to contribute financially or materially during the period between October and March, as this period coincides with school enrolment and preparation for the following academic year. Instruction No 2/GM/MEC/2025 also reinforces that any contributions are to be proposed and managed by School Councils, which are community bodies that support school management. The instruction also sets out enforcement responsibilities for provincial and district education authorities, which are tasked with monitoring all processes related to community contributions and holding school leaders accountable if they fail to follow the ministerial instruction.

Instruction No 2/GM/MEC/2025 represents an important step by the Mozambican government towards the objectives promoted by MEPT, for whom the significance goes beyond aligning government policy with Mozambique's constitution or with Law No 18/2018 of 28 December, which reinforced free and compulsory education and extended free schooling from seven to nine grades. According to MEPT, many school leaders tend to prioritise compliance with instructions issued by Ministry of Education and Culture staff over laws and other legal instruments. This, in turn, reinforces MEPT's position in addressing an issue it had long identified: despite a legal framework supporting free basic education, barriers persisted at the school level, where learners whose families could not afford contributions would be allowed to attend classes, but were prevented from sitting final assessments and risked repeating the year. In this context, Instruction No 2/GM/MEC/2025 became a key instrument supporting MEPT's advocacy with schools.

To reach this outcome, MEPT adopted a multifaceted approach that linked evidence generation to advocacy at both the national and school levels. Over time, it integrated evidence collected by its member organisations from schools across Mozambique into position papers presented in high-level Ministry of Education and Culture forums. These included the Ministry's Joint Group for Extended Coordination and Joint Group for Restricted Coordination, which convene annually and monthly, respectively; MEPT has a memorandum of understanding with the latter. As explained by MEPT, its participation in Education Out Loud (EOL) enabled it to collect annual evidence across most provinces, which in turn has informed its evidence-based policy advocacy.

Throughout the process leading up to Instruction No 2/GM/MEC/2025, MEPT questioned a common argument within the Ministry that, since schools serve each pupil, every family should contribute financially. Instead, MEPT proposed an equity-focused rationale highlighting that the right to education should not be limited and that there should be a distinction between caregivers who are unwilling to contribute and those who are unable to do so. MEPT recognises some subjectivity in making this distinction and noted initial resistance, particularly during a meeting with the Ministry of Education and Culture early in 2025, where the start of the school year was discussed. However, MEPT observes that its ideas gained traction, and the ministerial instruction was issued soon after this meeting. MEPT subsequently praised the ministry's openness to reconsider its stance.

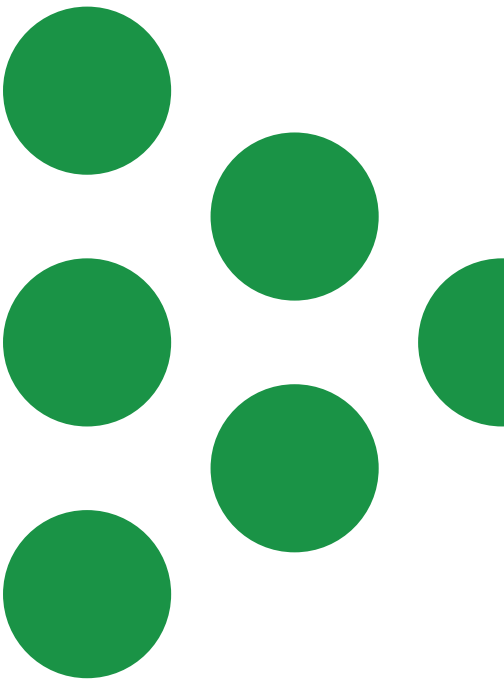
Several factors enabled this outcome. One was the appointment of a new Minister of Education and Culture, who had a technical and academic profile and was already familiar, from a previous role within the Ministry, with the evidence collected through MEPT's school monitoring process and with MEPT's positions. Another factor was ensuring that MEPT members had a strong understanding of the policy environment, achieved by training them to adopt

a soft-power approach to advocacy. MEPT's participation in the Lusophone Network for the Right to Education (ReLus)'s annual gatherings was instrumental in that. ReLus is a learning collaborative facilitated by a regional learning partner for EOL, the Brazilian Campaign for the Right to Education (Campanha Nacional pelo Direito à Educação).

MEPT staff stressed that the soft-power approach was well-suited to Mozambique's political context. The approach emphasises engaging directly with government stakeholders, public administrators and international technical and financial partners to discuss what was working well and what was not, rather than focusing on street campaigning, as seen in other advocacy approaches. Among other elements, MEPT's soft-power approach involved carrying out SWOT analyses (strengths, weaknesses, opportunities and threats) of advocacy efforts with public service providers.

In addition to government-level advocacy, MEPT engaged directly with schools both before and after the issuance of Instruction No 2/GM/MEC/2025 to monitor implementation and work towards making free education effective in practice. This engagement was constructive, aimed at supporting schools in identifying alternative ways to address budget shortfalls that had previously led to requests for parental contributions. For instance, MEPT, drawing on evidence collected through its school monitoring processes, has advocated for increased direct school support funds that stem from the state budget. The grantee has also strengthened dialogue with the government to explore domestic financing, including improving tax justice in natural resource exploitation so that resulting taxes are properly paid and earmarked to address demand for education services in schools. MEPT's messaging also addressed the collection and management of parental contributions, reinforcing that such contributions must be voluntary and handled by School Councils rather than school leaders, teachers or non-teaching school staff. MEPT explained that these councils, being closer to communities, are better placed to manage collective contributions and to avoid situations in which individual learners are affected for not contributing.

Since Instruction No 2/GM/MEC/2025, a key element of the coalition's school-level work has been ensuring that MEPT's provincial focal points are well informed, which the grantee achieves through training and roundtables supported by EOL and other funding sources. Coupled with some visits directly funded by EOL, this has strengthened local school monitoring. The coalition explained that this support helped clarify technical issues with school leaders, including in contexts where public messaging by political figures encouraged contributions that did not align with Instruction No 2/GM/MEC/2025.



2.1.5 Enabling Senegalese pupils without civil status to sit national exams

In Senegal, the Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique (COSYDEP) brings together civil society actors across the country to promote quality, free and inclusive public education for all. One of its key advocacy priorities has been to ensure that learners without birth certificates can sit primary school-leaving exams and competitive entrance examinations for the first year of lower secondary education, a barrier that disproportionately affects rural learners in Senegal. COSYDEP estimated that about 21.4 per cent of primary school pupils in Senegal in 2022, nearly 500,000 children, did not have their birth registered, often due to a combination of factors, including gaps in institutional support for registration, geographic barriers to accessing registration services, and some parents' limited awareness of the importance of birth registration.

A major breakthrough occurred in May 2024, when the new prime minister instructed the Ministry of National Education and other relevant ministries to establish a system to record the identities of undocumented school pupils who had registered for the 2023-2024 exams. Subsequently, mayors and regional governors were directed to provide unregistered pupils with certificates of non-registration in the civil registry, particularly to those identified by their local inspectorate for education and training as expected to sit the primary school-leaving exams and lower secondary school entrance examinations. This measure enabled nearly 70,000 affected pupils to sit the exams that year.

This marked a significant success for COSYDEP, which had long advocated for a durable solution to the issue. As early as 2017, COSYDEP produced a report with findings from all 14 regions of Senegal on school pupils' civil status. This report has since served as a foundation for sustained advocacy with the media, successive governments and the group of international technical and financial partners in education in Senegal, in which the government also participates and to which Education Out Loud (EOL) facilitates COSYDEP's access. COSYDEP has also advanced the debate through its observatories on education quality, which serve as fora for data reporting, structured dialogue and evidence-based advocacy. With support from EOL, COSYDEP has expanded these observatories to cover all regions of Senegal and has trained their members in political advocacy.

The 2017 report and the observatories for education quality provided COSYDEP with both national coverage and a strong local presence, which proved critical for evidence generation and advocacy. For example, COSYDEP noted that local authorities often approached the observatories to raise challenges related to the registration of children at birth. It also highlighted that, in May 2024, its reports on unregistered learners, disaggregated to the village level, directly drew the attention of the prime minister and his team.

Timing also proved crucial to COSYDEP's success, which had built a strong relationship with the newly established government. The government was receptive to civil society organisations and had formalised a partnership with COSYDEP within the framework of the New Initiative for the Humanist Transformation of Education (NITHÉ, in its French acronym), which helped create the conditions for COSYDEP to raise the issue precisely at Senegal's interministerial council of 18 May 2024. This was the first time that such a council had been convened by the prime minister to focus specifically on the challenges and implications of competitive entrance exams, within which COSYDEP had, for years, integrated the issue of undocumented learners.

As civil status extends beyond the education sector and requires the involvement of ministries such as justice, territorial communities and health, this gathering was particularly significant in enabling an integrated government response. COSYDEP highlighted how uncommon such a joined-up approach can be and valued the speaking time allocated to it during the council. During the meeting, COSYDEP presented recommendations that led to government commitments and concrete actions within the same month, ultimately resulting in the issuance of certificates of non-registration in the civil registry and a government commitment to a more sustainable strategy for solving issues related to pupils' civil status.

During the 18 May 2024 council, COSYDEP called for action on two main fronts: first, the development of a joint action plan bringing together different government sectors, and second, the advancement of a digital system for birth registration. The grantee considers both mechanisms necessary to address the complexity of civil registration, which is further shaped by regional disparities. COSYDEP explained that home births and long distances to health and civil registration centres are more common in rural areas, while ways of life such as nomadic pastoralism, common in certain regions of Senegal, also affect civil registration practices. These measures are essential to reach both children already recorded in government registries but lacking formal identification documents, and those not registered at all.

While COSYDEP continues its commitment to helping regularise the status of learners lacking civil registration papers in Senegal, its insights are relevant beyond the country, particularly in fragile and conflict-affected contexts. COSYDEP has therefore shared its good practices through EOL learning collaboratives and other regional and global platforms specialised in education in emergencies, notably with organisations operating across the Sahel, where many children also lack civil status documents.

2.2 Horn, Eastern and Southern Africa (HESA)

2.2.1 Improving access to data to monitor the implementation of Liberia's girls' education policy

In Liberia, the grantee Helping Our People Excel (HOPE) aims to empower citizens through socio-economic and educational community initiatives, particularly women and youth. HOPE leads the Educate HER consortium with Paramount Young Women's Initiative (PAYOWI), which focuses on civic participation, civic education, voters' rights and women's political leadership. Both organisations are women-led. Educate HER seeks to support the effective implementation and monitoring of the National Policy on Girls' Education (NPGE) 2021-2026, developed by the Liberian Ministry of Education and partners to improve access to affordable, quality education in Liberia while promoting gender equity and equality within the education system.

Although the gender ratio in Liberian schools has improved, the focus is shifting from enrolment equality to ensuring girls stay in school and complete their education. Since 2021, the consortium works to improve the availability of and access to timely data, with a key focus on girls' retention and completion of school, by supporting the government in maintaining a quality education management information system (EMIS) across 15 counties. Particular attention is given to streamlining and integrating girl-specific education indicators that can capture the results of interventions supporting NPGE's implementation. There is also a longer-term aim of harmonising these indicators with other policies' requirements, such as those set out in the Education Sector Plan, its components and outcomes. For the grantee, the data provides an essential foundation for advocacy.

Through Educate HER, the HOPE-led consortium is involved in quarterly monitoring of NPGE across the counties. It does so in partnership with the government: while monitoring and evaluation officers from the Ministry of Education based in county education offices collect data from those responsible for the NPGE locally, the consortium coordinates the overall exercise. Additional actors, such as parent-teacher associations and local non-governmental organisations, are also engaged during the monitoring processes. Furthermore, local rural women in the 15 counties where HOPE works are trained and mentored to become advocates for girls' education. These women's groups are equipped to monitor schools and track and raise awareness of girls' participation. This allows them to engage with the local government and participate in decision-making spaces to help improve educational outcomes in their communities. Therefore, HOPE benefits from strengthened citizen monitoring capacity.

Monitoring girls' retention and completion of school involves HOPE visiting schools and requesting the school roster to record the numbers of girls enrolled and in attendance. Then, in the next quarter, they revisit the school to record how many are still attending. HOPE also monitors other factors which can negatively impact attendance, such as gender-based violence and sexual and reproductive health and rights issues. A key focus here is whether there are pregnant girls attending the school, as well as whether there are mechanisms in place, such as counselling, to respond to such issues. Additionally, they monitor aspects of water, sanitation and hygiene (WASH) provision such as the availability of separate toilets for girls and menstrual products. During these visits, local HOPE teams talk to a range of school stakeholders, from principals and school administrators to teachers and students, to assess the extent to which the NPGE is being implemented.

Insights from this monitoring and data collection at the school-level help to identify policy implementation gaps, which are then flagged to the Ministry of Education. The grantee serves as a gender-focused specialist on the Local Education Group, held by the Ministry of Education, where national-level conversations around education take place. HOPE advises on the gender-responsiveness of other education policies, for example, teacher training.

HOPE's school- and national-level work contributes to improved school environments for girls. In September 2023, for instance, the consortium put forward an initiative, carried out with support from the National Teachers Association of Liberia (NTAL), which involved teachers using a roll call or record book. This generated monitoring data on girls' attendance, retention and completion rates in public schools. The data was discussed by the consortium with NTAL and, with further support from partners, helped advance the NPGE's provisions on school retention for pregnant pupils and prompted the Ministry of Education to recruit more female teachers.

More recently, in 2025, the coalition worked on making their quarterly monitoring data more readily available by developing a scorecard (a report that presents data on education indicators) and presenting this at the Joint Education Sector Review. This was further developed into the National Girls' Education Dashboard, a real-time digital tool that tracks key education indicators. It improves transparency and accountability, enabling stakeholders to monitor progress and effectively advocate for additional support. These tools are now being used by the government and stakeholders to guide policy and action. Engagement with ministries and organisations has focused on key issues identified, especially the lack of WASH facilities in schools, which impacts girls' retention.

Reflecting on their involvement with Education Out Loud since 2021, the grantee reports that participation in training on funding, operational management and programme reporting, for example, has been vital to running their organisation effectively. With this support, HOPE has built visibility and credibility as an organisation in Liberia, allowing the grantee's voice to be heard at the system level and enabling their work on improving girls' education to continue and grow.

2.2.2 Local-level evidence and advocacy benefiting Malawian learners with special needs

The consortium Pamodzi for Inclusive Education in East Africa, supported by Education Out Loud until 2024, aimed to bridge gaps between evidence, policy and implementation of inclusive education in Malawi, Kenya and Tanzania. Pamodzi was led by Malawian faith-based grantee Rays of Hope Ministries, which applied a transformative education model to prepare children and youth for a productive life and to strengthen teachers' skills. The other consortium partners were Fount for Nations (also in Malawi), Kesho Kenya (in Kenya) and Shule Direct (in Tanzania).

Together, the partners combined system-level influence, community engagement, advocacy, and technological innovation to advance inclusive education across Malawi, Kenya, and Tanzania. As the lead partner, Rays of Hope Ministries provided overall strategic coordination and leveraged its extensive work in education systems, teacher professional development, and foundational learning to drive policy engagement and regional collaboration. Fount for Nations contributed its expertise in community development and child wellbeing, particularly through its strong engagement with families and grassroots structures. Kesho Kenya brought significant experience in advocacy, and youth engagement, while Shule Direct contributed its leadership in digital learning and education technology.

Pamodzi identified a lack of accessible and reliable data on inclusive education as a key issue in the three countries and highlighted that, without sufficient data, planning and budgeting are not evidence-based, leading to inconsistent policy implementation and gaps in practice. To address this, the main objective of Pamodzi's 2021-2024 project was to increase the volume and use of evidence on inclusive and special needs education among policymakers to guide decision-making and planning. At the same time, non-governmental and civil society organisations, as well as communities, would use the same evidence to strengthen their advocacy and push for meaningful changes in the education sector.

In Malawi, Pamodzi gathered local evidence to strengthen community-level advocacy for improvements in education for learners with special needs. The evidence included research on inclusive education practices, baseline studies, policy reviews, geo-mapping of inclusive education facilities and special needs service providers. The grantee also carried out a range of activities with community actors to equip them to promote inclusive education in their localities and gather community members' views on the topic. Called Community Champions, Pamodzi trained them in inclusive education and topics such as child protection, and in gathering feedback from community members, including parents, on concerns about education for children with special needs. The project produced inclusive education messages and materials such as T-shirts, factsheets, posters and banners to support the Community Champions in their engagement with community members and other stakeholders.

Pamodzi's training and support fed into champions' lobbying of local authorities, such as district education officers, chiefs, ward councillors and parliamentarians, in their respective areas for increased funding for inclusive education. They lobbied for a range of improvements, including additional teaching and learning resources, such as textbooks and other educational materials; building new resource centres; hiring more specialist teachers in local schools; and adapting classrooms to be disability-friendly. In one case, Community Champions influenced how school funds, including government grants, were allocated and used for inclusive education. They did this by working through school management committees to redirect part of school improvement grants to train regular teachers in special needs education as a temporary solution to teacher shortages.

The focus on local-level action did not prevent issues from being escalated, and evidence generated by the Community Champions played a vital role in shaping Pamodzi's national advocacy. For example, Malawian parliamentarians sympathetic to Pamodzi's work committed to presenting its recommendations in parliamentary discussions. Such commitments were then used by Pamodzi and the wider Malawian civil society to support parliamentary lobbying while providing a basis for holding parliamentarians accountable. Most importantly, subsequent national budget analyses showed a noticeable increase in allocations and expenditures for inclusive education, which Pamodzi understands reflects a positive response to their efforts, as well as continued engagement with the parliament in general and its committee on education.

At the end of the project in 2024, Pamodzi shared lessons learnt and reflections in their final project evaluation report. They highlighted that, as the implementation period was relatively short (three years), continued funding would be needed to sustain and build on the project's progress, and that ongoing support would help back Community Champions and sustain their continued motivation and long-term impact. However, on involving community members in the project implementation and advocacy at the local level, the grantee noted that this approach strengthens local buy-in and expands reach with limited resources, therefore, Community Champions are instrumental to efforts to improve inclusive education.

2.2.3 The formal inclusion of internally displaced persons in Somalia's TVET planning

Education For All Somalia (EFASOM) strives to guarantee that all people in Somalia can access quality, safe education, along with peace, livelihoods, healthcare and water, sanitation and hygiene (WASH) services in schools. The national education coalition also focuses on technical and vocational education and training (TVET), a sector for which Somalia has long held ambitious goals despite longstanding infrastructure gaps.

The coalition works in an environment where a generation of older children in Somalia have never stepped into a classroom due to years of conflict, drought and displacement. As part of its activities expanding educational and training opportunities for disadvantaged groups, including refugees and internally displaced persons, in 2023, EFASOM succeeded in advocating for the formal inclusion of displaced adolescents and youth within the remit of Somalia's newly re-established TVET technical working group. The coalition's advocacy here targets adolescents aged 15-18 who have missed out on basic primary education and youth aged 19-25 who require immediate vocational skills to enter the labour market.

EFASOM uses a range of research-driven and community-centred methods to develop its evidence-based advocacy. Secondary analysis of advocacy reports and education financing data is undertaken to identify funding gaps and structural barriers affecting marginalised groups. The analysis has found severe shortages of training facilities and qualified staff for implementing TVET programs, and financial constraints prevent many youth from accessing vocational training. Furthermore, ongoing conflict and instability continue to limit access to and the quality of education services. Qualitative approaches are used to understand both systemic issues and individual experience. For example, knowledge, attitudes and practices (KAP) surveys are conducted in camps for internally displaced persons, and interviews and case studies capture the personal experiences of learners and families, highlighting challenges such as poverty, displacement and orphanhood.

Despite the challenges, there are enablers for EFASOM's work. These include collaborative partnerships with government bodies such as the Ministry of Education and the Ministry of Labour, and international development partners to support coordinated advocacy.

EFASOM has played an active role in advocating for mechanisms enabling more than 100,000 graduates from accelerated basic education (ABE) programmes funded by the United States Agency for International Development (USAID) to transition into either TVET or formal education. This has involved the coalition supporting the development of a unified national TVET curriculum to ensure standardised training and recognised certification for ABE graduates. To support the unique needs of displaced youth, advocacy efforts also emphasise that transition environments should be holistic and include WASH, healthcare and peacebuilding services.

An example of a transferable practice that EFASOM is looking to share with the wider Education Out Loud community is evidence-based policy pressuring, where the coalition has effectively translated KAP research into concise policy briefs to influence government decision-making. The grantee believes that this is a model that other coalitions could adopt. Specifically on TVET for crisis-affected youth, as Somalia implements its unified national TVET curriculum, EFASOM foresees that its role in monitoring the curriculum's accessibility for learners will provide a vital case study for other countries rebuilding their vocational sectors.

EFASOM acknowledges the progress it has made in highlighting the needs of displaced older children and youth and the rapid increase in vocational investment in Somalia in 2025. However, its research has found that much work remains to be done, and EFASOM remains a vigilant advocate for ensuring that basic education and vocational training reach the most marginalised.

2.3 Latin America and the Caribbean (LAC)

2.3.1 In Bolivia, indigenous education practices have become more accessible thanks to local research and the dissemination of existing practices

An alliance formed under Education Out Loud (EOL) between two Bolivian civil society organisations has been working to promote more equitable and inclusive educational experiences for indigenous children and young people. The alliance brings together the Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and the Fundación Acción Cultural Loyola (ACLO). CEMSE-ACLO aim to ensure that indigenous learners can exercise their right to quality public education that reflects the linguistic and cultural heritage of Bolivia's indigenous peoples.

In line with this aim, CEMSE-ACLO have contributed to advancing indigenous education practice in Bolivia by developing an ambitious set of pedagogical guidance for delivering indigenous curricula adapted to local contexts. In recent years, the grantee's work has been endorsed by local, regional and national education stakeholders. The initiative helps address gaps left by fragmented guidance on integrating national and region-specific indigenous curricula, limited capacity among school leaders and teachers, a shortage of dedicated teaching materials, and limited institutional support for classroom implementation.

Between 2022 and 2023, CEMSE-ACLO consolidated extensive evidence on school practices implementing Quechua, Aymara and Guarani curricula. The focus was on classroom teaching, educational materials, teacher training and education management. The schools involved were mainstream public institutions spanning pre-school, primary and secondary education located in both urban and rural areas across Bolivia's Andean highlands, inter-Andean valleys, Chaco lowlands and metropolitan zone surrounding the seat of government. The grantees consulted indigenous elders, parents, teachers, students, school board members, local government representatives, education officials and their own technical staff when gathering the evidence. The information was then organised into a methodology guide published in 2024 and disseminated to district education authorities, Educational Councils of Indigenous Peoples, student organisations, school boards, teachers and other civil society organisations as a practical resource on good practices and successful case studies.

This endeavour began as part of a broader evaluation, funded by EOL, of the implementation of 22 regional curricula in Bolivia. Local CEMSE-ACLO staff led the conceptual, technical and logistical aspects of the work around the pedagogical guide and carried out most activities, with findings validated by participating schools. This staff brought together indigenous knowledge, research expertise and pedagogical practice. Data collection was led by CEMSE-ACLO members with experience supporting teachers and students in Quechua, Aymara and Guarani regions in implementing teaching and learning strategies. CEMSE-ACLO regional representatives in indigenous areas then worked alongside CEMSE-ACLO coordinators on analysis and reporting, while an external consultant provided support for the systematic consolidation of pedagogical strategies and the final documentation. At this point, indigenous teachers and headteachers were re-engaged to provide feedback before the research output was finalised. A significant share of the content is now available through a digital repository prepared by Bolivia's national education coalition, including practical materials that schools and authorities can adapt to their own contexts.

The examples from the pedagogical guide include a range of concrete practices, such as using cultural and community spaces for learning, aligning schooling with community life calendars and incorporating the knowledge of indigenous elders. More broadly, CEMSE-ACLO succeeded in translating the principles of intercultural, intracultural, plurilingual and feminist (depatriarchalising) education into accessible, practical guidance. These principles followed from the growing role of indigenous organisations in Bolivian political life since the mid-2000s, which has shaped a national framework that emphasises Bolivia's rich indigeneity. They feature, for instance, in the 2009 Constitution of the Plurinational State of Bolivia, the Avelino Siñani-Elizardo Pérez Education Law and other policies spanning basic to higher education, and benefit from unpicking.

Looking ahead, CEMSE-ACLO hopes its pedagogical guidance will help strengthen the implementation of indigenous education by encouraging wider uptake of these pedagogical approaches. The grantee reports that the signs of progress extend beyond the project itself, with several schools in neighbouring municipal jurisdictions adopting the pedagogical strategies despite not having participated directly in CEMSE-ACLO's initiative. The grantees have also received recognition from Bolivian subnational education authorities for the contribution their guides have made to supporting the implementation of indigenous education policies. Internationally, CEMSE-ACLO has shared its experience through EOL learning collaboratives focused on Latin America and the Caribbean, as well as through other regional events that helped disseminate its work beyond Bolivia. In two such cases in 2024, for example, CEMSE-ACLO engaged with officials from Guatemala's Ministry of Education interested in strengthening indigenous education practices. CEMSE-ACLO's initiative remains ongoing, with the grantee continuing to document and analyse indigenous education practices through to 2026.

2.4 Asia and Pacific (AP)

2.4.1 Securing quotas and constitutional guarantees for marginalised Indonesian learners to attend schools fee-free

The Network for Education Watch Indonesia (NEW Indonesia) builds advocacy and empowerment groups that work to improve access to and the quality of education in Indonesia, particularly for marginalised groups. One of its core goals is to expand opportunities for marginalised populations to attend school without financial strain. NEW Indonesia highlights that limited public school places and the high costs of private schools restrict enrolment and contribute to higher dropout rates among students from marginalised backgrounds.

For NEW Indonesia, this reality emphasised the need for authorities to take stronger action to expand access to education for marginalised learners. The coalition mobilised evidence and civil society organisations to advocate for government action at the local level, particularly in the country's capital, Jakarta, while also pursuing constitutional gains through engagement with the country's judiciary.

NEW Indonesia played a key role in contributing to the issuance of Jakarta Governor Regulation No 954 of 2025 on new student enrolments. The regulation introduced a 25 per cent quota for marginalised groups in both public and private schools across the province of Jakarta. It followed the coalition's presentation of evidence to Jakarta parliamentarians and education officials, including data on the number of out-of-school children and a critical analysis of education budget management in the capital.

The grantee employed an ambitious strategy. NEW Indonesia needed to build a shared understanding of the scale and drivers of children's out-of-school status amid fragmented data. Researchers and policy analysts within NEW Indonesia's network analysed policy frameworks, education participation data and public education budgets. At the same time, grassroots organisations identified case studies illustrating families' lived experiences and the barriers they faced. Other experts supported the interpretation of findings, helped frame recommendations for budget allocation and developed policy briefs. In doing so, NEW Indonesia's analysis tempered narratives among government stakeholders that portray Jakarta as having near-universal school enrolment. In fact, NEW Indonesia highlighted structural factors such as enrolment quotas, administrative requirements and indirect schooling costs that contribute to exclusion, which encountered initial reservations from government stakeholders. To address any concerns, NEW Indonesia's national coordination team led engagement with authorities, while civil society partners amplified the grantee's position through public discussions and policy dialogues.

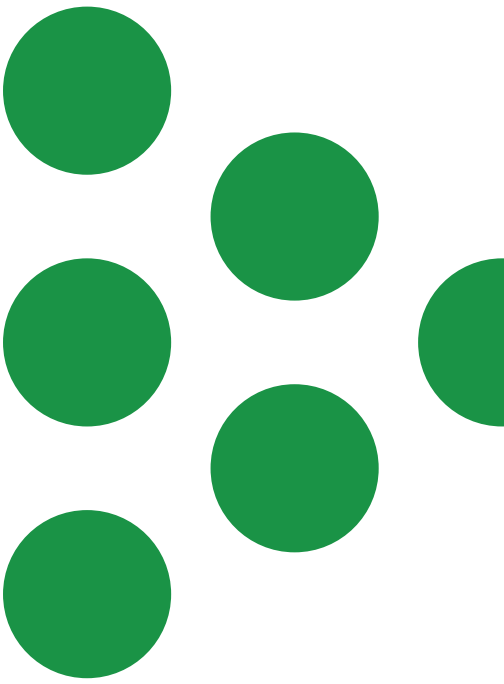
An important enabling factor was the timing of NEW Indonesia's interventions, which were carried out from early 2023 and aligned with broader national momentum. Around the same period, Indonesia's National Parliament Education Commission established a working committee to reassess education budgets with a focus on inclusion and gender responsiveness. Ultimately, NEW Indonesia's efforts contributed to Jakarta's local parliament formally requesting the Jakarta Education Department to estimate the funding required to support education for all children in the province, regardless of whether they attend public or private schools. This process ultimately contributed to the issuance of Jakarta Governor Regulation No 954 of 2025.

NEW Indonesia also engaged in advocacy that led the Constitutional Court to reaffirm that every Indonesian child should have access to education regardless of financial background or school type. The ruling, issued on 27 May 2025, followed a case filed by NEW Indonesia with the Constitutional Court in 2023 in response to repeated complaints from parents that unaffordable fees were blocking access to schooling. The coalition views this ruling as providing a legal and policy basis for expanding more equitable education financing, including support for students in private schools. It explains that this reinforces the state's responsibility to ensure access for all children, not only those enrolled in public schools, in a context where public funding has historically prioritised public provision despite many lower-income students attending private institutions.

In its engagement with the Constitutional Court, the grantee presented evidence on families' financial pressures and highlighted pathways to expand access to education. As with its work in Jakarta, it adopted a multipronged approach to strengthen credibility. The evidence included monitoring data from civil society, national government and local authorities, alongside case studies illustrating the impacts on families. Legal experts and public interest lawyers then supported the integration of this evidence into the constitutional review process. In parallel, NEW Indonesia engaged stakeholders through

constructive dialogue, that is, framing the issue not as criticism but as an opportunity to strengthen policy implementation and uphold constitutional guarantees.

Reflecting on its overall approach, NEW Indonesia highlights key lessons around amplifying advocacy impact. These include combining statistical evidence with real-life case studies, linking local policy issues with national and constitutional frameworks, and framing advocacy as policy improvement rather than confrontation. NEW Indonesia's recent efforts have helped create a significant legal and normative framework for the country. The grantee highlights that this now influences national discussions on equitable funding and access to basic education that emphasise the state's responsibility for social inclusion in education across public and private schools.



2.4.2 Bilingual education policy reform in Mongolia for ethnic minority Kazakh and Tuvan children

Language of instruction is often a barrier to learning and contributes to low levels of literacy learning outcomes. As Mongolia's national education coalition, All for Education! (AFE), has inclusion as a long-term advocacy priority and is actively involved in addressing the education needs of marginalised groups, including the need for ethnic minorities and nomadic communities to learn in their mother tongue alongside the Mongolian language.

AFE advocated for over 15 years for policy guidelines on improving the quality of education for ethnic minority Kazakh and Tuvan children in the western provinces of Mongolia. In 2025, their advocacy work finally led to the national Policy and Implementing Guidelines for Bilingual Education. Previously, there was no policy related to the language of instruction or bilingual education for ethnic minority children, making this the first-ever comprehensive policy document. The policy spans a wide range of aspects of bilingual education for ethnic minority children, including curriculum development, textbook creation, teacher pre-service and in-service training, dictionaries, examinations, digital inclusion and teacher exchanges.

A 2011 research study by the Mongolian Education Alliance (one of AFE's member organisations) found severe disparities in education access, quality and funding in Mongolia affecting ethnic minority, and particularly Kazakh, children. Their preschool and primary enrolment rates were significantly lower than national averages, dropout rates in the western province of Bayan-Ulgii were three times higher, and learning outcomes after secondary school were the lowest in the country. Limited research prior to 2011 existed, but what was available pointed to language of instruction as a major structural barrier. The research found that Kazakh children often start school without strong skills in either Mongolian or Kazakh due to low preschool participation and the absence of appropriate bilingual learning materials. Barriers in Kazakh schools, such as poor teacher preparation and a lack of culturally contextualised curricula, further deepened educational inequality.

To build the evidence base for understanding the marginalisation of ethnic minority children, AFE used a mix of monitoring, evaluation and participatory research methods over more than a decade. These included, in:

- 2011, Kazakh youth documenting rights violations and barriers to education, and branch members in minority populated areas conducting secondary research on education quality, policy and financing.
- 2013-2017, AFE branch members carrying out situational analyses during training sessions focused on education marginalisation.
- 2017, textbook distribution monitoring by branch members to examine translation quality, adequacy, and distribution of minority language textbooks.
- 2020, bilingual schools monitoring and conducting an in depth review of rights violations in bilingual schools.
- 2021, with the National University of Mongolia, AFE branches surveying ethnic minorities living outside Bayan-Ulgii on mother tongue use and learning needs.
- 2023, Kazakh youth from AFE member organisations carrying out action research to explore ethnicity based discrimination in schools.

Collectively, these diverse methods generated a robust evidence base for advocacy. AFE also produced publications documenting the evidence, as well as publications on education law revisions. These materials continue to be used by students and education researchers.

As mentioned earlier, AFE's advocacy work on the issue spanned 15 years. An enabler for the continuity of focus during this long period was that one of AFE's founding members, Arular NGO, consistently represented ethnic minority women and ensured that ethnic minority children's right to education was embedded in AFE's founding documents, priorities, and advocacy agenda. Arular held a seat on AFE's Board from 2010 to 2016, with members representing two ethnic minorities keeping this issue continuously visible. When Arular left the coalition, AFE proactively managed the transition by inviting another ethnic minority youth organisation to join them. AFE further ensured continuity by supporting the creation and capacity building of the Mongolian Association of Kazakh Language and Culture Development in Bayan-Ulgii province. This new member organisation became a strong advocate for children's rights in their region, helping maintain momentum.

There were, however, challenges centring on resistance to, and backlash against policy change on the advocacy journey. For example, in 2021, after AFE spoke publicly about the realities and importance of bilingual education, the coverage on a news site triggered a surge of discriminatory and violent comments online. AFE reported that the backlash centred on persistent negative narratives around the denial of the existence of ethnic or linguistic minorities in Mongolia, promoting the idea of a single, unified nation. These reactions reinforced online hostility and demonstrated the depth and intensity of public prejudice around language and identity issues.

AFE persevered and collaborated with a range of stakeholders such as the Ministry of Education and research institutes, and lobbied parliament members from the Bayan-Ulgii province. They submitted research findings and policy recommendations repeatedly to lawmakers and education committees. AFE also raised the issue through international and national accountability mechanisms, including through the United Nations Convention on the Rights of the Child and appeals to the National Human Rights Commission about violations of the right to education.

As a result of these and many similar efforts, a working group to develop bilingual education policy was established at the Ministry of Education in 2025, with three members from AFE, thus enabling continued monitoring of the issue. In 2026, AFE reported that Mongolia's Education Minister met the High Commissioner on National Minorities for the Organisation for Security and Cooperation in Europe to discuss cooperation on improving education for minorities. Following new legal reforms that incorporate both bilingual and mother-tongue education, both sides agreed to support implementation through better resources, digital access, and capacity-building initiatives. Thus, the issue remains in the spotlight.

2.4.3 Grassroots gender equality and social inclusion networks and campaigning succeed in enrolling Dalits and other marginalised groups in Nepalese schools

The National Campaign for Education Nepal (NCE Nepal) is a network of 508 member organisations that undertakes research, policy advocacy, capacity building and information campaigns to promote the educational rights of poor, marginalised and excluded children and youth. NCE Nepal aims to empower these populations to raise their voices and demand change from policymakers and the government, starting at the grassroots level.

NCE Nepal works extensively in the Madhesh province, where illiteracy rates exceed the national average and a significant number of children remain out of school, particularly those from Dalit-caste subgroups and Muslim communities. Unlike other provinces in Nepal where remoteness and difficult terrain limit access to schooling, Madhesh is largely flat and considered among the most geographically accessible areas in the country. Yet, according to NCE Nepal, persistent caste-based discrimination, poverty and inequities undermine awareness of the right to education and hinder its realisation, despite the government's constitutional commitment to free and compulsory education. Gender inequalities further compound exclusion, with districts in Madhesh facing heightened education barriers linked to early marriage, the dowry system and menstrual health and hygiene.

In April 2024, NCE Nepal's district coalition in Madhesh's Sarlahi district launched in-depth advocacy efforts to address sociocultural, political and economic barriers to education in the Malangwa municipality. This resulted in a comprehensive public awareness campaign led by local groups and focused on enrolling out-of-school children. The initiative benefited from the insider knowledge of NCE Nepal's district coordinator in Sarlahi, who is a member of the Dalit community and brings lived experience of both educational exclusion and the transformative potential of education.

The coalition's advocacy began by reviving the Gender and Inclusive Education Network (GIEN) in Malangwa and ensuring inclusive, diverse representation within the group. GIENs are platforms endorsed by Nepal's Ministry of Education, Science and Technology under the country's 10-year School Education Sector Plan. They exist at the school level as well as at the local, provincial and federal government levels. GIENs support the enrolment, retention and learning of girls, children with disabilities and other marginalised groups by identifying barriers such as discrimination or violence and holding schools and local authorities accountable for inclusive practice.

The coalition's initiative in Sarlahi followed the recent introduction of a new implementation framework for GIENs in Nepal. This provided momentum to reactivate Malangwa's local network, which had become inoperative due to limited local government support, capacity constraints and the absence of a strong national policy framework. NCE Nepal also strengthened GIEN members' capacity to fulfil their mandate, including supporting annual student enrolment and retention efforts.

With NCE Nepal's support, the reactivated GIEN conducted a survey to identify out-of-school children and used it to plan and lead awareness-raising activities in collaboration with other stakeholders. These activities included rallies, door-to-door outreach and public campaigns to promote the right to education and encourage behaviour change among parents and communities. As a government-backed initiative, the campaign attracted broad participation from students, teachers and other staff from community schools, along with community activists, government representatives, journalists and GIEN members. The GIEN was positioned both as a watchdog holding local authorities accountable for inclusive education and as a mechanism for action when children are excluded from schooling.

Campaigners reassured parents that schooling would be free and that children would be protected from caste-based discrimination, with safety monitored jointly by schools, the municipality and the GIEN. Messaging stressed that education is a human and constitutional right, compulsory and that parents have a responsibility to send their children to school. Campaign members from Dalit and other marginalised communities, including women, shared personal stories to demonstrate the value of education in transforming their lives and give credibility to the campaign. Parents engaged with school staff and students, who helped persuade caregivers to send their children to school from as early as pre-school. The campaign targeted children of all ages, including those in child labour, and applied a gender lens, recognising that girls are often kept at home for domestic work or childcare. Parents were informed about scholarships available for girls, and outreach prioritised areas with high numbers of out-of-school girls.

As a result of the campaign, 65 Dalit children were newly enrolled in schools in Sarlahi, just

over half of whom were girls. A follow-up by the NCE Nepal in April 2026 found that most learners remained in school. Only one child dropped out, while a small number transferred to other schools due to family relocation, mainly linked to seasonal labour migration.

It was the first time an NCE Nepal district committee had worked under the updated GIEN framework. The positive experience in Sarlahi also sparked similar initiatives elsewhere. NCE Nepal reports that lessons from Sarlahi contributed to the establishment of GIENs in several other districts, with good practice shared through trainings, peer discussions and adaptable resources and policy materials. In some locations, GIEN activities expanded beyond enrolment campaigns, and in at least two municipalities in another district, GIENs supported the drafting and endorsement of local education plans. GIEN members have also begun participating more actively in wider NCE Nepal advocacy, including dialogues with local and provincial governments on inclusive education. As the grantee explained, all of this creates promising conditions for regularly identifying and enrolling out-of-school children to advance more inclusive education outcomes in Madhesh and beyond.

2.4.4 Working with Filipino schools and local governments to improve gender expression policies for LGBTQIA+ students

In the Philippines, the Multiply-Ed project seeks to strengthen transparency, participation and social accountability in education. The project has been jointly led since 2021 by the Center for Youth Advocacy and Networking (CYAN) and Government Watch (G-Watch). CYAN is a youth-led organisation that builds young people's capacities to drive social change, while G-Watch uses action research to promote transparency and democratic objectives.

Multiply-Ed places emphasis, among other aims, on improving conditions for marginalised youth learners, including those with diverse sexual orientation, gender identity and expression, and sex characteristics (SOGIESC). As part of this work, the project works with selected upper secondary schools and local governments to remove barriers to learners' gender expression, which is often restricted in ways that undermine identity affirmation and may be experienced as discriminatory by students who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and other identities (LGBTQIA+).

In one school, for example, Multiply-Ed secured more flexible appearance guidelines for learners, who have been allowed to choose their own haircuts since 2024. While the revised school policy continued to prohibit hair dyeing, it enabled students to express their identities more freely. In another school, in 2022, Multiply-Ed supported the formal inclusion of protections for gender expression in the school handbook's section on gender and development. These provisions countered otherwise strict uniform policies that had prevented students with diverse SOGIESC from participating in graduation ceremonies and receiving their diplomas when their appearance, such as having long hair or dressing in ways traditionally associated with women, did not align with prescribed social norms.

Multiply-Ed's approach to addressing persistent forms of gender-based discrimination involved working with school governance councils (SGCs). These are shared governance structures that bring together school members, local government departments and local division offices of the Department of Education to address school concerns and support school performance. Multiply-Ed collaborated with SGCs to identify and address gaps in the implementation of existing Department of Education anti-discrimination and gender-responsive policies at the school and local government levels, which strengthens school-level social accountability.

To carry out this work, Multiply-Ed assessed the implementation of these policies in schools by generating school-level evidence grounded in students' lived experiences. The project used its own monitoring tools and conducted interviews with students about known cases of discrimination and how these were addressed. This monitoring data enabled Multiply-Ed to demonstrate that restrictions on gender expression were institutional issues rather than isolated personal concerns. This strengthened Multiply-Ed's advocacy and was part of a broader strategy that moves beyond generic anti-bullying measures towards targeted protections for LGBTQIA+ students.

With the evidence in hand, trained Multiply-Ed student volunteers and members of student councils followed up with relevant stakeholders. Teachers and LGBTQIA+ students were deliberately included in these efforts, which promoted the use of affirming and inclusive language. Their training covered topics such as conducting policy dialogue with allies, drafting gender-responsive guidance and learning about rights-based frameworks such as Multiply-Ed's eight-point advocacy agenda. This agenda includes specific commitments to advancing inclusive, discrimination-free learning environments for all Filipino students and education stakeholders and explicitly references SOGIESC.

Despite this robust approach, Multiply-Ed reports mixed responses across schools. Progress tended to slow where school members held entrenched beliefs that diverse forms of gender expression by LGBTQIA+ learners are inappropriate or where Multiply-Ed's proposals were not treated as a priority. Even in these contexts, however, Multiply-Ed members explained that the evidence created space for dialogue and reflection.

Another key enabler was Multiply-Ed's strong relationships with local governments that valued the project's efforts to enhance transparency, participation and accountability within SGCs. Such local governments facilitated Multiply-Ed's access to SGCs and efforts to disseminate its guidance on relevant issues. While progress at the local government level was often slow, the role of specific individuals was catalytic. In at least one case, Multiply-Ed's work was actively supported by an enthusiastic mayor who was receptive to rights-based, youth-led proposals.

From these experiences, Multiply-Ed highlights a central lesson on youth inclusion: establishing a strong core team of young leaders with a shared purpose is essential to building wider networks of social accountability in and around schools. Through this approach, Multiply-Ed aims to continue bringing stories and lived experiences from the ground up into spaces where school policies and decisions are made, thereby fulfilling its commitments to gender equality and social inclusion among Filipino youth.

2.4.5 Strengthening remote learning provision for disaster preparedness in Vanuatu

Vanuatu is one of the most disaster-prone countries in the world. There are both climate change- and geology-related hazards such as landslides, earthquakes, tsunamis and volcanic eruptions. These hazards hinder development in all sectors, including education. The national education coalition Kolisen Blong Leftemap Edukesen (KoBLE), established in 2018, works on supporting quality learning outcomes by promoting accessible, equitable, inclusive, quality-focused education. Part of this work is concerned with improving remote learning within a disaster preparedness strategy. Before 2025, the Vanuatu Ministry of Education and Training had no information and communication technology (ICT) policy, resulting in a limited focus on remote learning. KoBLE has played a significant role in supporting the ministry to develop the ICT Policy 2025-2030.

The coalition's work towards an ICT policy started in 2020 when it researched stakeholders' experiences of home schooling packages (HSP), a range of remote learning materials that the Ministry of Education and Training instructed teachers to develop and that were implemented during school closures in the coronavirus disease (COVID-19) pandemic. The stakeholders included students, teachers, parents, principals, provincial education officers and community leaders. The study, supported by Education Out Loud (EOL), aimed to inform a national home schooling policy by identifying what support is needed for future crises. A mixed-methods approach was used involving the range of stakeholders, which included a literature review of existing survey findings, a survey, key informant interviews and focus group discussions. Data was collected in both urban and rural areas. The data collected focused on barriers to accessing education, in particular, on poverty, distance, cultural barriers, ICT infrastructure and access to learning resources, including devices. The purpose of the evaluation was to gather relevant information for the accessible and equitable use of ICT in and out of schools during disasters.

One of the key findings of the evaluation was that schools in Vanuatu lacked information technology infrastructure, for example, computers, internet and reliable power to support effective remote learning. Issues of very limited access to devices and unreliable internet were exacerbated outside urban areas. Information on disability inclusion suggested that tailored HSPs should be developed for students with disabilities that cater to specific impairments and learning needs. The major gaps and barriers to learning in emergencies that the evaluation report highlighted marked the beginning of ICT and both online and offline learning development in Vanuatu.

Using the evidence from the 2020 study and building on its collaboration with a range of stakeholders, KoBLE participated in various activities to advocate for improved remote learning. For example, KoBLE staff attended consultations held by the Ministry of Education and Training. It also participated in workshops on education in emergencies, gender and inclusion at the Ministry of Education and Training in 2019-2024 to develop the ICT policy, along with other education stakeholders and civil society organisations. The coalition has strengthened its collaboration with the Ministry of Education and Training since signing a memorandum of understanding in 2023. This has emerged as an enabler and facilitator for its work. KoBLE has actively participated in policy discussions, Local Education Group meetings and Global Partnership for Education (GPE) Partnership Compact processes, using its expertise to advocate for urgent policy development and reviews. Another organisation that KoBLE has collaborated with is Save the Children Vanuatu, which is the Grant Agent for GPE funding in Vanuatu, to influence the ICT policy development in Local Education Group meetings and other platforms. These advocacy and collaborative efforts have fed into the current ICT policy, which states that all students, including those with disabilities, should have access to ICT resources for online education at all levels, from early childhood care to post-secondary education and training.

KoBLE highlights some of the challenges when advocating for policy development and change, such as limited political will, competing government priorities, and ongoing political instability in Vanuatu. However, the coalition continues its work. While ICT is commonly used in urban schools and students can easily access devices and learning resources, it is a different story in remote and rural areas. KoBLE reports that here, the use of ICT in schools is still a big challenge, with inadequate ICT infrastructure and poor internet connectivity in schools remaining pressing issues. Students do not have access to devices like tablets, laptops and desktop computers. Schools depend on solar energy and do not always have reliable electricity supply. The ICT policy stipulates that guidance should be provided to educational institutions on ways to access digital content offline, enabling teachers and students to use educational materials without an internet connection. Therefore, KoBLE is monitoring whether the policy is being implemented accordingly in this area and beyond.

The grantee reports that due to limited funding in 2026, it plans to carry out only a few activities, relying primarily on media for advocacy. Press releases and articles related to ICT in schools during crises will be shared with stakeholders. Additionally, since ICT and online learning are becoming increasingly important for maintaining education during emergencies and overcoming distance barriers, KoBLE continues to share its experience and learning on how ICT can support educational continuity and build resilience in disaster-prone contexts with the wider EOL community.

2.4.6 Supporting the inclusion of deaf community voices in Vietnam's sign language policy development

Vietnam Association for Education for All (VAEFA) is a national education coalition that advocates for inclusive, equitable and quality education, with one area of focus being learners with hearing and speech difficulties. According to VAEFA, an initial legal framework has been established supporting inclusive and vocational education for marginalised groups, however, there are gaps in implementation. Deaf people, of whom there are around 2.5 million in Vietnam, are particularly disadvantaged in education, training and employment. Due to barriers, including a lack of sign language training for teachers working in deaf education, deaf learners often have to repeat each grade in school. As a result, those who finish primary education typically do so much later than their peers, often between the ages of 15 and 17 or older.

Working towards reducing these barriers, in 2020, VAEFA and the deaf community witnessed a major milestone: the Ministry of Education and Training issued Circular no 17/2020, which provides official guidance on sign language use to support deaf learners. The regulation also introduced a set of 408 standardised signs for use across all educational institutions in Vietnam.

VAEFA undertook a range of advocacy and consultative actions in its work to have sign language recognised by the Ministry of Education and Training. For example, it sought input and recommendations for the draft policy among thematic experts and coalition members. Importantly, it also drew on international experiences through its collaboration with the Education Out Loud network. The network enabled learning from international examples of sign language recognition, particularly the Philippines' Republic Act No 11106 (2018), which recognises Filipino Sign Language as the national language of the deaf community. This served as a useful regional model to support efforts to strengthen sign language recognition in Vietnam. Ultimately, the Ministry of Education and Training took up two of the four recommendations put forward by the coalition.

Alongside the recommendations to shape the Circular, VAEFA's advocacy efforts, in collaboration with disability organisations and allies, led to the inclusion of a key phrase in Vietnam's Education Law, 2019, and retained in the 2025 update, recognising the right of the deaf community to use sign language in education. This marked another major milestone as sign language had never before been acknowledged in the country's education law, thereby advancing recognition of the linguistic rights of deaf people.

VAEFA highlight that crucially, the advocacy and demands around sign language recognition had been strongly raised by members of the deaf community years before the issuing of Circular 17/2020. The government had consulted deaf representatives while drafting the Circular, but many of their views were not fully reflected, partly due to a lack of consensus on sign language standardisation. In response, the deaf community sought support from VAEFA shortly before the Circular was issued. The coalition gathered additional input from deaf individuals and hearing educators working with deaf learners by initiating a local group that supported deaf education, including both VAEFA members and non-members, and organised sessions to gather input and recommendations for the Circular. VAEFA then consolidated these perspectives and submitted them to the drafting committee during the final stages before the Circular was issued. This submission helped to ensure that the lived experiences and voices of deaf people were represented as authentically and fully as possible before the policy was finalised. In this way, VAEFA acted as a conduit between the deaf community and policymakers by supporting communication, creating spaces for dialogue and helping to bring the voices and concerns of deaf people closer to decision-makers.

A key enabler for the work was the trust built between VAEFA and the deaf community from its long-standing engagement and advocacy with the community since around 2012. This included a range of sign language-related initiatives such as education for families of deaf people, television programmes, and supporting members to pilot educational models for deaf learners spanning education from lower secondary upwards.

VAEFA views the Circular as an important step toward recognising sign language in Vietnam's education system, but highlights that it has significant limitations and inconsistent implementation. They report that there is a need for more practical guidance, stronger teacher support and better alignment with the lived experiences and linguistic diversity of deaf people. VAEFA sees the Circular as a foundation for ongoing advocacy to improve future implementation and inclusiveness. The coalition remains actively engaged in supporting deaf learners through a wide range of initiatives: conducting and publishing case studies in Vietnamese academic journals, contributing to teacher training, supporting enrolment and learner assessment efforts, engaging in policy development and facilitating international workshops, among others. To enable full comprehension and meaningful participation, VAEFA also ensures that sign language interpreters are present at all meetings and consultations involving participants.

3. Our approach

We first looked for emerging accounts reported by grantees and EOL as examples of positive local change in GESI in education documented in internal monitoring materials and published sources. The search prioritised examples of how grantees addressed single or intersectional forms of marginalisation in education, with some emphasis, though not exclusively, on gender; disability; rurality, remoteness and lack of infrastructure; migrants, refugees and internally displaced persons; and children from low-income households. We also looked for cases where grantees generated local data to address these dimensions.

The main criteria for vetting these accounts were the availability of sufficient information in the secondary data consulted, indications of change contributing to the improvement of the issue being addressed, and evidence that EOL's support contributed to the grantees' ability to advance their work. The accounts were then further pre-selected to ensure geographical coverage across all programme regions, inclusion of both FCAC and non-FCAC contexts, minimal repetition of countries and coverage of a range of topics.

The search drew on qualitative data from two sets of documents: EOL Global Management Unit (GMU) consolidated reports covering the period up to November 2025 and EOL technical progress reports spanning July 2020 to June 2025. The first set consisted of spreadsheets containing restricted programme monitoring information, which were manually searched. The second set comprised numerous publicly available reports, which were searched using conversational qualitative data analysis in MAXQDA's artificial intelligence (AI) plug-in AI Assist, complemented by manual checks, or reviewed manually alone. Where needed, web searches were conducted to identify additional details on the stories of change.

Preliminary, less in-depth versions of the case studies were prepared in 2025 for inclusion in NFER's draft synthesis report, which was disseminated internally among EOL grantees and staff. These versions were broadened, deepened and refined in 2026, when their number also increased. The additional case studies were identified through two channels: the same documentation as above and a call for qualitative research outlines on GESI in education sent to grantees who had attended NFER's global online learning events on qualitative research.

For the full case studies, additional information was requested directly from EOL grantees and advisers throughout 2026. This involved requesting further documents, such as reports, blogs, social media posts and research outputs, as well as contextual information. In parallel, all grantees were invited to take part in either online or asynchronous email interviews, depending on their preferences and the extent of additional data required. Grantees were able to communicate with the NFER research team in English, French, Portuguese and Spanish.

The interviews were unstructured but guided by a set of topic areas to support a comprehensive coverage of grantees' work. Data collection was tailored to each case, with the aim of capturing, for example, the organisation's scope of work, the issue addressed, any relevant dimensions of marginalisation, key accomplishments and approaches, stakeholder involvement and the use of evidence and participatory processes. The data collection also explored enablers, challenges, the role of EOL, lessons learned, potential for wider transfer, emerging signs of impact and next steps. This process generated a substantial amount of material. While we sought to address all areas across the case studies, the qualitative nature of the work has meant that each case study has its own emphases and structure.

Each case study was led by a coauthor of the booklet, who engaged deeply with the data over several months, analysed it holistically, identified key threads and developed the narrative. Drafts were reviewed internally and then shared with grantees for validation. Grantees were invited to provide comments, corrections and suggestions. On receiving the validated drafts and grantees' feedback, we made the requested revisions, sent the drafts to the EOL GMU for review and then finalised the case studies.

The full breadth and depth of the case studies are presented in this booklet. The separate synthesis report[3] produced by NFER as part of its learning partnership with EOL includes shorter narratives for a selection of these case studies. The snapshots in the synthesis report (De Munari et al., 2026) highlight narrower aspects of the stories presented here and are intended for illustrative purposes; this booklet serves as the primary reference for the case studies. Both outputs were produced by NFER in its role as Global Learning Partner for EOL.

3 *De Munari, P., Gambhir, G., Iocco, M.P., Kubacka, K. and Lopes, G.H. (2026). Advancing Gender Equality and Social Inclusion (GESI) through Advocacy in Education Out Loud – Synthesis Report. Slough: National Foundation for Educational Research (NFER).*

NFER International

Evidence for excellence in education

Public

© National Foundation for Educational Research 2026

All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, or otherwise, without prior written permission of NFER.

National Foundation for Educational Research,
The Mere, Upton Park, Slough, Berks SL1 2DQ

T: 01753 574123
F: 01753 691632
E: enquiries@nfer.ac.uk

www.nfer.ac.uk

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education