EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming Education

Progress Report
JANUARY 1 – JUNE 30, 2022

EDUCATION OUT LOUD

Period covered by the report:
January 1 – June 30, 2022.

OXFAM
IBIS

INDEX

ABBREVIATIONS

ACEA	Arab Campaign for Education for All
ACTE	Alliance of CSOs in Tajikistan for Education – Tajikistan
AED	Association for Education development – Kyrgyz Republic
ALE	Adult Learning and Education
ACLO	Fundación Acción Cultural Loyola
ANCEFA	Africa Network Campaign on Education for All
ANECO	Afghanistan National Education Coalition Organization – Afghanistan
ASO-EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT – Niger
ASPBAE	Asia South Pacific Association for Basic and Adult Education
APSCF	Alliance of Active NGOs in the field of Child and Family Social Protection – Moldova
BAFASHEBIGE	Coalition pour L´Education pour tous – Burundi
BEN-E	Basic Education Network Ethiopia – Ethiopia
CAMPE	Campaign for Popular Education – Bangladesh
CBO-EPT	Coalition Beninoise des Organistions pour l´EPT – Benin
CERC	Centre de Recherche sur l´Anti-Corruption
CEMSE	Fundación Privada de Fieles Centro de Multiservicios Educativos – CEMSE
CEFAN	Cameroun Education for All – Cameroon
CERC	Center de Recherche sur l´Anti-Corruption
CLADE	Latin American Campaign for the Right to Education
CLEAR	Citizen-led Action for Educational Accountability and Responsiveness in Ghana
CONAMEPT	Coalition Nationale Malgache pour L´Education pour Tous – Madagascar
CNEPT/BF	Coalition Nationale EPT du Burkina Faso – Burkina Faso
CNT/EPT	Coalition Nationale Togolaise pour l'Education Pour Tous – Togo
CSEC	Civil society education coalition – Malawi
CSEF	Civil Society Education Fund
CSEP	Civil Society Education Partnership – Timor Leste
CODENI	Coordinadora de la Niñez - Nicaragua

COESI	Coalition for Education Solomon Islands - Solomon Island
COMEDUC	Coalition des Organizations Mauritaniennes pour L´Education – Mauritania
CONEPT/RDC	Coalition Nationale de L´Education pour tous en DRC – Democratic Republic of Congo
COSYDEP	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite – Senegal
CSACEFA	Civil Society Action Coalition On Education For All – Nigeria
CRCP	Consumer Rights Commission of Pakistan
CSO	Civil Society Organization
CYAN	Center for Youth Advocacy and Networking, Inc.
DEDRAS	Organization pour le Développement Durable le Renforcement et l´Auto-promotion des Structures Communautaires
ECM	End Child Marriage
ECOZI	Education Coalition of Zimbabwe – Zimbabwe
EFANet	Education for all Campaign Network – Gambia, The
EFA SL	Education for All Sierra Leone – Sierra Leone
EFASOM	Education for All Somalia Coalition – Somalia
E-NET	Civil Society Network for Education Reforms Inc. E-Net – Philippines
EDUCATION OUT LOUD	Education Out Loud
ESA	Eastern and Southern Africa
EYC	Elimu Yetu Coalition – Kenya
FENU	Forum for Education NGOs in Uganda – Uganda
FCAC	Fragile and Conflict Affected Countries
GCE	Global Campaign for Education
GDCA	Ghana Developing Communities Association
GISP	Global Independent Selection Panel
GMU	Global Management Unit
GNECC	Ghana National Education Campaign Coalition
GPE	Global Partnership for Education
G-Watch	Government Watch
HESA	Horn, Eastern and Southern Africa
HOPE	Helping Our People Excel
IID	Institute of Informatics and Development

I-SAPS	Institute of Social and Policy Sciences
ISP	Independent Selection Panel
KIX	Knowledge and Innovation Exchange
LAC	Latin America and Caribbean
LCN	Lesotho Council of NGOs – Lesotho
LOCAL EDUCATION GROUP	Local education group
LGBT	Lesbian, Gay, Bisexual and Transsexual
ME & EE	Middle East and Eastern Europe
MEL	Monitoring, evaluation and learning
MEPT	Movimento de Educação para Todos (MEPT) – Mozambique
MoE	Ministry of Education
MSIS-Tatao	MSIS – Tohana sy ainga ho an´ny tambazotran´ny olompirenena (name of NGO)
NCE- NEPAL	National Campaign for Education – Nepal
NEC	National Education Coalition
NECDOL	Network of Early Childhood Development of Lesotho – NECDOL Lesotho
NECOL	National Education Coalition of Liberia – Liberia
NEP	NGO Education Partnership – Cambodia
OC	Operational Component
PCE	Pakistan Coalition for Education – Pakistan
PEAN	Papua New Guinea Education Advocacy Network Inc - Papua New Guinea
RC	Regional Coalition
RECEPT GB	Rede de Campanha de Educação para Todos Guiné – Bissau – Guinea Bissau
REFAC	Rwanda Education for All Coalition – Rwanda
REPT	Regroupement Éducation pour toutes et pour tous – Haiti
RFW	Results-framework
RISP	Regional Independent Selection Panel
RIPEPT	Reseau Ivoirien pour la Promotion de L´Education pour Tous – Côte d´Ivoire
RMU	Regional Management Unit
SCEFA	Sudanese Coalition for Education for All – Sudan
SCORE	Citizen Monitoring of Transparency and Accountability in Education
SDG	Sustainable Development Goal
SEN	Samoa Education Network – Samoa
SIC	Strategy and Impact Committee
SOLNEFA	Somaliland Network on Education For All – Somaliland
SWANCEFA	Swaziland Network Campaign on Education for All – Eswatini

TRANAC	Transnational Networks Advocacy Capacity Strengthened for improved Early Childhood Development Education legislation, policies and measures in Southern Africa
TEN/MET	Tanzania Education Network / Mtandao wa Elimu Tanzania – Tanzania
TFB	Teach for Bangladesh
ToC	Theory of Change
ToR	Terms of Reference
PR	Progress Report
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation Children Fund
VAEFA	Vietnam Association for Education for All – Vietnam
WCA	West & Central Africa
YCEFA	Republic of Yemeni Coalition for Education for All – Republic of Yemen
ZANEC	Zambia National Education Coalition – Zambia
ZINECDA	Zimbabwe Network for Early Childhood Development Actors

EXECUTIVE SUMMARY

The present Progress Report covers the first semester 2022 (January 1, 2022 – June 30, 2022). The first part of the document informs about Education Out Loud Grant Agent processes, grantee agreements and learning framework; while the second part informs about Education Out Loud (EOL) results obtained mainly by the grantees in 60+ countries and reported at the end of the first semester 2022.

At the beginning of the reporting period, 52 National Education Coalitions (NECs) started up new grantee projects (OC1.2), and seven additional NECs also started to implement their first EOL financed grantee projects. These newly signed grantee agreements will be implemented in 2022-2023. Nine national civil society alliances under EOL Operational Component 2 were under implementation during the semester, working on topics such as the promotion of gender equality in education and monitoring of education systems; while nine transnational civil society alliances under Operational Component 3 worked on topics such as the prevention of child marriages and of the exclusion of female adolescents from school; tax and education financing; inclusive education policies; early childhood development policies, and other topics.

The supported civil society organisations continued to be active in different policy engaging arenas such as Local education groups. Education Out Loud supported NECs were present in local education groups in 43 countries during this reporting period. The supported civil society organizations have reached to place topics on the national political agendas in order to promote that marginalized groups´ situation is taken into account and that the national public education systems work effectively. During this first semester of 2022, new or changed policies were approved by public authorities in 13 countries (Burkina Faso, The Gambia, Mozambique, Tanzania, Eswatini, Sierra Leone, Rwanda, Somaliland, Zambia, Mongolia, Nepal, Papua New Guinea, Bangladesh) where the civil society organizations had contributed to them either before or during these six months, through providing evidence and technical assistance or through advocacy, campaigning and policy discussion. The kind of policy changes are varied dealing with aspects of education financing and -budgets, education sector plans, education curriculum and schoolbooks and the right of marginalized groups, such as people living with disabilities and girls to receive quality education.

Strengthening civil society organizations is a key aspect of Education Out Loud to ensure that they continue updated on relevant education themes and become each day more effective in their advocacy strategies. It is also considered fundamental that they continue to develop the capability to learn and adapt to stay relevant in the context. Apart from the grants awarded to each grantee, the civil society organizations continued to be supported during the reporting period with capacity development and learning sessions organized by the Global Campaign for Education, Regional Coalitions (ASPBAE, CLADE, ACEA) and Regional Management Units together with regional learning partners on various topics. Learning plans were developed, and meetings were also held with preselected global learning partners. Steps were also taken to further develop the Education Out Loud learning framework with emphasis on capacity development, peer-learning and distilling of learning.

During the first semester 2022, Education Out Loud received its Mid-Term Review report that found the Education Out Loud focus on civil society engagement in policy dialogue is relevant to the GPE 2025 strategy and the new operating model on system transformation and inclusive sector dialogue. In June 2022, GPE board decided to request Oxfam IBIS as grant agent to prepare a proposal for an extension of Education Out Loud to be submitted in the second semester 2022.

SECTION 1:
EDUCATION OUT LOUD PROCESSES AND LEARNING FRAMEWORK

EDUCATION OUT LOUD – INTRODUCTION AND OVERVIEW

Education Out Loud is the GPE fund that supports civil society organizations to enable them to participate in policy discussions, advocacy and social accountability of national public education systems in low-income - and lower-middle income countries; as well as in regional and international policy discussions with the aim of promoting effective, quality and transformative education systems for all including marginalized groups. During 2020-2021, Education Out Loud Program Operational Component 1 (OC1) supported the National Education Coalition (NEC) in 52 countries for the implementation of each their full proposal project. The National Education Coalitions gather a number of civil society organizations that represent different marginalized groups often excluded from or discriminated in the national public education system. These same NECs were invited to submit a new proposal for the period 2022-2023, and NECs from seven additional countries were invited to submit their first full Education Out Loud project proposal also under this Operational Component 1. Under Operational Component 2 (OC2) ten full project proposals were originally selected to be implemented by national civil society alliances, however, due the situation in one of the countries, only nine are being implemented. Operational Component 2 deals with the promotion of transparency and accountability of national public education policies. Meanwhile, ten full project proposals are being implemented by transnational civil society alliances under Operational Component 3 with the aim of promoting an enabling environment for civil society advocacy and transparency efforts. Finally, Education Out Loud also provides grants to the Global Campaign for Education (GCE) and its Regional Coalitions (ACEA, ASPBAE and CLADE) that support national civil society organizations through the organization of capacity building and knowledge exchanges and by providing policy orientation and technical assistance.

Oxfam IBIS is Grant Agent with a Global Management Unit (GMU) placed in Copenhagen and four Regional Management Units (RMUs) for West and Central Africa (WCA); Horn, Eastern and Southern Africa (HESA); Asia and Pacific (AP); and for Latin America and Caribbean (LAC). Education Out Loud has also operated with Global and Regional Independent Selection Panels (RISPs) that have taken final decisions on Education Out Loud grants. Likewise, Education Out Loud has established pools of learning partners at the global level and in each region to draw upon to support capacity building, knowledge sharing and learnings.

EDUCATION OUT LOUD GRANT AGENT PROCESSES AND GRANTEE AGREEMENTS

On basis of GPE Finance and Risk Committee approval in September 2021 of a top up financing to Education Out Loud Component 1 beyond December 2021, the grant agent organized a call for proposal where the 52 national education coalitions that were already implementing a two-year grantee project (2020-2021) were invited to apply for a grant for the period 2022-2023; and in addition, two NECs with former Year Zero experience were invited to apply.. Also, GPE selected national education coalitions that had not formerly been supported with Education Out Loud grants were invited to apply and proposals were approved for seven NECs (Angola, Chad, Guinea, Tunisia, Egypt, Indonesia and El Salvador).

The Regional Independent Selection panels applied in this occasion differentiated funding that included full, partial and core funding for the grantees. Adjusting the original grantee projects to the decided level required many efforts both for grantees and for RMUs and the process was quite time-consuming and causing some delays in implementation of the grantee projects. The new grantee projects are being implemented in 2022-2023.[1] The Global Independent Selection Panel (GISP) on their side reviewed grantee proposals submitted under Operational Component 1 by GCE and Regional Coalitions (ACEA, CLADE and ASPBAE).

[1] Two NEC grantee project contracts have still not been signed.

Four OC2.2 Grantee projects started up during the first semester 2022 in three countries in Africa (Benin, Democratic Republic of Congo and Ghana) and one in Asia (Bangladesh), while five other grantee projects (OC2.1 grantee projects) under Operational Component 2 continued to be implemented, two of them in Africa (Liberia and Madagascar), two of them in Asia (Pakistan and Philippines) and one in Latin America (Bolivia). All OC3-grantees had signed their contracts in 2021 and continued the implementation of their grantee projects during this first semester, mainly in 15 countries in Africa (Burkina Faso, Chad, Democratic Republic of Congo, Mozambique, Niger, Senegal, Mali, Eswatini, Kenya, Lesotho, Malawi, Tanzania, Uganda, Zambia and Zimbabwe); and in four countries in Asia (Afghanistan, Bangladesh, Nepal and Myanmar). As it can be observed in the table below, some countries have presence of only one grantee project, while two or more Education Out Loud grantee projects are being implemented in other specific countries.

Education Out Loud funding and support are particularly going to 17 countries (Benin, Burkina Faso, Democratic Republic of Congo, Ghana Madagascar, Mozambique, Niger, Malawi, Tanzania, Zambia, Zimbabwe, Liberia, Bolivia, Bangladesh, Nepal, Pakistan and Philippines.). These countries are marked with green in the table below.

Six countries (Benin, Ghana, Tanzania, Zambia, Bolivia and Bangladesh) of these 17 countries are not classified as countries affected by fragility and conflict; while 11 countries are countries affected by fragility and conflict.

Twelve of these 17 countries are in Africa, (Benin, Burkina Faso, DRC, Ghana, Madagascar, Mozambique, Niger, Malawi, Tanzania, Zambia, Zimbabwe and Liberia); one is in Latin America (Bolivia); and 4 are in Asia (Bangladesh, Nepal, Pakistan and Philippines)). In these countries there is either an OC2 grantee project present and being developed in that country with a relatively high amount of funds for a single country (that is the case of 9 countries) or at least two OC3-grantee projects supporting the civil society organizations in that country in addition to the NEC grantee project present in the country. This is the case in Burkina Faso, Mozambique, Niger, Malawi, Tanzania, Zambia, Zimbabwe, Nepal.

	RMU	OC1.2 Grantee project ID	Country[2]	Total OC1.2 Approved budget (USD)	Total OC2 Grantee project Approved budget (USD)	Sum of OC1.2 approved budget + OC2 grantee project budget	PART of a OC3 Grantee project (the numbers refer to the OC3 ID project grantee numbers)
1	WCA	10201	Angola	159,960		159,960	
2	WCA	10411	Benin	223,523	1,157,760 (OC2-10112)	1,381,283	
3	WCA	10421	Burkina Faso	283,454		283,454	(OC3-10313) (OC3-10043)
4	WCA	10431	Burundi	224,932		224,932	
5	WCA	10451	Cameroon	266,932		266,932	
6	WCA	10441	Cabo Verde	225,000		225,000	
7	WCA	10221	Chad	100,000		100,000	(OC3-10043)
8	WCA	10461	Democratic Republic of Congo	299,996	(OC2-10122) 853,942	1,153,938	(OC3-10053)
9	WCA	10491	Gambia, The	299,858		299,858	
10	WCA	10561	Ghana	300,000	(OC2- 10132) 1,109,586	1,409,586	
11	WCA	10231	Guinea	218,906		218,906	
12	WCA	10481	Guinea-Bissau	196,509		196,509	
13	WCA	10471	Côte d´Ivoire	224,815		224,815	
14	WCA	10591	Madagascar	120,000	(OC2-20092) 1,169,479	1,289,479	
15	WCA	10511	Mauritania	196,511		196,511	
16	WCA	10531	Mozambique	224,958		224,958	(OC3-20313) (OC3-20043)
17	WCA	10521	Niger	281,584		281,584	(OC3-10313) (OC3-10043)
18	WCA	10541	Senegal	299,998		299,998	(OC3-30323)
19	WCA	10551	Togo	286,229		286,229	
20	WCA	10251	Tunisia	224,995		224,995	
21	WCA	N.A.	Mali	0		0	(OC3-10043)
22	HESA	20011	Egypt	220,860		220,860	
23	HESA	20411	Eswatini	268,872		268,872	(OC3-20313)

[2] If one classifies the countries according to the type and number of grantee projects presence, it can be seen, that Education Out Loud 'invests' more funds and support in some countries than in others. In the list they are marked by colours - green are those that have most project presence (at least one OC2 grantee project or one OC1.2 grantee project plus support from at least two OC3 grantee projects); while those marked red are those with least project presence (countries with either one OC1.2 grantee project and no OC2 nor OC3 grantee project presence; or with only one OC3 grantee project support); and while those marked blue are in the middle - countries with at least one OC1.2 grantee project plus support from maximum one OC3 grantee project. The list of OC3 grantee projects and OC3 ID project numbers can be found in Annex 1.

#	RMU	OC1.2 Grantee project ID	Country[2]	Total OC1.2 Approved budget (USD)	Total OC2 Grantee project Approved budget (USD)	Sum of OC1.2 approved budget + OC2 grantee project budget	PART of a OC3 Grantee project (the numbers refer to the OC3 ID project grantee numbers)
24	HESA	20421	Ethiopia	85,894		85,894	
25	HESA	20431	Kenya	299,988		299,988	(OC3-20053)
26	HESA	20441	Lesotho	296,868		296,868	(OC3-20313)
27	HESA	20451	Malawi	288,828		288,828	(OC3-30053) (OC3-20313) (OC3-20053) (OC3-20043)
28	HESA	20461	Nigeria	N.D.		N.D.	
29	HESA	20471	Rwanda	98,778		98,778	
30	HESA	20481	Sierra Leone	242,000		242,000	
31	HESA	20581	Somalia	215,165		215,165	
32	HESA	20561	Somaliland	253,040		253,040	
33	HESA	20491	South Sudan	231,350		231,350	
34	HESA	20401	Sudan	230,000		230,000	
35	HESA	20521	Tanzania	299,313		299,313	(OC3 -20053) (OC3-20043)
36	HESA	20531	Uganda	267,055		267,055	(OC3-10053)
37	HESA	20621	Republic of Yemen	177,430		177,430	
38	HESA	20541	Zambia	299,982		299,982	(OC3-30053) (OC3-20313) (OC3-20053) (OC3 -30323)
39	HESA	20551	Zimbabwe	299,900		299,900	(OC3-30053) (OC3-20313) (OC3-10053) (OC3-20043)
40	HESA	N.A.	Liberia	0	(OC2-10052) 861,015	861,015	
41	LAC	40441	Bolivia	199,969	(OC2-40062) 1,074,744	1,274,713	
42	LAC	40061	El Salvador	75,000		75,000	
43	LAC	40411	Haiti	267,135		267,135	
44	LAC	40421	Honduras	299,964		299,964	
45	LAC	40431	Nicaragua	22,882		22,882	
46	AP	30411	Afghanistan	132,400		132,400	(OC3- 30343)
47	AP	30421	Bangladesh	300,000	(OC2-30062) 991,943	1,291,943	(OC3- 30343)
48	AP	30431	Cambodia	251,256		251,256	
49	AP	30401	Timor-Leste	218,627		218,627	
50	AP	30061	Indonesia	N.D.		0	
51	AP	30441	Kyrgyz Republic	106,288		106,288	
52	AP	30511	Moldova	100,000		100,000	
53	AP	30451	Mongolia	294,507		294,507	
54	AP	30471	Nepal	294,694		294,694	(OC3-30343) (OC3-30323)
55	AP	30481	Pakistan	260,203	(OC2-30022) 1,062,608	1,322,811	
56	AP	30551	Papua New Guinea	210,651		210,651	
57	AP	30461	Philippines	256,514	(OC2-30032) 950,682	1,207,196	
58	AP	30541	Samoa	106,091		106,091	
59	AP	30531	Solomon Islands	150,413		150,413	
60	AP	30491	Tajikistan	92,000		92,000	
61	AP	30571	Vanuatu	164,750		164,750	
62	AP	30521	Vietnam	284,140		284,140	
63	AP	N.A.	Myanmar	0	0		(OC3-30343)
				13,378,553	9,231,759	22,610,312	N.D.[3]

[3] Since OC3 grantees are alliances of civil society organizations and their projects are implemented at the global, regional and national level in various countries, it is the lead grantee and their partners that decide and know the amounts allocated to global, regional and national activities for the project implementation. Therefore there is no data included per country in the table.

It should be noticed though that this is only a 'picture' of the current situation that eventually will change when the different grantee projects run out in different moments of 2023 and 2024.

In the timeline below, it can be seen when the OC1.2 grantee projects are implemented, as well as the respective OC2.1, OC2.2, OC3.1 and OC3.2 grantee project implementation periods and when they will 'run' out.

FIGURE: TIMELINE OF EOL GRANT PROCESSES
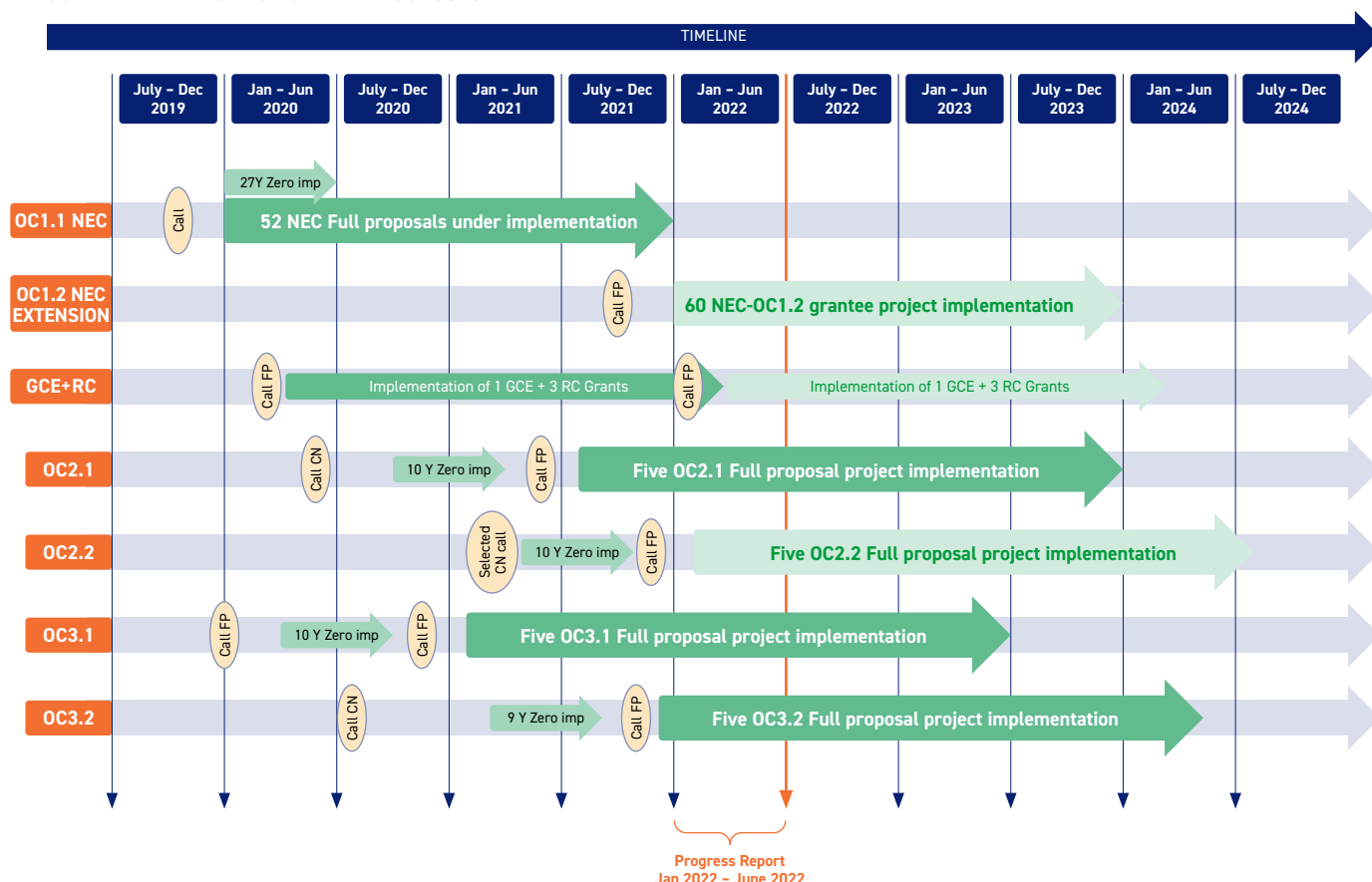
Education Out Loud provides grants to its grantees under each of the three Operational Components: OC1, OC2 and OC3. There are more grantees under OC1, but the amounts per NEC grantee is much smaller (around USD 100,000-300,000) in comparison with the OC2 and OC3 grantees, that each have a grant approved of around 1 million USD.

Currently the following grantee projects are under implementation.

OC1 – Grantee Projects	
60 NECs	National Education Coalitions[4] - NECs in 60 countries[5]
GCE	Global Campaign for Education – Global Secretariat[6]
ASPBAE	RC - Asia South Pacific Association for Basic and Adult Education
CLADE	RC - Latin American Campaign for the Right to Education
ACEA	RC - Arab Campaign for Education for All

OC2 – Grantee projects		
RMU follow up	**Name / Organization**	**Country**
RMU-WCA	OC2.1 Citizen Monitoring of Transparency and Accountability in Education (SCORE) MSIS Tatao and partners. (20092)	Madagascar
RMU-HESA	OC2.1 Liberia. Promoting Gender Equity and Equality in Education in Liberia. Helping Our People Excel (HOPE) (10052)	Liberia
RMU-LAC	OC2.1 Intra/inter-culturality, Multilingualism, and de-patriarchialisation of education policies. Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO) (40062)	Bolivia
RMU-AP	OC2.1 Youth-led, Multi-sectoral and Multi-level approach to monitoring education. Center for Youth Advocacy and Networking (CYAN) (30032)	Philippines
RMU-AP	OC2.1 Reframing Education Accountability in Pakistan (REAP). Institute of Social and Policy Sciences (I-SAPS) (30022)	Pakistan
RMU-WCA	OC2.2 Center de Recherche sur l'Anti-Corruption (10122)	DRC
RMU-WCA	OC2.2 School for Life (10132)	Ghana
RMU-WCA	OC2.2 Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS) (10112)	Benin
RMU-AP	OC2.2 Institute of Informatics and Development (IID) (30062)	Bangladesh

OC3 – Grantee projects		
GMU/RMU follow up	**Name / Organization**	**Country**
GMU	OC3.1 Global Campaign for Education – GCE and Regional Coalitions (60313)	Global Lead organization is based in South Africa.
RMU-WCA	OC3.1 Strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa. Girls Not Brides (20333)	Burkina Faso, Niger. Lead organization is based in United Kingdom.
RMU-HESA	OC3.1 Transnational Networks Advocacy Capacity strengthened for improved ECDE Local education groupislation, policies and measures in Southern Africa (TRANAC). ZINECDA, NECDOL, EDC (20313)	Zimbabwe, Zambia, Mozambique, Malawi, Lesotho, Eswatini. Lead organization is based in Zimbabwe.
RMU-AP	OC3.1 The South Asian Assessment Alliance: Communicating and Collaborating for Change. Street Child and partners (30343)	Bangladesh, Myanmar, Nepal, Afghanistan. Lead organization is based in United Kingdom
RMU-AP	OC3.1 Tax and Education Alliance–Increase domestic financing of public education systems to achieve SDG4. Action Aid International and partners (30323)	Nepal, Senegal, Zambia. Lead organization is based in South Africa.
RMU-WCA	OC3.2 Promotion of education options. OASIS/GRADE (10043)	Burkina Faso, Mali, Niger and Chad. Lead organization is based in Niger
RMU-HESA	OC3.2 Girl's education in rural areas. GEAR – Saywhat (30053)	Malawi, Zambia and Zimbabwe. Lead organization is based in Zimbabwe.
RMU-HESA	OC3.2 Education inclusion of adolescent mothers. World Vision (10053)	Zimbabwe, DRC and Uganda Lead organization is based in UK
RMU-HESA	OC3.2 Promotion of inclusive education policies. Rays of Hope (20053)	Malawi, Kenya and Tanzania. Lead organization is based in Malawi.
RMU-HESA	OC3.2 Education system strengthening. Global Integrity (20043)	Malawi, Mozambique, Tanzania, Zambia and Zimbabwe. Lead organization is based in USA

[4] Fill list of NEC grantees can be found in annex 1.
[5] Two NEC contracts still pending signature
[6] Contract signature still pending

LEARNING FRAMEWORK

In al addition to managing the Education Out Loud funding mechanism in alignment with Education Out Loud overall project, the grant agent also has an EOL Learning Framework and implements diverse learning activities at global, regional and national level. In the first semester 2022, Education Out Loud continued to promote learning at different levels and the grant agent organized an internal workshop for education- and monitoring advisors in May 2022 where inputs where provided to a common Education Out Loud Learning Framework document[7] that will provide overview of Education Out Loud´s strategic and operational approaches to learning, including the three EOL learning approaches: capacity development; collaboration, networking and peer learning; and distilling and use of learning for improvements.

GPE Education Out Loud Secretariat, grant agent and global learning partners continued discussions on how to best plan and organize global learning activities, such as the compilation and distilling of learnings across Education Out Loud and across regions for the future dissemination of learning to the wider civil society sector in order to spread the words about what works for civil society organizations when promoting quality education- and what seems to work less well, so that strategies can become as effective as possible.

GCE and Regional Coalitions continued with the development of learning activities for the NECs through the implementation of each their specific grant agreement, while the Regional Management Units continued to organize diverse learning activities together with the regional learning partners, while grantees were also continuously encouraged to implement their learning plans. RMUs have been flexible in inviting grantees across the regional project portfolio to diverse learning events.

GCE carried out a number of activities with the aim of strengthening the members of this network. As an example, GCE organized an Information Session on the High-level Political Forum - HLPF (March 30, 2022) and the opportunities and mechanisms of participation, including the preparation of Spotlight Reports, side events, and official sessions. GCE in collaboration with ANCEFA and Action Aid also organized a series of advocacy webinars for national coalitions in Africa on Education Financing in the lead up to the UN High-level political forum and follow up on the 2022 African Regional Forum on Sustainable Development.

RMU-WCA

In the RMU-WCA region, OC1-grantees´ learning plans which were submitted with their OC1.2 proposals were reviewed and a Consolidated Learning Needs document of OC1 grantees was prepared, capturing all prioritized learning needs identified by the 20 OC1 grantees in the region. Meanwhile, OC2.2 and OC3.2 grantees were supported to undertake their respective learning needs assessments using an on-line learning needs assessment tool to identify and prioritize their respective learning needs, and to develop their learning plans which were also consolidated. On basis of the prioritized learning needs of the grantees in the region, a regional learning plan was prepared. The plan comprises both individualized tailor-made as well as collective learning activities which are facilitated by the RMU directly or by regional learning partners.

During the reporting period, the RMU organized training and mentorship on resource mobilization for NECs and partners of the Girls Not Brides project from Benin, Burkina Faso, Cameroon, Cote d'Ivoire, Mali, Senegal and Togo. This capacity building process which started in April 2022 is on-going and was expected to complete in July 2022. The RMU also made an effort to support the grantees with training on financial management and monitoring for the development of their grantee projects; and supported the organization of a webinar on the GPE Strategy 2025 and the Operating Model for the countries in the region.

Learning activities at the grantees level were also developed on different topics. To mention some examples, in Benin, a data collection workshop was carried out and CSO members of different networks were trained on the process for elaborating an alternative report on the implementation of the African Charter on the Rights and Welfare of the Child. In Burkina Faso, the NEC has informed a number of learning activities, such as a workshop on how to take the gender equality and social inclusion dimension into account for the benefit of 30 members; and it has also developed workshops on advocacy, networking and leadership. The NEC in the Gambia on its part conducted a capacity building workshop for twenty stakeholders on inclusive and accessible education; while in Ghana, grassroot structures referred to as "District Education for All Teams" were created and capacity building was provided on advocacy skills and tracking and monitoring of education resource disbursement and utilization.

RMU-HESA

During the period under review, RMU-HESA organized a learning sharing and planning event for OC2 and OC3 grantees that also counted on the participation of National Education coalitions from those countries where the OC3 grantee projects are implemented. The purpose of the event was to ensure that the concept of synergy is well explored, discussed and taken forward by the grantees in countries where OC3 and OC1 projects are implemented, and effectively understand what other grantees are doing, identify areas where they can work together to create maximum impact, and unpack the Education Out Loud learning approach and progress that have been made by the grantees implementing the learning agenda. In this event grantees developed country specific synergy plans where they discussed project focus areas, common advocacy agendas and activities where the grantees can collaborate.

RMU gathered learning and advocacy materials and documents (i.e. study reports, case studies, policy papers and other relevant

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[7] Education Out Loud Learning Framework document will be presented in second semester 2022.

learning materials) developed by grantees across the region. These have been posted to the digital knowledge and learning hub for the access by grantees, with the aim of encouraging learning exchange among grantees. The learning hub is a platform that was developed under the HESA learning collaborative to support information exchange among grantees, and it is being hosted and managed by of the grantees in the region i.e. ZINECDA (OC3 grantee). To enhance usage of the learning hub CSOs working in the education sector were trained on how to use the hub. In the reporting period, 27 learning materials were gathered from across grantees in the region and uploaded. As of June 30, 2022, the RMU informs that these materials recorded 1,782 downloads and 829 views.

RMU conducted grantees' learning needs self-assessment and supported the development of grantees' individual learning plans. Currently the grantees supported in the region have learning plans and the RMU has gone ahead to develop a regional learning plan and monitoring framework. Approaches like peer learning, trainings by learning partners, documentation of lessons learned and information sharing through learning collaboratives are used to strengthen the capacity of grantees and increase information sharing among grantees. Implementation of the learning plan is expected to strengthen the capacity of grantees, particularly for implementing their advocacy agenda.

Grantees carried out a number of trainings for their members, CSOs and other education stakeholders to advance their knowledge in evidence-based advocacy. Grantees that carried out trainings during the reporting period include the NECs in Kenya, Malawi, Somaliland, Tanzania, Uganda, Zimbabwe, Zambia and Sierra Leon. Some of the common trainings held include trainings on public budget analysis and tracking, evidence-based policy advocacy, communication skills and effective management, strategic planning and social accountability methods to generate evidence for advocacy. OC3 grantees also conducted trainings with their alliance members. As an example, the civil society organization, SAYWHAT carried out a training on adaptive management, while World Vision UK conducted a training

on the rights of children with its partners in DRC, and ZINECDA conducted a training in communication diplomacy in advocacy. These trainings are expected to improve the capacity of grantees when participating in education policy dialogue processes in the respective countries.

Some grantees also participated in different workshops organised by either government or other international organizations and UN agencies. For example, the NEC in Eswatini participated in a workshop on Education in Emergencies organised by UNESCO as well as in a Civil Society capacity building workshop on GPE country processes in the country.

Eleven NECs report to have received capacity building support from regional coalitions and GCE. The NECs in Egypt, Eswatini, Kenya, Lesotho, Malawi, Somalia, Somaliland, Sudan, Tanzania, Republic of Yemen and Sierra Leone participated in trainings carried out by RC and GCE. Some of the capacity building activities carried by regional coalitions included a GCE capacity building workshop on civil society Spotlight Reporting. The NEC in Kenya received information materials from GCE on a number of issues, including Education financing and governance at international level while NECs in Arab speaking countries participated in capacity building webinars and trainings organized by ACEA.

RMU-LAC
A workshop was developed in April 2022 facilitated by the organization Front Line Defenders on "Risk analysis, planning and management of projects in risk contexts for Human Rights Defenders in Nicaragua", with the aim of supporting the grantees to have the required tools and skills to make the necessary adjustments to the Project submitted to Education Out Loud and to improve the security of the civil society organizations and stakeholders. As a result of the workshop, various organizations improved protection plans.

A 32 hours-course on 'Civil society organization advocacy in public policy' was also organized with the Latin American Faculty for Social Sciences (FLACSO) and it ran from June 27 – September 5, 2022. The aim of the course was to contribute to a deeper

analysis of the relationship between the State and civil society from the perspective of civil society organizations and their different advocacy strategies and orientation on how to channel own demands and proposals. The course had 84 participants from the NECs in Bolivia, El Salvador, Haiti, Honduras and Nicaragua, OC2-1 grantee (CEMSE-ACLO), RC CLADE and civil society in Guatemala.

RC-CLADE and RMU-LAC sought closer communication to align the support provided to NECs to strengthen project design capacities, specifically in relation to define a theory of change and results/monitoring frameworks. CLADE has also supported the RMU facilitated inclusion of OC2-1 grantee (CEMSE-ACLO) in the Regional Learning collaborative "Working Group on Strategic Communication". In March 2022, RC CLADE also brought together representatives from the five Education Out Loud eligible NECs (Bolivia, El Salvador, Haiti, Honduras and Nicaragua) for a three-days planning workshop held in Panama. During this workshop, the NECs also evaluated progress and challenges encountered during the first phase of Education Out Loud; shared lessons learned and found points of convergence between each proposal; and elaborated a common learning plan.

RMU-AP
The learning agenda implementation in Asia Pacific focused on three major categories of learning activities, those planned, organized and attended by the grantees on their own initiatives, those organized by the RC ASPBAE for OC1 grantees and those that involved RMU learning support on different aspects of Education Out Loud directly or through learning partners.

Regarding the Learning activities planned, organized and attended by the grantees on their own initiatives, the grantees organized different learning activities on organizational, thematic and advocacy initiatives which have contributed to promote learning sharing among the grantees, members and partners in each their context.

ASPBAE participated the Asia Pacific People's Forum for Sustainable Development (APPFSD) from March 22-25, 2022 and facilitated that NECs could participate

in the side event on March 24 on 'Transformative SDG 4 towards Development Justice'. This event has been helpful for the NECs to build their capacities in relation to regional advocacy and share their learning in their national context. ASPBAE also facilitated the involvement of youth NEC representatives in the Asia Pacific Forum for Sustainable Development Youth Forum and the Asia Pacific regional ECOSOC Youth Forum 2022 in March. This increased their knowledge, deepened their experience and strengthened their capacities to voice their concerns in regional level forums. NEC's were also encouraged to participation in GCE-led initiatives on inclusion, such as a GCE side event for the Global Disability Summit on February 17, 2022 and the launch of the GCE manual on gender responsive disability-inclusive education sector budgeting on May 25, 2022. ASPBAE also initiated discussions with NECs on how to involve indigenous groups, youth groups, marginalised girls, women, youth, LGBTQI and people with disabilities in the work, i.e.

through two regional programs addressing gender-based violence in education and disability inclusive education, respectively.

During an Asia Pacific Regional Dialogue on Education in Emergencies that took place in April, 14 Education Out Loud supported NECs participated. Women's experiences during emergencies, and women's initiatives were discussed and a NEC representative from Indonesia spoke on women's leadership and programs at the community level during emergencies, while two presentations were provided by women from Afghanistan (youth activist and a leader from a women's advocacy organization). Four Pacific NECs from Papua New Guinea, Solomon Islands, Vanuatu and Samoa also participated in an event to discuss how diverse forms of discrimination interact, such as gender- and age discrimination, discrimination due to place of residence, socio-economic factors, ethnicity, disability, and LGBTQI. ASPBAE and the four coalitions discussed how to adapt training programs

to their respective contexts and ways to facilitate this training among coalition members.

RMU learning support in the first quarter of the year mainly prioritized supporting the OC1 grantees in project design and result based management which was crucial for them to come up with the robust program as per the Education Out Loud comments and feedback for improvement prior to contracting. Virtual bilateral and group sessions were organized for all the NECs in the region. In addition, a three-day training on result-based management was organized by the RMU for the National Coalition in Tajikistan and Kyrgyz Republic, respectively, from June 17-28, 2022, which was highly appreciated by the participants. The RMU also provided support to the grantees for finalizing their learning plans and a learning partner was involved for providing support on how to advocate with parliamentarians.

COMMUNICATION AND WEBSITE

Education Out Loud communication team is working to ensure that alle stakeholders have access to updated information on all relevant developments within Education Out Loud and strives to provide means for grantees for sharing learning experiences. Quarterly newsletters and blog posts focusing on sharing learnings within the larger community of grantees have been developed and the Facebook-page is being positioned as an informal peer-to-peer channel for grantees.

The website has in the period from January 1, 2022 – June 30, 2022 reached 5,005 users in total out of which 4,839 (84.5%) of them were first-timer users (56.7% male and 43.3% female). The Education Out Loud website has the biggest reach among people aged 18-24 (31.09%) and the smallest reach among people above the age of 65 (4.99%). Geographically, the target group is mainly located in the United States, India and the Philippines. During the first half of 2022, the

grant agent published two newsletters – a January Newsletter and an April Newsletter. The number of recipients has risen from 662 for the January Newsletter to 728 for the June Newsletter, which is an increase of 10%. The newsletters are opened on average by 46% of its recipients which is mainly stakeholders and grantees – mainly residing in the US, UK, Canada and Ghana.

However, when looking at the website statistics, it is important to mention that until May 2022, the website did not have a filter that excluded internal IP addresses - i.e. those IP addresses from Oxfam IBIS that visited the Education Out Loud website. This means that there is registered a lower number of visitors per month since May 2022, but the data is more accurate for knowing who the external visitors are. On a technical level, some updates have been implemented on design and usability issues on the Education Out Loud webpage, including an improved interactive world map; the ability

to automatically generate project lists by country when country name is clicked; and fixing issues with video and other interactive elements.

Since the Education Out Loud Facebook page was launched in the beginning of 2022, it has gained 117 Facebook Page likes and reached 5,386 users (55.3% males and 44,7% female; 38.4% aged 25-34; 3.6% aged 55-64). The target group is Education Out Loud grantees, and the site was created to provide an informal platform on which grantees could interact and communicate. The majority of the Facebook page users are located in Mongolia, Ghana and the Democratic Republic of Congo.

The grant agent continues to revisit strategies for reaching key target audiences, such as relevant policy makers and decision makers. This includes analysis of existing reach and identification of possible new communications channels.

MONITORING FRAMEWORK AND REPORTING

In the Education Out Loud program set up, all grantees develop each their own grantee project aligned to one of the EOL Operational Component´s specific objective and outcomes. The alignment occurs i.e. when the Grant Agent opens up a call for proposals and invites the grantees to present a project proposal that aligns to selected Education Out Loud global outcomes while it - at the same time – corresponds to the national context. The grantee project includes in addition to the project document, a grantee project Results-framework and monitoring-framework that the grantee uses for monitoring the grantee project. This involvement of the grantees in the monitoring efforts help to generate ownership. The grantees are also encouraged to reflect on the viability of their grantee projects i.e. when the context has changed dramatically as it did when the Covid-19 crisis burst out. The Grant Agent is open to adaptations of the grantee projects when requested by the grantee and when found justified due to some unexpected circumstances, changes in the context or learnings acquired during the project implementation on how to reach the results more effectively. RMUs carry out on-line meetings with each grantee or group of grantees periodically in order to discuss progress, learnings and needs for adaptations. Monitoring visits are also carried out to selected grantees. During this semester, monitoring visits were carried out to eleven grantees (16% of grantees). Out of the 60 NEC projects under implementation, 36 (60%) are on-track in relation to reaching the established expected results.

The GMU monitors the Education Out Loud Global Results-framework outcomes on basis of common indicator descriptions and the monitoring information is collected mainly through grantee´s half-yearly narrative reporting templates. A kind of outcome harvesting is used for filtering out information from the grantee reports. RMUs extracts and analyses information from the projects in the countries from each region while the GMU collects the information across the RMUs and from other sources and aggregates the information across the regions and analyses information at the global level.

All grantees were also in this semester encouraged to share their lessons learned from project implementation in regional meetings and through reporting lessons learned. Education Out Loud global learning partners will also deliver learnings that can be fed back to the civil society organizations so that they can use this information in future project designs, learning plans and advocacy strategies.

During this reporting period, various evaluation activities took place. EOL supported NECs were encouraged to develop their own external evaluation of the grantee project implementation (2020-2021). The objective of such evaluations was to provide the NEC itself with systematized information, analysis and reflection regarding the achievements of the project results and of learnings.

At another level, the Results and Performance team of the GPE Secretariat commissioned an external mid-term review of EOL 2019-2024 with the objectives of assessing whether EOL is on track to deliver on its intended objective of civil society participation in education advocacy and inclusive sector dialogue; and of providing evidence for making decisions on the scope and nature of GPE's future support for civil society organizations. The mid-term review report was finalized in April 2022 and its findings and recommendations are being implemented. The Mid-Term Review found that Education Out Loud has a sound design that has drawn upon lessons learned from previous evaluations and correlates strongly with documented good practice of donor support to civil society. Education Out Loud selection and approval processes, and capacity building support, were also found relevant to supporting civil society organizations contribution to the Education Out Loud program objectives of policy dialogue, promoting transparency and accountability and for creating a stronger enabling environment. The Mid-Term Review included a number of recommendations that the Grant Agent is analyzing and implementing.

The mid-term review also provided a substantial input to a decision by the GPE board in June 2022 requesting Oxfam IBIS as grant agent to prepare a proposal for an extension of Education Out Loud to be submitted in October 2022 for review and for GPE Board's consideration and decision in December 2022.

RISK MANAGEMENT AND DUE DILIGENCE

EOL's approach to risk management maintains and deepens measures already presented in the Oxfam IBIS 2019 program document. It centers on Risk Registers which capture risks at grantee, regional and global levels in extension of the baselining exercise in 2021 which is continuously kept updated. At the global, programmatic level, one section of the consolidated Risk Register is populated with risks that are not specific to any grantee or region but that may affect the entire program. Besides identifying globally relevant risks, the Global Management Unit (GMU) also continued during this reporting period, to look for similarities in regionally identified risks so as to develop common mitigating actions across relevant regions.

The Risk Register methodology is not unique to Oxfam IBIS and builds on standards such as the ISO 31000 risk management framework and asks participants to assess risks by likelihood and impact. Once described in sufficient detail, a risk is assigned to a risk owner who must commit to a deadline by which mitigation must be implemented. Risk acceptance, change in scope or postponement of risk mitigation resides with management.

Complementing the Risk Register, Oxfam IBIS as grant agent also undertook due diligence assessments (DDAs) for all prospective grantees. DDAs are carried out as a participatory exercise for increased accountability, trust building and learning.

In relation to roles and responsibilities in risk management it should be noted, that in extension of the Risk Register efforts in 2021, risk ownership and mitigation were assigned so that ownership is closest to the risk and the area of responsibility potentially impacted. As an example, this could relate to the risk of fraud and corruption in a country which sorts under the regional financial manager. However, depending on risk rating and global relevance, regional staff can draw on the knowledge and resources of the GMU.

Outside of recurring risk re-assessments by means of the Risk Register, the program also responded to risks on an ad hoc, event-driven basis and mitigated such suddenly arising significant risks. This underscores that Education Out Loud as Grant Agent remains flexible and alert and is ready to act outside of the recurring risk re-assessments of known risks.

Following the DDAs, the grant agent requires systematic action plans from the grantees so that identified weaknesses are dealt with in a timely manner. Grantees agree with the assigned RMU on a list of priorities, a timeline, and regular follow-ups. The grantees are usually appreciative as this process strengthens their internal structures and procedures and increases their credibility.

The Internal Auditor (IA) acts as a subject matter expert and facilitator in rolling out and maintaining the Risk Register, yet as described above, risk ownership resides in the first line of the program. Core to the IA's function is the auditing of compliance to governance documents as set out by Oxfam IBIS and GPE in general and in the grant agreement specifically. By assessing the efficiency of controls – as demanded by the governance documents – the IA contributes to risk management. If a risk has materialized, the IA may assist in documenting a case and following the case through the proper governance channels, while also ensuring relevant policies – such as on whistle-blowers – are complied with in the program's case management.

The RMUs put the DDAs to use in their monitoring engagements to focus their efforts on weaker areas and if not already resolved, keep an eye on risks and weaknesses identified in the DDAs throughout 2021 and early 2022 and where necessary. As one would expect, EOL observed variation in the grantees' maturity and self-identification of risks and for some outliers, significant efforts had to be invested in aiding the grantees in completing the DDAs correctly and on time.

Monitoring and concerns reacted upon.

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

In the first half of 2022 no suspicion of fraud or confirmed fraud among grantees was found.

For several reasons such as geography, politics, language, IT infrastructure and others, it can be challenging to work with some grantees.

Regarding Safeguarding, it should be mentioned that Oxfam has a policy of zero tolerance towards sexual exploitation, abuse, and harassment (SEAH); and all Oxfam representatives are expected to uphold the highest standards of personal and professional conduct at all times. Therefore, efforts are deployed on a continuous basis towards building strong systems to ensure that risks associated with its programmatic work are mitigated. It is in this perspective that Oxfam IBIS – in addition to making partners sign the Oxfam Child's Safeguarding Policy as part of their grant agreements – carries out diverse activities to raise awareness and support EOL grantees on Safeguarding issues. In this reporting period, the Education Out Loud homepage was expanded to include a page on how to report misconduct and various channels by which this can be done, also fully anonymously. That the sub-page went live was communicated to grantees and stakeholders through the newsletter and it was also brought on the agendas of meetings with grantees.

COLLABORATION WITH OTHER ORGANIZATIONS

Collaboration between GPE and Grant Agent

GPE Education Out Loud Secretariat Team and Education Out Loud Global Program Manager continue to meet on a weekly basis to discuss implementation strategy and upcoming call for proposals as well as to sort out any problem with a specific grantee. During this reporting period, for example, a series of webinars were agreed for the dissemination of information about the GPE new Operating Model to the Education Out Loud National Education Coalitions. The involvement of a number of global learning partners in the implementation of Education Out Loud learning activities were also agreed in these meetings during the current reporting period.

GPE Education Out Loud Secretariat team and the grant agent also met in Copenhagen in June 2022, in relation to the decision by the GPE board in June 2022 requesting Oxfam IBIS as grant agent to prepare a proposal for an extension of Education Out Loud to be submitted in October 2022 for review and for GPE Board's consideration and decision in December 2022. During this meeting, some of the Mid-term review recommendations were discussed as well as some needs for adaptations of Education Out Loud.

Meetings were also held with the GPE Education Out Loud Secretariat and GPE Results- and Performance team for providing orientations to the Grant Agent regarding monitoring issues and regarding the request for information related to one of GPE´s indicators.

Collaboration with KIX Program

As it also occurred in former years, during this reporting period, the Education Out Loud Global Program Manager from Oxfam IBIS and KIX´ Global Program Manager from International Development Research Centre in Canada continued to meet periodically online to exchange information and learnings. The two grant agents also discussed how to increase the collaboration between the two programs.

During an internal Education Out Loud workshop for education – and monitoring advisors held in May 2022, KIX´ Global Program Manager generously shared information on the KIX program. Also Education Out Loud and KIX´ monitoring advisors share information on how the monitoring system is set up in each program and related experiences and learnings.

In some countries, collaboration also takes place between KIX and Education Out Loud grantees, and some Education Out Loud supported Regional Coalitions such as CLADE also collaborates with KIX.

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

The Education Out Loud rapid review carried out on OC1 as well as the mid-term review of Education Out Loud (EOL) recommended both that roles and responsibilities of EOL stakeholders regarding the learning agenda of NECs to be clarified. During this reporting period, a document was developed in response to this recommendation. The document takes into account the historical role of the GCE and Regional Coalitions in providing learning and capacity support to National Education Coalitions – a role that is continued as part of Education Out Loud´s OC1 grant to GCE and RCs.

As in former semesters, RMU-HESA met regularly with Regional Coalition ASEA; RMU-LAC met regularly with Regional Coalition CLADE; while RMU-AP met with Regional Coalition ASPBAE to discuss how to best support National Education Coalitions to become even stronger advocates, particularly in policy discussions at national level, for promoting the fulfilment of marginalized groups´ right to quality education.

During the internal Education Out Loud workshop for education – and monitoring advisors, GCE also generously shared information about the GCE Knowledge and Learning Platform, its main contributors and users and the experiences and learnings from managing the platform.

SECTION 2:
RESULTS ACHIEVED AND PROGRESS IN RELATION TO EDUCATION OUT LOUD GLOBAL RESULTS FRAMEWORK

EDUCATION OUT LOUD OBJECTIVES

The goal of Education Out Loud as it was established in the original program document is to *"enhance civil society capacity to further GPE 2020 goals in learning, equity, and stronger systems, by improving the participation of civil society, their efforts to strengthen advocacy and to ensure transparency and increased effectiveness in national educational policy and implementation processes"*. One objective was slightly updated during the OC1-extension process in order to align better with the GPE Strategy 2025 and the new Operating Model.

The Education Out Loud specific objectives are to:

1. Strengthen national civil society engagement in gender responsive education planning, policy development and monitoring (OC1)
2. Strengthen civil society's role in promoting the transparency and accountability of national education sector policy and implementation (OC2)
3. Create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education (OC3)

As mentioned above, Education Out Loud seeks to reach the mentioned objectives through the provision of grants to National Education Coalitions (NECs) (OC1-grantees), national civil society alliances (OC2-grantees), transnational civil society alliances (OC3-grantees) and to Regional Coalitions (ASPBAE, CLADE, ACEA) and GCE as well as through the implementation of the Education Out Loud Learning Framework

implemented through the development of global, regional and grantee learning plans with the support of learning partners. All grantees and learning activities contribute to generate all Education Out Loud outcomes and objectives.

CHANGES IN THE CONTEXTS

Since Education Out Loud is active in more than sixty countries, there are many changes in the contexts in these countries that affect the implementation of Education Out Loud. Some of the changes that have occurred during this reporting period and that affect across the regions and countries are the following:

The Russian invasion of Ukraine in February 2022 has negatively impacted the grantees due to disrupted supply chains, increased inflation and shifted political priorities to economic recovery and sustainability. Increasing transport, fuel and food prices in many countries and exchange losses due to inflation have negative impact on grantee budgets and subsequently project activity implementation plans. Budget amounts allocated initially for transport and catering for participants at workshops are often no longer in line with market costs.

The impact of Covid-19 on the education sector remains significant in many countries creating increased inequalities. Education authorities at the various levels are working towards restoring the distorted academic calendar following the closure of schools in 2020. It affects students at all levels, for instance basic education certificate examination. Many students will have to repeat classes at all levels, which is a great

challenge, when infrastructure and number of teachers were already lacking before the crisis burst out. In the Philippines, for example, students are only beginning full physical presence in schools. It is more difficult for the Education Out Loud grantees to place topics such as discrimination of marginalized groups on the political agenda when the authorities are busy with simply 'catching up' with the education situation before the crisis. And it is sad that on top of the learning loss from school closures, the education systems have lacked strategies and been unable to ensure that former students return, especially girls, after the schools have reopened.

Natural disasters' effect on education systems: In Madagascar, two consecutive cyclones seriously affected the implementation of a OC2-grantee project in two regions as it had significant effects on the course of education. In Bolivia, floods and the overflowing of rivers caused deaths, damage to homes, productive plots and health and education centers, as well as significant economic losses and the suspension of school work during the month of March. The situation led to the postponement and rescheduling of project activities in the region.

Regarding changes at the political level, there was a change of government in Pakistan, which will require minor recalibration in the grantee's approach building on the current close engagement with stakeholders in the intervention districts. The political situation in Nicaragua and in Afghanistan, respectively, continue to create severe challenges for civil society organisations for

operating 'normally' with respect for democratic and human rights´ principles such as the freedom of expression as established in the Universal Declaration of Human Rights.

RESULTS RELATED TO NATIONAL CIVIL SOCIETY ENGAGEMENT IN POLICY CHANGES

Due to the extended country coverage of Education Out Loud, there are many countries in which the National Education Coalitions and supported civil society organisations participate in policy discussing arenas where they have the possibility to raise the voice on behalf of the marginalized and discriminated groups in the education systems, such as those living in urban and rural poor areas, girls, internal displaced persons, indigenous peoples and others, with the purpose to strengthen the national education systems and make it capable to providing public, free quality education for all.

During this semester, EOL supported National Education Coalitions were participating in the local education groups in no less than 43 countries. In these groups the Ministry of Education and other national authorities related to the education sector participate together with representatives from other sectors. The local education groups discuss diverse topics in relation to how to best organise the national education sector. In annex 2 information is provided about the discussions that have taken place during the past semester in each of the local education groups.

PARTICIPATION OF NATIONAL EDUCATION COALITIONS IN LOCAL EDUCATION GROUPS				
NEC participation in a least one local education group meeting in the period from January 1 – June 30, 2022				
RMU	TOTAL NUMBER OF EOL SUPPORTED NECS	YES	NO	N.A.
RMU-WCA	20	15 (75%)	2	3
RMU-HESA	18	14 (78%)	1	3
RMU-LAC	5	2 (40%)	3	0
RMU-AP	17	12 (71%)	5	0
	60	43 (72%)	11	6

The National Education Coalitions have also been active in presentations on the GPE Strategy 2025 and the new operating model and in discussions of the Compact partnership in 17 countries (See annex 2). Likewise, the NECs as well as other Education Out Loud civil society organisations have been active in diverse policy discussion platforms such as follow up mechanisms to the Sustainable Development Goal 4 (SDG 4) on quality education.

RESULTS RELATED TO POLICY CHANGES INFLUENCED BY NECS AND OTHER EDUCATION OUT LOUD GRANTEES

During this reporting period, 14 policies were approved by the national authorities that the civil society organizations have influenced and contributed to with the aim of ensuring that marginalized groups´ right to education is taken into account and that the national education systems become more effective.

The new or changed policies are to be attributed to the national authorities that have approved them, and the merit of the civil society organizations is that they have advocated for improvements and helped to call the authorities´ attention on barriers that exclude marginalized groups´ access to quality education and that they have provided evidence of these barriers and provided arguments for why they should be removed and in some cases they have also provided technical assistance and proposals for how existing policies can be changed.

In **Burkina Faso**, a new Strategic Plan for the Development of Basic and Secondary Education 2021-2025 was approved, that will make it possible to accelerate the delivery of education services at all levels from pre-school education to technical and vocational education and training (TVET). The NEC had in this case, for example, advocated for increased TVET due to the current low level of enrolment of young people in such programs and it also advocated for giving more priority to children living with disabilities and girls, particularly in secondary level education.

In **The Gambia**, the Ministry of Basic and Secondary Education decided a Rescheduling of the National Assessment Test and the Gambia Basic Education Certificate Examination to post-pone them to July 2022 to allow particularly internal displaced students affected by the conflict near the Gambia-Senegal border that had closed down their schools, to settle down and catch up with the lost school hours before doing the exam. The NEC was among the first to visit the communities at the border and to gather information about the impact of the conflict on the closed schools and had recommended that the exams were postponed.

In **Mozambique**, the Ministry of Education decided a withdrawal of sixth grade social science textbook because it was filled with serious errors, such as showing only few of the countries in Africa on a map, wrong calculations in examples in mathematics and errors in the conjugation of verbs in Portuguese. The NEC had advocated for the withdrawal due to the risk of the school children becoming misinformed.

In **Tanzania**, a Re-entry policy guideline was approved that orient key responsibilities of education stakeholders to ensure that for example adolescents that are mothers and pregnant are included in the school. The NEC had advocated for such policy guide-

line and had for example formerly produced a study on teenage mothers´ education situation. The NEC had also engaged with members of parliament from the social service committee and the Tanzania Women Parliamentarian Group and participated in media talk shows and programs.

In **Sierra Leone**, a new Education Sector Plan for 2022 to 2026 was approved for further developing and improving the education system in the country and ensuring that the country as a whole has a common orientation about how the education area should be managed in the next five years. The civil society is concerned for the disparities in the access to education, experiences and learning outcomes, particularly in relation to the marginalized children. The NEC participated in discussions of the Education Sector Plan 2022-2026 in the local education group meetings and made submission of documentation on the situation to influence the plan.

In **Bangladesh**, the authorities approved a new Curriculum Framework, that will stop using summative assessment exams of students up to grade 3 and instead install formative and class assessments. The civil society organizations support this measure to get rid of exam-centric education and the NEC has formerly submitted inputs, comments and reflections to the authorities on this topic.

In **Rwanda, Somaliland, Zambia, Mongolia, Nepal** and **Bangladesh**, policy changes were made in education budgets to increase the allocations to the education sector and in guidelines for the management of the school budgets. In Rwanda, primary schools and TVET were for example allocated more funds than in the previous year. In Somaliland there was an increased budget allocation for teacher recruitment and the NEC had been advocating for that due to the lack of teachers and the high teacher-pupil ratio (1:33). In Zambia, Constituency Development Fund guidelines were approved that gives the marginalized communities the possibility to identify and finance projects they deem as priority within their communities when it comes to school infrastructure maintenance and other topics. The NEC in Zambia has since January 2020 been producing budget analysis and has been engaged with stakeholders to discuss budgeting gaps, especially allocations to the education sector. In Mongolia, the approved Government Resolution increases the education budget allocations and incentives the inclusion of children with disabilities in the schools. The NEC with support from the RC ASPBAE have advocated for improved and more equity based and gender responsive budgeting for education and a study on this topic was produced in 2020. In Nepal, the National Budget for F.Y. 2022/23 included increases in allocations for mid-day meals till Grade 6, more TVET options, digital learning materials and infrastructure in 20 schools in each province, among other improvements. The NEC had advocated for increased education funds with parliamentarians, the Ministry of Finance and the Ministry of Education, Science and 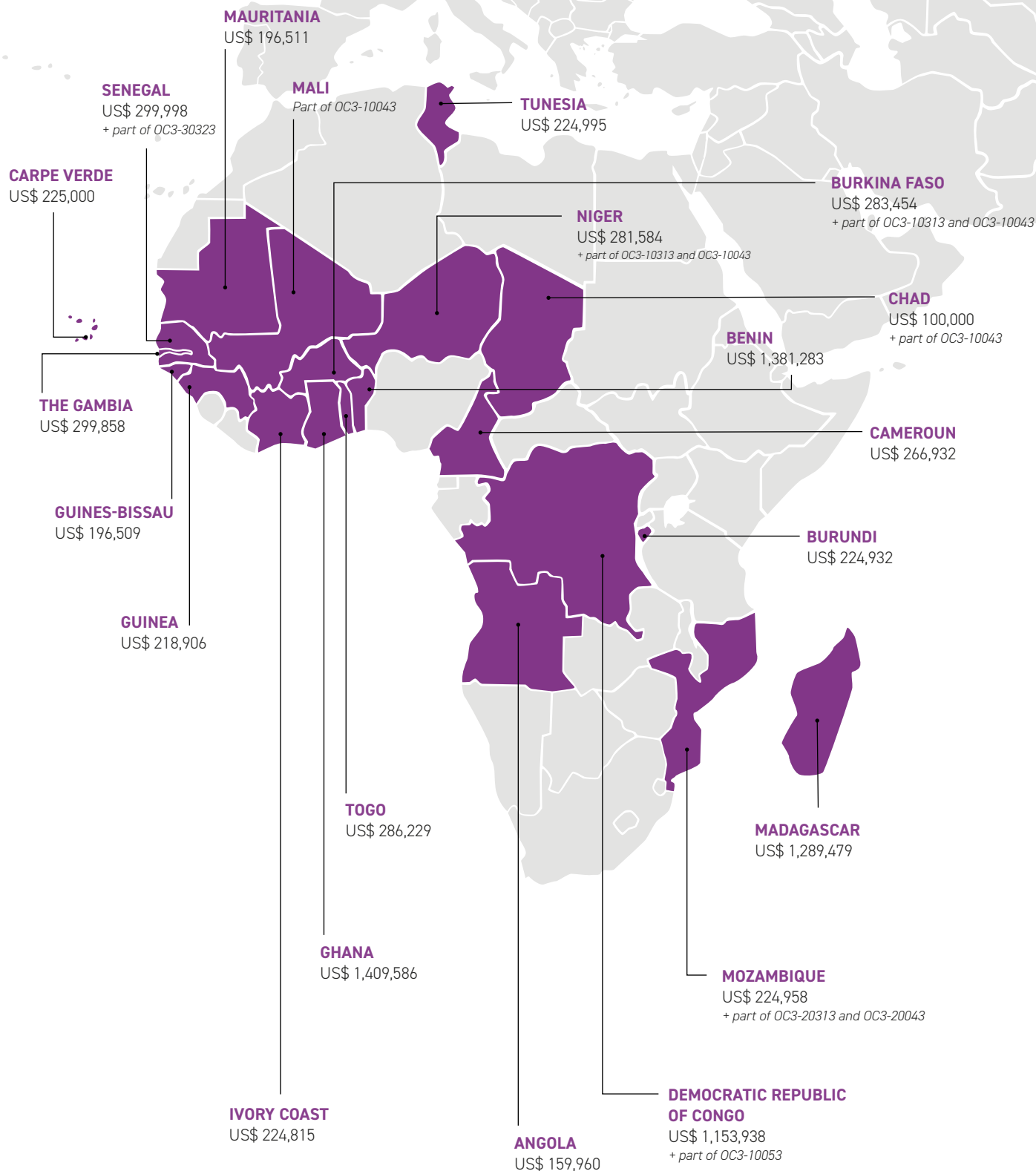Technology using infographics and other materials. In Bangladesh, in the new national budget, the proportion allocated to education increased which the NEC had advocated for.

In **Eswatini**, a Circular memorandum on the prohibition of expulsion of pupils owing school fees was issued by the Ministry of Education and Training and it prohibits school head teachers from expelling students that are behind in paying school fees. School fees are currently one of the main reasons, together with discrimination of pregnant adolescents, that students are excluded from school, particularly in secondary level. Completion rates are very low; it is estimated that half of the children that are inscribed in the school do not complete. The NEC has advocated for inclusion of marginalized groups in the school system through the media and in meetings with the authorities.

In **Papua New Guinea**, a Tuition Fee Free Policy was approved in January 2022 that provides for free education to primary and secondary education throughout the country. In the previous years, another policy had been in place that instead gave priority to tertiary education with school fee loans. The NEC has advocated for the right to education with the national authorities and for increasing the financing of primary and secondary education, since marginalized groups such as parents in rural areas have difficulty in paying school fees, and the education should be provided for free.

WEST AND CENTRAL AFRICA

MAURITANIA
US$ 196,511

SENEGAL
US$ 299,998
+ part of OC3-30323

MALI
Part of OC3-10043

TUNESIA
US$ 224,995

CARPE VERDE
US$ 225,000

BURKINA FASO
US$ 283,454
+ part of OC3-10313 and OC3-10043

NIGER
US$ 281,584
+ part of OC3-10313 and OC3-10043

CHAD
US$ 100,000
+ part of OC3-10043

BENIN
US$ 1,381,283

THE GAMBIA
US$ 299,858

CAMEROUN
US$ 266,932

GUINES-BISSAU
US$ 196,509

BURUNDI
US$ 224,932

GUINEA
US$ 218,906

TOGO
US$ 286,229

MADAGASCAR
US$ 1,289,479

GHANA
US$ 1,409,586

MOZAMBIQUE
US$ 224,958
+ part of OC3-20313 and OC3-20043

IVORY COAST
US$ 224,815

**DEMOCRATIC REPUBLIC
OF CONGO**
US$ 1,153,938
+ part of OC3-10053

ANGOLA
US$ 159,960

POLICIES INFLUENCED BY EDUCATION OUT LOUD SUPPORTED CIVIL SOCIETY ORGANIZATIONS IN THE FIRST SEMESTER 2022

POLICY CHANGES RELATED TO THE FOLLOWING THEME/ FOCUS AREA	COUNTRY	POLICIES INFLUENCED BY CIVIL SOCIETY ORGANISATIONS CHANGED	DATE OF APPROVAL	NUMBER OF NATIONAL LEVEL POLICY CHANGES
Education Sector policies and plans	Burkina Faso	Strategic Plan for the Development of Basic and Secondary Education 2021-2025	December 31, 2021	4
	Mozambique	Withdrawal of sixth grade social science textbooks due to errors	June 1, 2022	
	Eswatini	Circular memorandum on Expulsion of Pupils Owing School Fees	June 2, 2022	
	Sierra Leone	Educational Sector Plan for 2022 to 2026	June 1, 2022	
Education Administration and reforms	Bangladesh	Curriculum Framework	May 31, 2022	1
Education budgets	Rwanda	The Budget Framework Paper, including the fiscal policy 2021/22	May 30, 2022	6
	Somaliland	Budget amendment/top up for hiring teachers	May 1, 2022	
	Zambia	Constituency Development Fund Guidelines	February 1, 2022	
	Mongolia	The Government Resolution on approval of 'average norms of variable cost and funding'-guidelines	March 2, 2022	
	Nepal	National Budget for FY 2022/2023	May 29, 2022	
	Bangladesh	The national budget	June 9, 2022	
Female adolescents right to education	Tanzania	Re-entry policy guideline	February 1, 2022	1
Economically poor peoples´ right to education	Papua New Guinea	Tuition Fee Free Policy	January 1, 2022	1
Education in Emergencies, including Covid-19	The Gambia	Rescheduling the National Assessment Test and the Gambia Basic Education Certificate Examination to July 2022	April 14, 2022	1
				14

RESULTS RELATED TO NEC´S INCLUSIVITY

In order for the NECs to promote the voice of the marginalized groups, it is crucial that these groups are represented in the NECs since the marginalized groups know better than any, how the discrimination is taken place or affecting them. It is also important the NECs include the promotion of the right to quality, free and public education of all the marginalized groups in their strategic plans. The marginalized and discriminated groups are specific for each country context but it is common that children living with disabilities do not have the same access to quality education as those children that do not live with disabilities; and it is also common that adolescents that are mothers or pregnant are excluded altogether from the public education system, just to give two examples.

During this semester, diverse efforts took place in order to increase the inclusivity of the NECs themselves. All 60 national education coalitions continue to have participation of organisations that represent women/ girls; and 57 national education coalitions have participation of organisations that represent people living with disabilities. On the other hand, only 7 national education coalitions have representatives of LGBT+ groups which are often marginalized groups in the society and the education system is no exception. In June 2020, 15 NECs out of 53 NECs (28%) responded 'yes' to the question 'Is 50% or more of the NEC board members female?' and two years later in June 2020, 18 of these same NECs[9] (34%) responded affirmatively to the question. Four of these are in Latin America where four out of the five EOL supported NECs have Boards where 50% or more of the Board members

are women. However, while 11 of the NECs have become more inclusive[10], there are other 7 that have become less inclusive[11], which indicates that there might be a need for providing more encouragement and orientation about how to become more inclusive, for example, through peer-learning.

Many examples on how the national education coalitions strive to become more inclusive have been reported. In an effort for NECs to promote gender equality internally, some NECs like Eswatini, Kenya, Zambia, Zimbabwe are either developing or have already developed a gender policy to guide gender mainstreaming in coalition policies and programs. The NEC in Lesotho has a 'women and children commission/department' that supports members to advocate for gender equity and the commission has also embarked on building capacity in civil
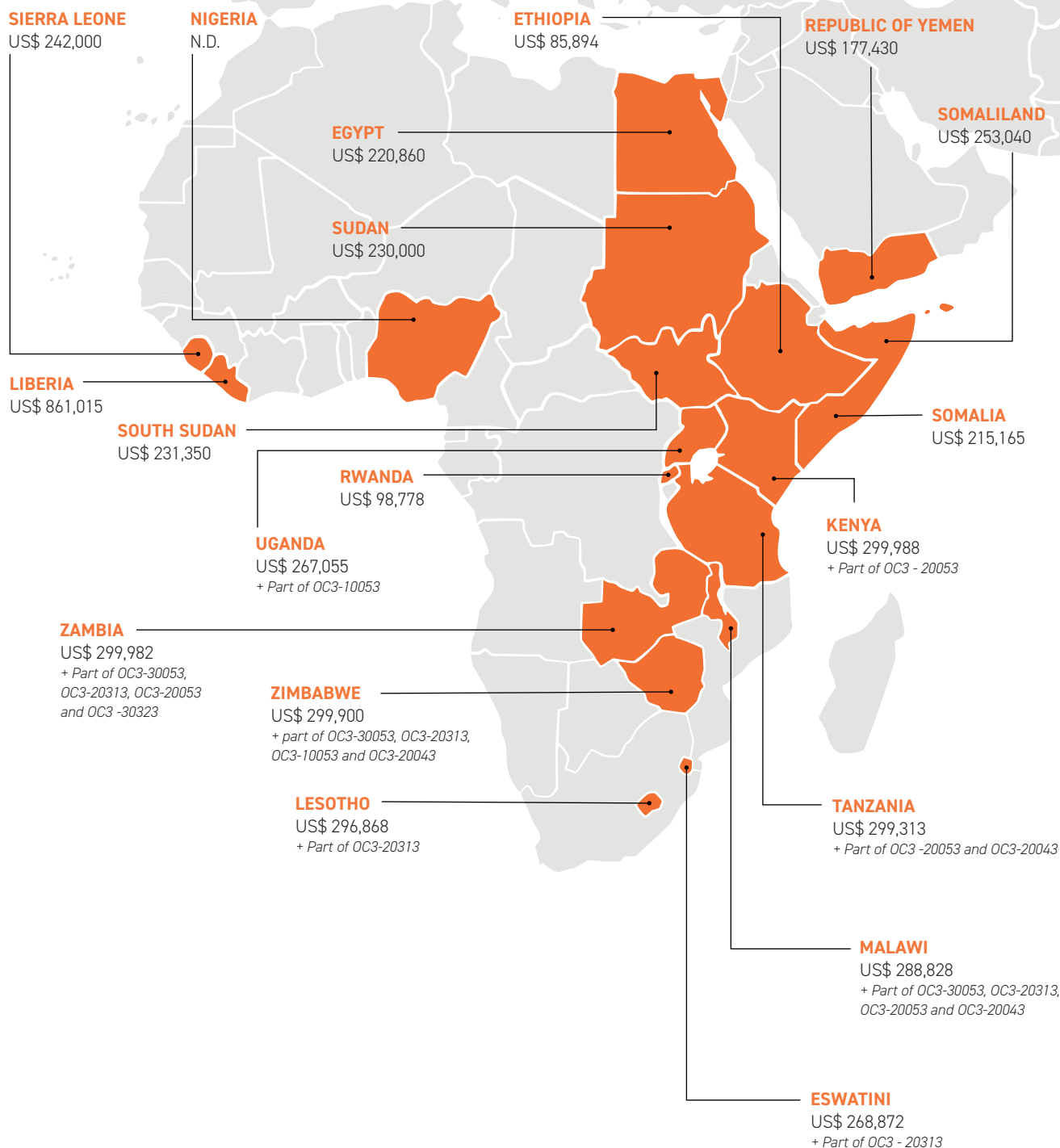
[9] The NECs that started to receive support from Education Out Loud in January 2022 are not taken into account.
[10] 18 with an above 5%-point increase in inclusivity index of which 11 with above 10%-point increase in the inclusivity index.
[11] 7 with an above 10%-point decrease in the inclusivity index.

EASTERN AND SOUTHERN AFRICA

SIERRA LEONE
US$ 242,000

NIGERIA
N.D.

ETHIOPIA
US$ 85,894

REPUBLIC OF YEMEN
US$ 177,430

EGYPT
US$ 220,860

SOMALILAND
US$ 253,040

SUDAN
US$ 230,000

LIBERIA
US$ 861,015

SOUTH SUDAN
US$ 231,350

SOMALIA
US$ 215,165

RWANDA
US$ 98,778

KENYA
US$ 299,988
+ Part of OC3 - 20053

UGANDA
US$ 267,055
+ Part of OC3-10053

ZAMBIA
US$ 299,982
+ Part of OC3-30053,
OC3-20313, OC3-20053
and OC3 -30323

ZIMBABWE
US$ 299,900
+ part of OC3-30053, OC3-20313,
OC3-10053 and OC3-20043

TANZANIA
US$ 299,313
+ Part of OC3 -20053 and OC3-20043

LESOTHO
US$ 296,868
+ Part of OC3-20313

MALAWI
US$ 288,828
+ Part of OC3-30053, OC3-20313,
OC3-20053 and OC3-20043

ESWATINI
US$ 268,872
+ Part of OC3 - 20313

society organizations in the country for improving the promotion of gender equality.

Another example is the NEC in Ghana that has reviewed its constitution to create more space for female representation in the organisation and persons living with a disability are also represented in the coalition, and the national chairperson is currently a person with disability. The NEC strives to incorporate gender into the programming at all levels. The NEC in The Gambia has reached to establish good participation of women both at the level of governance and for decision making as well as of membership participation.

In the Latin American region, RC CLADE established a Gender Working Group during this reporting period. It is planned that the group will be engaged in the development of an institutional gender policy of CLADE, that is expected to inspire all CLADE members to build their own institutional gender policy or adapt CLADE´s to the national contexts. Currently, the gender working group is composed of 32 members (plus 5 persons from CLADE Regional Secretariat) from 12 countries.

The NEC in Timor Leste continues to promote the Marginalized Youth Forum, which is mostly led by marginalized youth, both male and female, and which strives to strengthen its participation in the NEC and contribute to the education policy advocacy; while the National Education Coalition in Bangladesh has emphasized to focus on ethnicity (Adibasi), multi-lingual education, youth and disability issues. The NEC in Kyrgyzstan has revised its strategic plan for 2025 and its board has made a decision for involvement of members, especially from regions, in the implementation of project activities. NEC Mongolia welcomed 2 new hearing-impaired education related members, while the NEC in Pakistan has initiated the process to forge a partnership with Connect Hear, a social start-up working for sign language accessibility and inclusion of hearing-impaired persons in Pakistan by promoting sign language. The NEC in Nepal has brought on board five new organizations which work for the promotion of the rights of the teachers, marginalized groups and tribal communities. The NEC in Samoa, on its side, welcomed two new women's or-

ganisation members and the NEC Tajikistan has included 7 civil society organizations as new members of the coalition.

It is found that some NECs face challenges with inactive members while others are improving platforms for engaging their members and other civil society organizations working in the education sector as for example the coalitions in Zimbabwe, Kenya, Malawi and Zambia that have community chapters that target participation of local marginalized groups in education sector discussions.

RESULTS RELATED TO NATIONAL CIVIL SOCIETY ROLES IN PROMOTING TRANSPARENCY AND ACCOUNTABILITY OF NATIONAL EDUCATION SECTOR POLICY AND IMPLEMENTATION

A key aspect of Education Out Loud is to promote that civil society participates actively in monitoring the national education sector policies and the implementation of them through the generation and systematization of information that demonstrates gaps in the public education system´s capability to provide universal coverage of quality education for all including the marginalized groups.

In relation to producing evidence and assessments relevant for policy changes and/or monitoring of government commitments various examples are highlighted below.

In **Somalia**, a National Education Coalition Member IFTIN FOUNDATION produced and presented during this reporting period a 'Status of displaced children's education in Internal Displaced Persons (IDP) camps in Mogadishu'. The main purpose of this study was to examine the education situation of the children in these camps and to analyse the possibility that they will have proper education opportunities. The study involved families with children aged 6 years and over who live in 16 IDP camps in 9 districts in Mogadishu and selected 121 families in different IDP camps in districts. The study was disseminated to coalition members and other education stakeholders through a study validation workshop and the study was also presented in a local education group meeting with presence of authorities, civil society and other stakeholders.

In the **Philippines**, the Center for Youth Advocacy and Networking (CYAN) has elaborated a 'Mapping of Standards and Baselining of Current Practices in setting up of the monitoring system to be used in tracking education services'. To develop the monitoring system, research was conducted to map the standards of education governance at different levels. It included scanning of all relevant policies, guidelines, and standard procedures in service delivery to clarify what is to be expected from the government at every step of its policy implementation. Policies and guidelines to ensure learning continuity despite the disruptions during Covid-19 were also released where the public education system capacity to adapt to the pandemic was low as it is designed to only using face-to-face learning delivery.

In **Liberia**, the NGO Helping Out People to Excel (HOPE) contributed to a Joint Bi-annual Monitoring, Evaluation, Accountability and Learning Assessment activity to identify the level of capacity and coordination of national stakeholders relating to the National policy on girls' education. The activity revealed that the National policy on girls' education and the Education Reform Act of 2011 among other policies are not adequately disseminated as only some education offices and school administrators have access to the policies. Addressing the lack of dissemination and implementation of the policies, and/or the lack of political will are key to achieving girls' rights and thus equal access to quality education. HOPE also provided inputs to a draft education sector plan and participated in a High-Level consultation meeting for the completion of the education sector plan. A publication has also been developed to identify, analyze, and present strategic decision-making platforms and forums in education for the Educate HER alliance and other civil society actors to access and influence decision making in citizens' interest.

In **Bolivia**, the project 'Approaches of interculturality, plurilingualism and depatriarchalizing of the educational policies of the Regular Education Subsystem in the Aymara, Quechua and Guarani regions' is in the process of producing a systematization of teaching strategies for the implementation of the region-based Aymara

(indigenous community) curriculum in the municipality of El Alto and La Paz. The purpose is to get to know better the process of design and implementation of strategies by teachers to concretize the Aymara curriculum in the curricular development plans. The systematization process has also included community participation thus getting important insights and inputs from indigenous community mothers and fathers in teaching-learning processes, thus involving and recognizing the knowledge of indigenous groups that are often marginalised and excluded. The mothers, fathers and other indigenous community members share their knowledge with boys and girls in the educational units and they contribute their ancestral and empirical knowledge on various topics, such as information on some plants´ health curing capacities.

In **Pakistan**, the Institute of Social and Policy Sciences (I-SAPS) is preparing an analyses of public financing of education at federal as well as provincial levels. Citizens' scorecards were developed for a citizen's agenda that not only set a baseline on access and quality of education service delivery at the district level, but also aim to provide a targeted and costed agenda for action to improve access and quality of education service delivery over the next years. Key findings from these analyses were shared with the civil society organizations and citizen groups in intervention districts and they were critical in engaging with the public representatives and education officials in relation to improving quality of education service delivery.

Meanwhile also other efforts have been carried out to document the education situation and the gaps in the national education systems. In **Papua New Guinea**, the Education Advocacy Network developed a Report on the Status of the Technical, Vocational, Education and Training (TVET) System in Papua New Guinea as an input to inform the NEC and stakeholders on the current resourcing situation of the TVET system and its legal and regulatory framework. In **Nepal**, the NEC conducted an analysis to know the 'Implementation of SDG 4 in Nepal: Status and Gap Analysis' as an input to the monitoring of the implementation of SDG 4 and to provide recommendations to the government. The report was prepared

in consultation with local government representatives, grassroots stakeholders, school management committee, journalists and NCE Nepal member organizations. Marginalized groups from Dalits, Janajatis, LGBTIQ+, disabled communities, girls and youths were also consulted regarding their view on the SDG 4 implementation process and status. Nepal has not yet submitted a Voluntary National Review, but a Synopsis of the study report was submitted as part of the ASPBAE overall CSOs report in the High Level Political Forum (HLPF).

RESULTS RELATED TO STRENGTHENING NATIONAL CIVIL SOCIETY ORGANISATIONS´ CAPACITIES FOR USING EVIDENCE IN THEIR POLICY INFLUENCING WORK.
National civil society organisations capacities for using data and evidence are increased in various ways, such as capacity development courses, 'learning by doing', peer-learning, learning sessions and in many other ways.

In **Pakistan**, community groups in civil society education networks in different intervention districts were trained and supported for their organisation by the 'Reframing Educational Accountability in Pakistan project'. Members of the networks will be engaging with government officials to promote the improvement of the quality of education service delivery. In one community, education data was made more accessible to communities so they can track the government's progress over various standards of access, quality and governance indicators. This will help the communities to hold the authorities accountable for better service delivery.

In **Liberia**, the '*Educate Her project'* involved 30 monitoring and evaluation staff from the Ministry of Education and 5 regional staff of the project in a 'Joint bi-annual monitoring, evaluation, accountability and learning assessment' activity. This improved their coordination, monitoring, and accountability skills to effectively implement the national Girls Education Policy in the country. Moreover, capacity building sessions for alliance members and monthly coordination meetings are also building capacities in developing and implementing advocacy strategies. The coordination mechanisms

have strengthened and consolidated civil society collective efforts in promoting girls' education in Liberia.

In **Ghana**, 180 citizen groups and community-based organizations from 60 communities in 6 districts across all 5 regions of the Northern Ghana were mobilized as agents for educational accountability and responsiveness by the OC2-grantee project 'Citizen-Led Action for Educational Accountability and Responsiveness'. These organizations have now been trained and provided with relevant information and knowledge on safeguarding, their educational rights, skills on advocacy and engagement with duty bearers regarding the delivery of quality education. A platform has also been created for citizen groups and the community-based organizations to interact with duty bearers and their representatives on the engagement process. The mobilized groups have representation of marginalised youth and women. The grantee '*School for Life*' has also ensured commitments from the media house to help produce and disseminate evidence generated in the cause of the project, so that the issues will gain traction at the national level.

In the **Philippines**, national civil societies capacities on thematic and advocacy capacities were strengthened by the project 'Multiply-Ed project'. Orientation seminars, workshops on understanding today's Philippine governance situation and discussions on the importance of social accountability and vertical integration were carried out by the now school-level social accountability teams. Furthermore, both on-ground and digital organizing skills of the Area Coordinators were enhanced as they, with the guidance of local coordinators, spearheaded the conduct of the orientation seminars and facilitated the crafting of monitoring plans per school team and the formation of the school-level social accountability teams per school. The area coordinators led the school social accountability teams in implementing their monitoring plans and completing the monitoring at the school-level.

In **Benin**, sixty communal education observatories (OCE) recognized by the communal authorities and/or the local education system were set up by OC2- grantee project DEDRAS, which are now operational. It is

LATIN AMERICA AND CARRIBBEAN

HONDURAS
US$ 299,964

EL SALVADOR
US$ 75,000

NICARAGUA
US$ 22,882

BOLIVIA
US$ 1,274,713

HAITI
US$ 267,135

*The amounts indicate the sum of OC1.2 and OC2 projects, if applicable. The numbers related to OC3 are OC3-grantee project ID numbers.

planned to strengthen them to better carry out their mission on the ground. These local branches have developed draft action plans.

RESULTS RELATED TO NATIONAL SOCIAL ACCOUNTABILITY MECHANISMS OF NATIONAL COMMITMENTS, EDUCATION POLICIES AND PLANS.

As mentioned above, Education Out Loud supported National Education Coalitions participate at the **national level** in the local education groups in 43 countries (see annex 2) where they get access to information on the implementation of national education plans which in itself is an important step for monitoring government commitments regarding the fulfilment of the rights to education for all, including the marginalized groups.

Sixteen countries out of the 60+ countries in which Education Out Loud grantees operate produce Voluntary National Reports as part of the follow-up and review mechanisms to the 2030 Agenda for Sustainable Development and which are expected to serve as basis for the regular reviews by the high-level political forum (HLPF) under the auspices of ECOSOC. So also for the opportunity to get informed it is important that the civil society organizations participate in the local education groups, in the GPE Compact processes and in diverse national education follow up mechanisms of national plans and ratified international conventions since they can get informed about the education situation in the country, about the state of the national education system and the of implementation of education sector plans. Without this information it is more difficult for the civil society organizations to analyze the situation with the 'gender lens' or the 'marginalized groups´ lens' on and detect if these groups are being discriminated against.

Zambia has not submitted a National Voluntary Review report, but the government has established a *National Voluntary Review group* coordinated by the Ministry of Finance. The purpose of this platform is to track progress against SDG indicators as a country. Meetings under this platform are usually convened on a quarterly basis and Education Out Loud funded civil society

organizations in the country are members, such as the National Education Coalition and the 'National Action for Quality Education in Zambia' (NAQEZ) (member of the OC3 grantee GEAR alliance). Although no key contributions have been provided in terms of evidence to influence policy discussions, the civil society organisations have been active participants and made contributions about the topics under discussion. The Ministry of Finance has shared a VNR 2023 road map with the members of this group.

In this country, also a *NEC coordinated Symposium* (a national platform) exists with the purpose to ensure participatory budgeting involving stakeholders in different sectors. CSOs and the Ministry of Finance meet once annually before the national budget is developed. During the present reporting period, the symposium was convened once. The Symposium is attended by Ministry of Finance, National Assembly of Zambia - 5 members of parliament (Committee on education), and representatives of the Civil Society Organisations. Also, the OC3-Educatoin Out Loud grantee alliance member National Action for Quality Education in Zambia (NAQEZ) is a member of this symposium. In the pre-budget analysis of FY 2022/23, the National Education Coalition provided recommendations on how it was important to guide the implementation of the Constituency Development Fund (CDF) to ensure learners and schools benefit from it. The recommendation was heard and the CDF Guidelines were developed in February 2022 for implementation by the Ward Development Committees. It also acts to complement the government pronouncement of Free Education up to grade 12.

In **Malawi**, there is also government established platform to monitor and evaluate the country's progress in the implementation of SDGs including successes and challenges at country level. The platform was also established by the government and it is convened bi-annually and coordinated by the National Planning Committee. Education Out Loud grantees such as Rays of Hope alliance (OC3 grantee), SayWhat (GEAR alliance; OC3 grantee) and the National Education Coalition (NEC) are members of this group. In the reporting period, VNR

2021/22 report was completed and made accessible to the public. It is important to note that there was no major contribution/influence made by EOL partners in the group discussions during the last reporting period. Also, in **Malawi**, a *'Public Expenditure Tracking/Budget Analysis platform'* exists for social accountability. The purpose of this mechanism is to provide CSOs with access to budget information and expenditure data on the Malawi government fund allocation to the education sector and it also allows the civil society organisations to make recommendations on adequate funding and provide technical support to a public expenditure management system which is expected to improve girl child education. The platform is attended by different stakeholders including the Parliamentary finance committee, Teachers Union Malawi, Trade Union, National Planning commission and diverse civil society organisations, including Education Out Loud grantees such as SayWhat, Rays of Hope and National Education Coalition in Malawi. During this period, the analysis focused on the extent to which the 2022/23 national budget allocations were sensitive to the needs of learners with disabilities, children, girls, orphans, and other vulnerable groups. The findings in the analysis indicated that the budget allocation towards education was 'just on paper' since the money that was in fact transferred from the National Treasury (Finance) to the Education Ministry was only 56% of the budget allocated towards education. The CSOs called for the release of funds as allocated in the budget and strengthened budget tracking efforts. Eight (8) face to face meetings were held in the last six months and an Education investment report is under way[12].

In **Zimbabwe**, the *'Zimbabwe Civil Society Organizations reference group'* exists. This social accountability mechanism was established by the civil society organisations that work in the education sector in Zimbabwe. It has the mandate of tracking and monitoring progress on the implementation of SDG indicators; and it is also aimed at shaping the evidence based advocacy themes. Members usually convene on a quarterly basis. The structure is coordinated by Poverty Reduction Forum Trust, a CSO in Zimbabwe,

[12] Not EOL financed.

and different EOL grantees participate such as the Zimbabwe National Education Coalition and partners of OC3 grantees in the country like 'Teach for Zimbabwe'. Some of the topics discussed in the reporting period, were the state of urban, rural and farm schools under the three local authorities in the country; policies in place to support girl education; government initiatives to improve service delivery and ensuring citizens' participation. Also a position paper aimed at the government to improve education services in the urban, rural and farm schools was discussed.

Meanwhile, in the **Democratic Republic of Congo**, 50 senior education officials, 6 civil society organisations and 10 parliamentarians are working closely with the OC2-grantee CERC to promote the implementation of quality reforms that meet the needs of students as well as the implementation of anti-corruption and accountability measures in the education sector.

It is important that social accountability mechanisms exist also **at the local level** and that communities and marginalised groups are involved in ensuring social accountability at the local level and for establishing multi-level monitoring. In the **Philippines**, the Department of Education has endorsed the OC2-grantee project and recognised that the initiative can help triangulate the monitoring and evaluation of the Basic Education-Learning Continuity Plan. The Department of Education has encouraged their regional directors to support and assist the project team specifically by: allowing them access to pertinent information, documents, and officials so that they can successfully implement the project, while adhering to the data privacy law; attending relevant meetings such as post-monitoring activities; and by facilitating the independent monitoring of the Department of Education's learning continuity plan and the transition to face-to-face classes.

At the school/community level some more immediate results have been achieved by the OC2- grantee projects. In **Pakistan**, a Government Girls Middle School faced severe shortage of teachers that affected severely the quality of the education that the students receive. Equipped with the social accountability tools and sensitized,

a woman reached to approach first the Head-Teachers and then the Sub-Division Education Officer that finally demanded additional teachers to the village school.

In **Bolivia**, student councils, school boards and social community education councils of 18 educational units in the departments of Potosí and Chuquisaca have presented joint proposals to the municipal and departmental education authorities. The proposals centred on the allocation of human and economic resources to improve school infrastructure and the implementation of education policies on inclusion, equity and quality of education. Moreover, technical education staff from 12 Institutes of Language and Culture of indigenous peoples have submitted documents evaluating the application of regionalized curricula so that education policies can be implemented; and intra-intercultural and multilingual approaches can be implemented better in schools. 26 representatives (9 women and 17 men) of 16 Educational Councils of Indigenous Peoples, the Federation of Secondary School Students, and trade union organizations are also now reaching consensus on a proposal for regulations on social participation in education to be presented for the authorities.

RESULTS RELATED TO THE CREATION OF A STRONGER GLOBAL AND TRANSNATIONAL ENABLING ENVIRONMENT
Results related to civil society participation in global and regional events
Across the regions, several Education Out Loud grantees participated actively in a 'Transforming Education Pre-summit´ that took place in June 28-30, 2022 in Paris with the overall objective to harness the evolving discussions on transforming education, elaborate initial content and establish a shared vision on suggested actions for the 'Transforming Education Summit' which will take place in New York in September during the 77th Session of the UN General Assembly with a view to elevating education to the top of the global political agenda and to mobilize action and solutions to recover the learning looses during the Covid-19 crisis as well as the general current education crisis. During the Pre-Summit the participants also had the opportunity to present spotlight initiatives and it was a platform for

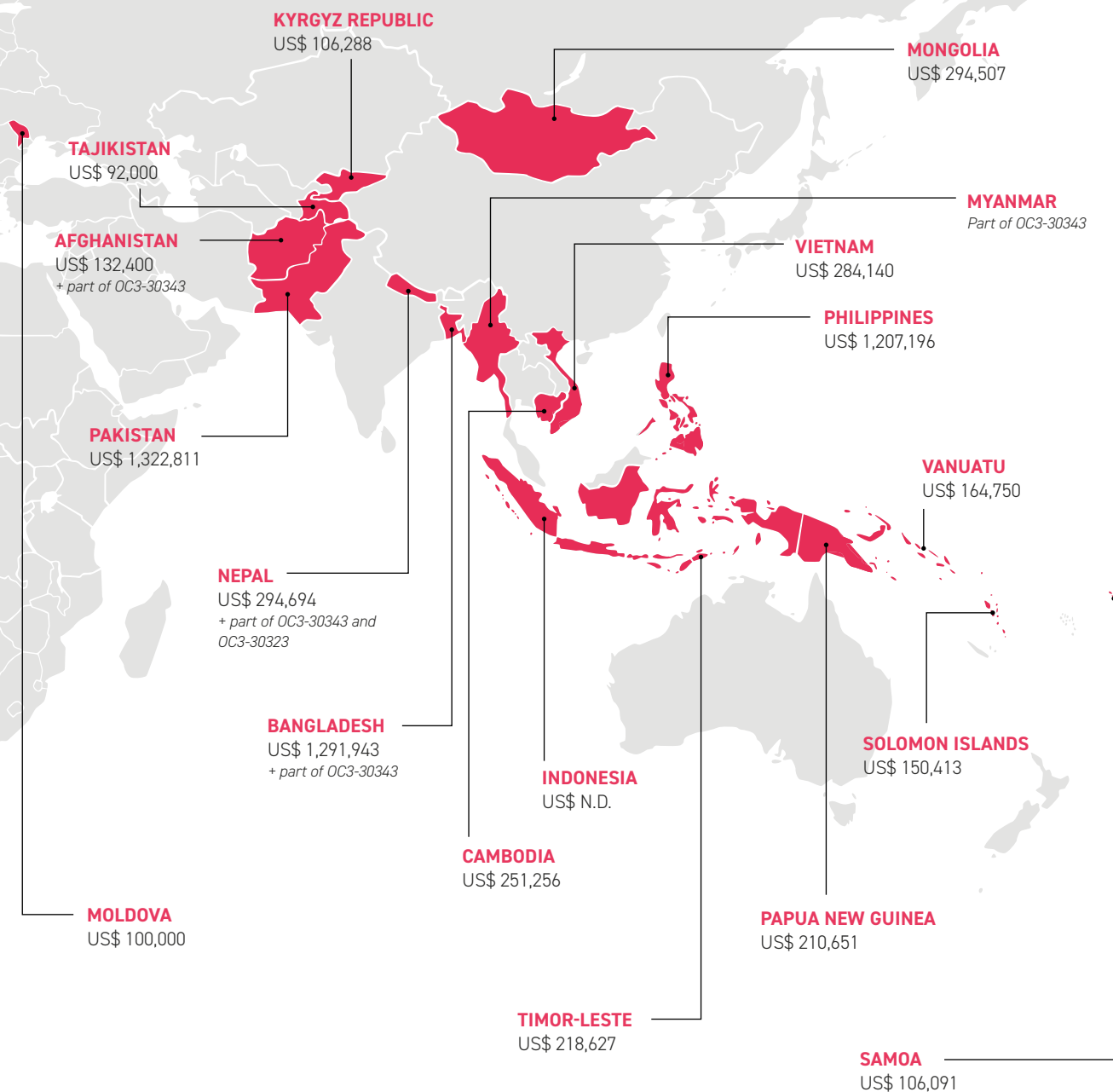sharing visions among students, parents, teachers, young people etc.

The Education Out Loud 'TaxEd Alliance' project took actively part in the Pre-summit and was represented in two plenary sessions and participated in high-level meetings and in side-events. ASPBAE, the Global Campaign for Education (GCE) and its members also took actively part in the pre-summit and collaborated to influence preparations and consultations heading to the pre-Summit. ASPBAE provided inputs at the Transforming Advisory Committee meeting and participated in Transforming Education Summit Stakeholders' consultation.

Besides the Transforming Education pre-summit meeting, Education Out Loud grantees have been participating in different regional and global Sustainable Development Goal (SDG) 4 events focusing on implementation and monitoring of achievements and plans towards fulfilling the SDG and holding governments accountable.

During this reporting period, RC ASPBAE facilitated the preparation of a *'Civil Society Organisation Statement for the 2nd Asia Pacific Regional Education Ministers´ Conference (APREMCII)*; a conference that was held June 5-7, 2022 in Bangkok and organized by UNESCO and UNICEF and during which the Ministers took stock and analysed the progress in the region towards the SDG 4 and discussed priority actions and strategies for effective education/learning recovery and system transformation. As part of the preparation of the Civil society organisation statement, ASPBAE had organised a virtual consultation on May 23, 2022 where 136 participants from NECs, teachers associations, youth organisations, adult education organisations, INGOs, women´s organisations, and grassroots gathered to deliberate on three themes of the conference, namely learning recovery and addressing the learning crisis, transforming education systems and increased and better investment in education and enablers in transformation. ASPBAE also facilitated a strategy discussion meeting among NEC representatives from Nepal, Vietnam, Cambodia, Mongolia and the Philippines where they could discuss their points of view and prepare their presentations for the Confer-

ASIA AND PACIFIC

KYRGYZ REPUBLIC
US$ 106,288

MONGOLIA
US$ 294,507

TAJIKISTAN
US$ 92,000

MYANMAR
Part of OC3-30343

AFGHANISTAN
US$ 132,400
+ part of OC3-30343

VIETNAM
US$ 284,140

PHILIPPINES
US$ 1,207,196

PAKISTAN
US$ 1,322,811

VANUATU
US$ 164,750

NEPAL
US$ 294,694
*+ part of OC3-30343 and
OC3-30323*

BANGLADESH
US$ 1,291,943
+ part of OC3-30343

INDONESIA
US$ N.D.

SOLOMON ISLANDS
US$ 150,413

CAMBODIA
US$ 251,256

PAPUA NEW GUINEA
US$ 210,651

MOLDOVA
US$ 100,000

TIMOR-LESTE
US$ 218,627

SAMOA
US$ 106,091

*The amounts indicate the sum of OC1.2 and OC2 projects, if applicable. The numbers related to OC3 are OC3-grantee project ID numbers.

ence, where ASPBAE also participated and spoke on gender inclusion among other themes and organized side-events and participated in the drafting committee of the 'Bangkok Statement' of the Conference.

In the Latin America region, RC CLADE actively engaged in the discussion of a new roadmap and of the '2022 Declaration of Buenos Aires Third Regional Meeting of Ministers of Education of Latin America and the Caribbean' that came out of the UNESCO organized meeting held for the Ministers of Education of Latin America and the Caribbean, government representatives and representatives of the Regional Setting Committee of SDG 4 – Education 2030, on May 26-27. The Declaration stresses the authorities´ renewed commitment to reduce social and educational inequality, considering that education is a universal human right and a social public good for all, and reaffirmed four themes for the region: the quality of education, equity and inclusion, teachers and teaching staff, and lifelong learning.

On its part, the civil society TRANAC Alliance has collaborated with Children's Rights Network for Southern Africa (CRIN-SA) to include early childhood development education issues into the draft Southern Africa Development Committee (SADC) Protocol for Children that is under development. This was achieved through engaging the CRINSA secretariat, board members and national chapter representatives. Articles for insertion into the already draft protocol was developed by the alliance and submitted for consideration resulting in a separate section for being created in the protocol. And the alliance also participated in the development of an implementation strategy of Early Childhood Development and Education and in promoting the inclusion of the topic in the SADC Education and Training Protocol.

Results at national level of transnational civil society alliances´ advocacy and monitoring initiatives

In general, various of the Education Out Loud civil society transnational alliances have focused on building strong national advocacy initiatives and results on specific topics before scaling for regional and global advocacy initiatives.

The OC3 grantee alliance project 'Girls Not Brides' has gender transformative education and specially girl's education as an immediate focus for their advocacy work and have achieved to create stronger collaboration inside the civil society movement in order to be able to advocate with more strengths. As mentioned above the OC3 grantee alliance TRANAC has engaged with national authorities both at regional level and at national level for promoting early childhood development and education. ZINECDA (OC3 grantee) collaborated with civil society organisations in Zimbabwe to push for inclusion of early childhood development and education in the final ESSP 2021-2025 in Zimbabwe. The collaboration also led to participation in reviewing high level documents on the GPE Compact in Zimbabwe. While in Malawi, the TRANAC alliance and the NEC collaborated and conducted a national budget analysis which was used to advocate for increased budget to this area.

The South Asian Assessment Alliance/ Street Child project that embraces civil society organizations from four countries in Asia (Nepal, Bangladesh, Afghanistan and Myanmar) focused on convening country-level alliances in advance of scaling to collaborate on the administration of assessments and to create a country-level accountability apparatus. The civil society alliance is advocating for increased investment in assessing and acting upon the learning levels of girls in several national and global forums.

The Pamodzi project (Rays of Hope) has through the development of an online data visualization dashboard been able to capture and provide real-time data on inclusive education which is key in policy formulation and advocacy. The project team has held discussions with the Education Management Information System Department in the Ministry of Education in the target countries (Malawi, Kenya and Tanzania) to consider reviewing indicators to include indicators, for example, on special needs education.

Worth noticing is that when grantees work with social accountability mechanism these are not created in new parallel structures but are integrated with already existing ones. The "Citizen Voice and Action (CVA)

mechanism which is being implemented by the World Vision is an example of such an integration. The purpose of the mechanism is to strengthen the capacity of local partner organisations on CVA processes to enable them to advocate for the improvement of social services provided to the population. This social accountability mechanism is aligned to the UN convention on the Rights of the Child (UNCRC) which advocates for the respect of the children's rights.

RESULTS RELATED TO STRENGTHENING LEARNING COLLABORATIVES

Education Out Loud continued to support learning collaboratives which are considered fundamental for strengthening civil society organisations. Learning collaboratives give the opportunity for the civil society organisations to learn together and from each other through peer-learning and the sharing of knowledge and experiences to get to know which strategies seem to be most effective, while the learning collaboratives also give the opportunity to coordinate interventions and monitor the results to see and learn if certain strategies work equally well in different contexts.

Through the reporting period some learning collaboratives have been up and running with successful achievements while other learning collaboratives have just been identified and are starting to be set up.

In the RMU-LAC region, RC CLADE continues to lead two learning collaboratives that involve the Education Out Loud supported National Education Coalitions. One of them is called Trinational Agenda Central America and the topic dealt with is Inclusive education and marginalized groups´ access to education and the NECs and civil society organizations from Honduras, Nicaragua and Guatemala strengthen their advocacy capacities and learn from each other while they intent to lobby members of the Central American Parliament (PARLACEN) and the Central American Educational and Cultural Coordination of the Central American Integration System (CECC-SICA) for the accomplishment of human right to education for marginalized groups and migrants. The other CLADE-lead learning collaborative seeks to increase capacities and share learnings on strategic communication, youth engagement and other topics.

Meanwhile, also two learning collaboratives in Bolivia are active in sharing learnings on the exchange of experiences and collaborative learning among teachers on the implementation of Curriculum Development Plans (CDP) based on a Regionalized Curriculum of Aymara, Quechua and Guarani Peoples and the Regular Education Base Curriculum. This learning collaborative is led by an OC2-grantee CEMSE-ACLO and the participants are Institutes of Languages and Cultures, Quechua, Guarani and Aymara populations which are Indigenous populations in Bolivia. The other learning collaborative established involves not only teachers but Educational Councils of Indigenous Peoples Guaraní, Aymara, Quechua, local education authorities and others and it deals more generally with learnings from experiences of indigenous populations´ education situation.

In the RMU-WCA region, two learning collaboratives are functioning, - one of them is the 'Girls Not Brides'-led learning collaborative that collects and shares learnings from the Education Out Loud funded projects - and it seeks to address the interlinked problems of child marriage and girls' lack of access to quality education, with a focus on countries in francophone West Africa (especially in Burkina Faso and Niger), while the other learning collaborative is dedicated to strengthen Lusophone national education coalitions, through capacity building and sharing of experiences and learnings. The 'Girls Not Brides' learning collaborative meets on a bimonthly basis to share learnings and reflections.

In the RMU-HESA region, the Horn Eastern and Southern Africa (HESA) Learning Collaborative exists that has been promoted by the RMU-HESA. The overall purpose is to create a sub-regional platform for learning and sharing best practices, innovations, challenges and opportunities. Recollection of learning materials has taken place and these have been shared through a regional learning hub and grantees from the region were gathered during this reporting period to share learnings. In this region also an ACEA established learning collaborative exists called the MENA Education Learning Community.

In the RMU-AP region, RMU and ASPBAE continues to facilitate the exchange of information and learnings among national education coalitions in this region and learning collaboratives are being organized by ASPBAE under different topics, such as Gender Responsive Education Sector Plans; Youth Engagement for Advocacy and Campaigning; Evidenced Based Advocacy for Policy Influence; local education groups and engaging in Country Advocacy Processes; and Education Financing.

The Global Campaign for Education (GCE) has taken lead on a number of learning collaboratives at the global level covering different thematic areas which among others include sharing experiences on the development of the Civil Society Spotlight Reports for the High Level Political Forum 2022; sharing of knowledge and experiences related to the protection of the right to education in a context of emergencies; among others.

Building learning collaboratives nationally before scaling up to regional and global level seems to be a tendency reflected among many of the upcoming OC3 grantee led learning collaboratives.

UNEXPECTED RESULTS
There were various unexpected outcomes during this reporting period.

Among these, an unexpected outcome was the beginning of an open dialogue between CLADE and the NEC in Honduras with the Honduran Vice-Minister of Education and current LAC representative of developing countries partners on the GPE board. The vice-minister was interested in knowing the civil society positions, especially regarding how to strengthen education financing and the civil society had the opportunity to convey their views that might influence policies nationally and abroad.

In the Philippines, the grantee project team had a meeting with Global Partnership for Education regarding their GPE Youth Leaders Program that aims to amplify voices of youth towards decision-makers and raise awareness on the barriers to education. After a series of deliberations, the project team formally endorsed Ken Paolo Gilo, the National Chairperson of Student Council

Alliance of the Philippines to be the representative of the project and he now serves as representative of the country in the GPE Youth Leaders Program contributing to the GPE discussions.

The Education Out Loud grantee, Institute of Informatics and Development, in Bangladesh hosted a lobby meeting on June 28, 2022, with the members of the Parliamentary Caucus of Social Justice. During the lobby meeting, it received overwhelmingly supportive responses from the members of the caucus for the project and caucus members not only expressed a keen interest in the project's vision but also requested to take some advocacy initiatives under the banner of the caucus.

In Bolivia, the platforms for consensus building and presentation of proposals by social organizations and educational actors have awakened great expectations and interests especially in the Aymara and Quechua regions which was not expected. The reason explained by the grantee in the region is that the families and education authorities are concerned about the recent increase in the number of children that are currently not attending school and about the low quality of education and that the communities see these platforms as an opportunity for sharing needs and identify and reach consensus on proposals to be presented for state funding for improving the education.

An unexpected outcome of another kind is that in Moldova, most of the NEC members are involved in emergency response to the refugee crisis in Moldova and they have thus less time to be involved in capacity building and advocacy activities.

SECTION 3:
CROSS-CUTTING APPROACHES AND LESSONS LEARNED

SYNERGY BETWEEN EDUCATION OUT LOUD GRANTEES

At the beginning of Education Out Loud implementation, only National Education Coalitions had started up. Now that OC2- and OC3-grantee projects are also under implementation there is much more opportunities for establishing synergy between different grantees in each country as well as across the regions and the countries. As mentioned above in the table with the overview of countries in which grantee projects were under implementation during the first semester 2022, there are some countries where there is much more opportunity for establishing synergy since there is presence of two-five Education Out Loud grantees in the same country.

An inherent aspect of the National Education Coalitions is to create synergy since they gather civil society organisations that work on education in the country, while also the national civil society alliances supported under Operational Component 2 are in themselves creating synergy between at least three civil society organisations inside the country. Synergy is also being created among the NECs and OC2-financed national civil society alliances. This is for example the case in Ghana, where there is some level of coordination and synergy between School for Life and the OC1 grantee, the NEC in Ghana as mentioned below. But also, a high level of cooperation and synergy with other civil society platforms in the country. Strategic meetings have been held with like-minded civil society organizations at both national and sub-national level to discuss the project strategies and they are in the process of mapping out a plan to work together and build synergies for effective data collection and monitoring of national education situation and system.

In Bangladesh, RMU-AP has also brought together Street Child (OC3 grantee), NEC Bangladesh (OC1 grantee) and IID Bangladesh (OC2 grantee) in order to explore collaborations on policy influencing processes and learning collaboratives.

Across the countries the Global Campaign for Educations and Regional Coalitions ASPBAE, CLADE and ACEA are structures that also help to create synergy particularly among the National Education Coalitions in the region and globally. As an example, and as mentioned above, ASPBAE made efforts during this reporting period for creating synergy and preparing the National Education Coalitions´ participation in the Regional Education Ministers´ Conference. In Latin America, the National Education Coalitions supported by Education Out Loud participate in CLADE facilitated learning collaboratives and working groups, such as one on strategic communication. This group met in June 2022 to reflect on the strategic use of communication for advocacy and to agree on common goals for the next two years and synergy is in this way established between the National Education Coalition across the region.

GCE continues to strengthen the synergy between the members of the network and participates in diverse high level social accountability mechanisms and committees at the global level, such as the SDG4 High level steering committee and the Global Education Cooperation Mechanism/SDG4-Education 2030 Steering Committee, among others. During this reporting period, GCE organized for example, a Global Youth and Student Caucus (March 18-20, 2022) and a webinar on Education in Emergencies as well as a learning brief to document and share the experiences of how women, girls and their families respond to the situation in Afghanistan, Nigeria and Somalia. The

experiences shared allowed GCE to further mobilize civil society. GCE also continued to develop the Global Action Week for Education (GAWE) 2022 that took place on April 25-29, 2022 under the theme 'inclusive planning, sustainable financing, realized rights'. The GAWE mobilizes civil society organizations around the world at all levels (national, regional and global).

The established learning collaboratives also function to stimulate the creation of synergy between the grantees. Synergies between OC2 and OC3 grantees in the HESA region have increased during the project implementation period due to the RMU-HESA organised learning event. The purpose of the event was to ensure synergy between grantees, enhance understanding of what other grantees are doing, and identify areas for collaboration to maximize impact. An outcome from the event was that grantees developed country specific synergy plans, identified common advocacy goals and agendas and discussed activities for collaboration.

In this region, the OC3- grantee Global Integrity is also collaborating with National Education Coalitions in the project focus countries Malawi, Mozambique, Tanzania, and Zimbabwe where they are working to complement the NEC´s drive to increase diversity in their membership to focus on inclusion of marginalized rural youths and non-traditional actors such as community-based groups, rural teacher associations, student movements, and youth-led and special needs education-focused interest groups. This is aimed to facilitate a more robust and inclusive advocacy voice at the national and transnational levels.

PROMOTION OF GENDER EQUALITY

Education Out Loud is providing funds to grantee projects that focus specifically on promoting gender equality, among them are

for example OC2 grantee projects implemented in different countries, such as the following: In Liberia, the project Promoting Gender Equity and Equality in Education, that promotes an effective implementation of the National Policy on Girls' Education in all 15 counties of the country with a focus on addressing the key barriers to girls' attendance, retention, and completion in secondary schools. In Bolivia, the project called Intra/inter-culturality, multilingualism, and de-patriarchialisation of education policies. The project seeks to influence policies and public opinion on indigenous and other marginalized groups´ right to an inclusive education through efforts aimed at eliminating social stigmatisation based on ethnicity, culture, and gender in the education system. In Ghana, the project called School for Life that aims to address the inequality in basic education for especially girls in remote rural areas.

In **Bolivia** where the government declared 2022 'Year of the Cultural Revolution for de-patriarchalization and a life free of violence against women' and public institutions have planned actions to comply with this policy; the Ministry of Education ordered directors and teachers of educational units to include a depatriarchalizing approach in plans and curricula of the education system. The OC2-grantee alliance project contributes to implement this approach in 24 educational units in the Aymara, Quechua and Guaraní regions, taking into account that the approach is based on Bolivian law and the Bolivian educational model. The OC2-grantee alliance is taking different steps to support the implementation of the law, starting with a diagnosis of the application of the approach.

In **Madagascar**, the OC2-grantee SCORE is continuously monitoring gender mainstreaming in the project activities. There has been a significant involvement of women and youth in the implementation and a high rate of participation of youth led- and women rights´ civil society organisations, and civil society organisations working for people with disability. The involvement of women and vulnerable groups was included as a criterion for participation in the various activities. SCORE is rigid in keeping data and track on participation of various groups in their own project planning implementation and monitoring.

In **Liberia**, the OC2-grantee continue to advocate for girls´ right to education, through different communication strategies, such as distributing flyers and participating in radio talk shows. Rural women, girls and community leaders (religious and traditional leaders, and heads of women and youth groups and community-based organizations) have also actively participated in county-level Girls Education Summits, that engage local decision-makers on ways that they can partner and hold each other accountability to ensure that the National Policy for Girls Education is implemented.

In the **Philippines**, the project team has been conscious of the need to promote inclusivity and gender equality implementing its activities. The project team welcomed leaders of varying genders who participated in their training and monitoring activities. They also ensured that their initiatives are as inclusive as possible.

Some of the OC3 grantee projects also focus on addressing gender inequalities and discrimination of girls and women as a way to ensure that the right to quality education is fulfilled for all. This is for example the case of the project 'Girls Not Brides' that seeks to end child marriages, keep girls in school and advance gender equality in West Africa, with emphasis on Burkina Faso and Niger. Also, the project 'Adolescent Mothers´ Education Initiative' that promotes that all pregnant girls and adolescent mothers in Democratic Republic of Congo, Zimbabwe and Uganda have access to continue and complete a free, safe, quality, and inclusive education; and the project 'Girls Education Advocacy in the Region' (GEAR) that aims to ensure inclusive and equitable education for girls in rural and farming communities with limited access to primary and secondary education with emphasis on Malawi, Zambia and Zimbabwe.

The OC3-grantee Street Child presented during this reporting period, a paper on 'Gender Equity in Education: A Community-centred Approach' at the People's Action for Learning Network Annual Conference in November 2021. The People Action for Learning Network is a South-South partnership of organisations working across three continents where the member organisations conduct citizen-led assessments and actions aimed at improving learning outcomes.

To mark the Global Days of Action on Tax Justice for Women's Rights 2022 (March 15 - 27), OC3-grantee TaxEd Alliance disseminated a Tweet: 'Progressive taxation, education and women´s rights' that was successful and reached various groups and countries, linking gender, education, human rights, and tax communities.

Like the rest of the OC2- and OC3 grantees, the sixty Education Out Loud National Education Coalitions that all have presence of organisations that represent women and girls, also support to a larger or minor degree initiatives and advocacy strategies for the promotion of gender equality inside the education system and in society in general.

One of the topics, that various NECs have been advocating for is the right of female adolescents to access quality education without exception and independently if they are pregnant or mothers. The NECs in countries like Tanzania, Uganda, Zambia, Zimbabwe, Somalia, Sierra Leona, and Somaliland have engaged the respective government in discussions for implementing re-entry policies aim at ensuring these adolescents´ education. In **Tanzania**, during this reporting period a Re-entry policy guideline was approved that orients key responsibilities of education stakeholders and the NEC had advocated for such policy guideline through the media and meetings with parliamentarians.

In NEC in **Zambia** participated in the Education Sector Plan development and made a recommendation that contributed to 'gender' being given its own section on how the girl child can be provided more opportunities to access and be retained in education; while the NEC in Kenya positioned itself in the process of developing the Kenya GPE partnership compact to advocate for promotion of gender equality.

Despite political regime change in **Afghanistan**, the NEC participated in various regional and global campaigns and urged the regime to reopen schools for girls. And the NEC in **Mongolia** has established a new thematic working group on gender in education with representatives of 11 member organizations that have expertise in promoting gender equality and gender justice. In **Sierra Leone**, the NEC conducted meetings in communities affected by high teenage pregnancy to create

awareness about the right to education for all adolescents, including those that are mothers.

The NEC in the **Philippines** set up a working group on women and gender and developed a plan to discuss policy development participation and advocacy to support the SOGIE (Sexual Orientation on Gender Identity Expression) bill, while the OC2-grantee project in this same country is also engaging with LGBTQI+ activists and organisations.

The NEC in **Rwanda** participated in different consultation meetings to review gender re-lated issues in the Budget Framework Paper (BFP) analysis and Fiscal Policy 2021/22 reflection exercise. On a similar topic, RC CLADE is currently updating the data of its LAC Monitoring System on Education Financing, which collects information from 20 countries in **Latin American and Caribbean** and that incorporates indicators on gender, young people and adult's education financing with the aim of increasing the transparency of public spending on education.

During the past semester, a youth representative of the NEC in Honduras was invited as GPE Youth Group member to the Paris Transforming Education pre-summit to intervene in the panel *Gender Transformative Education: Reimagining education for a just and inclusive world*, that took place during the Youth Forum (June 28, 2022.

SUPPORT TO COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT

According to *GPE partner countries affected by fragility and conflict (PCFC)-(Fiscal year 2023)* list, 37 out of 60 Education Out Loud supported National Education Coalitions are in countries affected by fragility and conflict, corresponding to 62% of the countries that EOL works in.

COUNTRIES CLASSIFIED BY GPE AS COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT; AND WHERE EOL SUPPORTS THE NEC			
RMU	**NAME OF GPE PARTNER COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT WHERE CIVIL SOCIETY ORGANIZATIONS HAVE BEEN SUPPORTED BY EDUCATION OUT LOUD FUNDS.**	**ABSOLUTE NUMBER**	**% OF SUPPORTED NECS IN THE REGION (FULL PROJECT DURING 2020-2021)**
RMU-WCA	• Angola • Burkina Faso • Burundi • Cameroun • Chad • Democratic Republic of Congo • Cote d´Ivoire • Gambia, The • Guinea • Guinea-Bissau • Madagascar • Mauritania • Mozambique • Niger • Togo	15	75% (15 out of 20)
RMU-HESA	• Sierra Leone • Zimbabwe • Sudan • Malawi • Nigeria • Yemen, Republic of • Somalia • Somaliland • Ethiopia • South Sudan • Egypt, Arab Republic of	11	61% (11 out of 18)
RMU-LAC	• Haiti	1	20% (1 out of 5)
RMU-AP	• Afghanistan • Cambodia • Nepal • Pakistan • Papua New Guinea • Philippines • Solomon Islands • Tajikistan • Timor-Leste • Vanuatu	10	59% (10 out of 17)
In total		**37**	**62%** **(37 out of 60)**

Any country in the North or in the South needs to maintain the national education system as effective as possible and be prepared to respond to crisis when it is affected by them. Education Out Loud seeks to help the countries affected by fragility and conflict in maintaining their national education system as effective as possible through the work with the national civil society organisations, which is however often challenging for them due to the complicated security situations.

Examples of how the grantees continue to strive and work in complicated areas are mentioned in the following text.

In **Burkina Faso**, the NEC organized a capacity building workshop for regional and communal committees on the National Strategy for Education in Emergencies and for the collection and analysis of data on the financing of Education in Emergencies. Among other topics, the participants received information on the mechanisms for implementation and steering, monitoring and evaluation, coordination and leadership. Also, the NEC members committed themselves to mobilize the population at the grassroots level to get involved in the implementation and monitoring of the National Strategy and the Education Ministry´s actions plans. The NEC has set itself the goal of contributing to have the commitment of community- and religious leaders to promote 'living together and social cohesion', which are key factors in encouraging host populations to show hospitality to internally displaced persons so that the internal displaced girls and boys can be enrolled in the schools in the host areas. In the **Democratic Republic of Congo**, one of the provinces where the NEC is implementing its project is unstable due to the presence and clashes between national and foreign armed groups. Nevertheless, the program still continues as it is only being implemented in three municipalities in the city of Bukavu, which have not been affected directly.

RMU-HESA has on its part continued to provide close follow up and monitoring of projects in the countries affected by fragility and conflict in this region. For example, in the reporting period, RMU provided support to help the NECs to align their respective

OC1.2 project to key education sector issues in the country. These are the NECs in Sudan, Yemen, Somalia and Egypt that were given special attention in the proposal development process to ensure key issues affecting the education sector in the country were addressed.

In the reporting period, the regional coalition ACEA supported the Arab speaking NECs, which are all countries affected by fragility and conflict, with trainings to strengthen their capacities in project management and education sector programming. The trainings offered included topics such as social accountability mechanisms and how to apply them under various contexts to strengthen citizens' monitoring of the governmental performance on the way to achieve SDG, analysing national education reports and building spotlight reports based on analyses, development of position papers on public policies, among others.

The RMU-LAC organized (April 4-11), a virtual workshop "Risk analysis, planning and management of projects in risk contexts for Human Rights Defenders in **Nicaragua**" facilitated by Frontline Defenders that is expert on these topics and provided tools to help guarantee the security of the grantee staff and their collaborators.

In the case of **Afghanistan**, special attention and measures were provided to the NEC in order to ensure the security of the grantee in the first place when the regime took over power; and to design the project in a way that it could still continue with advocacy efforts at the national, regional and global levels to promote an inclusive and quality education system in Afghanistan.

The NEC in Moldova has been challenged in the implementation of the grantee project since the immense number of refugees in the country (that have arrived the country since the outburst of the war in Ukranie) has called on all voluntary groups and civil society to help finding immediate solutions for them.

LESSONS LEARNED

All actors in Education Out Loud draw learnings from their experiences in implementing strategies and activities, whether these actors are the grantees, the learning

partners, RMUs/GMU or other stakeholders. The lessons learned require particular importance when they are reacted upon or documented and shared so that other organisations can learn from them. Those lessons learned that are acquired on basis of experiences from planned strategies are particularly valuable, since they can help involved actors to become more strategic in the future, either the organisation itself or its peers. It requires that the lessons learned are shared in workshops, on-line or through peer-learning. All individual grantees are requested to reflect and learn from past performance in order to adapt their individual grantee project strategy accordingly and in that way become more effective in reaching the project objectives and outcomes.

Since Education Out Loud is implemented in a high number of countries, also lessons learned across the countries on specific topics can help reveal which strategies seem to be more effective for reaching certain results in general across the NECs and the civil society in general, particularly for those that have emphasis on education. Global Learning Partners are collecting such across-the-program-learnings.

Examples of the reported lessons learned during this reporting period are mentioned below.

Lessons learned in relation to advocacy strategies

• **Civil society organisations in Southern Africa learned that good coordination, collaboration and synergy building for transnational lobbying can be effective.** The amplified voices of civil society from different countries on a common and focused education aspect draws attention to the issue and acts as a big lobbying standpoint. Although civil society are not part of the Southern Africa Development Committee (SADC) Ministers' Conference, they learned that they were able to develop position papers within the context of the Ministers' agenda and bring issues for attention and discussion by the ministers. The collaboration and participation of civil society organizations in the SADC Education Ministers' conference took place in May 2022 in Malawi. From this event it was learned that

using the local leadership and champions for the host country makes it easier for collaboration and situating agenda issues in the planning, conference processes and decisions. And holding an Education Out Loud funded side event for multi-country participation for consensus building leading to developing a position paper is also a method that can be used. Communication in country WhatsApp groups enabled the civil society to coordinate, including among all OC1 and OC3 partners in Malawi, Lesotho, Zambia and Zimbabwe.

• In **Zimbabwe**, it was learnt that **semi-informal meetings and networking through lunches and dinners can sometimes speed up advocacy** and lobbying especially with high level members within the ministry and parliament. The National Education Coalition in Zimbabwe reached to establish contact with the Minister of Primary and Secondary Education and the permanent Secretary during a breakfast, where it presented a proposal for an education fund which the ministry brought forward for discussion and seconded two Chief Directors to join the National Taskforce on Education Financing chaired by the National Education Coalition, and the mandate has been expanded to come up with ways of rolling out free education as announced by the President. The Taskforce now includes Ministry of primary and secondary education, parliamentary Portfolio Committee on Primary and Secondary Education, national education coalition, private sector and other line ministries. It created a relationship, especially with the minister who is still new to the ministry.

• In **Honduras**, similarly the National Education Coalition learned that it can be **effective to engage in more informal settings and face-to-face with new education authorities** and with representatives of the National Congress, who are strategic allies for the NEC for influencing also other deputies. It worked to have meetings called "Political Meetings" held at breakfast time, as it was the most accessible time with the deputies through a methodology of conversation where the NEC raised issues such as free public education and the responsibility of the state in this regard.

• In **Pakistan**, it was learned that **civil society organisations can be successful as a buffer or intermediary between the public education managers and the local population at district levels** and to whom demands and requests for improvements in service delivery can be submitted and who can engage regularly for follow-ups. The idea worked in one of the intervention districts in Punjab where the top education managers welcomed engagements with the civil society. This lesson learned might work in other places, but its success depends on the openness of the individual education manager.

Lessons learned in relation to use evidence for advocacy:

• In **Malawi**, the **civil society organizations learned that budget data use for policy advocacy is crucial.** Using a regional budget analysis study carried out in the previous reporting period, the civil society organizations in Malawi were able to lobby for increased financial provision to Early Childhood Development and Education. In relation with the elaboration of the study a regional validation workshop was organised that attracted attendance by key stakeholders in most countries. The findings were then used by different countries to lobby for increased financing in this area. The study revealed the situation of funding for Early childhood development and education in the countries and exposed financing gaps in meeting existing commitments, such as policies and strategies in place at national and regional levels.

• In **Bolivia**, it was learned that it is successful to set up a space and invite interested teachers to present his or her educational experiences while other teachers, professionals and educational authorities interested in participating in the meeting were clearly informed about the characteristics of the event. This event revealed that the teachers have outstanding and successful educational experiences and many pedagogical resources to show and share, but they often lack support to select and organize the relevant information and pedagogical resources from their educational experience. The event took place in the Aymara region, with the participation of teachers from initial, primary and second-

ary education levels in schools in La Paz and El Alto.

• The NEC in **Niger** learned that producing **an analysis can have power-full effect on the authorities´ decisions.** Faced with the emergence of privatization of education in Niger and the fear that it would compromise the right to education of vulnerable groups, the National education coalition (ASO EFA) commissioned an analysis in 2018 on the state of public schools in Niger, followed by an updated synthesis of this study in 2021. The advocacy with the conclusions of the analysis led the government to set up a national committee to analyze and make relevant proposals in the management of the public school sub-sector in relation to the respect of environmental and pedagogical norms, the non-existence of private secondary schools in some urban areas, the higher number of private secondary schools compared to public schools and other topics. The national committee was set up by joint order N°0039 of the Ministry of Commerce and the Ministry of National Education and the report is awaiting to be validated by the Council of Ministers.

Lessons learned in relation to civil society social accountability work:

• In **Benin**, an important lesson learned is that the **pooling of civil society resources can create synergy and have effective impacts.** The Education Observatory (EO) in Benin, which is a technical body of the Coalition, was created in 2013 with the aim of setting up its branches in the 77 communes of Benin. But due to lack of financial resources at that time, this could not be done until 2020. In 2021, with the advent of other projects made it possible to revitalize the Observatory by providing for the setting up of its branches called "Communal Education Observatories" in more departments. Within the framework of the implementation of the Education Out Loud OC2 project further observatories have been established. The Coalition has been involved since the project's inception and has succeeded in influencing the setting up of communal and departmental education observatories in the 60 other communes and in the 10 remaining departments. Thus, thanks to the synergy of actions between the Consortium and the NEC (CBO-EPT), fi-

nanced by EOL, the dream nourished by the Benin Education Observatory has become a reality, some ten years later.

• While undertaking inclusive education policies review and analysis in **Kenya** with the National Education Coalition thematic group on Special Needs Education, it was learnt that there are no government provided materials available to the public on the status of the implementation of existing policies which is crucial for the civil society to access data and follow up. While the majority of policies provide for structures for monitoring the implementation of the policy in form of guidelines, in actual practice, information on the undertakings is greatly lacking. This compounded by **lack of elaborate ways and avenues/platforms through which non-state actors can access information on the implementation** can also impede social accountability since there are little to none-existing points of reference on the implementation of each policy.

Lessons learned in relation to the strengthening of the civil society organisations themselves:

• In **Kenya**, it was learned that the **participation of coalition members in the process of developing strategic plans and monitoring processes enhance ownership** of those initiatives. The lesson was learned by the NEC during the process of developing the current NEC strategic plan (2019-2023).

• The OC2-grantee CYAN in the **Philippines** learned that it was **useful to get international perspectives and exchanging** ideas and experiences on different methods **of delivering education in the middle of pandemic** with the fellow EOL grantee from

Zimbabwe that works on the improvement of quality education from Basic to Tertiary level. The non-government organization (ECOZI) in Zimbabwe shared how they support the education sector in the country for example through the production of radio programs.

• In **Liberia**, a lesson learned is that it requires national, regional and global pressure and a multi-faceted approach to strategically engage with the government and to influence policy implementation and financing. This lesson learned has led the coalition to include more influential members and to **strategically position the coalition in key decision-making meetings** and groups in order to place it as a strong partner to the Ministry of Education.

• The supported civil society organisations in **Liberia** apply the criterion of **promoting gender parity in all activities** such as in the designation of representatives in events, such as those related to the education summit. It was learned that for implementing this criterion, it is crucial to have prior sensitization processes regarding the exclusion of women from policy dialogues and decision-making spaces such as with members of school boards, education councils and other organisations. Once the organisations take appropriation of the criterion, they continue to promote it inside the organisations and together with more organisations and in diverse activities.

• From the implementation of the OC3-TRANAC project, it was learned that using **capacity assessment and monitoring results of the organisations participating in the project can help to turn weaknesses and gaps into capacity building processes.**

The partners can assess themselves and suggest how to improve through an agreed capacity action plan.

• In **Bolivia**, it was learned that playful and **dynamic methodologies in training workshops and roundtables are appreciated** by the participants, particularly for learning about new or complex contents such as the concept of the right to education or 'depatriarchalization'. Using such methodologies allow for example the participants to approach new concepts from their own experience.

Lessons learned in relation to youth inclusion:

• In the **Latin American and Caribbean region**, it was learned that when young people are supported in the National Education Coalitions, in the RC CLADE and in GCE they can become **youth representatives in different political dialogues**, both in face-to-face meetings and in virtual meetings. During this reporting period, a young woman from Honduras participated in different policy discussing arenas in the UN system, in GPE and in different international events to speak on behalf of the youth and in defense of the human right to education.

• In the **Philippines** a strategy that has been highlighted is to build a strong **core team of young people** that is afterwards followed by the formation of a wider network of school-level social accountability teams. The idea of having a core team of youth leaders who have the same 'mindset' with the project's purpose has been vital in reaching out to other young leaders to invite them to be part of the social accountability teams.

SECTION 4:
ADAPTIVE MANAGEMENT MEASURES AND FORECAST FOR THE NEXT SIX MONTHS
(JULY – DECEMBER 2022)

ADAPTATION MEASURES

Across EOL, adaptive management continues to be applied in order to make implementation more effective. This would often be based on a) changes in the context in which EOL funded projects are implemented; or b) lessons learned during grantee project implementation. Since 2019 the impact of COVID-19 caused many grantees to seek grant agent approval of changes to implementation timelines, budget revisions and activity plans. On the other hand, revisions to overall project objectives as contained in approved grant agreements would generally not be considered part of adaptive management.

As documented by the Rapid Review (2021) and the Midterm Review (2022), grantees have greatly appreciated such opportunities to ensure project relevance and effectiveness. These are often documented as part of grantee reporting and grant agent communication to individual beneficiaries of EOL funding. The grant agent is considering in 2023 to document and assess this experience at grantee level across the EOL portfolio by means of an external review. This could point to not only document cross-cutting experiences but also to document if the agreed adaptations have actually served such wider purposes while suggesting ways in which adaptive management could be handled more effectively by the grant agent.

Oxfam IBIS also expects that renewed learning efforts will enable grantees and the grant agent to better document lessons learned from project implementations and what adaptations should be undertaken to ongoing implementation efforts.

In previous EOL Progress Reports (PRs) Oxfam IBIS has reported on adaptive measures undertaken to its overall grant agent modalities. These are presented to the GPE secretariat on an ad hoc basis and may be submitted for final vetting by the Coordination Group. These have included

• The inclusion of six additional national education coalitions in line with changes in GPE eligibility criteria to the OC1 grantee portfolio (effective 2022-23)

• The use of differentiated funding when assessing and deciding on NEC proposal for OC1.2 funding covering projects in 2022-23 (happening late 2021 / early 2022)

The 2021 Rapid Review of Education Out Loud OC1-Component led to a number of adaptations as documented in the previous Progress Report. In a similar fashion the Education Out Loud Mid-term Review serves as the basis for several adaptations to existing Education Out Loud efforts. Out of a total of nine Mid-Term Review recommendations, six related to the ongoing Education Out Loud efforts set to end in 2024, while three would apply in case the GPE board would approve an extension of Education Out Loud to 2027 (see below).

As grant agent Oxfam IBIS has agreed with the GPE secretariat to implement all of the six recommendations which apply to the present Education Out Loud period:

• **regional learning plans** will be developed to strengthen grantee capacities. The grant agent is drawing on support from one of the Global Learning Partners in this regard to ensure a more pro-active and strategic approach to complement the existing emphasis on building on individual grantee learning plans submitted as part of their respective project proposals.

• together with the GPE secretariat, the grant agent will **engage with GPE country teams** in order to facilitate opportunities for civil society organisation engagement in the GPE country level efforts-

• an Education Out Loud **gender equality and social inclusion policy** will be prepared to help improve understanding and mainstreaming of such themes in grantees project activities and use it to broaden and deepen the understanding and application of such concepts by grantees across the portfolio. This work will be supported by regional and global learning partners and as well as by peer learning among grantees.

• with the GPE secretariat, Oxfam IBIS will work to facilitate **synergy and avoid duplication of efforts among key stakeholders in knowledge sharing**, e.g. by reviewing how to engage more effectively with GCE, regional coalitions and KIX.

• the grant agent will consider how best it can support **grantees to report on change at outcome level**, for example through use of learning partners.

• with the GPE secretariat, the grant agent will review how **synergies between Education Out Loud Operational Components** can be facilitated in EOL planning and implementation processes.

FORECAST FOR THE NEXT SIX MONTHS

During the second semester of 2022, a total of 80 EOL grantees will be implementing their approved EOL projects, while – for the first time since EOL inception in 2019 – there will be no new call for proposals or assessments and decisions on such applications. This means that more emphasis can be devoted to monitoring and support-

ing grantee implementation and learning efforts. In this regard the grant agent is pleased to note that gradually authorities in most countries with EOL activities have been reducing or fully ending restrictions previously imposed in light of the global pandemic. While this first and foremost offers renewed opportunities for individual grantees, Oxfam IBIS also expects to be able to increase its grantee engagement by means of staff visits to grantees and to undertake joint learning efforts.

While experience during 2020-22 has largely demonstrated the effectiveness of virtual monitoring to confirm grantee compliance, it is no surprise that it has proven more challenging to build confidence and generate joint learning during a time when very few actual visits and joint physical events could be organised.

During the latter part of the first semester of 2022, efforts to work with Global Learning Partners were greatly enhanced also thanks to substantial engagement by the GPE secretariat. Oxfam IBIS expects that the second half of the year will offer a range of opportunities to draw on the substantial experience of working with the four identified reputable international institutions that will be supporting EOL efforts 2022-24.

Finally, the grant agent has been pleased to note that in June 2022 the GPE board took the decision to prepare for a possible extension of EOL. Oxfam IBIS has been requested to submit a proposal for an extension of EOL to continue offering its current support for civil society efforts in education advocacy and social accountability during the years 2024-26. It is expected that a decision will be taken towards the end of 2022.

ANNEXES

1 LIST OF GRANTEES

LIST OF OC1 – NATIONAL EDUCATION COALITIONS

	Country	Organisation
RMU – West and Central Africa		
1	Angola	Associação Angolana para a Educação de Adultos. Organização que preside a Rede EpT-Angola (AAEA)
2	Benin	Coalition Beninoise des Organistions pour l´EPT (CBO-EPT)
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)
4	Burundi	Coalition pour L´Education pour tous BAFASHEBIGE
5	Cameroon	Cameroun Education for All (CEFAN)
6	Cabo Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)
7	Chad	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad (COSOCIDE TCHAD)
8	Democratic Republic of Congo	Coalition Nationale de L´Education pour tous en DRC (CONEPT/RDC)
9	Gambia, The	Education for all Campaign Network (EFANet)
10	Ghana	Ghana National Education Campaign Coalition (GNECC).
11	Guinea	Coalition Nationale de Guinée pour l'Education Pour Tous (CNG/EPT)
12	Guinea Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)
13	Côte d´Ivoire	Reseau Ivoirien pour la Promotion de L´Education pour Tous (RIPEPT)
14	Madagascar	Coalition Nationale Malgache pour L´Education pour Tous (CONAMEPT)
15	Mauritania	Coalition des Organizations Mauritaniennes pour L´Education (COMEDUC)
16	Mozambique	Movimento de Educação para Todos (MEPT)
17	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)
18	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)
19	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)
20	Tunisia	Association nationale pour le droit à l'éducation pour tous (ANDET)

	Country	Organisation
RMU – Horn, Eastern and Southern Africa		
1	Egypt	Egyptians without borders foundation
2	Eswatini	Swaziland Network Campaign on Education for All(SWANCEFA)
3	Ethiopia	Basic Education Network Ethiopia (BEN-E)
4	Kenya	Elimu Yetu Coalition (EYC)
5	Lesotho	Lesotho Council of NGOs (LCN)
6	Malawi	Civil society education coalition (CSEC)
7	Nigeria	Civil Society Action Coalition On Education For All (CSACEFA), Nigeria
8	Rwanda	Rwanda Education for All Coalition (REFAC)
9	Sierra Leone	Education for All Sierra Leone (EFA SL)
10	Somalia	Education for All Somalia Coalition (EFASOM)
11	Somaliland	Somaliland Network on Education For All (SOLNEFA)
12	South Sudan	National Education Coalition in South Sudan
13	Sudan	Sudanese Coalition for Education for All (SCEFA)
14	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET)
15	Uganda	Forum for Education NGOs in Uganda (FENU)
16	Republic of Yemen	Republic of Yemeni Coalition for Education for All (YCEFA)
17	Zambia	Zambia National Education Coalition (ZANEC)
18	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)
RMU – Latin America and Caribbean		
1	Bolivia	Campaña Boliviana por el Derecho a la Educación
2	El Salvador	Red Salvadoreña por el Derecho a la Educación
3	Haiti	Regroupement Éducation pour toutes et pour tous (REPT)
4	Honduras	Foro Dakar
5	Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua
RMU – Asia and Pacific		
1	Afghanistan	Afghanistan National Education Coalition Organization (ANECO)
2	Bangladesh	Campaign for Popular Education (CAMPE)
3	Cambodia	NGO Education Partnership (NEP)
4	Indonesia	Network for Education Watch - Indonesia
5	Kyrgyz Republic	Association for Education development in Kyrgyz Republic (AED)
6	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)
7	Mongolia	"All for Education!" National Civil Society Coalition
8	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'
9	Pakistan	Pakistan Coalition for Education (PCE)
10	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc
11	Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)
12	Samoa	Samoa Education Network (SEN) Advocacy Project to Better Achieve SDG4
13	Solomon Island	Coalition for Education Solomon Islands (COESI)
14	Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)
15	Timor Leste	Civil Society Education Partnership (CSEP)
16	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu
17	Vietnam	Vietnam Association for Education for All (VAEFA)

[7] Only Year Zero Grant had been awarded as of 31.12.2020

LIST OF OC1 – GCE AND REGIONAL COALITION GRANTEES

	Country	Organisation
1	GCE	Global Campaign for Education – Global Secretariat
2	ASPBAE	Asia South Pacific Association for Basic and Adult Education
3	CLADE	Latin American Campaign for the Right to Education
4	ACEA	Arab Campaign for Education for All

LIST OF OC2 FULL PROPOSAL GRANTEE PROJECTS

RMU follow up	Name / Organisation	Country
RMU-WCA	**1-OC2.1** Citizen Monitoring of Transparency and Accountability in Education (SCORE) MSIS Tatao and partners.	Madagascar
RMU-HESA	**2-OC2.1** Liberia. Promoting Gender Equity and Equality in Education in Liberia. Helping Our People Excel (HOPE)	Liberia
RMU-LAC	**3-OC2.1** Intra/inter-culturality, Multilingualism, and de-patriarchialisation of education policies. Fundación Privada de Fieles Centro de Multi Servicios Educativos (CEMSE) and Fundación Acción Cultural Loyola (ACLO)	Bolivia
RMU-AP	**4-OC2.1** Youth-led, Multi-sectoral and Multi-level approach to monitoring education. Center for Youth Advocacy and Networking (CYAN)	Philippines
RMU-AF	**5-OC2.1** Reframing Education Accountability in Pakistan (REAP). Institute of Social and Policy Sciences (I-SAPS)	Pakistan
RMU-WCA	**6-OC2.2** Center de Recherche sur l'Anti-Corruption (CERC)	DRC
RMU-WCA	**7-OC2.2** School for Life. Citizen-led Action for Educational Accountability and Responsiveness in Ghana (CLEAR).	Ghana
RMU-WCA	**8-OC2.2** Organization pour le Développement Durable le Renforcement et l'Auto-promotion des Structures Communautaires (DEDRAS)	Benin
RMU-AP	**9-OC2.2** Institute of Informatics and Development (IID)	Bangladesh

LIST OF OC3 FULL PROPOSAL GRANTEE PROJECTS

GMU/RMU follow up	Name / Organisation	Country
GMU	**1-OC3.1** Global Campaign for Education – GCE and Regional Coalitions	Global Lead organization is based in South Africa.
RMU-WCA	**2-OC3.1** Strengthening collective action to end child marriage, keep girls in school and advance gender equality in West Africa. Girls Not Brides	Burkina Faso, Niger. Lead organization is based in United Kingdom.
RMU-HESA	**3-OC3.1** Transnational Networks Advocacy Capacity strengthened for improved ECDE Local education groupislation, policies and measures in Southern Africa (TRANAC). ZINECDA, NECDOL, EDC	Zimbabwe, Zambia, Mozambique, Malawi, Lesotho, Eswatini. Lead organization is based in Zimbabwe.
RMU-AP	**4-OC3.1** The South Asian Assessment Alliance: Communicating and Collaborating for Change. Street Child and partners	Bangladesh, Myanmar, Nepal, Afghanistan. Lead organization is based in United Kingdom
RMU-AP	**5-OC3.1** Tax and Education Alliance–Increase domestic financing of public education systems to achieve SDG4. Action Aid International and partners	Nepal, Senegal, Zambia. Lead organization is based in South Africa.
RMU-WCA	**6-OC3.2** Promotion of education options. OASIS – GRADE project	Burkina Faso, Mali, Niger and Chad. Lead organization is based in Niger
RMU-HESA	**7-OC3.2** Girl's education in rural areas. GEAR – Saywhat	Malawi, Zambia and Zimbabwe. Lead organization is based in Zimbabwe.
RMU-HESA	**8-OC3.2** Education inclusion of adolescent mothers. World Vision	Zimbabwe, DRC and Uganda Lead organization is based in UK
RMU-HESA	**9-OC3.2** Promotion of inclusive education policies. Rays of Hope	Malawi, Kenya and Tanzania. Lead organization is based in Malawi.
RMU-HESA	**10-OC3.2** Education system strengthening. Global Integrity	Malawi, Mozambique, Tanzania, Zambia and Zimbabwe. Lead organization is based in USA

2 LIST OF OC1-NEC GRANTEES
WITH INFORMATION ABOUT THEIR LOCAL EDUCATION GROUP PARTICIPATION

Country	National Education Coalition (NEC)	NEC participation in the first semester 2022 in the Partnership Compact process, if applicable in the country	Information regarding the NEC participation in the Compact process during the first semester 2022	NEC participation in at least one local education group meeting in the period January 1, 2022 – June 30, 2022	Information regarding the local education group meetings that the NEC participated in during the first semester 2022
West and Central Africa Region					
1 Angola	AAEA-Associação Angolana para a Educação de Adultos. Organização que preside a Rede EpT-Angola	N.A.	N.A.	N.A.	N.A.
2 Benin	Coalition Beninoise des Organistions pour l´EPT (CBO-EPT)	No	N.A.	Yes	Benin A total of three special sessions of the local education group took place during the reporting period. The Coalition took part in all three sessions. (January 13, 2022, April 14, 2022, June 6, 2022 session). In one of the meetings, a presentation of the operational model "GPE2025 strategic plan" was presented and an introduction to the new financing available for Benin was made. A meeting was also carried out to prepare for the World Summit on Education Transformation.

	Country	National Education Coalition (NEC)	NEC participation in the first semester 2022 in the Partnership Compact process, if applicable in the country	Information regarding the NEC participation in the Compact process during the first semester 2022	NEC participation in at least one local education group meeting in the period January 1, 2022 – June 30, 2022	Information regarding the local education group meetings that the NEC participated in during the first semester 2022
3	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	Yes	The Coalition participated in 13 meetings of the Global Partnership for Education (GPE) Enabling Factors Committee. The elaboration of the enabling factors consisted in reviewing basic elements of the Burkinabe education system. The drafting committee, of which the coalition is a member, was invited to reflect on these factors and to point out the system's possible short-comings and strengths. Above all, the aim was to establish a basis for identi-fying, later in the process, the specific support to be provided through the Partnership Compact. The main objectives of this step were to identify, at an early stage of the process, the areas requir-ing special attention and the strengths to build on and to collect concrete elements to feed into the sectoral dialogue at a later stage. During the months of April, May and June 2022, the annual action plan development process was discussed, for example, in relation to gender, inclusion and the quality of education. Some shortcomings in planning, coordination, monitoring and evaluation of the im-plementation of activities were detected. In terms of challenges and in view of the difficult security context, the NEC (CN-EPT/ BF) insisted that in planning, emphasis should be placed on education in emergency situations, technical and vocational education and training and the quality of education.	Yes	A meeting took place on March 25, 2022. Dis-cussion took place regarding the importance of including different sectors in the elaboration of diverse coalition documents.

Country	National Education Coalition (NEC)	NEC participation in the first semester 2022 in the Partnership Compact process, if applicable in the country	Information regarding the NEC participation in the Compact process during the first semester 2022	NEC participation in at least one local education group meeting in the period January 1, 2022 – June 30, 2022	Information regarding the local education group meetings that the NEC participated in during the first semester 2022
4	Burundi	Coalition pour L'Education pour tous BAFASHEBIGE	No	N.A.	Yes	During the meeting, among other topics, the education situation analysis preparation process was taken stock of; comments were collected on the request for capacity building of the education system and a sectoral planning roadmap was endorsed. It was an opportunity for the NEC to share strong points that should be taken into account in the situation analysis; such as updated data from the various studies/research carried out by the NEC. The contributions made by the Coalition were appreciated by the participants and more particularly by the Ministry of National Education and Scientific Research, which then sent a letter of thanks to the Coalition for the research carried out in the sector and that the recommendations made would be taken into account.
5	Cameroon	Cameroun Education for All (CEFAN)	No	N.A.	Yes	The coalition contributed at all levels of the discussions taking place in the local education group. The coalition's speeches were aimed at drawing attention to the need to "Leave no one behind", particularly vulnerable social groups. The coalition also ensures that civil society is involved at all levels of humanitarian interventions and policy dialogue frameworks.
6	Cabo Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	No	N.A.	Yes	The NEC issued inputs on the integration, regularisation of pre-school education and development of inclusive education in Cape Verde.
7	Chad	Coalition des Organisations de la Société Civile pour le Developpement de l'Education au Tchad (COSOCIDE TCHAD)	N.A.	N.A.	N.A.	N.A.
8	Democratic Republic of Congo	Coalition Nationale de L'Education pour tous en DRC (CONEPT/RDC)	Yes	The NEC has participated in various meetings related to the Partnership Compact.	Yes	The NEC influenced to increase the quota for civil society participation. In addition, it was agreed that civil society, like all other partners, should take part in the discussions and give its written views. The NEC has pleaded for the inclusion of literacy and non-formal education in the Partnership Compact in order to accelerate access to basic education since this sector was not validly taken into account in the previous grants. The NEC has participated in the validation of the Compact as the arguments were taken into account during the pre-validation by the Restricted Group of the Technical Working Group of the Compact in which it actively participated.
9	Gambia, The	Education for all Campaign Network (EFANet)	No	N.A.	Yes	The impact of the crisis in the southern Senegal on the schools in Foni was discussed. The NEC reported on the rapid monitoring conducted while the crisis was tense and some of the schools were closed. This report was shared with Ministry of Education.

	Country	National Education Coalition (NEC)	NEC participation in the first semester 2022 in the Partnership Compact process, if applicable in the country	Information regarding the NEC participation in the Compact process during the first semester 2022	NEC participation in at least one local education group meeting in the period January 1, 2022 – June 30, 2022	Information regarding the local education group meetings that the NEC participated in during the first semester 2022
10	Ghana	Ghana National Education Campaign Coalition (GNECC).	No	N.A.	Yes	The NEC national coordinator participated and contributed significantly to discussions and raised issues on inclusive education. The coordinator who represents the coalition on the Girls Education Network Advisory Board participated and contributed in the discussions to revitalize that network after long break from face-face-meetings and provided update on back to school campaign embarked on by the NEC. The NEC contributed meaningfully in a 3-day stakeholder workshop. A draft contextualized ICT Competency Framework has so far been submitted to UNESCO. The National Coordinator on behalf of the NEC participated and used the opportunity to present a report on the findings on a monitoring exercise embarked on by the coalition across the country on a na-tional standardized test organized for Primary 4 pupils by the Ministry of Education in 2021. The NEC also asked the government to allocate 2% of the education budget for the effective implementation of the Inclusive Education policy, and participated in the launch of the Sign Language Dictionary that would further enhance communication among the hearing impaired and the society.
11	Guinea	Coalition Nationale de Guinée pour l'Education Pour Tous (CNG/EPT)	No	N.A.	Yes	The Coalition is a statutory member of all the steering bodies of the education and training system in Guinea. As such, it participates in the Inter-ministerial Steering and Coordination Committee, education sector group and the joint education and training mission.
12	Guinea Bissau	Rede de Campanha de Educação para Todos Guiné – Bissau (RECEPT GB)	No	N.A.	No	N.A.
13	Côte d´Ivoire	Reseau Ivoirien pour la Promotion de L´Educa-tion pour Tous (RIPEPT)	Yes	The NEC has designated as the civil society repre-sentative in the four-mem-ber technical group within the framework of the partnership Compact elaboration process (July 3, 2022). The technical working group will analyze the enabling factors and identify priorities to sup-port the transformation of the education system towards changes that will have a sustainable leverage effect for quality education. The technical working group has not yet started its activities.	Yes	The NEC has actively participated in local education group activities and has represented the NEC and civil society at various times in forums or conferences. It influenced so that the topic on children living with disabilities was placed on the meeting agenda on April 22, 2022.

	Country	National Education Coalition (NEC)	NEC participation in the first semester 2022 in the Partnership Compact process, if applicable in the country	Information regarding the NEC participation in the Compact process during the first semester 2022	NEC participation in at least one local education group meeting in the period January 1, 2022 – June 30, 2022	Information regarding the local education group meetings that the NEC participated in during the first semester 2022
14	Madagascar	Coalition Nationale Malgache pour L´Education pour Tous (CONAMEPT)	No	N.A.	Yes	The coalition participated in a number of meetings dealing with themes such as the following: Kick-off meeting of the steering activities and on the occasion of the new fiscal year 2022; identification of the themes of the sectoral review of Madagascar; preparatory workshop for the selection of the civil society representation within the KIX Africa 21 committee in Madagascar; preparation of the Transforming Education Summit.
15	Mauritania	Coalition des Organizations Mauritaniennes pour L´Education (COMEDUC)	No	N.A.	No	N.A.
16	Mozambique	Movimento de Educação para Todos (MEPT)	No	N.A.	Yes	The NEC participated in various meeting with the following topics on the agenda: planning, status of school book distribution 2022 and procurement 2023, progress report on the high level meeting on school buildings, information on Transforming Education Summit.
17	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	No	N.A.	Yes	Various themes were discussed such as curriculum reform and renewed program, statistics, school maps, empowerment of technical and vocational education and training centers, new GPE financing model, education in emergency situations, among others.
18	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	No	N.A.	Yes	The NEC contributed to a joint cooperation project for the exchange of experience in the fields of education and research; development of position papers on domestic education financing to build capacity for collaborative advocacy for strategic policy change on tax revenues and education budgets; development of a digital library for better teacher-student interactions; and adapting training to the issues and challenges of teaching and learning in the 21st century.
19	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	No	N.A.	Yes	On June 10, 2022, the Coalition organized a working session with the local education group members on the advocacy topic of the coalition in order to discuss it in depth and gain the support of the members. Data of the Program of Analysis of the Educational Systems of the CONFEMEN (PASEC) were presented. These data reveal that Togolese students experience many learning difficulties from the start of primary schooling. Togo indeed obtains an average score in language (473.6) and mathematics (474.5) below the average of 500 points obtained by all the ten countries that participated in the assessment. In Togo, four out of five pupils (79.9%) do not have the necessary knowledge and skills in French (the language of instruction) to continue their education in good conditions, while for mathematics it is almost three out of five students (58.7%). This situation is explained by the fact that many students do not have access to textbooks.
20	Tunisia	Association nationale pour le droit à l'éducation pour tous	No	N.A.	N.A.	N.A.

Country	National Education Coalition (NEC)	NEC participation in the first semester 2022 in the Partnership Compact process, if applicable in the country	Information regarding the NEC participation in the Compact process during the first semester 2022	NEC participation in at least one local education group meeting in the period January 1, 2022 – June 30, 2022	Information regarding the local education group meetings that the NEC participated in during the first semester 2022
RMU – Horn, Eastern and Southern Africa					
21 Egypt	Egyptians without borders foundation	No	N.A.	No	NA
22 Eswatini	Swaziland Network Campaign on Education for All (SWANCEFA)	Yes	The Coalition had a meeting with GPE Country focal person, the Principal Secretary and the Sector Coordinator in which the membership process and grant opportunities available for Eswatini with GPE were discussed. The NEC being a Coordinating Agency asked for support in the development of the local education group Coordination Strategy which include leading the local education group meetings, joint monitoring, joint sector reviews and engagement of civil society and donors, and also building capacity of the NEC on policy analysis, sector planning and coordination.	Yes	The NEC participated in two local education group meetings where the final report of the ESSP 2034 appraisal exercise was discussed, and endorsement took place of final document before its submission to the GPE. Information on the upcoming Transforming Education Summit was shared and a roadmap was presented on how country wide consultations will be conducted.
23 Ethiopia	Basic Education Network Ethiopia (BEN-E)	No	N.A.	Yes	The coalition attended one local education group meeting which was organized in the reporting period. The discussions in this meeting focused on renovating and constructing schools and classrooms in conflict affected areas and improving the quality of education at all levels. In this meeting the NEC expressed its concerns on the low quality of education and lack of gender equity in upper primary and secondary.
24 Kenya	Elimu Yetu Coalition (EYC)	Yes	The NECs and other CSOs have been part of the of GPE Global Compact discussion. During the reporting period, different discussions on the compact process took place in local education group meetings that were held. These included an update on the partnership compact process from government, discussions on the grant agent for the Compact and next steps on programme design and application processes.	Yes	The key discussion in the four local education group meetings which the NEC attended were about the partnership compact; update on the partnership compact process; and next steps on program design and application processes of the compact. The NEC also participated in the Joint Sector Review exercise where the aspects of how the country would deal with the education sector plan vis-a-vis the partnership compact were discussed. World Bank was identified as a Grant Agent and emphasis was put on Civil Society participating in the entire process including the program design process.

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25 Lesotho	Lesotho Council of NGOs (LCN)	Yes	The coalition attended the GPE mission to Lesotho that was held in May 2022. The mission purpose was to discuss the commencement of the process to access system transformation grant in Lesotho. The council buttressed the importance of inclusivity and ownership of the application process by the country.	Yes	The coalition participated in a local education group meeting held on June 27, 2022 which was a National Consultative meeting on Transforming Education Forum. The government updated stakeholders on the application for multiplier grant and system transformation grant.
26 Malawi	Civil society education coalition (CSEC).	Yes	The NEC participated in presentation of the new GPE operating model made by GPE representative.	Yes	The local education group meeting discussions were on the GPE new operating model and Ministry of education application for GPE system capacity grant. NEC and other stakeholders approved that the government should apply for this grant. The NEC also called on government to stop the culture of organizing local education group meetings only when there is an issue to be endorsed but should organize regular meeting to discuss education sector issues in the country.
27 Nigeria	Civil Society Action Coalition On Education For All (CSACEFA)	N.A.	N.A.	N.A.	N.A.
28 Rwanda	Rwanda Education for All Coalition (REFAC)	Yes	The coalition participated in a meeting with updates on the Rwanda Education Sector Program Implementation Grant (RESPIG) and on preparations of the GPE Multiplier Grant. GPE met with development partners and civil society organizations active in the education sector in the country and shed light on the Partnership Compact, and shared on GPE Multiplier grant as part of GPE's new approach.	N.A.	During the current reporting period, there was no local education group meeting held.
29 Sierra Leone	Education for All Sierra Leone (EFA SL)	Yes	The compact process was discussed in two local education group meetings held in March and April. The purpose of these meetings was to identify a comprehensive list of policy issues across the sector where there are persistent challenges and to propose key three policy priorities that would ideally be further developed and discussed as part of compact development.	Yes	The NEC participated in five local education group meetings. The main purpose of these meetings was to review the Education Sector Plan (ESP2022/26), and the plan was completed and approved by the Government in June 2022.

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30	Somalia	Education for All Somalia Coalition (EFASOM)	Yes	The coalition participation in two local education group meetings that discussed GPE partnership compact processes in the country. The discussion topics included GPE's new Strategic Plan 2025 and setting up a task team to review the enabling factors when developing the GPE Partnership Compact.	Yes	The coalition attended 3 local education group meetings. The coalition proposed that the Ministry of education assess student foundational reading and numeracy skills with comprehension, and raised the concern for improving commitment, transparency and accountability among all stakeholders.
31	Somaliland	Somaliland Network on Education for All (SOLNEFA)	No	N.A.	Yes	The coalition attended 3 local education group meetings. The discussion points in these meetings were the Education Sector Plan (ESP 2022/26)) development, curriculum review, endorsement of GPE accelerated funding allocation to support emergency drought response in education and education sector performance review. During the ESP review, the coalition asked government to give special attention to gender and special needs education with clear guidelines and to ensure that budget allocation is made to the department.
32	South Sudan	National Education Coalition in South Sudan	N.A.	N.A.	Yes	The coalition attended four local education group meetings in the reporting period. The discussion in these meetings focused on continued safe reopening of the schools, review of the general Education Sector Plan and no cost extension of the Covid-19 relief funds. UNESCO was recommended to be contracted to support the review of the Sector Plan because of its expertise in education and policies.
33	Sudan	Sudanese Coalition for Education for All (SCEFA)	N.A.	N.A.	N.A.	N.A.
34	Tanzania	Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/ MET)	Yes	The NEC participated in four meetings that discussed GPE partnership compact. The purpose of the meetings was to analyse enabling factors for the Compact Development and Providing civil society organisation perspective of issues, especially the focus areas for the GPE III application. NEC shared information on the work they are doing especially in teacher education, learning environment, gender and inclusion and its alignment to the new GPE operating model.	Yes	The coalition participated in two local education group meetings which included the Education Sector Development Committee (ESDC) extraordinary meeting and ESDC Secretariat meeting. The extraordinary meeting aimed at endorsing related education documents, such as the GPE III Application, Education Sector Development Plan (ESDP)-2021/22 – 2025/26 and Secondary Education Quality Improvement Program (SEQUIP) related documents while the ESDC Secretariat meeting aimed at reviewing Joint Education Sector Review deliberations to align with the current ESDP 2021/22 – 2025/26.

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35	Uganda	Forum for Education NGOs in Uganda (FENU)	Yes	The coalition attended two meetings. The GPE partnership Compact was discussed and prepared. The country's application was approved. NEC emphasised the importance of teachers – teacher professional needs, the needs of schools and districts local governments.	Yes	The coalition attended two local education group meetings. The discussions focused on Uganda's application to the GPE partnership compact. The NEC emphasised the need to prioritize teachers' recruitment and renumeration.
36	Republic of Yemen	Republic of Yemeni Coalition for Education for All (YCEFA)	No	N.A.	Yes	The coalition attended three local education group meetings. The meeting discussion focused on stakeholder mapping in the country, and the budget contribution to the education sector by different partners. The coalition also presented the work it is doing with funds from Education Out Loud.
37	Zambia	Zambia National Education Coalition (ZANEC)	No	N.A.	Yes	The coalition participated in two local education group meetings which discussed the progress on the national development plan and the Education Sector Strategic Plan.
38	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	Yes	The coalition is a member of the task force working on the country partnership compact, and it attended all the 10 meetings that were organised. It also participated in the identification of country priorities which included access, gender, and quality education. In the compact processes the coalition contributes to GPE compact task force document development and filling in the Compact Document Enabling factors Questionnaire.	Yes	The coalition participated in three local education group meetings during the reporting period. In these meetings key policies were discussed and reviewed. These include an Inclusive Education Policy that was finalized and now awaits for Minister's signature and forwarding to the cabinet for legislation, ICT Policy that is being finalized and aligning it to the National Development Strategy and Early Learning Policy whose final draft was signed by the Permanent Secretary and is currently being reviewed by the Minister. The ESSP was also finalized and is in the process of being uploaded on the Ministry website.
RMU – Latin America and Caribbean						
39	Bolivia	Campaña Boliviana por el Derecho a la Educación	N.A.	N.A.	No	N.A.
40	El Salvador	Red Salva-doreña por el Derecho a la Educación	Yes	The NEC followed up on the government's request process to comply with the GPE compact and the commitment to comply with the GPE statutes.	Yes	The NEC participated at a focus group organized by the GPE Secretariat, and through virtual communications they endorsed El Salvador's new Sector Plan.

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41 Haiti	Regroupement Éducation pour toutes et pour tous (REPT)	No	N.A.	Yes	On June 24, 2002, a meeting took place where the Ten-Year Education and Training Plan (PDEF) 2020-2030 was presented and discussed. The NEC requested that the documents to be discussed during the meetings where previously shared with all local education group members and that was done. The NEC also participated at pointing out the importance of developing a framework for monitoring the Ten-Year Plan with a gender approach and measuring the percentage of public schools in the school system. The NEC also suggested that a three-year plan and an annual operational plan should be developed.
42 Honduras	Foro Dakar	N.A.	N.A.	No	No meeting has been held during this reporting period, however, the NEC received the request to assign the new representatives in the local education group. The NEC appointed 2 members (one from feminist organizations and one from the youth movement).
43 Nicaragua	Asociación Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua	No	N.A.	No	N.A.
RMU – Asia and Pacific					
44 Afghanistan	Afghanistan National Education Coalition Organization (ANECO)	N.A.	N.A.	Yes	The NEC participated in local education group meetings (January 12, February 15 and June 21) that focused on school opening, teachers´ salaries, Afghanistan Education Sector Transitional Framework, and the funding application on diversified school feeding program.
45 Bangladesh	Campaign for Popular Education (CAMPE)	No	N.A.	Yes	Five local education group meetings were held and the NEC participated in all of them. The agenda covered, among other topics, updates on the GPE grant agent meeting; ongoing and upcoming initiatives such as EdTech by UNICEF, etc.
46 Cambodia	NGO Education Partnership (NEP)	Yes	The NEC attended 2 meetings on May 31 2022 and June 14, 2022. NEP has been included in the GPE taskforce by the Ministry. NEC has provided feedback on inclusion of civil society in the Development Systems Strengthening Grant, considered as the initial step in the process of meeting partnership compact criteria, to ensure the inclusion of marginalised stakeholders in the project development phase.	Yes	NEC Cambodia has attended 4 LEG meetings dated June 28, 2022, April 25, 2022, February 26, 2022, March 21, 2022. The meetings covered sector-wide assessment of the learning loss; country wide remedial support initiatives; Education Sector Working Group (ESWG) Partners presented mitigation strategies in dealing with the learning crisis, etc. NEC contributed to the sector-wide assessment of the learning loss, remedial support, and mitigation strategies in dealing with the learning crisis.
47 Indonesia	Network for Education Watch (NEW) Indonesia	N.A.	N.A.	No	N.A.
48 Kyrgyz Republic	Association for Education development in Kyrgyz Republic (AED)	N.A.	N.A.	No	N.A.

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49	Moldova	Alliance of Active NGOs in the field of Child and Family Social Protection (APSCF)	N.A.	N.A.	Yes	NEC Moldova (APSCF) has attended 4 meetings: January 19, 2022 (online), February 10, 2022 (online), February 18, 2022 (online) and June 10, 2022. The meeting focused on development of the Strategy on Education 2030, opportunity to apply for a grant for the Global Partnership for Education Fund. The next meeting focused on pre-validation of the Strategy on Education 2030 and its implementation program. On February 18, 2022, a presentation was made on the newly launched project "support for the elaboration of educational policies in the Republic of Moldova" by OECD. On June 10, 2022, a validation was made of the Strategy on Education 2030 and its implementation program. The NEC has contributed to a digitalization process for education, including the inclusive education and supported the initiative.
50	Mongolia	"All for Education!" National Civil Society Coalition	N.A.	N.A.	No	The local education group members were consulted via email regarding feedback and comments of the Quality Assurance Review II (QAR) of the GPE Multiplier Fund proposal application. The NEC endorsed the revised application which has incorporated the comments that were formerly raised. Official approval letter of GPE Multiplier ESPIG (Education Sector Program Implementation Grant) for Mongolia was received by the NEC on May 17, 2022.
51	Nepal	National Campaign for Education Nepal (NCE-Nepal), 'SABAL NAGARIK SAMAJ RA UTTARDAI SARKAR'	Yes	NEC participated in two meetings on the approval for the stakeholder's voice. During the meeting, NCE raised concerns about the civil society inclusive participation and empowerment. Basically, NCE shared its view on the Compact Partnership model. NEC thinks that it should set new milestones for the inclusive and diverse partnership at the country level as GPE new strategy envisions.	Yes	The NEC participated in one local education group meeting on the review of the financial status held on May 18, 2022, and the School Sector Development Plan on 20 May along with the discussion in the School Education Sector Plan. The NEC provided inputs regarding the participatory and inclusive approach in the development and endorsement of the School Education Sector Plan on 28 April and 30 June. The NEC also drew attention to the development partners and government regarding the need of increasing funds to the education sector for the attainment of targets as set by School Education Sector Plan.
52	Pakistan	Pakistan Coalition for Education (PCE)	N.A.	N.A.	Yes	Two meetings were held in Sindh province on March 24, 2022 and in Baluchistan province on April 22, 2022. The Sindh meeting focused on planning of the Joint Education Sector Review, and the Baluchistan meeting focused on implementation progress on ESP- Baluchistan; Progress on ASPIRE (Actions to Strengthen Performance for Inclusive and Responsive Education) and selection of coordination agency.
53	Papua New Guinea	Papua New Guinea Education Advocacy Network (PEAN) Inc	N.A.	N.A.	Yes	The Papua New Guinea took part in 3 local education group meetings and in one of the meetings was joined by GPE representatives. The NEC asked for time extension for CSO to participate in the draft Education Sector Plan 2022-2026.

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54 Philippines	Civil Society Network for Education Reforms Inc. (E-Net Philippines)	N.A.	N.A.	Yes	NEC Philippines participated in the six LEG meetings carried out, during this reporting period. The meeting focused on opening of face-to-face classes; ALS (Alternative Learning System) challenges and good practices, policy recommendations; addressing digital divide, regional level practices; TES and Philippine commitment, CSO engagement mechanisms, etc. The NEC made recommendations for en-suring safety of learners and children; provided inputs on best practices and recommendations and participated in a panel discussion. In the Philippines ASPBAE collaborated with the NEC in Philippines in participating in the local education group during the transition of the national Government, which formally took place on June 30, 2022. ASPBAE worked with the NEC which lobbied to ensure the adoption and launch of the medium-term education sec-tor plan (Basic Education Development Plan) before the turnover to the new administration.
55 Samoa	Samoa Education Network (SEN) Advo-cacy Project to Better Achieve SDG4	N.A.	N.A.	No	N.A.
56 Solomon Island	Coalition for Educa-tion Solomon Islands (COESI)	N.A.	N.A.	Yes	The NEC attended three meetings on March 16th, 2022; April 4th, 2022; and July 5th, 2022. It covered COVID-19 Education Responsive plan and stakeholders´ collaboration to reopen schools. The NEC shared its findings from home-schooling as the radio program was rolled out, since it was expensive to reach all provinces with printed materials. The NEC contributed to the discussion of the plan for reopening of schools. NEC would also support the Ministry of Education in monitoring the learning continuity program. It contributed on Early Childhood Education (ECE) curriculum developed in Pidgin and Kwaio language.
57 Tajikistan	Alliance of CSOs in Tajikistan for Education (ACTE)	Yes	Tajikistan is one of the pilot countries for the GPE supported Partnership Compact process. ASPBAE has been working closely with the national education coalition in Tajikistan to review the relevant documents. In a meeting with UNICEF, the coordi-nating agency of the GPE grant, the future process of the partnership was discussed. UNICEF also shared more documents related to the Compact partnership.	Yes	The NEC attended four meetings on February 16, 2022; March 15, 2022; April 21, 2022; and June 29, 2022. The meetings covered topics such as the Compact Document and the next steps; for reaching the Compact document finalization and endorsement prior to the sub-mission to GPE Secretariat; selection of Grant Agent for GPE System Capacity Grant, among other topics. The NEC commented on the moni-toring by the civil society of the implementation of the grant.

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58	Timor Leste	Civil Society Education Partnership (CSEP)	N.A.	N.A.	Yes	The NEC has participated in a meeting on March 11, 2022. It participated in the Disaster Risk Management (DRM) in Education policy paper discussions, together with local education members. The NEC raised a need to include coordination strategies and civil society organizations' involvement in the safe school programs during the disasters that affected schools.
59	Vanuatu	Kolisen Blong Leftemap Edukesen Vanuatu	N.A.	N.A.	No	N.A.
60	Vietnam	Vietnam Association for Education for All (VAEFA)	N.A.	N.A.	Yes	The NEC attended three local education group meetings on January 21, 2022; April 22, 2022 and May 13, 2022. The meetings covered school reopening post- Covid, boarding and semi-boarding schools for ethnic minority learners; quality ethnic minority and inclusive learning. The NEC shared the local education group's joint recommendations to the Ministry of Education and Training on ensuring satisfactory and safe school re-opening; and on the necessary resources to prevent and control the pandemic. The NEC recommended measures to improve outreach to learners with disability.

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