

GPE Management Response to the Evaluation of Education Out Loud (EOL) (as of July 22, 2025):

The GPE Management welcomes the two-phase external evaluation of Education Out Loud (EOL) conducted by INTRAC between July 2024 and April 2025. We appreciate the useful analysis and lessons provided on GPE's support to civil society organizations through Education Out Loud.

We consider the findings of the evaluation to be fair, and we agree with the four overarching recommendations. The evaluation confirms that the operational implementation adaptations recommended in the 2022 mid-term review have been rigorously addressed. The evaluation will inform further operational and design adaptations within the current program period (2019–2027) and frame future GPE support to civil society under GPE 2030.

Adaptations to the current EOL program will be undertaken in coordination with the grant agent by the end of 2025. For the next phase of EOL (post- mid 2027) – an adaptive design framework and implementation roadmap will be proposed to the Performance, Impact and Learning Committee in October 2025. The framework will respond to GPE 2030 priorities including specific Board direction for EOL.

We appreciate that the evaluation confirms the value of EOL to GPE's mission. It finds EOL to be a sound strategic and programmatic investment that contributes to the delivery of quality and inclusivity of education, and that it has strong relevance for and provides value to civil society advocacy and social accountability to deliver equitable, quality education.

Responses to the Recommendations

Recommendation	Management Response
1. GPE should clearly position EOL2 as an enabler of the GPE mission, vision and strategy, and therefore support independent, resilient, effective and legitimate civil society, as an integral component of a functional education system throughout the policy cycle. This means articulating clearly the intrinsic value of independent civil society and communicating this effectively across GPE stakeholders to ensure	The Management agrees with the recommendation and agrees that civil society plays a critical role contributing to the mission of GPE. The Secretariat will identify and act on further opportunities within GPE 2025 and 2030 to clearly position EOL as an enabler of GPE mission.

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<p>opportunities for collaboration, synergy and communication are explicit and used.</p>	<p>Specifically, the Secretariat will work with the grant agent to update the EOL communication plan to clearly position EOL according to the recommendation within the current implementation phase. We will also take the recommendation into account in the redesign for GPE2030, including through the tracking of proposed indicators for the GPE2030 Results Framework.</p> <p><i>To be addressed by Q4 2025 and taken into account in the redesign by Q3 2025</i></p>
<p>2. GPE should develop a theory of change (ToC) for EOL2 which clearly articulates how civil society engagement – throughout the policy cycle and at all levels – is expected to contribute to more inclusive, equitable and quality education systems. This ToC should then act as a framework for the design of support in each country context. This means developing a flexible funding and support model which is tailored to national-level assessments in relation to the global ToC; meaning that the funding will be allocated depending on the capacity of the NEC (national education coalitions), the relationships</p>	<p>The Management agrees. The Secretariat will work with the grant agent for EOL 2 to update the theory of change accordingly and to develop a context-responsive funding and support model based on capacity assessment of the grantees.</p> <p><i>To be included in the new design of EOL by Q3 2025</i></p>

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that exist and contextual factors; but always with reference to the overall ToC.	
<p>3. Build on the current EOL programme and evidence from this review to structure the interventions and results framework of EOL2 as contributions to the factors and conditions for effective, resilient and legitimate civil society in the education space. This includes continuing to invest in civil society infrastructure, including strong, diverse and legitimate civil society platforms. EOL has contributed effectively to a range of factors that enable effective civil society: organisational stability, advocacy skills and capacity, collective power, legitimacy and grassroots connections, credibility and profile, and access to policy spaces. These should be preserved in future funding.</p>	<p>The Management agrees with the recommendation and will include these considerations in the future design and implementation of EOL. The results framework for EOL will be updated and links will be made to the GPE's results framework for 2030 for demonstrating and documenting contributions and results.</p> <p>Meanwhile, we will also work with the current grant agent to strengthen the implementation of EOL1 accordingly.</p> <p>To be included in the new design of EOL by Q3 2025 and implemented during EOL 2.</p>
<p>4. Develop the terms of reference for the EOL2 Grant Agent based on the existing role, including learning on both mechanisms and approaches which support context-responsive programming and autonomy, while providing programmatic coherence. The Grant Agent role has expanded considerably since its initial conception. The current Grant Agent has played their role well, developing approaches, mechanisms and relationships which enable the results</p>	<p>The Management agrees with the recommendation and will incorporate these requirements in the terms of reference and assessment criteria for the grant agent selection for EOL2.</p>

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<p>and contribution of EOL. Good systems and efficient mechanisms are important, but quality relationships, flexible approach and identifying and responding to gaps underpin effectiveness. The role and contribution of the grant agent should be captured in the results framework.</p>	<p>To be included in the new design and grant agent selection and assessment criteria of EOL in Q3 2025.</p>