

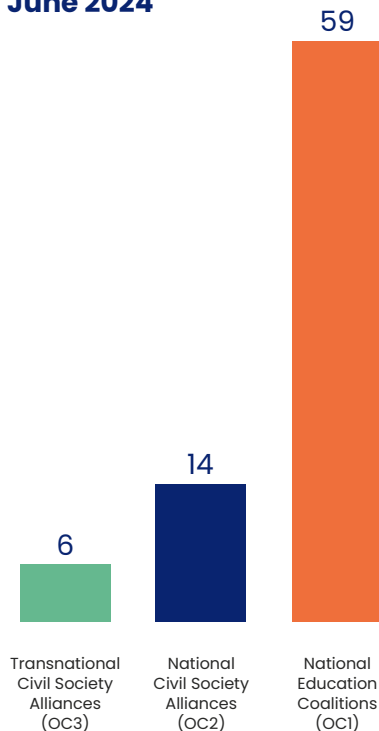
Education Out Loud Insights:

OVERVIEW, ACHIEVEMENTS & LEARNINGS

2023–2024



Education Out Loud grantees as of June 2024



Education has the potential to drive inclusion of marginalised groups and gender equality, which is key to creating a more peaceful, prosperous, healthy and sustainable world. Since 2019, Education Out Loud has supported civil society in more than 60 countries to effectively engage in advocacy, policy discussions and social accountability of the national, regional and global education sector.

Established by the Global Partnership for Education, it is the largest fund in the world supporting civil society advocacy and accountability in education, with a total budget of \$133 million. The programme aims to strengthen civil society's capacity to engage in education sector planning, policy dialogue and monitoring, and to promote transparency and accountability in national education policies, as well as create a stronger global and regional enabling environment for civil society advocacy and transparency efforts in education.

This report provides a brief overview of the Education Out Loud programme, highlights key results achieved by grantees from July 2023 to June 2024 and provides insights into the programme's learning efforts. In terms of results, grantees influenced governments to make policy changes for better equality and more inclusive education systems, and produced evidence in the form of reports, research and studies to place issues and challenges in education on the national agenda. Progress has also been made in creating and strengthening various social accountability mechanisms to monitor the implementation of education policies and budgets. Education Out Loud supports National Education Coalitions (NECs), national civil society alliances and transnational civil society alliances.

Visit → [Education Out Loud's website](#) to read the full 23/24 → [Technical Progress Report](#)

Fulani girls share a textbook. Ecole Patti, Makalondi,
Tilaberri Region, Niger. Credit GPE Kelley Lynch



KEY RESULTS

July 2023 – June 2024

83

grantees were supported in 63 countries [Read more p.4 →](#)

52

policy changes were influenced by grantees in 34 countries [Read more p.6 →](#)

73

studies, reports or assessments were produced by grantees for use in advocacy and monitoring [Read more p.11 →](#)

93

percent of National Education Coalitions are now members of their local education group [Read more p.11 →](#)

20

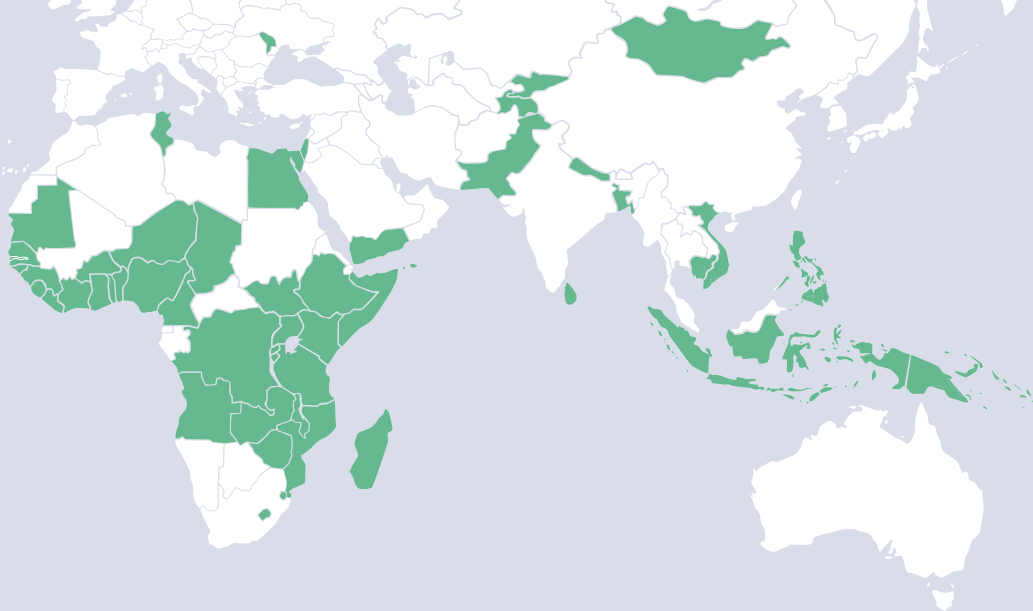
social accountability mechanisms were created or strengthened by grantees [Read more p.12 →](#)



WHERE EDUCATION OUT LOUD SUPPORTS CHANGE

83

grantees were supported
in 63 countries



HOW EDUCATION OUT LOUD WORKS

Education Out Loud contributes to the promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes, supporting three different types of civil society organisation through three different operational components (OCs). The following diagram provides an overview of how the programme works to reach the goal of a world with more inclusive, gender responsive and equitable national education systems.





POLICY CHANGES

52 policy changes were influenced by grantees in 34 countries

The overall goal of Education Out Loud is to empower civil society, enabling them to advocate for and influence education policies which better meet the needs of communities, especially vulnerable and marginalised populations and fulfill the right for equal access to quality education.

As such, policy changes that improve the available resources for, as well

The standard 2 teacher in Kivukoni Primary School, Mpanda MC, Katavi, Tanzania.
Credit: GPE, Kelley Lynch.

as the quality and inclusiveness of education systems are a key indicator of the programme's success. For a full list of policy changes, → [please see the website](#).

The policy changes influenced by grantees aim to ensure that all children and young people, including the most marginalised, have greater access and rights to education by:

- Increasing resources for national education systems.
- Ensuring more inclusive education systems for marginalised groups.
- Improving national education systems with solutions to issues negatively impacting education.

INCREASED EDUCATION RESOURCES

Increases in the available education resources are crucial to ensuring that the education system can meet the needs of the country's teachers and students, helping to create a successful learning environment and improve educational outcomes. For example, education budget increases, if used effectively, can help improve conditions in schools and provide resources to train teachers to deliver quality education.

In the reporting period, grantees were instrumental in securing **13 cases of increased and improved management of education resources for more quality and inclusive education**, e.g. increases to education budgets, improved regulation around resources and improved community participation in budget decisions.

Zambia saw an increase in the national education budget for 2024 to 15.4% of the total national budget, up from 10% in 2022. ZANEC – the NEC- and transnational alliance members present in the country influenced a steady increase in the share of the national budget allocated to education through press statements, budget analyses, studies on the widening education financing gap in Zambia, and engagement with policy makers.

South Sudan saw the government committing to allocate 16% of the national budget to education in 2023/2024 – a significant achievement in a country where the allocation remained below 6% from 2010 to 2020. The National Education Coalition in South Sudan and its partners have consistently lobbied the



Students in class at the Monze Primary School, Zambia.

Credit: GPE, Alexandra Humme

government, produced research papers on education financing and was the ones to organise the first domestic financing conference in South Sudan, bringing together governments, donors and civil society organisations to discuss the education budget.

MORE INCLUSIVE EDUCATION SYSTEMS

A focus of Education Out Loud is to ensure that education systems are inclusive of some of the most marginalised groups, such as children with disabilities, pregnant girls or adolescent mothers, children from migrant communities, indigenous groups and those who identify as LGBTQIA+.

During the reporting period, grantees have influenced **20 policies that lay the groundwork for greater inclusion of different marginalised communities in education**, with many other policies including strong gender and inclusion aspects in their design.

In **Cabo Verde**, the government adopted a law in February 2024 that guarantees the inclusion of people with special educational needs into education, providing for their needs and mobilising

resources to achieve this. The law was based on a draft submitted to the Ministry of Education by RNCEPT-CV – the NEC – which it has continued to advocate for since. RNCEPT-CV has also produced evidence-based studies on the subject and conducted workshops as a part of its advocacy campaign.

In **Cambodia**, the NEP – the NEC – was part of the project team that developed a new Action Plan on Inclusive Education, approved by the Ministry of Education, Youth and Sports in May 2024. The action plan reflects inputs from NEP such as research and recommendations stemming from consultations with parents, teachers and students, including those with disabilities.

Young girls hold up their chalk boards.
Banteay Dek Primary School, Cambodia.
Credit: GPE, Livia Barton.





IMPROVED EDUCATION SYSTEMS

To improve the conditions and quality of schooling, grantees advocate for solutions to specific issues which negatively impact education standards in the country.

Between July 2023 and June 2024, **19 such government policy changes were influenced by grantees, improving education systems** by updating curricula, developing infrastructure, training teachers, improving school regulations and planning for wide education system transformations.

The government in **Vanuatu** approved guidelines on infrastructure for primary schools in November 2023. The guidelines ensure schools are built safely, with durable and hazard resistant materials in accordance with Vanuatu's national building code, additionally accommodating the access needs for people with disabilities. KoBLE – the NEC – was a part of the consultation workshops for the policy,

ensuring the guidelines incorporated the needs of children with disabilities and requirements for education in emergencies.

In **Niger**, the reintroduction of the certificate at the end of primary education was a priority for ASO/EPT – the NEC. ASO/EPT produced an assessment of the negative impact of removing the diploma, demonstrating the support of teachers and parents for its reintroduction. ASO/EPT made representations to the National Ministry of Education, produced alternative reports and raised the issue at local education group meetings. The successful outcome means that students who complete primary school will receive a certificate, improving learning conditions and motivation for students in Niger.



POLICY ADVOCACY AND MONITORING

To influence the policy changes outlined above and hold their governments accountable to their commitments and obligations, grantees conduct advocacy and create monitoring mechanisms. Each context is different, and so advocacy strategies vary across the different countries. However, some major focus areas across grantees

include the production of actionable evidence for use in advocacy in the form of reports and studies; the participation in national education policy forums; and the creation of monitoring mechanisms which involve local communities in the form of social accountability mechanisms.

Bilky Wada, 15, is a 6th grade Fulani girl at Miga Central Primary School, Jigawa State, Nigeria.

Credit: GPE, Kelley Lynch.

Transnational advocacy

As well as operating on the national level, Education Out Loud supports its grantees to influence and elevate local issues to the transnational and global education agendas. Grantees raise local issues, data and experiences to regional and global levels, influencing frameworks which contribute to increasing the level of policy ambition and accountability at the national level. To achieve this, grantees participate in and contribute to global and regional events and policy spaces.

ACTIONABLE EVIDENCE

73 studies, reports or assessments were produced by grantees for use in advocacy and monitoring.

Evidence strengthens civil society advocacy efforts by highlighting the need for larger education budgets, assessing the country's progress towards education goals, analysing the accessibility of education for marginalised groups and monitoring government implementation of policies.

In **Timor-Leste, Nepal, Kyrgyz Republic, Vanuatu, Honduras and Benin**, grantees produced spotlight reports, providing the civil society perspective on the national state of progress towards SDG 4, including recommendations for stakeholders and governments to reach these goals.

In **Burkina Faso**, CNEPT/BF – the NEC – produced a monitoring report on the implementation of education system policies and plans to ensure educational continuity for marginalised children in the conflict-affected areas of the country.

In **Bangladesh**, CAMPE – the NEC – conducted a research study on the impacts of climate change on education for children in the coastal Khulna district, assessing the effectiveness of existing initiatives and proposing strategies to improve climate education.

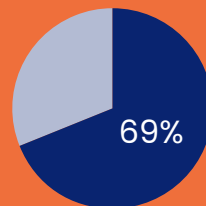
POLICY DIALOGUE FORUMS

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

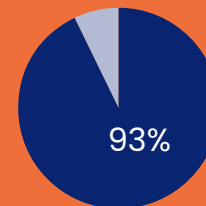
The increase in membership demonstrates the increasingly established role of NECs in influencing national education agendas. Representation in policy dialogue spaces at national level is crucial for civil society advocacy. For example, local education groups are coordination and policy dialogue platforms set up by GPE which enable collaboration on education policy between education actors such as the Ministry of Education and civil society. Through participation in these spaces, civil society members:

- Gain knowledge of, discuss and influence national education plans and policy implementation.
- Promote civil society and citizen voices, especially the most marginalised.
- Ensure local issues are heard on a national level.

NEC membership in local education group 2020



NEC membership in local education group 2024



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

SOCIAL ACCOUNTABILITY MECHANISMS

20

social accountability mechanisms were created or strengthened by grantees.

Social accountability mechanisms are multi-level monitoring systems, enabling civil society to monitor education policy, budget implementation, and use the evidence to engage in policy dialogue. These mechanisms empower local communities, increasing their knowledge and capacity to raise their voices and hold duty bearers accountable to meet their educational needs.

Haki Elimu, a national civil society alliance in **Tanzania** has established a commission of five civil society

organisations to annually monitor the implementation of the National Strategy for Inclusive Education. Each organisation has formed and trained monitoring community based teams to use monitoring tools to assess policy implementation at a district level. So far, four monitoring teams in the districts of Morogoro, Ifakara, Mkwara and Ubungo have been established and trained. The findings of the local level monitoring will be used to identify gaps in education policy implementation and engage local government authorities to address these gaps.

In **Bolivia**, the grantee Centro de Multi Servicios Educativos and Fundación Acción Cultural Loyola (CEMSE-ACLO) strengthened their social accountability mechanism by conducting trainings to enhance the knowledge of their members from school boards and parent-teacher associations on



Jacob A. Sambola (Educate HER, Liberia) at an OC2 learning event in Tanzania, November 2024. Credit: MS TCDC, Daniel Samwel.

education management. The trainings enabled them to better monitor the commitments of their municipal government to improve school access and facilities.

For a list of all social accountability mechanisms created or strengthened by grantees between July 2023–June 2024, → [please see the website](#).

NEC INCLUSIVITY

Inclusion and gender equality issues have featured prominently in the design and structure of Education Out Loud since its inception. Education Out Loud and its grantees furthered their efforts to guide inclusion in systems and processes in three forms: inclusive education sector dialogue; inclusive coalitions and alliances; and inclusion and gender as a thematic advocacy area for grantees.

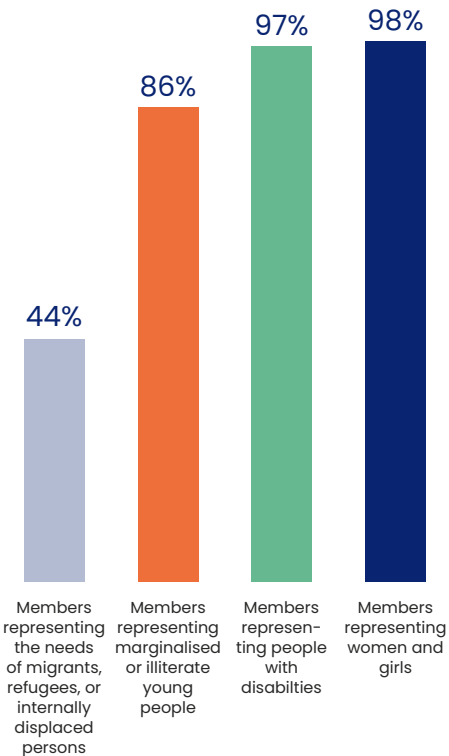
The membership compositions among National Education Coalitions (NECs) are systematically tracked with the aim of strengthening grantees' capacities on

inclusion and gender equality. The more diverse a NEC is, the better they represent the needs and voices of different groups. In turn this enhances their legitimacy among citizens, civil society and authorities, as well as promoting the voices of marginalised groups for a 'nothing about us without us' approach. These efforts lead to inclusion being a fundamental part of NEC strategies, with results rooted in the reality of educational need, thereby ensuring national education systems meet the actual needs of marginalised groups.

Diversity in policies and plans of NECs, June 2024



Diversity in membership base of NECs, June 2024





LEARNING IN EDUCATION OUT LOUD

Education Out Loud works with learning to contribute to a stronger, more strategic and relevant civil society which can influence the right to public, quality education for all. Education Out Loud's learning cycle contains various elements, for example, the creation of learning

collaboratives, global and regional learning plans which are revisited regularly, learning needs assessments with grantees, collecting and using lessons learnt, and contracting of global and regional learning partners.

Learning Collaboratives

Learning collaboratives are an essential component of learning from experience between grantees. They bring civil society together, ensuring synergies between organisations, and facilitating collaborative learning, learning from experience, exchanging strategies, lessons learnt, and knowledge production. There are **24 active learning collaboratives** in Education Out Loud as of June 2024. For a full list of learning collaboratives → please see the website. Some examples include:

- A learning collaborative on education in emergencies in the West and Central Africa (WCA) region creates synergies and enables shared experiences between grantees operating in the field of education advocacy and social accountability in emergency and crisis contexts
- The South Pacific Learning Collaborative contains NECs from Samoa, Solomon Islands, Vanuatu, Papua New Guinea and the regional coalition ASPBAE. It enables grantees in the Pacific Islands sub-region to create shared and aligned strategies and share challenges.

Learning partners

A new group of four global learning partners were identified and contracted in mid 2024. Global learning partners facilitate learning efforts across Education Out Loud. The global learning partners for 2024–2026 are:

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

More information

For more information on how we approach learning, please visit the learning page on the Education Out Loud website:

→ **Learning in Education Out Loud**

KNOWLEDGE PRODUCTS

During the reporting period, Education Out Loud's global and regional learning partners produced outputs from their research and trainings, contributing to efforts in documenting best practices and lessons learnt for the creation of stronger, more relevant and strategic civil society and share knowledge to the wider education community.



Hantalalaina Muriel Rakotondravelo Rael and Fara Andriatsiferana Randriamanananjara MSIS-Tatao and the SCORE alliance at an OC2 Learning event, Benin. February 2025. Credit: Touvnel ATIYE Studio, Josué Tchokponhoué.

The regional learning partner PRIA International produced a → [systematisation study](#) to assess the tools and methodologies used by Institute of Informatics and Development (IID) - Bangladesh, Institute of Social and Policy Sciences (I-SAPS)- Pakistan and Center for Youth Advocacy and Networking (CYAN) - Philippines to foster citizen engagement, monitor government commitments and make local data actionable.

Institute of Development Studies (IDS) organised a participatory action research process for 15 grantees to reflect on their own practices of advocacy and manoeuvring in challenging contexts. The research process culminated in a workshop, where participants took part in the production of a → [video](#) with an accompanying → [discussion guide](#) and process note to aid in the actualisation of findings.

Looking ahead, Education Out Loud will continue to support education civil society across the world, particularly in contexts experiencing shrinking civic space, conflict and fragility. Emphasis will be placed on collective learning and fostering synergies across the portfolio to enhance implementation effectiveness. Gender equality, social inclusion, and sustainability will remain at the forefront, with a further grant opportunity for gender equality and social inclusion launched towards the end of 2024.

Furthermore, Education Out Loud has contracted a second phase of global learning partners who will begin conducting their learning initiatives within the six learning priority areas: gender equality, social inclusion, fragile and conflict-affected contexts, advocacy and social accountability, adaptive management and sustainability.

Finally, a comprehensive review is underway to guide future decisions and enhance the overall design and implementation of Education Out Loud, with external consultants conducting a two-phase review to inform the GPE Board's decisions in December 2024 and June 2025. The review aims to gather evidence and lessons to shape Education Out Loud's continuation and alignment with the GPE 2030 strategy.

Thank you to all our grantees for their continual efforts in making education systems around the world more inclusive, gender responsive and equitable.

Front cover: Student in class three at the Sandogo "B" Primary School, District 7, Ouagadougou, Burkina Faso. Credit: GPE, Kelley Lynch.

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