



Status of Implementation of Recommendations
from Education Out Loud Rapid Review of Operational Component 1
(As of March 31, 2022):

Introduction: As part of their oversight role of the Education Out Loud (EOL) program, the Performance, Impact and Learning Committee (PILC) assessed the findings from the rapid review of Education Out Loud Operational Component 1 (OC1) and the proposal for top up funding submitted by Oxfam IBIS. Overall, the PILC confirmed that the top up proposal for OC1 is consistent with the findings and recommendations from the Education Out Loud rapid review, and that the top up proposal reflects sufficient adaptations to maximize the potential contributions of OC1 to GPE Strategy 2025. Informed by the PILC’s assessment, the Finance and Risk Committee (FRC) approved a top up funding of 17.3 For Education Out Loud OC1 in September 2021.

The Secretariat and the grant agent provided a joint response in September 2021 based on the comments received from the PILC on the rapid review and top up proposal. The response acknowledged that 11 of the 16 recommendations from the rapid review will be addressed in the following two years while the remaining ones will be explored during the mid-term review and subsequent adaptations during the design process of an eventual second phase of Education Out Loud. This is an update from the GPE Secretariat and the grant agent on the status of implementing the recommendations from the rapid review. In summary, implementation of 8 recommendations have been completed, 6 are currently being implemented according to agreed timeline, and remaining 2 will form part of MTR follow-up. The following table provides a detailed update on the status of implementing each recommendation.

EOL OC1 Rapid Review Recommendations –Follow-up

	Recommendation	Responsible	Action	Status
1)	Review the full Education Out Loud Theory of Change to clearly theorize the connection and reinforcing mechanisms between the Operational Components for planning and implementation (i.e., how does OC1 support and build on OC2 and OC3, and vice versa). This task may be well-suited to be conducted alongside the upcoming mid-term review.	GPE Secretariat/ Oxfam IBIS	Included the review of the Theory of Change in the scope of the MTR.	Addressed as an outcome of MTR. Q2/2022
2)	Conduct a stakeholder mapping of relevant government, development partners, and civil society actors in each GPE partner country where a NEC is supported by Education Out Loud to identify opportunities and challenges to partnership. This activity was expected to be a part of NEC proposals but based on varying quality thus far, NECs should be supported more substantially by RMUs, as it has the added benefit of being a capacity building exercise in research for NECs. All of which could strengthen and widen the relevance of OC1 in a country	Oxfam IBIS/NECs	Format/template/joint approach to be available by the time OC1.2 implementation begins	To be rolled out by the grant agent during 2022 as part of the top up period
3)	Continue OC1’s strategic focus on supporting mutual accountability and civil society actors and identify additional opportunities to better connect Education Out Loud with GPE’s country-level operational model and other global programs. For example, some of the Grant Agent and NEC stakeholders requested having more regular communication with GPE Secretariat’s Country Team Leads. Additionally, determine if any of Education Out Loud’s tools and resources can be shared through KIX’s digital learning platform to strengthen dissemination and reach	Oxfam IBIS/GPE	<ul style="list-style-type: none"> • Secretariat to link grantees with country teams/ leads as part of GPE 2025 processes • Oxfam IBIS to inform and support NECs on this option to link with CTLs • Oxfam IBIS to share tools and resources with KIX, notably higher-level learning cf recommendation 15 	Ongoing

EOL OC1 Rapid Review Recommendations –Follow-up

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4)	<p>Develop more tailored capacity building approaches and learning plans for three cohorts of NECs: more established and capacitated NECs; nascent NECs; and NECs operating in FCAS and severely constrained contexts. This should not seek to replace or erase all existing regional learning opportunities (as weaker NECs seek to learn from other NECs) but create greater opportunities for NECs to connect and learn cross-regionally and increase the relevance of OC1 to their specific context. This may be informed by a systematic understanding of the space for civic engagement in education policy in the GPE partner country (see Recommendation 2 above), which will shape the types of approaches developed.</p>	Oxfam IBIS	<p>GA will use updated/new learning plans submitted as part of OC1.2 proposals as a basis for this</p>	<p>Q2/2022 (awaiting grant agreements)</p>
5)	<p>Emphasize in GPE Secretariat and with GPE country partners that NECs are not solely grantees in Education Out Loud but critical actors already engaging in domestic policy spaces. To do this, the Grant Agent, once informed about GPE 2025 and the new country model (see recommendation 6) should identify and provide additional capacity building opportunities for NECs that respond to national needs identified in GPE tools. For example, if a gender needs assessment is identified as a recommendation in a country Compact, provide learning to strengthen the capacity of the NEC to conduct or verify this type of monitoring. This should not determine or define all NEC learning and strengthening but partially inform opportunities for alignment of GPE2025 strategy at the country level.</p>	GPE Secretariat/ Oxfam IBIS	<ul style="list-style-type: none"> Map emerging opportunities for NECs to be involved in country processes and facilitate learning and capacity building through learning partners. 	<p>Ongoing as part of learning capacity assessment and delivery</p>
6)	<p>GPE Secretariat should conduct a series of workshops with the Grant Agent, RCs, NECs and other CSOs to bring all stakeholders on board to the new operating model, explain the shift to GPE2025 and articulate its logic, and highlight NECs crucial role in new ways of working to empower the presence of CSOs in policy dialogue. This workshop series should be reinforced by a feedback loop in Education Out Loud reporting so NECs can report on how they perceive the new operating model to be working and all space for them to provide recommendations.</p>	GPE Secretariat /Oxfam IBIS	<ul style="list-style-type: none"> Regional webinars for EOL grantees 	<p>Four webinars for all EOL grantees complete by March 2022.</p>

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7)	Continue the existing due diligence assessments (DDA) through regular reporting. Identify how existing financial controls can be formalized into learning opportunities, for example through the development of manuals and identification of best practices for Education Out Loud-supported NECs to utilize with other donors in the future.	Oxfam IBIS	Grant agent will conduct review of DDA efforts as part of preparation of grant agreements during 1 st Q 2022	Ongoing and to be complete in in Q2 2022
8)	For future phases with NECs that are already funded by Education Out Loud, institute a lighter-touch application process that prioritizes strategy and the unique nature of advocacy programming. It will be important to strike the right balance between internal application requirements and a lighter, swifter process for NECs.	Oxfam IBIS	CfP processes requires transparency (e.g. all applicants subject to same assessment criteria) and a certain rigidity (what is the basis for a specific assessment score). In addition, ISP involvement ensures integrity but does not always ensure swift processes	GPE approved Applicant Guidelines the basis of this effort
9)	Survey all RISP and GISP members to determine the appetite and preferences for wider engagement beyond solely reviewing grant applications but also engaging in a ‘critical friend’ role. For example, RISP members may be invited to review annual reporting of NECs to determine consistency with the original ToC, provide technical feedback, and suggest recommendations. However, the Grant Agent will have to strike the right balance of expanding the role of the RISPS/GISP in a continuous learning cycle while maintaining their carefully crafted independence.	Oxfam IBIS	<ul style="list-style-type: none"> • RISP/GISP membership to be reviewed and confirmed before end 2021 • Survey to go out in February 2022 • Grant agent to review and amend ISP ToR 	Initiated in Q4/2021. To be completed by Q2/2022

EOL OC1 Rapid Review Recommendations –Follow-up

	Recommendation	Responsible	Action	Status
10)	<p>Conduct discussions with the Grant Agent and GPE Secretariat, and request feedback from those NECs that did and did not participate in Year Zero to determine the following: 1) whether the purpose of Year Zero should remain proposal-focused or re-prioritize innovation and experimentation; 2) what worked well and what did not work well in the support provided by Education Out Loud to NECs in Year Zero; and 3) the willingness and feasibility for all grantees to experience Year Zero, and the pros/cons of this expansion.</p>	Oxfam IBIS	<ul style="list-style-type: none"> Grant agent to conduct its own light touch YZ review to be completed early 2022 	Completed and used as an input to the MTR.
11)	<p>Conduct participatory consultative process with all stakeholders – including the GA’s GMU and RMU, GCE and RCs, and NECs themselves – on what responsibilities should sit with which stakeholder according to each specific region, the capacity of actors and the desires of NECs. These discussions should be facilitated by an actor not engaged in Education Out Loud’s day-to-day implementation, such as GPE Secretariat or a learning partner. The objective of the consultations is to develop living, regional-specific RACI matrices based on the comparative advantage of each stakeholder. The matrices will be jointly reviewed and updated on a regular basis by Oxfam IBIS, GCE/RC, and GPE Secretariat.</p>	Oxfam IBIS	<ul style="list-style-type: none"> Initiate and complete the participatory consultative process. 	A number of such meetings has taken place in Q4/2021 + Q1/2022 and have acted as an input for the proposals for the top up (on the basis of GCE/RC OC1.2 proposals)

EOL OC1 Rapid Review Recommendations –Follow-up

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12)	GPE Secretariat and GCE should commission a small formative review to explore the role of Education Out Loud in GCE’s wider movement building and identify opportunities to take advantage of GCE’s new opportunity as a flexible leader in advocacy, instead of grant management. This has the potential to also inform GCE/RCS’ transnational efforts in Operational Component 3.	GPE Secretariat/ Oxfam IBIS/ GCE	<ul style="list-style-type: none"> • Such a study to be commissioned by GCE. 	Initial discussion with GCE has taken place on the possibility of commissioning such a study. Awaiting finalization of GCE proposal for OC 1.2 in Q2, 2022.
13)	GMU and RMU should review reporting requirements and frameworks to create a lighter, swifter process for both RMUs and NECs. For example, identify what indicators may become optional, reported with less frequency to GMU, or self-reported by NECs. Additionally, Education Out Loud should plan on how to provide additional time for NECs to submit their reporting to their respective RMUs.	Oxfam IBIS	<ul style="list-style-type: none"> • Explore potential trade-off between lighter less frequent reporting requirements on the one hand and on the other hand the use of regular reporting as part of grant agent risk management efforts • Proposed amended reporting requirements forms part of proposed revised SoP to be considered by EOL CG in January 2022 	Reviewed and updated the required reporting to be lighter, which was approved by the EOL CG (Coordinating Group) in January 2022.

EOL OC1 Rapid Review Recommendations –Follow-up

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14)	<p>Continue the funding and support of OC1 implementation (i.e., capacity building, training, informal support), as well as begin to develop nuanced approaches for greater impact (See Recommendation 4 above). Additionally, facilitate more tailored training opportunities for higher-capacitated NECs in technical and advocacy areas (as requested by those NECs) while maintaining the focus on governance capacity building for nascent NECs. Also, identify opportunities for NECs and CSOs to provide training on specific topics (such as gender and social inclusion) to other NECs and CSOs for greater cross-regional and cross-OC coordination.</p>	Oxfam IBIS	<ul style="list-style-type: none"> Update learning and capacity building plan accordingly. 	Ongoing implementation as part of the top up period.
15)	<p>Develop a high-level learning agenda (across all OCs) that will complement the existing learning framework but also identify overarching learning strategy, objectives, and questions for Education Out Loud, GPE Secretariat and sector-wide learning; for example, through the identification of synergies with KIX. To do this, commission an Education Out Loud global learning partner as soon as possible that will be responsible for working with the GA, GPE Secretariat and GCE to create and refine the learning agenda, surface and synthesize lessons learned from and for NECs, feed learning back into adaptive management, and disseminate learning beyond Education Out Loud.</p>	Oxfam IBIS	<ul style="list-style-type: none"> Select global learning partners (GLPs) to undertake this. 	Call for Expression of Interest for Global Learning Partners out in October 2021. 4 GLPs pre-qualified and one assigned to develop a learning strategy.
16)	<p>Continue the technical support for co-financing efforts by facilitating trainings according to the capacity and engagement of the NEC, as well as through informal capacity building. Additionally, request NECs conduct a stakeholder mapping (See Recommendation 2 above) to identify actors in the national context who may be potential donors, funders, or partners in applications.</p>	Oxfam IBIS	<ul style="list-style-type: none"> Develop additional technical support mechanisms. 	Being implemented as part of the top up period.