



REPORT

EDUCATION OUTLOUD
advocacy & social accountability

GPE  Transforming
Education

EOL WEST AND CENTRAL AFRICA REGIONAL LEARNING EVENT

5 – 7 September 2022
Accra-Ghana

Original: English



THEME:

“Fostering a Culture of Learning & Synergy Building for Civil Society Strengthening and Increased Voice in Policy Advocacy and Influencing for Equitable and Inclusive Quality Education and Life-long Learning for All”

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Abbreviations

ANCEFA	Africa Network Campaign on Education for All	HRBA	Human Rights Based Approach
ASO EPT	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT-Niger	KIX	Knowledge and Innovation Exchange
BUCAD	Bureau for Community Action and Development	LEGs	Local Education Groups
CBO-EPT	Coalition Beninoise des Organisations pour l'EPT-Benin	LEPG	Local Education Partner Group
CEFAN	Cameroon Education for All Network-Cameroon	MEL	Monitoring, Evaluation and Learning
CERC	Centre de Recherche sur l'Anti-Corruption-DRC (OC2)	MEPT	Movimento de Educação Para Todos , Mozambique
CNEPT/BF	Coalition Nationale EPT du Burkina Faso - Burkina Faso	MINEDUB	Ministry of Basic Education
CNG/EPT	Coalition Nationale de la Guinée pour l'Education Pour Tous -Guinea	MoE	Ministry of Education
CNT/EPT	Coalition Nationale Togolaise pour l'Education Pour Tous -Togo	MISS-Tatao	A consortium of CSOs -Madagascar (OC2)
COMEDUC	Coalition des Organisations Mauritaniennes pour l'Education- Mauritania	NEC	National Education Coalition
CONAMEPT	Coalition Nationale Malgache pour l'Education pour Tous- Madagascar	NGO	Non-Governmental Organisation
CONEPT	Coalition Nationale de l'Education Pour Tous en DRC -RDC	NNED	Northern Network for Education Development
COSOCIDE	Collectif de la Société Civile de l'Education du Tchad -Tchad	OC	Operational Component
CSOs	Civil Society Organisations	RECEPT-GB	Rede da Campaha de Educação Para Todos- Guiné-Bissau
DEDRAS	Organisation pour le Développement Durable le Renforcement et l'Auto promotion des Structures Communautaires-Benin (OC2)	RIP-EPT	Réseau Ivoirien pour la Promotion de l'Education Pour Tous
ECPI	Oxfam's Education Community of Practice and Influencing	RMU HESA	Regional Management Unit, Horn, East and Southern Africa (EOL structure)
EFANet	Education for All Campaign Network -The Gambia	RMU WCA	Regional Management Unit, West and Central Africa (EOL structure)
EOL	Education Out Loud	RNCEPT-CV	Rede Nacional da Campanha de Educação Para Todos -Cape Verde
GAWE	Global Action Week for Education	SDG4	Sustainable Development Goal 4
GCE	Global Campaign for Education	SENAT	Special Educational Needs Assessment team
GEM	Global Education Monitoring	SfL	School for Life -Ghana
GES	Ghana Education Service	UNESCO	United Nations Education, Scientific and Cultural Organisation
GNECC	Ghana National Education Campaign Coalition	URG	Universal Rights Group
GPE	Global Partnership for Education		
GRADE	A consortium of CSOs-Niger&Mali (OC3)		
GRIE	Gender Responsive and Inclusive Education		
GTE	Gender Transformative Education		
HOPE	Helping Our People Excel (OC2)		

1. Introduction

Civil society partners play a constructive role in decision-making in education policy to better serve a wide range of communities, particularly of the most vulnerable and marginalized populations. More so, they can help build public support for the government's long-term education plans and monitor how the government is keeping up with the commitments in those plans.

It is this need that Education Out Loud (EOL) intends to meet. Education Out Loud is the Global Partnership for Education's (GPE) fund for advocacy and social accountability. The fund supports civil society to be active and influential in shaping education policy to better meet the needs of communities, especially of vulnerable and marginalized populations. Oxfam IBIS (Denmark) is the grant agent for EOL, funded by GPE. The choice of the country coverage and actors supported by EOL is based on GPE's strategic priorities and GPE partnerships with respective countries.

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The first 3-day EOL West and Central Africa Regional Annual Learning Event was held in Accra-Ghana from September 5th to 7th 2022. The goal was to facilitate learning and knowledge exchange within EOL grantees (and other education sector stakeholders) in the West and Central Africa (WCA) region. This was to provide an opportunity to jointly reflect on the EOL Learning Agenda together with the Program grantees and explore ways to strengthen the effectiveness of their learning for increased program impact.

The event was attended in person by a total number of seventy-seven (77) participants with two representatives from each of the EOL WCA grantees: National Coordinator/Project Manager and/or Finance/MEL officers; representatives of EOL's Regional and Global management Units, Oxfam in Ghana country office as well as representatives from the Global Campaign for Education (GCE) and Africa Network Campaign on Education for All (ANCEFA). The EOL Global Program Manager and GPE participated virtually in the opening. The working languages for the learning event were English, French and Portuguese hence a team of conference interpreters and rapporteurs were in attendance to facilitate the communication process as well as the drafting of the report. Some virtual presentations were made by GPE, KIX and UNESCO Global Education Monitoring Spotlight team.

The Learning Event program outline and Evaluation form are given in Annex 1 and 2

2. Background

Education Out Loud is founded in 2020 by Global Partnership for Education (GPE) to strengthen civil society and enhance its impact on education policies. Oxfam IBIS is the Grant Agent¹ and holds a total of US\$ 72.8 million in its portfolio. As of March 2022, all available grants had been awarded to close to 100 organizations and coalitions in more than 60 countries.

EOL's overall goal is to contribute to achieving Sustainable Development Goal 4 and enhance civil society advocacy capacity and engagement with the education sector to further GPE's 2020 Strategy – and more recently, the GPE 2025 Strategy to ensure transparency and increased effectiveness in education policy and implementation processes. It also seeks to create a stronger global and regional enabling environment for civil society advocacy and transparency efforts in education. The GPE is dedicated to building stronger education systems in the world's poorest countries in order to guarantee inclusive and equitable quality learning.

EOL has three overall objectives, with corresponding Operational Components (OCs):

- Strengthen national civil society engagement in gender-responsive education planning, policy dialogue, and monitoring (OC1 with national education coalitions);
- Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation (OC2, with national civil society organizations); and
- Create a stronger global, regional, and transnational enabling environment for civil society advocacy and transparency efforts in education (OC3 with transnational and regional civil society organizations and coalitions).

EOL has since 2019 issued two Restricted Calls for OC1, one open Call for OC2 and two open Calls for OC3. In September 2021, 61 National Education Coalitions (NECs) (including seven new applicants nominated by the GPE Secretariat) were invited through a second Restricted Call to submit new proposals for grant funding for the period January 2022 to December 2023.

The extension of the OC1 for two more years (2022/2023) will allow the simultaneous implementation of the three components of the EOL, thus enhancing opportunities for exchange of experiences, learning and stronger collaboration across geographical locations and themes. In the next three years of EOL, the Program needs to demonstrate a greater contribution to the objectives of the new GPE 2025 strategy. Civil society organizations, not limited to NECs, are key stakeholders in the new operating model through Local Education Groups (LEGs).

A focus on learning, capacity development and adaptation are at the heart of the design of EOL, and it is expected to be mainstreamed into the program. In this regard, EOL has established a pool of learning

¹ The EOL structure counts on four Regional Management Units (RMUs) for West and Central Africa in Accra; Eastern and Southern Africa in Kampala; Asia and Pacific in Kathmandu; and Latin America and Caribbean in Mexico City, respectively, as well as a Global Management Unit (GMU) in Copenhagen. EOL also engages with a Global and Regional Independent Selection Panels.

partners at the global level and in each region to draw upon to support capacity building, knowledge sharing and learning among and between grantees. Despite the various learning initiatives undertaken by the different RMUs to the benefit of EOL grantees, the recent mid-term review revealed constraints and low effectiveness in the implementation of the learning agenda, which therefore merits further analysis and a thorough restructuring of approach so that it can effectively address the learning needs of beneficiaries and ensure sustainability of these organisations.

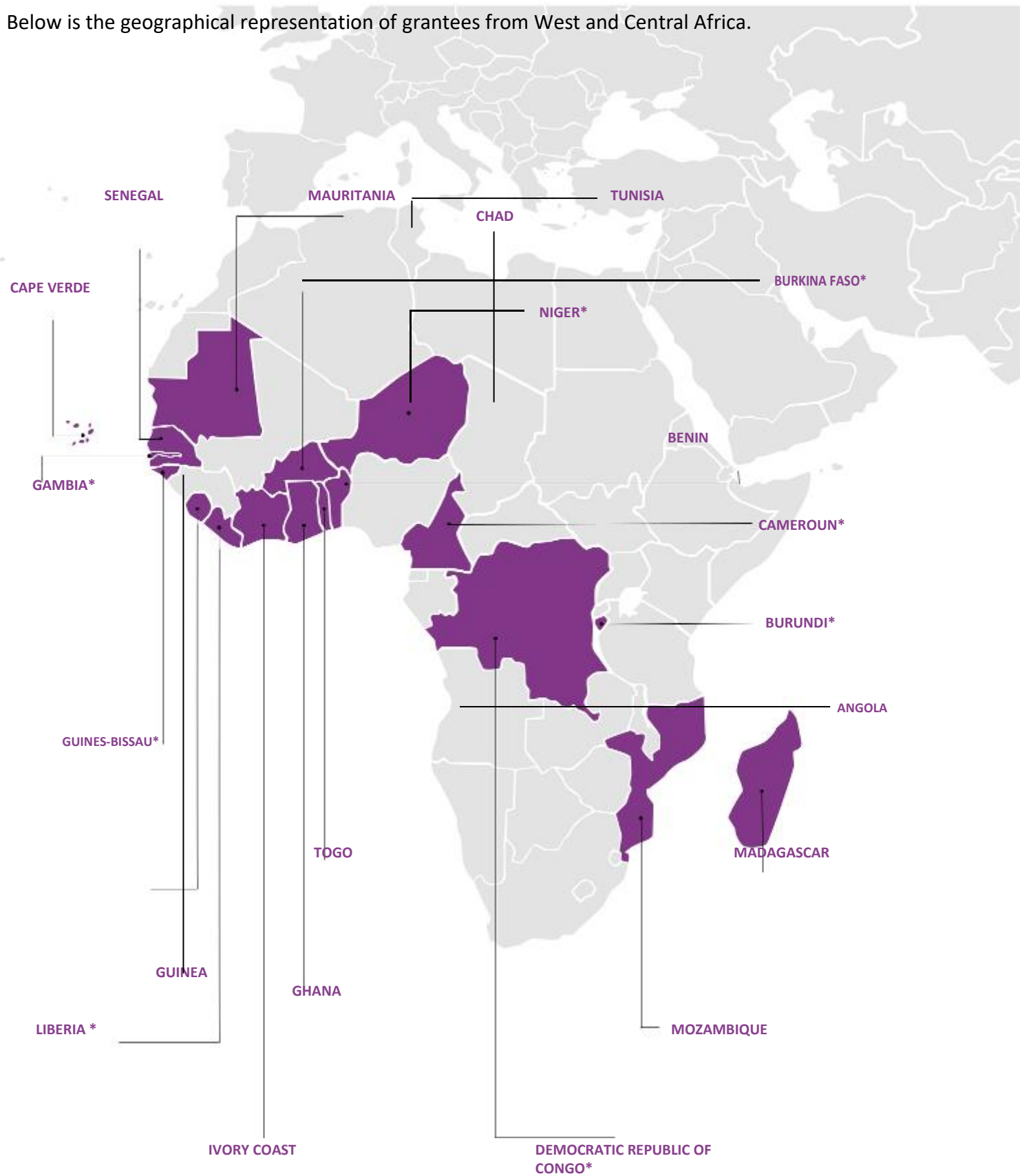
The Learning Event provided an opportunity for a joint reflection on the EOL Learning Agenda together with the EOL grantees and explored ways to strengthen the effectiveness of their learning for increased program impact.

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Participating countries – EOL WCA

Below is the geographical representation of grantees from West and Central Africa.



* Fragile and conflict affected





Goals and Specific Objectives

The goal of the Learning Event was to facilitate learning and knowledge sharing within EOL grantees (and other education sector stakeholders) in the West and Central Africa (WCA) region.

The three (3) specific objectives were to:

- Provide a platform for grantees to share projects and progress towards achieving planned results, including lessons learnt and best practices.
- Enhance grantees understanding of the different implementation approaches employed by the EOL Program.
- Enable grantees to identify areas in which they can work together across portfolios and countries for achieving maximum impact.

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Expected Outcomes / Deliverables

The 3-day Program had the following expectations vis-à-vis the various activities that were carried out such as presentations from various grantee partners (OCs) and global representatives, breakout- and plenary sessions for sharing of experiences and ideas etc.

- Lessons learned and experiences by grantees in the last two years of EOL implementation would be shared.
- Increased understanding of EOL Learning Agenda and Learning Collaboratives
- Areas of synergy and learning among and across OCs identified and planned.
- Topics/Areas for knowledge exchange and learning between grantees identified or agreed on and Learning Collaboratives formed.
- Enhanced understanding of EOL financial reporting and requirements.
- Plans for shared learnings with grantees constituencies developed.

EOL grantees managed by RMU WCA: OC1, OC2 and OC3

The grantees of the various EOL Operational Components (OCs) constitute twenty-six (26) grantees present in twenty counties.

- 26 Grantees
- 20 countries



Geographical overview of EOL RMU WCA portfolio

Geographical Overview of RMU WCA Portfolio

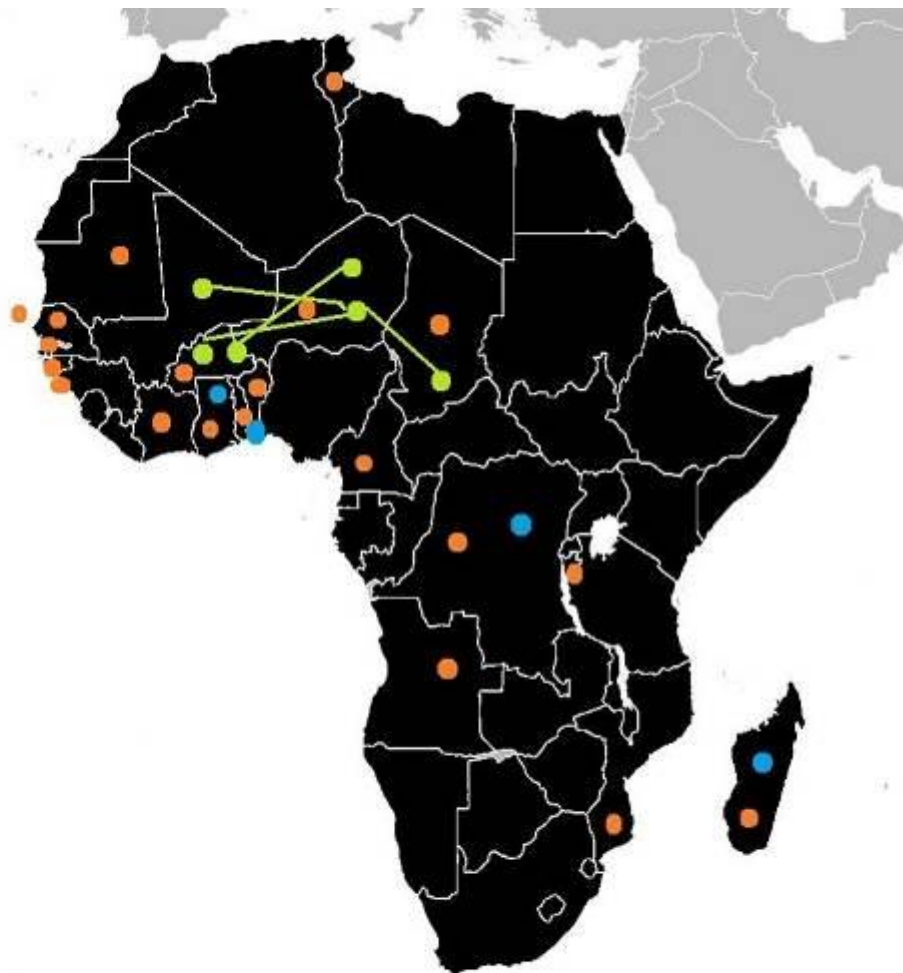
Explaining map

One 'dot' represents one grantee, one project

Connecting Lines:

blue dots represent OC3 EOL Project Alliance members

● OC1 Grantees ● OC2 Grantees ● OC3 Grantees



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**DAY 1 - EOL Results & Learning Agenda: Where Are
We And Where Are We Going?**

3. Opening

The EOL Regional Education Advisor officially welcomed all the participants to the Regional Learning Event. All the participants were given the opportunity to introduce themselves and were encouraged to make maximum use of their presence during the learning event to interact and exchange experiences amongst themselves. However, they were informed of the inability of the coordinator from the NEC in Angola who couldn't make it due to passport challenges. Nevertheless, another representative was able to replace her. Representatives from the NEC of Cameroon were also absent due to hindrances to exit from Cameroon. Below were some of the expectations to the event gathered from the participants

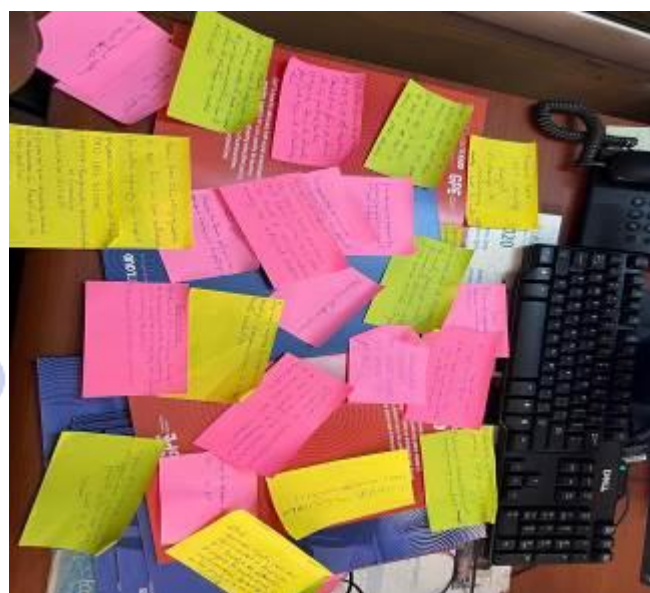
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Some expectations from participants

- Learn about different implementation methods
- Get to know the actors of education initiatives
- Deepen knowledge on EOL initiatives in education
- Learn and share with other colleagues on how they are implementing various educational Programs
- To better relate with the government and other CSOs to advocate on education policy matters
- Learn from other organisations the best tools to be used in project implementation for a positive impact and sustainability
- Share experience with other funding partners
- To know if we are on the right track in terms of accountability and credibility of our organisations
 - To build a stronger network with other coalitions
 - To raise awareness about early girl child marriage
 - Learn what the challenges faced by other organisations are and how they cope with them
 - Share our progress and inform colleagues of our OC3 project
 - Learn from other countries to know the strategies used to achieve results
 - Know the opportunities available for years to come
 - Improve upon my knowledge on the work methods of EOL projects
 - Get information about Oxfam's financial management procedures
 - To better handle the educational challenges at regional levels
 - To build capacity in terms of finance and advocacy
 - Share best practices and learn from each other
 - Enhance collaboration and learning among grantees



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Opening Remarks

Mr. Mohammed-Anwar Sadat Adam, who represented the Oxfam in Ghana Country Director, gave his opening remarks. Mr. Sadat welcomed participants and expressed his gratitude to Education Out Loud for making Ghana the host of the event. He cited a few achievements of Oxfam in Ghana in the area of education and was positive, that the learning event would help crystallise with most of Oxfam's projects. Oxfam in Ghana has been running educational Programs for over twenty (20) years and has played a significant role in improving the educational system in Ghana. Oxfam in Ghana supported the Ghana National Education Campaign Coalition (GNECC), Northern Network for Education Development (NNED) and the Complementary Basic Education Alliance - all coalitions and networks promoting free quality education in Ghana and beyond. They also leverage on the event to learn how to scale up some of the models developed and tested, such as the Girls Model Junior High Schools addressing the gender gap in education, especially beyond primary school. Currently, over 60 districts in Ghana have now adopted the model and Oxfam no longer provide funds, but the technical support to maintain quality. He recognised the fact that there is still more work to be done within the educational system and that Oxfam in Ghana is still working to ensure effective and quality education. Oxfam in Ghana has also worked with other networks and coalitions in Ghana and regionally on the campaign against privatisation and commercialisation of education. He touched on the current debate on free senior secondary education and expressed interest and hope to learn from other grantees how they are able to sustain funding for public Senior Secondary Schools in their countries. He ended by wishing all the participants best of stay and to explore Accra and Ghana at large and they would never regret since Ghana is the gateway to West Africa.



Mr. Sadat, Programs and Campaigns Lead, Oxfam in Ghana

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Current Status of the EOL Program



Mr. Lars Udsholt, EOL Global Program Manager

Mr. Lars Udsholt, EOL Global Program Manager, presented the current status of the EOL Program.

A lot has happened over the last three (3) years when the EOL started operations. There are currently sixty (60) education coalitions supported by EOL.

He encouraged all EOL grantees to support one another in sharing of experiences to improve in certain areas of their operations such as learning, communication and synergy building. He charged the grantees to leverage on these key aspects in their respective countries of operation. He called on all EOL grantees to make extra effort to become more visible in order

to enhance communication amongst themselves.

He stated in quote "We want to listen to those working close to marginalized societies and support them in trying out new approaches and solutions to combat inequality in education". An invitation was extended to all grantees to submit proposals for funds when new calls for proposals are out in the EOL extension period, so as to continue working effectively in their various countries.

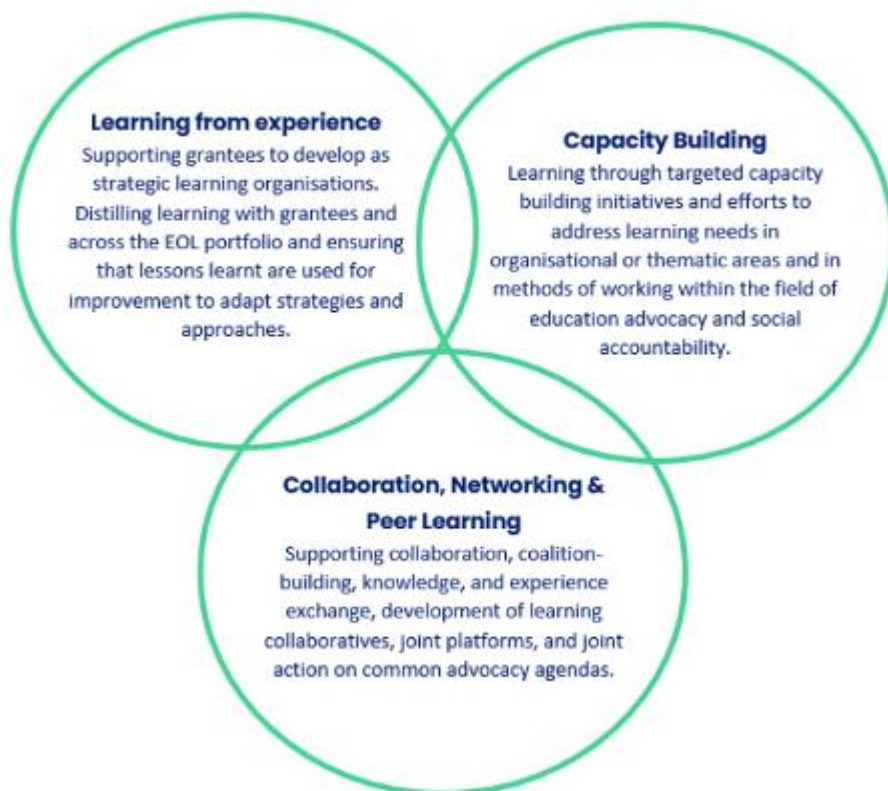
Reminder of EOL Learning Framework

Ms. Dorte Jørgensen, EOL Acting Regional Program Manager and Snr Program Coordinator reminded grantees of the EOL Learning Framework. Why does EOL work with Learning ? The learning elements of the Program is to improve and strengthen the practices of EOL grantees and related CSOs to enhance the effectiveness and strategic impact on education policies and social accountability mechanisms throughout the educational sector. This is also to inform and influence the practices of majority of the stakeholders working with education both at national and regional levels in terms of how CSOs participate in education policy processes.

We do that by using a multifaceted approach with different learning paths and parts:



Ms. Dorte Jørgensen | Acting Regional Program Manager, WCA | EOL Senior Program Coordinator | Oxfam IBIS



She called for the necessity to learn as organisations and to learn from others. The EOL will motivate and support learning for improvement among all the grantees as CSOs, coalitions, alliances etc. The reason for this is to establish strong CSOs that remain relevant to their constituencies and are institutionally strong and, healthy organisations.

She stressed again on the need to learn as organisation not only to ensure accountability towards donors, but actually to learn to improve performance and effectiveness. In that way, EOL can also improve its strategy. The EOL learning approach allows for elements like capacity building as well as learning from experience – called “action learning”. It means that we must reflect upon our experiences, both successes and mistakes. EOL also supports relationship-building, learning collaboratives and peer learning with other grantees, organisations and stakeholders. She cited few learning approaches at the organisational level which include Organisational Capacity – Thematic Capacity – and Advocacy capacity.

DEFINING THEMATIC COMPETENCIES

The concept of thematic competencies refers to the professional focus of an organisation or to the specific content of the broad variety of projects, programmes or services that constitute development activities in the South.

DEFINING ORGANISATIONAL CAPACITY

Elements of organisational capacity could include, but are not necessarily limited to:

- Organisational assessment
- Leadership development
- Participation
- Internal democracy
- Internal/external communication
- Gender equality
- Transparency
- Legitimacy and constituency building
- Financial management/fundraising
- Strategic planning

- Thematic competencies can e.g. be an organisation that pilots alternative or innovative education or health care methods to be used strategically for replication or in evidence based advocacy.
- Thematic competencies can also refer to different forms of direct services to end target groups, when used strategically by civil society organisations to claim rights and/or improved living conditions.

DEFINING ADVOCACY

An advocacy process is often composed of at least the following steps:

- A clear alternative proposal for change
- Rights-based and/or evidence-based
- Mapping and analysis of power relations
- Short and long term objectives
- Alliance building
- Building ownership
- Support from research & INGO's
- Lobbyism and use of media
- Interface with state and/or market
- Negotiation

Reporting the Figures of EOL Grants

Ms. Brigitte Potison, EOL Regional Finance Manager gave clarifications on the EOL financial reporting requirements, where she detailed on the new conventions in place. She indicated some key processes and challenges regarding financial reporting among the various operational components. She stated that some of the grantees could not meet the deadline for submitting of their financial reports and really caused a delay for disbursement of new funds. As part of the new grant agreement, the financial report must be submitted on the 15th of every month at the end of the first quarter. Where the 15th of the falls on a holiday then the submission would be done on the 13th or 14th. This is to permit enough time for its review and consolidation.



She stated that there has been improvement in the reports during the latest review of financial reports. Some grantees have changed the formula for the report, constituting a problem, because most of the items were wrongly entered. Grantee's attention was drawn to an error, where salary as an administrative cost was captured in the activity column.

Ms. Brigitte Potison, EOL Regional Finance Manager, WCA

4. Role of Local Education Groups

Mr. Tanvir Muntasim, GPE Team Lead for EOL presented on the Local Education Groups.

The global partnership for education (GPE) is the world's only partnership and fund focused exclusively on bringing quality education to children in lower-income countries. GPE mobilizes partnerships and invests in transforming education systems in 78 lower-income countries so that every girl and boy can get a quality education and unlock their full potential. GPE supports partner countries to drive transformation at scale to get the most vulnerable girls and boys in school, improve teaching and learning, and build resilient education systems capable of withstanding shocks and adapting to new challenges.

Vision: A quality education for every child

Mission: To mobilize partnerships and investments that transform education systems in lower-income countries, leaving no one behind

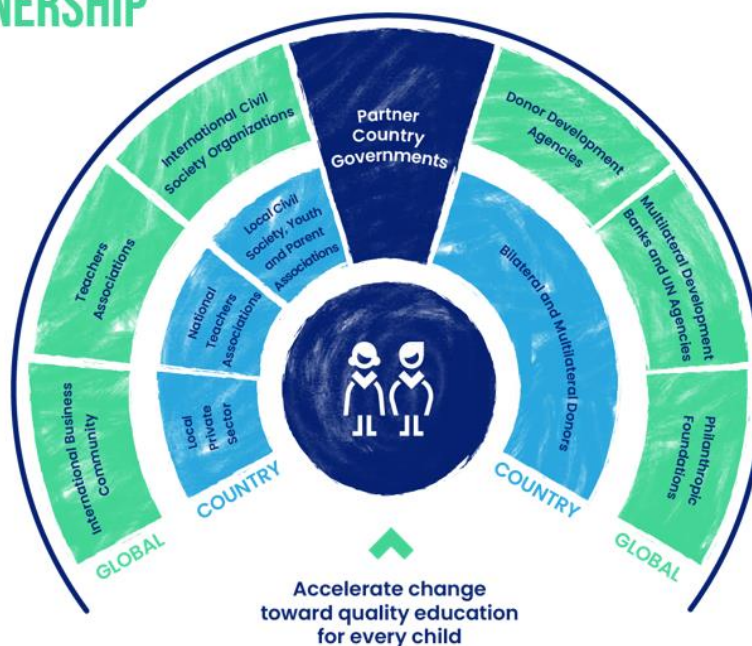
Goal: To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century



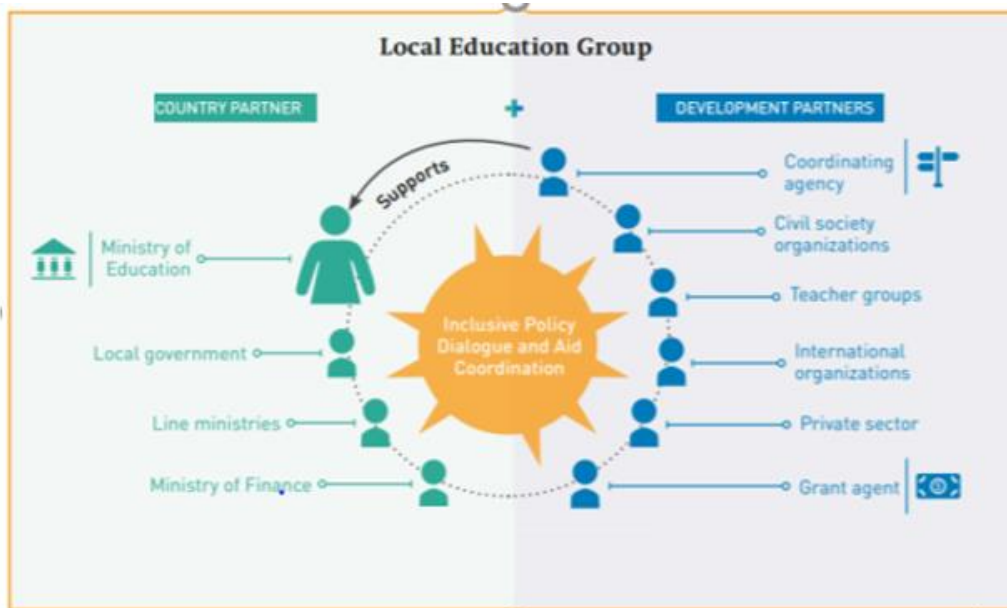
Mr. Tanvir Muntasim, GPE Team Lead for EOL

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THE GPE PARTNERSHIP



The GPE secretariat carries out the day-to-day business of GPE, serving the interests of the partnership as a whole. The secretariat is hosted by the world bank in Washington DC with sub-offices in Paris and Brussels. The GPE secretariat does not have a physical presence in partner countries.



At country level, GPE is manifested in inclusive coordination bodies established by partner country governments and their partners. These are referred to as 'local education groups' or 'LEGs'. Generally, they are composed of the government, development partners and other stakeholders such as civil society and teacher representatives.

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Maximising civil society's role in systems transformation:

IDENTIFY

- Identify EOL grantees in country
- Get familiar with CSO representatives in decision bodies: GPE board of directors
- Identify decision making fora: legs, parliamentary standing committees, working groups.

ENGAGE

- Explore existing links with policy fora
- If you do not have them explore if other EOL grantees or their members have
- Many NECs (OC1) are part of national policy bodies

COORDINATE

- Get informed of policy process in country: GPE compact, joint-sector review, education budget, education sector plan/act, national development plan
- Share and map priorities
- Strategize together

MONITOR

- Share monitoring efforts with other EOL grantees
- Explore how their monitoring efforts could benefit your work and vice versa

Tanvir mentioned a few good examples from participatory and involving processes in Kenya and Nepal.

5. Thematic presentations and discussions

Participants in breakout sessions gained knowledge in relevant and important thematic areas in the education sector:

- **Group 1** – Gender Transformative Education /Gender responsive education
Lead, Mr. Zakaria Sulemana; Regional Program Advisor –Education; Oxfam West Africa Region
- **Group 2** – Education in Emergencies & Fragile Context
Lead, Dr. Kingsley Arkorful, Executive Director; Bureau for Community Action and Development (BUCAD)
- **Group 3** – Use of ICT and social media for Advocacy & Policy Influencing
Lead, Mohammed-Anwar Sadat Adam; Head of Programs and Campaigns; Oxfam in Ghana

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Plenary Session

There was a recap of each Panel group reflecting on the various issues addressed in their respective groups:

Group 1 – The rapporteur for Gender Transformative Education (GTE) indicated that the presentation was inspired by Oxfam’s Education Community of Practice and Influencing (ECPI) GTE guidance note. The guidance note was developed to guide Oxfam workers and partners in their attempt to design GTE interventions. It addresses what GTE really is, and guides on how to make education gender transformative as well as presenting a conceptual framework for applying GTE at all levels.

Statistically, there is an alarming situation of about 33 million children in Sub-Saharan Africa that do not attend school of which 55% constitute girls. West Africa counts about 9 million girls aged 6 to 11 years who never go to school as compared to their male counterpart which is about 6 million. Some few general challenges and barriers are associated to girls’ education, such as social norms and systemic discrimination against women and girls. Another challenge is the issue of conformity and limitations that are associated with these norms. The norms and practices are largely upheld by tradition or religion, which influences how issues are addressed, work systems and processes.

Oxfam has a strong commitment to feminist principles in terms of gender equality in all its operations as well as the issue of inclusion and participation. Adopting a holistic approach to gender programming is the way to change these social norms.

Various components of GTE

1. GTE responsive and diverse to the needs of all those involved
2. Help learners to realise their full potentials
3. Prepare learners to challenge and change an unjust system
4. Strengthen learners’ position in terms of voice to claim their rights

The GTE framework has four quadrants of change – consciousness, access and resources, social norm change, policy legislative, institutional change which revolves around four (4) key change areas: individual, informal change, formal change and systemic change. The group indicated that the systemic change is the most sustainable amongst them. All the four change levels can be done at the same time or separately.



Figure 1: Gender Transformative Education Conceptual framework

Group 2 – Group 2 worked on Education in Emergencies & Fragile Context; what actually constitute education in emergencies and the response. Education in crisis is linked to armed conflicts and terrorism and natural disasters leading to refugee situations. Countries with weak economic and social policies and systems are also considered more fragile in emergency and fragile situations.

Twelve (12) indicators are leading to emergency and fragile situations. Comparatively, countries like Ghana, Togo etc. that have not been affected by wars will find it difficult to understand. These emergency situations negatively affect education, leading to closing of schools making it impossible for teaching and learning to go on.

They cited some strategies put in place to protect education during emergency situations such as reviewing of educational policies inclusive of education in emergency situations, providing psychological and humanitarian support to motivate teachers' work during emergency situations and form learning to continue as the best way to ensure that generations are not lost.

Group 3 – Group 3 dealt with the use of ICT and social media for Advocacy and Policy Influencing. Social media platforms are important to influence change and community action. Digital media includes Facebook, WhatsApp, e-mails, Twitter, Instagram etc. Digital media leverages on exposure and engagement. It is about knowing your audience for contents put out on the platform, creating awareness on relevant issues to achieve stated objectives. Social media engagement is therefore an important tool for how you influence your audience to take action, taking into consideration the appropriate time of information distribution.

The group also cited the need for organisations to have a digital media strategy in ensuring the safety and protection of your audience and healthy information for public consumption.

6. Knowledge Exchange and Synergy Building between grantees

This session was focused on knowledge exchange and synergy building between grantees (OC1, OC2 and OC3). Presentations were received from the various representatives of National Education Coalitions at country level which included Gambia, Ghana, Guinea Bissau, Mozambique, Benin Burkina Faso and Burundi. The coalitions were tasked to share information on their projects: their achievements, best practices, lessons learned and challenges in policy influencing and advocacy and the way forward.

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National Education Coalitions' projects Focus

- a) **Gambia:** **Education for All Campaign Network, The Gambia (EFANet)–**
To contribute to increased access, equitable, inclusive and quality basic education in the Gambia
- b) **Ghana:** **Ghana National Education Campaign Coalition –**
To strengthen GNECC to contribute to gender-responsive education planning, policy development and monitoring in line with the Sustainable Development Goal four (SDG4) and the Abidjan Principles framework.
- c) **Cape Verde:** **The RNCEPT-CV (National Network Campaign for Education for All**
Coalition of non-profit associations and organisations working for the promotion of quality education for all.
- d) **Guinea Bissau:** **RECEPT-GB (National Campaign Network on Education for All**
Contribution to quality and inclusive education
- e) **Mozambique:** **Education for All Movement (MEPT) –**
To contribute to inclusive, equitable, quality education in order to accelerate access and completion through SC engagement in Education budget advocacy, monitoring and policy analysis.
- f) **Benin:** **CBO-EPT**
Strengthening CSOs for Education Policy Accountability and Implementation
- g) **Burkina Faso:** **CNEPT-BF (National Education for All Coalition)**
To strengthen social accountability at the national and local levels in educational processes in Burkina Faso
- h) **Burundi:** **BAFASHIBIGE - A High Voice for Equitable and Inclusive Education: "Ndinkabandi Phase II –**
To strengthen national civil society participation in education planning, policy dialogue and monitoring by 2023

Some Lessons Learnt and best practices shared on Day 1:

- Conduct of research on policy gaps to gather evidence during advocacy is key in the process of trying to influence policy decisions.
- Up to date and systematic monitoring database and tool in place contribute to establishing accurate and up to date information
- Strengthen grass root organizations through the conduct of national activities at decentralized levels especially during the commemoration of the Global Action Week for Education (GAWE) on their various themes.
- Promotion of effective evidence-based advocacy yields very positive results
- Working closely and building a strong relationship with high level policy makers such as the MoE, GES and the Parliamentary Select Committee on Education on project activities promotes sustainable outcomes
- Consultative meetings under the project organized with duty bearers, community and opinion leaders have increased knowledge and positive attitude towards implementation of education policies for children with Special educational needs at the district and local level.
- Mobilize and strengthen the capacity of CSOs to monitor the implementation of policies and finances related to education quality and gender equity
- Engage CSOs in the collection and interpretation of strategic data/evidence on education quality and gender to facilitate relevant policy changes and implementation.
- Improve CSO participation and accountability in policy dialogue at local, regional, and national levels in the education sector.
- Collecting data from a variety of sources to provide evidence for advocacy campaigns
- Conducting an advocacy campaign with beneficiary involvement is more effective;
- Build the capacity of civil society members, representatives of marginalized groups and other actors to enable them to contribute effectively to the process of policy development and implementation based on accountability and transparency.
- Meetings to exchange experience and share knowledge

Day one ended very well despite time constraints with a plenary session for all participants to share knowledge and experiences.

**DAY 2 – Knowledge Exchange and Synergy Building
between grantees continues...**

EDUCATIONOUTLOUD
advocacy & social accountability

GPE Transforming
Education

Recap from Day 1

Day 2 started with a recap from Day 1. Participants recalled:

- The use of social media for advocacy and diligence with approaches so as to avoid its misuse
- The group presentation on education in emergency and fragile situations and necessary action to take in controlling these situations be it political conflict or natural disaster
- Call to allocate enough time for questions and comments
- The Gender transformative framework designed by Oxfam for creating awareness on GTE towards institutional and systemic change for gender equality at all levels
- The presentation on local education groups so as to leverage on existing partners and groups to be able to get their issues across at this particular platform
- Group 3's presentation on digital media was applauded, seen as inspiration to the participants and envisage to put into practice in their respective operations
- An issue was raised from the presentation by the representative from the Gambia where they have no representation on the educational council hence making it difficult for them to make decisive input in the educational system
- Quite the opposite situation in Ghana, where they have a representation in the Education Ministry to make direct input into the policies of the education system and make it easy for them to channel their issues to them

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Knowledge Exchange and Synergy Building between grantees contd.

Knowledge exchange and synergy building between OC1, OC2 and OC3 grantees continued with focus on grantees projects, lessons and best practices, challenges, recommendations etc. Presentations were made by various representatives at country level.

- a) **Cameroon:** ***EOL Project in Cameroon (CEFAN) came in 3 folds –***
 - i. Education Funding (advocacy for increased education budget)
 - ii. Education in Emergency Situations (advocacy for the inclusion of crises in the Education Sector Plan)
 - iii. Free Public Preschool (advocacy to make public preschool free)
- b) **Côte d'Ivoire:** ***Implementation of the EOL Project by the Ivorian Network for the Promotion of Education for All (RIP-EPT) –***
Contribute to making the education system more inclusive
- c) **DRC:** ***Advocacy and Social Responsibility for Quality Education Project –***
Community and citizen engagement in education policy dialogue;
- d) **Madagascar:** ***Amplify the voice of civil society in the implementation and monitoring of the education reform and the MDG4 in Madagascar –***
A project aimed at contributing to the respect of the fundamental right to education, following the advocacy actions undertaken by CONAMEPT since 2013
- e) **Mauritania:** ***COMEDUC/Mauritania Project –***
Community and citizen engagement in education policy dialogue;
- f) **Niger:** ***Presentation of the ASO EPT Niger Coalition Project –***
Citizen control and social mobilization (mass campaigns, media coverage, public debates, etc.)

- g) **Senegal:** **COSYDEP (Coalition of Organisations in Synergy for the Defence of Public Education) –**
Monitoring the implementation of educational policies
- h) **Togo:** **"Gender Responsive and Inclusive Education (GSIE)". –**
Inclusion and gender in influencing national education
- i) **Chad:** ***Strengthening civil society's commitment to the realization of the right to an inclusive and quality education for all in Chad –***
To contribute to the realization of the right to equitable, inclusive, quality education and lifelong learning opportunities for all in Chad.
- j) **Guinea:** ***Presentation of the ASO EPT Niger Coalition Project –***
Citizen control and social mobilization (mass campaigns, media coverage, public debates, etc.)

Some Lessons Learnt and best practices shared on Day 2:

- Signature of a collaboration agreement with the government through MINEDUB.
- Good collaboration with parliamentarians (National Assembly and SENAT).
- Active member of the Local Education Partners Group (LEPG) and other national and international platforms for policy dialogue on education.
- Holding regular press conferences on current events in the education and training sector in Cameroon.
- Permanent search for allies/partners to support CEFAN's advocacy actions (e.g., Plan International Cameroon and the Competence-Leadership-Education Program of CANADA).
- Organization of direct exchanges between political authorities (President of Regional Councils, Mayors), administrative authorities (Prefects, Regional Directors of Education, Inspectors of Primary Education) and populations
- Working with citizens at the grassroots level in the advocacy framework
- The establishment of the framework for consultation of civil society actors in the education sector at the national and provincial levels
- Work with Educational authorities and collaborate and authorize follow-ups in schools,
- Political dialogue at the local level is important to include all population groups
- Conduct advocacy for the implementation of the law mandating primary education for the 6-14 age group for example in the case of Mauritania
- Expanding the scope of the coalition through alliances with other groups (collaboration agreements with AEC on budget analysis
- Use of the media in connection with the context of insecurity in the country and in relation to the COVID-19 pandemic (agreements with community radio stations, private television and radio media),
- Develop internal instruments for good governance and inclusion (gender policy, anti-fraud policy, general audit of the coalition's accounts, regularity of the coalition's EC and Board meetings, etc.).
- Conduct of advocacy campaign in joint effort with members of the ELG, ANCEFA, CSOs and NGOs

7. Use of Learning hubs and communities of practice

KIX – GPE’s knowledge and innovation exchange

Effective use of learning hubs/Communities of Practice and opportunities/platforms for collaboration with EOL grantees. Dr. Hamidou Boukary, Senior Program Specialist, GPE KIX spoke virtually on the effective use of learning hubs/Communities of practice and opportunities/platforms for collaboration with EOL grantees. He started by appreciating the organisers for putting together an insightful learning event and also the opportunity given him to share with participants GPE’s KIX. He touched on the challenge of creating a national ecosystem for uptake of evidence and innovations in policy and planning processes.



Dr. Hamidou Boukary, Senior Program Specialist, GPE KIX

The goal of KIX is to contribute to the improvement of DCP policy and practice to strengthen national education systems through capacity building and the creation, curation, and mobilization of knowledge and innovation.

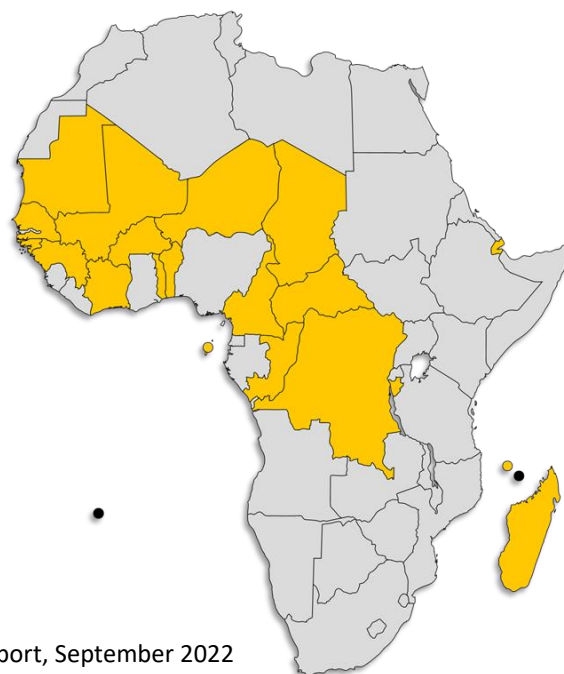
KIX is designed to be shaped by the demand from national education systems and respond to their principal policy and programming challenges. KIX operates through two main mechanisms, which contribute to strengthening national education systems with relevant and actionable evidence:

1. **Exchange of knowledge:** KIX creates spaces for GPE partner countries to share information, innovation, and best practices in relation to their needs and priorities, and disseminates knowledge generated through KIX-funded projects. The exchange of knowledge is facilitated through KIX’ four regional hubs.
2. **Applied research projects:** KIX projects build evidence, mobilize knowledge, and strengthen capacity of educational stakeholders on how to adapt and scale innovations that address education priorities of GPE partner countries.

KIX Africa 21 Hub constitutes 21 GPE partner countries (18 Francophone and 3 Lusophone countries) – Benin, Burkina Faso, Burundi, Cape Verde, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, DRC, Djibouti, Guinea, Guinea-Bissau, Madagascar, Mali, Mauritania, Niger, Republic of Congo, Sao Tome and Principe, Senegal, Togo.

Key roles and responsibilities that members of the national delegations have to play.

- Helping to shape the Hub’s agenda by conveying national education priorities and identifying shared policy challenges across the region.



- Participating in at least one face-to-face meeting in the Hub per year, plus additional online engagements, for knowledge exchange and capacity building
- Contributing to national experience and knowledge on regional challenges and supporting the Hub to package and share national experience with other countries
- Supporting access to relevant resources to share within and across the Hubs.
- Facilitating the use of evidence, data and knowledge sourced within the KIX Hubs in national policy dialogues and planning processes.
- Other engagement as determined by the Hub members and as appropriate

Opportunities and challenges in knowledge uptake within KIX at the National Level include:

- establishment of KIX Hubs that contribute to stronger education policy dialogue in each GPE partner country as well as formation of a national delegation in each participating GPE partner country to bring together key stakeholders in education.
- Strengthening country representatives' capacities and partnerships within and across countries, emerging thematic areas and narrowing down to relevant sub-themes and
- expanding participation of relevant stakeholders in specific thematic activities, beyond the 5 KIX country representatives.

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Global Campaign for Education (GCE) Learning Hubs

Mrs. Khuselva Mxatule, Monitoring, Evaluations, Reporting and Learning Manager presented on the GCE's learning hubs where she touched on the effective use of learning hubs/communities of practice and opportunities for collaboration with EOL grantees. Below are the key thematic areas presented:

- How GCE uses CoPs & Learning Hub
- GCE's Evolution of CoPs
- Lessons Learned from our CoP Evolution
- Learning Hub
- Challenges, Mitigation and Lessons
- Opportunities for Collaboration
- GCE's EOL Learning Plans and Focus Areas

The learning hubs aim to:

- Facilitate online interactions and collaborations
- Disseminate learning opportunities, resources and materials
- Serves as a repository for knowledge and learning

A new feature in the GCE learning hubs is that GCE is working on it to be accessible to other CSOs than just National Education Coalitions. This will take effect in the course of 2022

EDUCATIONOUTLOUD
advocacy & social accountability

DAY 3 – Collaborative Learning & Finding Synergies for Impact

GPE Transforming
Education

Recap from Day 2

Below are some reflections/recap from participants on key issues from the various presentations of day 2 by representatives of the various OCs:

- The priority of Education Financing from many NECs (advocacy for increased education budget)
- Education in Emergency Situations (advocacy for the inclusion of crises in the Education Sector Plan)
- Free Public Preschool (advocacy to make public preschool free)
- Implementation of the EOL Project to make the education system more inclusive
- Community and citizen engagement in education policy dialogue
- A project aimed at contributing to the respect of the fundamental right to education, following the advocacy actions undertaken by CONAMEPT since 2013
- Citizen control and social mobilization (mass campaigns, media coverage, public debates, etc.)
- Monitoring the implementation of educational policies
- Inclusion and gender in influencing national education
- Contributing to the realization of the right to equitable, inclusive, quality education and lifelong learning opportunities for all in Chad.
- Citizen control and social mobilization (mass campaigns, media coverage, public debates, etc.)

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8. Collaborative Learning and Finding Synergies for Impact

Day 3 focussed on laying the ground for the formation of Learning Collaboratives between grantees on topics or areas of interest for their peer learning, capacity development and inspiration. Presentations were made by RMU WCA, HESA RMU and Girls Not Brides on what Learning Collaboratives are and on examples of existing Learning Collaboratives, to strengthen grantees understanding of Learning Collaboratives as well as provide inspiration for subsequent groups discussion and planning on formation of learning collaboratives on topics that are of interest to them. RMU WCA: Dorte reminded participants of EOL's definition of Learning Collaboratives, for which there is budget in the RMU to support grantees in forming.

Learning Collaboratives

- Learning collaboration network of grantees that gives the opportunity to participating grantees to increase their knowledge and/or skills and/or capacities
- Voluntary membership by group of grantees
- Facilitated by a lead grantee, Learning Partner, or Regional Coalition
- Shared agenda, goals, and interests relevant to the EOL programme and aligned with a rights-based approach to education, SDG4 and civil society participation
- Jointly defined strategies for learning and platforms to use
- A continuous effort/learning process of 3 months to 1 year
- Produce a joint learning product/material that can be shared
- Commitment by grantees to use the learning in their organisations
- Reach broader than a strictly national agenda

Sharing experience from EOL Horn, East and Southern Africa (HESA)

David Kobia from the Regional Management Unit of the Horn, East and Southern Africa (HESA) presented their experience with EDUTalk and the Learning Collaboratives among EOL grantees in their region. He stated that the EOL Learning Agenda constitutes a core implementation strategy for the EOL program and comprises four (4) elements as listed below:

- Learning Needs Assessment
- Learning itself
- Learning Partners
- Learning Collaboratives

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Their collaborative learning among EOL grantees saw some few challenges which include:

- Commitment by members
- Value addition – Members need to draw value/benefits from LCs
- Limited financial resources

Sharing experience from Girls Not Brides

Girls Not Brides, an EOL OC3 grantee presented their online platform for networking and exchange on child marriage and improving girls' access to quality education, with the aim of strengthening Collective Advocacy and Learning on Girls' Education and Child Marriage in Francophone West Africa. Girls not Brides intends to bring together education coalitions across Francophone West Africa, supporting capacity building, shared learning and collective advocacy for the implementation of laws, policies and Programs to improve girls' access to quality education and end child marriage.

Three levels of operations identified for this particular project:

- National - Burkina Faso and Niger
- Regional - Francophone West Africa
- International – Girls Not Brides coalitions around the world

Grantees went into groups around the following topics, identified from their presentations and their learning plans, but also some spontaneously created during in the learning event:

- Education in emergencies
- Education financing and commercialization of education
- Youth-led advocacy
- Use of ICT and social media for advocacy
- Alternative/shadow civil society reporting on the progress of SDG4
- Gender transformative education
- Inclusive Education

This session brought grantees working in same country/countries and or in similar themes to discuss and agree on areas of synergy and prepare a plan on how to take it forward. After the group work, each group or team presented their action plan for taking forward the agreed areas of synergies in possible Learning Collaboratives.

Out of the group works came the following ideas:

- Leveraging on social media platforms such as WhatsApp, Facebook etc. to facilitate the exchange of information and experience
- Effective use of allocated budgets at country levels in the promotion of the EOL Agenda
- Promoting advocacy policies to commit governments in allocating budget for the implementation of educational policy
- Identifying approaches and experiences in terms of education for the youth in emergency situations and involving stakeholders and communities for effective implementation of the various educational policies
- Working with learning partners
- Good governance and human resource management
- Community participation and taking charge of schools within the community
- Inclusive education
- Education financing (budgetary monitoring and innovative financing)
- Use of resilience tools for education in emergency situations

The chosen lead organisations were tasked to send the summary of their work to Justina. The RMU WCA promised to take these ideas forward and encouraged the grantees to start further defining their collaboration and present the ideas and a possible budget for the work.

9. Evaluation

Generally, participants indicated from the evaluation feedback that their expectations were fully met thanks to the comprehensive nature of the EOL Program outline. The evaluation captured other aspects in the EOL Program that were of much interest to the participants. These are some the few key aspects submitted by the participants:

- The opportunity to share and collaborate in future Learning events
- Hearing about the projects from other EOL grantees within different operational components and identifying opportunities for collaboration
- Learning and exchange of ideas
- Networking and hearing about education challenges as well as implementation challenges from other countries
- Presentation of grantees, Group discussions on thematic areas and learning collaboration on best practices
- The Learning Hub presentation, and how grantees can collaborate with one another

Methodology

An e-survey questionnaire of 13 questions in French, English and Portuguese was shared with participants via WhatsApp on the last day of the event. This allowed them to respond to the survey on the comfort of their phones before the final remarks of the event were shared.

The purpose for this exercise was to assess their engagements and experience during the 3-day period. Below is the content of the evaluation form filled by the participants and followed by graphical representations of feedbacks gathered. The RMU emphasised the importance of learning from the

event, in order to improve future similar events or learning meetings. **The summary of the evaluation is attached as annex.**

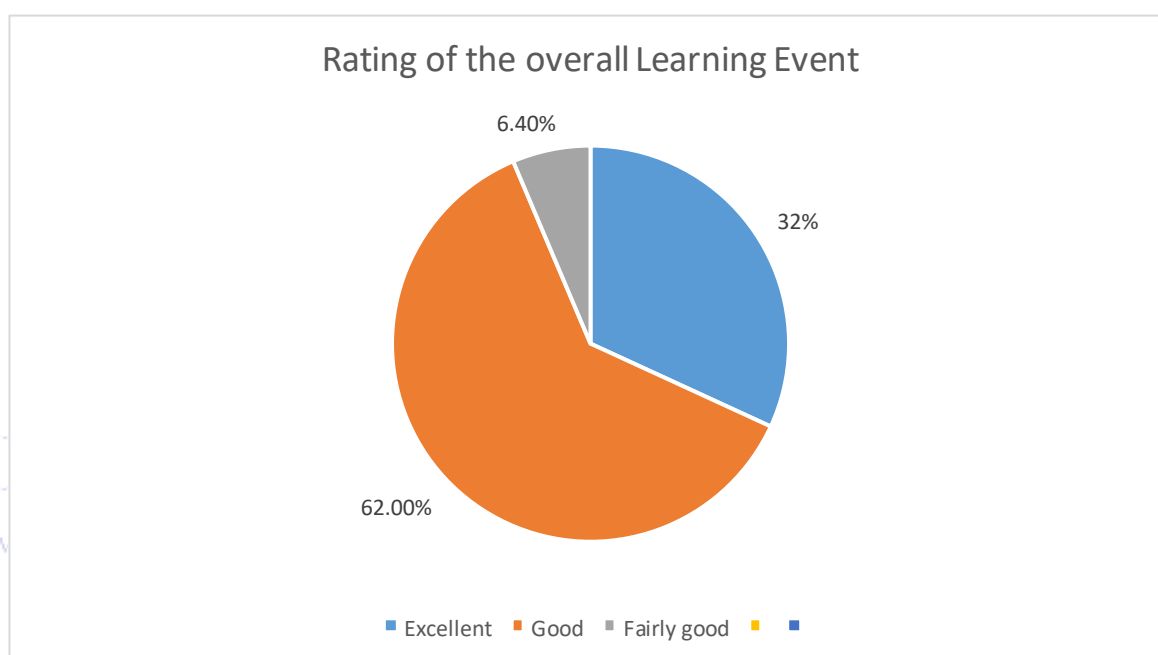
Findings

1. Rating on the content of the Learning Event Program:

Within a scale from 1 to 5 where scale one (1) rates the event as excellent, participants were asked how good they evaluate the overall event.

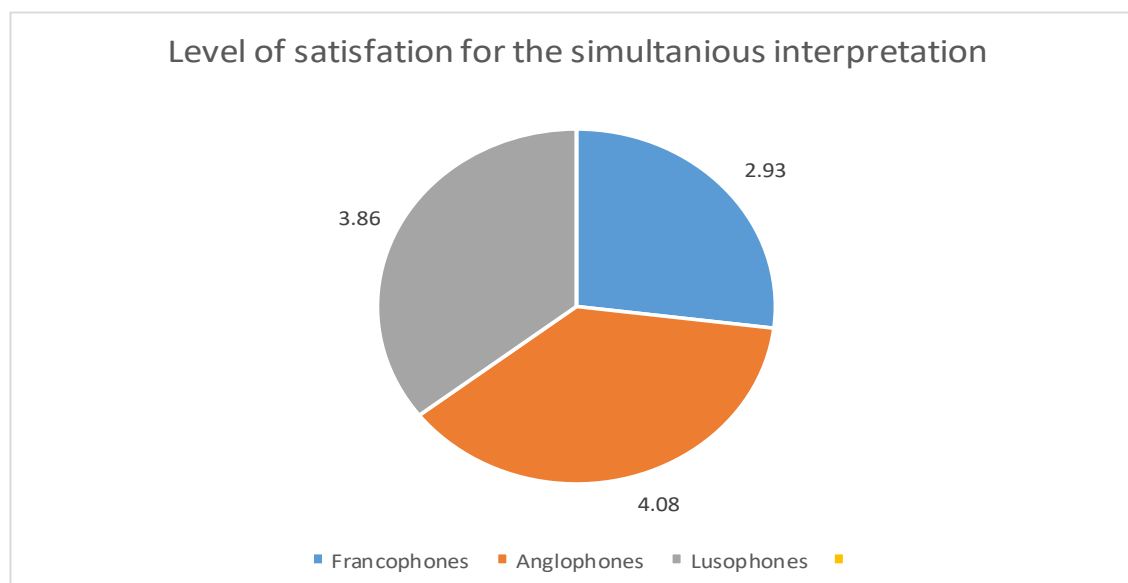
The average evaluation was good, out of 49 participants (excluding working staff such as interpreters and RMU staff), 47 (96%) responded. 62% rated the event as good while 32% rated it as excellent and 6.4% rated the event as fairly good. These can be seen in the chart below.

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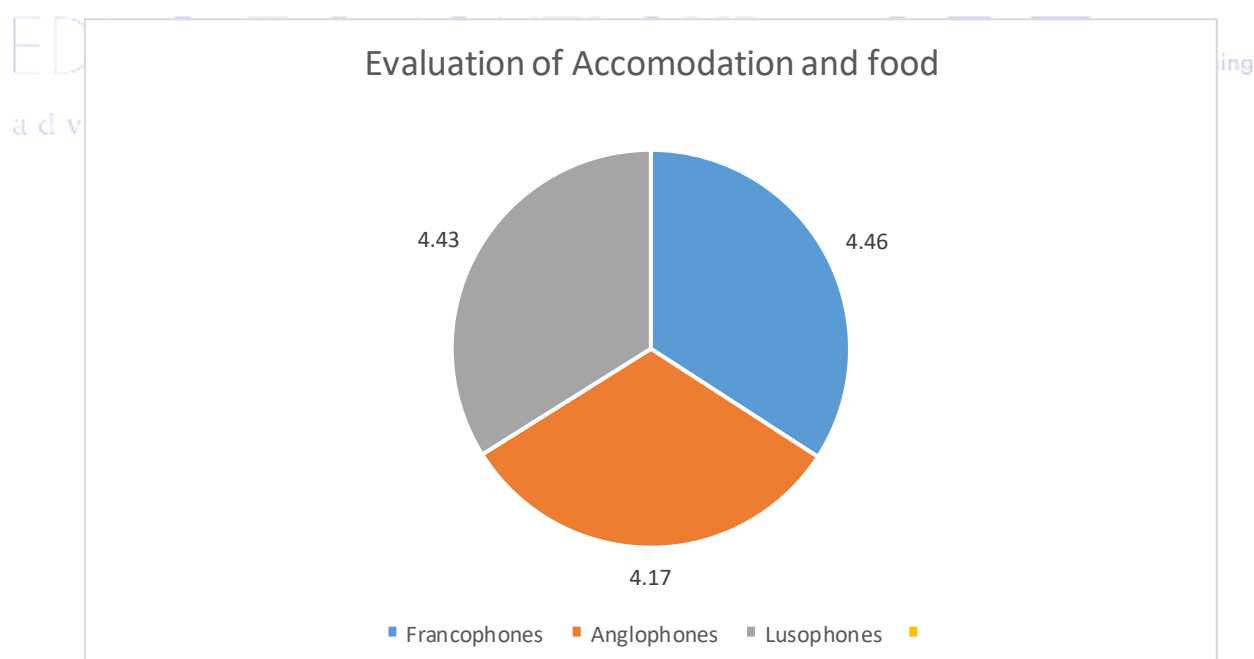
2. Rating of the Simultaneous Interpretation

Within a scale of 1 to 5 stars where 5 is the highest level of satisfaction, participants were asked how satisfied they were with the simultaneous interpretation. Francophone speakers (28 respondents, 59.5%) rated the interpretation with 2.96 stars, Anglophones (12 respondents, 25%) rated 4.08 stars, while Lusophones (8 respondents, 17%) rated the interpretation with 3.86 stars. This can be seen in the figure below.



3. Level of satisfaction regarding Accommodation and Food

Within a scale from 1 to 5 stars where 5 is the highest level of satisfaction, participants were asked how satisfied they were with the simultaneous interpretation. Francophone speakers (28 respondents, 59.5%) rated the accommodation and food with 4.46 stars, Anglophones (12 respondents, 25%) rated 4.17 stars, while Lusophones (8 respondents, 17%) rated the accommodation and food with 4.43 stars. This can be seen in the figure below.



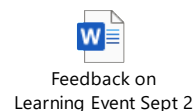
4. Most liked aspects in the Program of the of the Learning Event

Participants were asked to write down aspects they most liked at the event. Considering the number of responses, only comments summarizing general feedback shared are presented below:

- The opportunity to share and collaborate in the future
- Learning Collaboratives
- All topics on panel discussions
- Group discussions and sharing best practices

- Hearing about the projects from other EOL grantees within different operational components and identifying opportunities for collaboration. Networking and hearing about education challenges as well as implementation challenges from other countries.

Full comments can be found in the document enclosed:

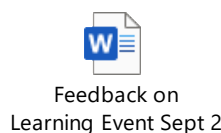


5. Aspects in the Program of the of the Learning Event that were not liked

A second open question was asked participants to get feedback on specific issues that they did not like about the Learning Event. The overall comments can be seen as listed below:

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- The short time allocated to discussions
- Insufficient exchange during the plenary sessions
- None
- Everything was well done



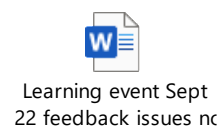
Full feedbacks can be found in the document enclosed:

6. Items not to be included in the Program of future learning events

Participants were also asked to identify topics or items in the agenda that in their view should not be part of the next learning events. Comments gathered can be summarized as listed below:

- More group works
- N/A
- Better to focus more on face-to-face interactions rather than online presentations
- All was good but the Program was packed.
- Everything was useful
- The UNESCO presentation
- Instead of doing individual grantee presentations we could explore country level presentations. This will also encourage organisations from same countries to work more closely together.

More comments can be found in the document enclosed:



7. Most significant take away from the Learning Event

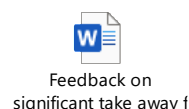
Responses on this enquiry can be categorized under the following four categories:

- Panel Discussions:** ITC and digital media influencing policy, Gender Transformative Education Framework and Education in Emergencies received a unanimous appreciation from participants and most comments shared highlighted knowledge gained through these sessions and need to have further discussions.
- Lessons Learnt:** Most participants shared they have learnt from lessons learned from other partners and learning hubs. The sharing of experience will help partners work in better synergy.

Learning Collaboratives: The general feedback is that participants got a better understanding of the concept of Learning Collaboratives with the EOL framework and on how they can collaborate with other grantees for greater impacts.

Learning from other organisations: Some learnt that collaborations among coalitions are very important. And a lot can be learnt from different approaches and strategies for influencing policies in various countries that are being tested and implemented.

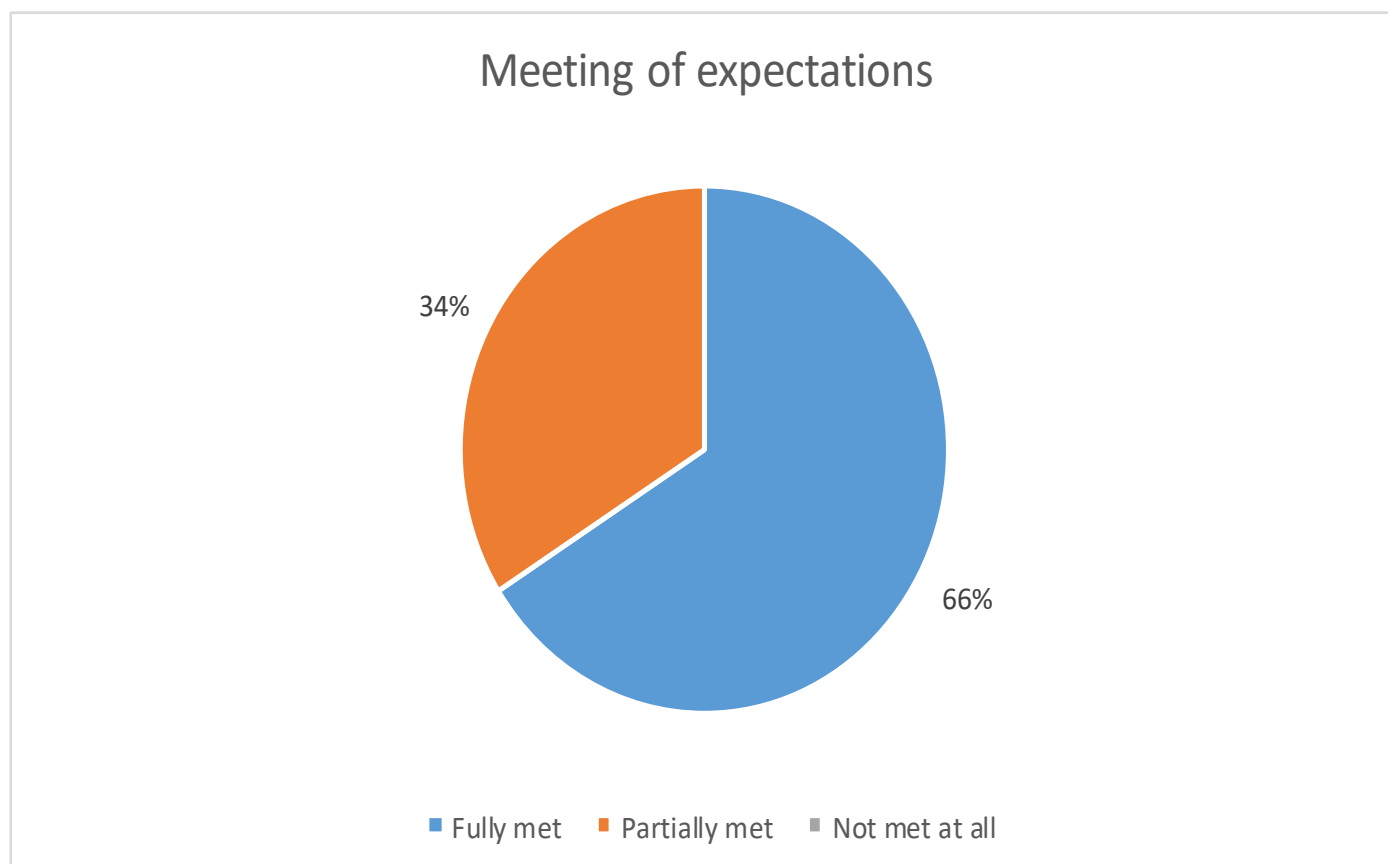
Detailed feedback can be found in the document enclosed:



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8. Whether the Learning Event met participants' expectation

In the above question: whether participants expectation were met, based on a survey, out of 96% respondents, 66% respondents affirmed that their expectations were met, while 34% reported that their expectations were partly met. This evaluation can be seen in the figure below:



9. Understanding of the topics discussed

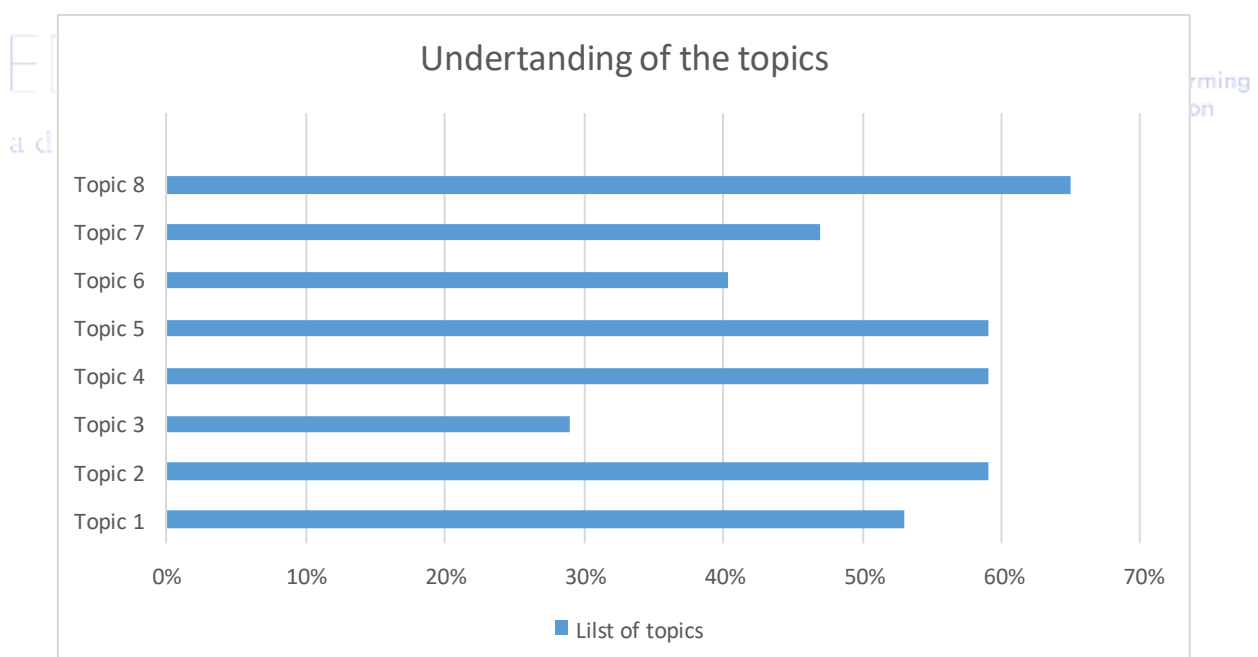
The questionnaire presented the main topics discussed at the Learning Event and required respondents to point out the ones they got to understand better during the event.

Topics:

1. The current status of the EOL Program; was **understood by 53% of the respondents.**
2. EOL Learning Agenda and Framework; RMU Learning Plans 2022; Use of learning partners; What are Learning Collaboratives; Effective use of learning hubs/Communities of Practice such as KIX, ECPI, GCE etc. was **understood by 59% of the respondents.**
3. Monitoring and Evaluation in EOL: EOL Results and Monitoring Frameworks; What are lessons learned; was **understood by 29% of the respondents.**
4. Understanding of EOL Financial reporting and requirements; was **understood by 59% of the respondents.**
5. Gender responsive education/Gender Transformative education; was **understood by 59% of the respondents.**
6. Education in Emergencies & Fragile Context; was **understood by 40.4% of the respondents.**
7. Use of ICT and social media for Advocacy & Policy Influencing; **understood by 47% of the respondents.**
8. Knowledge exchange and synergy building between OC1, OC2 and OC3 grantees; **understood by 65% of the respondents, and 6.4% of respondents reported to have gained much understanding on other topics not named above.**

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This feedback can also be seen in the chart below.



10. Feedback on the way the Learning Event was organized

On the basis of an opened question about the way the event was organised, the points below were shared by the participants.

What was most appreciated?

- The time management and dynamics of the group who prepared the event even though they were fewer in number

- The availability of the RMU members
- The layout of the room, the welcome and availability of the organisation team
- The facilitation and working atmosphere
- The freedom of exchange and the diversity of good practices developed by the participants
- The working environment, the lessons learned, the working atmosphere, the diversity of participants
- The provision of interpretation in the relevant languages
- The safe venue with competent professionals
- The proposed themes for discussion in interest groups, the action plans for next year

Less appreciated in the organisation of the event:

- The presentations made on the day 2 were too many and became boring
- The presentation of the interpreters (these comments were in majority shared by Francophones)
- Insufficient time in plenary
- The workload was too heavy
- Online presentations

Further comments can be found in the document enclosed:



Feedback on ay the learning event was on:

Challenges and recommendations

The 3-day Annual Regional Learning Event for EOL West and Central Africa grantees ended well and on a good note. However, it is worth noting some few challenges observed by both the organisers and participants in general. These challenges were seen both at the event period and at regional levels with the various OCs grantees and their respective jurisdiction of operation. Recommendations and suggestions were also given by the participants for better future EOL Learning Events.

Generally, few challenges regarding the 2022 EOL Learning event given by participants in the evaluation report include the following:

- The Program was very packed with less number of days to tackle other equally important issues
- The presentation from KIX was not so practical in terms of the role of coalitions in their process and how they can engage.
- Some of the virtual presentations were quite fast and didn't allow for note making
- Enough time was not given to plenary discussions
- The session on grantee presentations were rather too long
- The workshops were not explored, there was no space to seek ways and experiences of the consultant to do advocacy to mediate conflict situations and fragile locations. It was only a presentation of concepts and definitions of emergency situations
- French groups were a bit frustrated because almost all the presentations were in English

- Lack of field experience visits
- The overloaded Program did not allow for in-depth exchanges, the question of the translation of the documents presented by the URG and the lack of involvement of ANCEFA in the organisation of the event

Recommendations

Notwithstanding the above-mentioned challenges, participants were generally satisfied with the turn-up of the event and further made the following recommendation:

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- Create short Mai's agendas, open space on the last Day for in-country visits, and also meet EOL offices
- Better timing
- Give more time to thematic workshops
- More debate, more invited experts on different topics, nominate countries to share their successes.
- Reduce the number of topics to be discussed to allow for a better debate on the selected themes
- Organize a trip to visit the school, get to know the historical points of the country
- Decrease the number of hours
- To improve the logistic aspects in terms of the arrival of the participants at the airport in order to support all the expenses of all the participants.
- Maybe host it over 4 days and include social/sight-seeing in the evening for more interactions outside the meeting space.
- The Program generally was good and should be organised annually
- Finance officers should be having such training from the RMU to further build their capacities
- Instead of all coalitions presenting their work, select a few. This saves time.
- Review translations into French
- Introduce translations into Arabic
- How will you accompany beneficiaries in the implementation of the recommendations from this event?

Closing Remarks and Acknowledgment

Ms. Dorte Jørgensen, EOL Acting Regional Program Manager for WCA called on the representatives of the various OC grantees (OC1, OC2 and OC3) to share their closing remarks. The representative of OC1, Mr. Traore Tahirou from CNEPT Burkina Faso thanked Oxfam in Ghana and the EOL organising committee for organising such an insightful event. He thanked the coordinators and emphasised on the experience they have gathered during the 3-day event and therefore promised to put them in practice when they return home. He expressed his satisfaction about the event on behalf of his colleague participants and also called on them to share the knowledge and experience they have with other staff of their respective organisations and their constituencies. He appreciated the work of the RMU WCA Team and called on participants to clap for them.

This was then followed by a representative from OC2, Sylvain Aloubani from DEDRAS, Benin, to share their closing comments on the event. He also thanked Oxfam in Ghana and Education Out Loud for the

opportunity given them to be a part of this event. The event had made it possible to meet other organisations who are experienced in the field of education. He expressed his desire on behalf of his team to put to practices and experiences gained for advocacy strategies for OC2 so as to attain another phase of the project for more advocacy in Benin. He appreciated the fact that they have learned a lot during the 3-day event and established some contacts with other EOL grantees. He finally promised to do their possible best so that the common objective of their operations becomes a reality for the betterment of all children.

The representative for OC3 was very thankful for the hospitality shown them right from the airport till the end of the event. He further thanked the organisers for the opportunity to meet other partners and the experience shared would definitely be put to practice. After which all the participants were encouraged to continue to network and collaborate in their respective operations, and to practice what they have learned in their various jurisdictions.

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Finally, Ms. Dorte Jørgensen, EOL Acting Regional Program Manager gave the very final closing remarks. She congratulated and thanked participants in the Ghanaian local language “Ayekoo” meaning well done and called on participants to respond in the local Twi language by saying “Yaaye” meaning thank you.

She expressed her satisfaction about the fact that the majority of the participants expected were able to make it to the event despite the travelling difficulties some faced before and after their arrival. She acknowledged and appreciated how active the participants had been during the 3-day event and their show of much interest in the Program.

She also acknowledged the challenges being faced by some of the grantees in the implementation of their projects and how appreciated their efforts are in the achievements recorded so far despite these challenging situations. For instance, the negative impact of COVID-19 on education, numerous conflicts, and natural disasters. She is very satisfied that CSOs are making progress in their various efforts. She also encouraged participants to act on these ideas acquired for effective implementation of various educational policies in their jurisdictions. She informed participants of RMU WCA plans to visit each grantee in their countries and hence members would be informed in due course.

Ms. Dorte Jørgensen acknowledged participants’ concerns on limited time given for discussions and therefore promised these will be addressed appropriately. In light of this, she suggested some online sessions to further discuss on other aspects of the event topics.

She further touched on online meetings on finance issues since enough time was not available and encouraged members to fully participate in those sessions. She pleaded with participants to give timely feedback to e-mails sent them for effective and efficient communication. She apologised to participants for any inconvenience that may have been caused conspicuously or inconspicuously during the event period. Those who had issues with flights, immigration, health, interpersonal relationships etc. were apologised to accordingly and that some of these situations were beyond the RMU scope of operation.

She concluded with a short presentation of the future of EOL where she informed the various grantees of the expiry date of their grants. According to her OC1 grant will expire in December 2023 and that of OC2 and OC3 will expire in 2023/2024. However, the last grant expires in June 2024. She however

stated that GPE has as of June 2022 invited Oxfam IBIS to present an extension proposal based on what the various OCs have been doing together. The GPE board is therefore expected to decide on this extension by December 2022 and only then Oxfam IBIS will know the future after the end of the current grant.

According to her, if GPE board agrees, then there would be an extension with funding available from 2024 to 2026. There could be new elements of differentiated funding for OC1 depending on various aspects including effectiveness in performance. There will therefore be some level of competition for OC2/OC3. However, there is no further information given to that yet. She then informed participants of an upcoming Calls for Proposals in 2023.

She once again thanked the participants for their active and constructive participation in the meeting and encouraged them to explore Ghana to make the best out of it before leaving. She wished all participants a safe journey back home and charged them to continue with the good works they have already been doing.

Ms. Dorte Jørgensen did not forget to appreciate the work of the interpreters for the three languages (English, French and Portuguese) for a good job done in handling three different languages at the same time. The meeting finally and officially came to an end at about 4:40pm GMT with few housekeeping matters for the participants.

Annex 1 – Evaluation Form

FEEDBACK ON THE EOL WCA REGIONAL LEARNING EVENT: 5th – 7th September 2022.

Based on your experience on the EOL WCA Regional Learning Event, please answer the following questions.

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Required

11. How do you rate the content of the Learning event Program?

- ☒ Excellent
- ☐ Good
- ☐ Bad
- ☐ Poor
- ☐ Fair

2. How do you rate the simultaneous interpretation?

3. How did you like the accommodation and food?

4. What aspects in the Program of the Learning Event did you like?

5. What aspects in the Program of the Learning Event did you not like?

6. What do you think should not be included in the Program of future learning events?

7. Mention 3 most significant learning you are taking away from the Learning Event

8. Were your expectations met?

- ☐ They were fully met
- ☐ They were partially met
- ☐ They were not met at all

9. Which ones of topics discussed did you understand well or better?

- ☐ 1. The current status of the EOL Program
- ☐ 2. EOL Learning Agenda and Framework; RMU Learning Plans 2022; Use of learning partners; What are Learning Collaboratives; Effective use of learning hubs/Communities of Practice such as KIX, ECPI, GCE etc.
- ☐ 3. Monitoring and Evaluation in EOL: EOL Results and Monitoring Frameworks; what are lessons learned
- ☐ 4. Understanding of EOL Financial Reporting and requirements
- ☐ 5. Gender responsive education/Gender Transformative education
- ☐ 6. Education in Emergencies & Fragile Context
- ☐ 7. Use of ICT and Social Media for Advocacy & Policy Influencing
- ☐ 8. Knowledge exchange and synergy building between OC1, OC2 and OC3 grantees

10.

What did you like most about the way the learning event was organized?

11.

What did you like less about the way the learning event was organized?

12. What improvements will you recommend for future learning events?/ What aspect of the Learning event should be improved?

13. We welcome any other comments or recommendations you will like to share

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Annex 2 – Conference Program

Programme of The EOL West and Central Africa Regional Annual Learning Event

Theme: *Fostering a culture of learning & Synergy Building for Civil Society Strengthening and Increased Voice in Policy Advocacy and Influencing for Equitable and Inclusive Quality Education and Life-long Learning for All*

Venue: *The African Regent Hotel, Accra, Ghana*

Date: *From 4th September to 8th September 2022*

Day and date	Time	Activity	Expected Outputs/Outcomes	Persons Responsible
4 th September 2022		Arrival of Participants in Accra and Check in at the Hotel	Participants checked in the hotel	EOL Regional Prog. Assistant EOL Reg. Finance Assistant
5 th September 2022	Day 1: EOL Results & Learning Agenda: Where are we and where are we going?			
	7.00 – 8.30	Breakfast		Hotel
	8.30 – 9.00	Registration of participants	List of Event Participants	EOL Regional Prog. Assistant EOL Reg. Finance Assistant
	9.00 – 9.20	Setting the Climate: • Introductions, • House-keeping matters • Participant expectations,	An overview of participants and their expectations captured	EOL Regional Education Advisor (RMU WCA)
	10.15 – 11.20	Reporting the figures of EOL Grants	Clarity on the EOL financial reporting requirements gained	EOL Regional Finance Manager
	11.20 – 11.35	Break		Hotel/EOL Reg Prog. Assist.
	11.35 – 11.50	Role of LEG and how NECs can effectively use this space for influence		GPE
	11.50 – 12.35	Increasing knowledge on some key topics of interest in the education sector: Parallel Panel discussions on: • Gender Transformative Education / Gender responsive education • Education in Emergencies & Fragile Context • Use of ICT and social media for Advocacy & Policy Influencing	Knowledge gained by participants in some relevant and important issues in the education sector.	Zakaria Sulemana; Regional Programme Advisor – Education; Oxfam West Africa Region Dr Kingsley Arkorful; Executive Director; Bureau For Community Action And Development (BUCAD) Mohammed-Anwar Sadat Adam; Head of Programmes and Campaigns; Oxfam In Ghana
	12.35 – 1.15	Plenary session: Presentation of key points from each panel session for joint learning (10 minutes each); Questions and Contributions (10 minutes)	All Participants gain insights on key learning points from each of the panel topics	Reps of each Panel group
	1.15 – 2.15	Lunch		Hotel/EOL Reg Prog. Assist.
	Knowledge exchange and synergy building between OCs (OC1, OC2 and OC3) grantees: Sharing Grantees Projects focus, Lessons and Best Practices from Implementation			
	2.15 – 2.30	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices shared	Gambia

12.00 – 12.10pm	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Tunisia
12.10 – 12.25	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	MSIS-Tatao
12.25 – 12.35	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	CERC
12.35 – 12.45	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	DEDRAS
12.45 – 12.55	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	School for Life
12.55 – 1.10	Plenary Session		All
1.10 – 2.10 pm	Lunch Break		Hotel/EOL Reg Prog.
2.10 – 2.25pm	Sharing project focus and lessons learnt in transnational influencing education policy processes	Grantees project details including lessons, best practices, shared	Girls Not Brides
2.25 – 2.35pm	Sharing project focus and lessons learnt in transnational influencing education policy processes	Grantees project details including lessons, best practices, shared	GRADE
2.35 – 2.50pm	Reflection on Gems and Take aways from the sharing	Key take-aways from the grantees' presentations are shared by participants	All
2.50 – 3.35pm	What are Lessons Learnt: Definition & Characteristics	An enhanced understanding on reporting of lessons learned by grantees	RMU MEL Advisor
3.35 – 4.00	BREAK		Hotel/EOL Reg. Prog. Assist./ EOL Reg. Finance Assist.
4.00 – 4.40	Effective use of learning hubs/Communities of Practice and opportunities/platforms for		KIX GCE

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9.30 – 9.45	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Cote d'Ivoire
9.45 – 10.00	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	DRC
10.00 – 10.15	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Madagascar
10.15 – 10.30	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Mauritania
10.30 – 10.45	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Niger
10.45 – 11.00	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Senegal
11.00 – 11.15	Break		Hotel/EOL Reg Prog. Assist./ EOL Reg. Finance Assist.
11.15 – 11.30	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Togo
11.30 – 11.40	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Angola
11.40 – 11.50	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Chad
11.50 – 12.00	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Guinea

	2.30 – 2.45	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Ghana
	2.45 – 3.00pm	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Cape Verde
	3.00 – 3.15	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Guinea Bissau
	3.15 – 3.30	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Mozambique
	3.30 – 3.45	Break		Hotel/EOL Reg. Prog. Assist
	3.45 – 4.00	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Benin
	4.00 – 4.15	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Burkina Faso
	4.15 – 4.30	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Burundi
	4.30 – 4.45	Plenary Session		All
	4.45 – 5.00	Mood meter & Close		Regional Education Advisor
6 th September 2022	Day 2: Knowledge exchange and synergy building between OC1, OC2 and OC3 grantees: Sharing Grantees' Projects focus, Lessons and Best Practices from Implementation Continued			
	7.00 – 8.30	Breakfast		Hotel/EOL Reg. Prog. Assist
	8.30 – 9.00	Registration of participants	List of Event Participants	EOL Reg. Prog. Assist./EOL Reg. Fin. Assist.
	9.00 – 9.15	Check-in/Recap		REA WCA
	9.15 – 9.30	Sharing project focus and lessons learnt in influencing national education policy processes	Grantees project details including lessons, best practices, shared	Cameroon

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		collaboration with EOL grantees: KIX (virtual) and GCE.		
	4.40 – 4.55	Mood Meter & Close		Regional Education Advisor
7 th September 2022	Day 3: Collaborative Learning & Finding Synergies for Impact			
	8.30 – 9.00	Registration of Participants		EOL Reg. Prog. Assist./EOL Reg. Fin. Assist.
	9.00 – 9.45	Learning Collaboratives: <ul style="list-style-type: none"> EduTalk: Sharing an experience from HESA Online platform for networking and exchange on child marriage and improving girls' access to quality education: Sharing by an OC3 Grantee Discussion & Learning Groups 		HESA RMU Girls Not Brides WCA RMU/REA
	9.45 – 10.45	Identification and prioritisation of topics of interest for knowledge exchange and learning; and formation of Discussion and Learning Groups: DLgroups (Learning Collaboratives)	DLgroups formed with clarity on how they will function	Break out groups
	10.45 – 11.30	Plenary Presentations & Discussions		
	11.30 – 11.45	Break		Hotel/EOL Reg. Prog. Assist.
	11.45 – 12.30	Discussion on how grantees can better collaborate, build synergy and/or learn from other grantees within OCs and across OCs (OC1, OC2 and OC3): <ul style="list-style-type: none"> Breakout session: Identifying areas of synergies 	Grantees working in same country/countries and or similar project themes discuss and agree on areas of synergy and prepare a plan on how to take it forward	All Grantees
	12.30 – 1.15	Plenary: discussions/presentation of areas of synergy	Each group/team presents their action plan for taking forward agreed areas of synergies	
	1.15 – 2.15	Lunch Break		Hotel/EOL Reg. Prog. Assist. / EOL Reg. Finance Assist.

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	2.15 – 3.00	Discussions in Teams/country teams and presentations		
	3.00 – 3.15	Presentation On Spotlight Series of UNESCO Global Education Monitoring (GEM); (Virtual)		Kiyenje Josephine UNESCO; Spotlight Senior Project Lead
	3.15 – 3.30	Evaluation of the Event	Participants share their impressions/perspectives about the Event	EOL Reg. Prog Assist./EOL Reg. Finance Assistant
	3.30 – 3.45	Closing remarks	Grantees representatives share closing insights	Representative of OC1 grantees Representative of OC2 grantees Representative of OC3 grantees
	3.45 – 4.00	Closing Remarks	Meeting formally adjourned	Ag. RPM
	4.00	Coffee/Snack & Close		Hotel/EOL Reg. Prog. Assist./ EOL Reg. Finance Assist.
8 th September 2022		Check-out from the Hotel and Departure of Participants from Accra	All Participants checked out of the hotel latest 12 noon GMT	Hotel/EOL Reg. Prog. Assist.

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