EDUCATION OUT LOUD (EOL)
Advocacy & Social Accountability

Restricted Call for Proposal December 2019
Guidelines for Applicants - Global Campaign for Education and Regional Coalitions -

Operational Component 3: Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts

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1. WHAT IS THIS CALL FOR PROPOSAL ABOUT?

Civil society partners can play a formative role in shaping education policy that will better serve a wide range of communities, especially of the most vulnerable and marginalized populations. They can also 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.

This is the need **Education Out Loud**, the Global Partnership for Education’s new advocacy and social accountability fund, intends to meet. Education Out Loud, which is managed by **Oxfam IBIS**, supports greater involvement of civil society groups in building strong and sustainable education systems.

With an overall allocation of US$55.5 million from GPE, Education Out Loud is the largest fund in the world dedicated to support civil society capacity building and engagement in education policy processes.

Education Out Loud – the Global Partnership for Education’s new fund for advocacy and social accountability - provides funding to support civil society to be active and influential in shaping education policy to better meet the needs of communities, especially vulnerable and marginalized populations. It is resourced by the GPE ([www.globalpartnership.org](http://www.globalpartnership.org)) and managed by Oxfam IBIS ([www.oxfamibis.dk](http://www.oxfamibis.dk)).

GPE is dedicated to building stronger education systems in the world’s poorest countries in order to ensure inclusive and equitable quality learning. GPE brings together governments from developing countries, donors, international organizations, civil society, teachers’ organizations, the private sector and foundations. It is active in more than 65 countries, and it prioritizes support to fragile and conflict-affected countries.

The five-year ‘GPE 2020’ strategic plan¹ includes three goals and five objectives to support the vision of the partnership, with clear roles and responsibilities which embed and promote mutual accountability and transparency for delivery across the partnership. As part of this, GPE actively encourages civil society organizations to participate in the partnership, enabling inclusive, evidence-based policy dialogue, so that they can monitor plans and help ensure democratic oversight of education policy.

Education Out Loud builds on the lessons learned from the Civil Society Education Fund (CSEF) that has supported Education Coalitions since 2009 in their efforts to engage in developing and monitoring the implementation of quality education sector plans at the country level. 2019 represents the first time an Education Out Loud competition has been run.

The Theory of Change underlying the Education Out Loud - assumes that education outcomes are more likely to be achieved when there is widespread public engagement in and demand for equitable, inclusive quality education. Education Out Loud intends to build the capacity of civic groups to strengthen the mutual accountability of education policy dialogue and monitoring and it includes a broader diversity of civil society actors. Increasing the effective representation of civil society in institutional policy dialogue, improving the availability of relevant information to enable the development of more informed policy responses, and supporting advocacy to advance the public interest in

¹ For more information, see GPE 2020 Strategic Plan, available for download here: [www.globalpartnership.org/content/gpe-2020-strategic-plan](http://www.globalpartnership.org/content/gpe-2020-strategic-plan)
education, all comprise important strategies to help build strong public education systems.

Education Out Loud has the overall goal to “enhance civil society capacity to further GPE 2020 goals in learning, equity, and stronger systems, by improving the participation of civil society, their efforts to strengthen advocacy and to ensure transparency and increased effectiveness in national educational policy and implementation processes”.

The development of strategies and activities through the Education Out Loud fund has led to the articulation of three funding streams, or “Operational Components” (OCs), to meet each of the three objectives. Each OC has specific emphasis on one of the three objectives. EOL’s goal will be realized through the following three objectives:

Objective 1 (OC1): Strengthen national civil society engagement in education planning, policy dialogue and monitoring.

This objective aims at improving inward accountability of governments to their citizens. The participation of a diverse range of civil society groups is vital to prevent ‘elite capture’ of policy spaces, ensure that there is healthy debate and deliberation, and to ensure that civic space is inclusive even of those traditionally lacking in institutional power. Facilitated processes to ensure equitable participation of marginalized groups is critical because the most marginalized people are often the least able to participate due to constraints in terms of time and opportunities costs, but also the norms that influence their relative power and position in society.

Objective 2 (OC2): Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation

This objective aims to ensure that civil society groups are able to undertake strategic multi-level monitoring of education policy and budget implementation, and to use the evidence generated to formulate and act on relevant policy solutions and redress mechanisms. Groups working on transparency, governance and other sectors, on behalf of the public interest may be able to contribute valuable skills, creative strategies, and wider networks for collecting and disseminating information that can be used to strengthen education accountability. Consequently, EOL seeks to diversify the range of actors – and the evidence base – contributing to operationalizing the principle of diversity as a vehicle for increased accountability and transparency in the education sector.

Objective 3 (OC3): Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

This third objective aims to bring together alliances of civil society actors to work collaboratively on transnational initiatives or campaigns that bear on GPE country level work, particularly in the areas of aid effectiveness, financing, and cross-sectoral synergies. This is important because in the current global system, many of the enabling conditions for effective national education policy planning and implementation in low- and middle-income countries remain subject to powerful influences generated outside the national sphere.

Together, these objectives tie in with the theory of change of the GPE, especially objectives 2 and 5, which speak to the need for “supporting mutual accountability through effective and inclusive sector policy dialogue and monitoring” (objective 2, country-level) and “building stronger partnerships” (objective 5, global/cross-national level).

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2 A Call for proposals under OC1 was launched in August 2019 and is now (November/December 2019) being assessed
Illustration of Education Out Loud’s overall goal and three objectives

**GOAL:**
Enhanced civil society to further GPE 2020 goals in learning, equity, and stronger systems, by improving their participation, advocacy and efforts to ensure transparency and increased effectiveness in national educational policy and implementation processes.

**OBJECTIVE 1 (OC1):**
Strengthen national civil society engagement in education planning, policy dialogue and monitoring

**OBJECTIVE 2 (OC2):**
Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation.

**OBJECTIVE 3 (OC3):**
Create a stronger global and transnational enabling environment for civil society advocacy and transparency efforts

This Call is only related to OC3: Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts. Oxfam IBIS closed the call for proposals for OC1 in October and is planning to launch another Call for Concept Notes under its Operational Component 2 in the first quarter of 2020.

### 2. WHO CAN APPLY FOR THIS CALL FOR PROPOSAL?

The present Call for Proposal falls under the Operational Component 3 that provides support for Transnational Alliances. This call aims to support transnational civil society alliances to carry out innovative multi-country advocacy to influence transnational and national policy frameworks.

The present call for proposal is a restricted call that provides support for the Global Campaign for Education (GCE) and the Regional Coalitions (ANCEFA – Africa Network Campaign on Education For All, CLADE – Latin America Campaign for the Right to Education, ACEA – Arab Campaign for Education for All and ASPBAE - Asia South Pacific Association for Basic and Adult Education). This call aims to support these civil society alliances to carry out innovative multi-country advocacy to influence transnational policy frameworks.

The proposal should be submitted by GCE as the lead organization on behalf of a consortium with all Regional Coalitions.
3. WHAT CAN BE FUNDED UNDER THIS CALL FOR PROPOSAL?

**Operational Component 3 (OC3)** aims to Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

The proposal needs to explain how the applicant will contribute to:

- Create transnational and/or “vertically integrated” civil society alliances that represent diverse social actors and that are formed around identified strategic policy changes or areas related to Sustainable Development Goal (SDG) 4 and GPE (EOL Outcome 3.1)

- Increase transnational civil society alliances’ capacities, particularly in relation to advocacy (EOL Outcome 3.2)

- Change global, regional or national strategic policies or practices through civil society transnational alliances, advocacy and campaigns (EOL Outcome 3.3)

- Create or strengthen social accountability mechanisms, spaces, institutions or commissions that follow up on global, regional or national commitments related to the right to equitable and quality education (EOL Outcome 3.4)

- Establish and strengthen “Learning Collaboratives” on effective advocacy strategies (EOL Outcome 3.5).

In general terms, the proposal should be developed with the overall aim of:

- Opening up transnational policy debates to citizen voices and engaging more civic representatives embodying a wider range of opinions and lived realities in transnational spaces;
- Contributing to the democratization and responsiveness of transnational policymaking;
- Promoting policy agendas that are more responsive to citizens’ interests as right holders; and
- Developing more conducive transnational and regional conditions for relevant national policy settings.

The proposal should also to the extent possible:

- Identify the set of problems that can best be solved through multi-country advocacy tactics which are interconnected and mutually reinforcing, and describe why the issue is best solved at the global, regional or transnational level rather than locally or nationally;
- Describe the transnational policy frameworks or international decision-making arenas which provide the potential for supporting increased progress in education in GPE eligible countries, with a clear feedback loop to country level advocacy and change;
- Articulate the multi-country or transnational accountability mechanisms which will be leveraged to influence national education strategies, such as the SDG monitoring architecture, regional mechanisms etc.;
- State the purpose for the strategic approach and potential for experimentation in the approach, including rationale for that approach and whether or how they will know if it is working;
- Describe whether and how the alliance will support peer learning amongst members on advocacy approaches;
• Demonstrate broad collaboration, including meaningful participation or collaboration with marginalized groups including people with disabilities, refugees and displaced persons, religious and ethnic minority groups, children/youth or other groups otherwise not traditionally represented at regional or global levels.

The proposal are expected to represent a genuine partnership between alliance members and with expected results in GPE partner countries, not limited to global and regional level.

4. WHICH GRANT AMOUNT AND DURATION IS IT POSSIBLE TO APPLY FOR?

Education Out Loud Operational Component 3 (OC3) restricted call will provide a grant with a duration of up to 24 months starting from 1st April 2020 with an overall ceiling of USD1,500,000.

5. HOW TO APPLY?

GCE is invited to apply for funding. The applicant can find further information online, at educationoutloud.org. Here they will find a link to register as Applicant and have access to the relevant proposal information and templates. After completing the templates, the documents must be uploaded to the system. Applications will not be accepted outside of this system.

A Proposal application consists of the following documents:

1. Project proposal (completed template)
2. Logical framework matrix (completed standard format)
3. Project Budget (completed template)
4. Monitoring and Evaluation Framework (completed standard format)
5. Risk Management (standard format)
6. Copy of financial audited report for last two years including management letter.
7. C.v. of 2-3 key project responsible persons

All documents must be uploaded before the Application Deadline and you must press “Submit” in order to complete the application process. The Application Deadline is January 31, 2020 (at 23:59 GMT at the latest). No applications will be accepted after this date or time. Uploading your documents can take up to 20 minutes. It is therefore highly encouraged that applicants complete their applications early to avoid any complications. Upon pressing “Submit” you will receive an email that confirms that your application has been uploaded to the system. The required formats can be downloaded via webpage.

Should an applicant encounter technical problems while registering as applicant or in uploading the application, then the applicant should take a screenshot and send it to info@educationoutloud.org from the same email address utilized for registering. Upon receiving the screenshot, the applicant will be contacted for technical support.
6. WHAT WILL WE LOOK FOR IN THE PROPOSAL?

A project proposal that comply with the general criteria for funding and basic requirements will be assessed and scored according to the following weighted areas/topics. The maximum number of points for an application is 50.

**Situation and context analysis (20%)**
- Clear and coherent context-based situation analysis (analysis of all relevant causes and diverse characteristics of the problem)
- Evidence based project (relevant and newest qualitative information and quantitative data)
- Analysis of the contextual relations between national, global and transnational policy arenas relevant for the project.
- Project Relevance (includes views and interests of beneficiaries and relevant stakeholders)

**Theory of Change and Strategic Approach (20%)**
- Clear presentation of the strategic intervention logic anticipated in the specific Theory of Change
- Quality of the strategy
- Clarity of assumptions and evidence for changes
- Human rights-based approach underlying the project strategy including considerations for promoting gender equality.
- Sustainability (how the project intervention’s benefits continue after funding has ceased)

**Project intervention design (20%)**
- Quality of intervention design (results-based project – coherence between objectives, outcomes, outputs and activities)
- Alignment to SDG4 strategic goals (coherence with defined goals and strategies and relation between national SDG 4 implementation and transnational policy agendas)
- Alignment to GPE/Education Out Loud OC3 objective and outcomes.
- Realistic proposal (to what extent are this project’s outcomes likely to be achieved)
- Reasonable budget (budget alignment to narrative project proposal)

**Presence of learning approach (10%)**
- Proposal demonstrates acknowledgement of institutional learning needs and of strategies for transnational learning.
- Proposal emphasizes learning and capacity development in global advocacy (foresees documentation and production of lessons learned)
- Proposal includes strategies for dissemination and sharing of learnings and utilization of learning collaboratives and learning partners
- Proposal foresees adaptive planning and management strategies

**Organizational capacities for implementing the project (10%)**
- Experience in the areas of intervention (organizational trajectory in education, policy influencing, partner strengthening)
• Technical competence available for the implementation (technical skills and work experience of key persons for the implementation of the projects)
• Relevance of organizational composition of the Alliance (Including strategy for the inclusion of local and/or marginalized groups - vertical and transnational collaboration).
• Organizational past performance (former results achieved, financial trajectory)

Risk assessment (10%)
• Use of risk management approach in project planning and implementation.
• Relevant external risks taken into account (identification and assessment of risks)
• Relevant internal risks taken into account (identification and assessment of risks)
• Management strategies are presented, as applicable

Stakeholders (10%)
• Good stakeholder analysis (mapping of relevant stakeholders)
• Vulnerable groups’ interests present in the proposal (alignment to vulnerable groups’ plans)
• Partner views present (Partners participated in elaboration of the project; partners support the project)

7. HOW WILL THE ASSESSMENT PROCESS TAKE PLACE?

STEP 1: The proposal received within the deadline by January 31, 2020 will be assessed. The proposal will be checked against the general criteria outlined in this document to confirm eligibility for funding and that all required documentation is duly completed. If the proposal does not comply with the general eligibility criteria for funding and basic requirements will be rejected and not reviewed further.

STEP 2: The proposal that comply with general criteria and basic requirements will in the first instance be assessed by the Oxfam IBIS Education Out Loud Global Management Unit that will score the proposal according to the above-mentioned pre-established criteria and weight.

STEP 3: GMU will send the screened proposal to the Global Independent Selection Panel (GISP) so that they can assess and approve or suggest moving forward into the next phase of the approval process.

8. WHAT HAPPENS AFTER THE DECISION ON THE PROPOSAL?

Approved Proposal

The GISP can decides for approval of the application for either:
• Direct Implementation or
• Implementation after a set of recommended changes has been included.
Inclusion of Recommended changes should finalized not later than three month after approval. The final document will be sent to GMU for final acceptance of the changes.

The applicant of the approved full proposal will then be invited to sign a financial funding agreement.

After the financial agreement has been signed, the applicant has the responsibility to implement the project, carry out the project activities and to monitor that the expected results are achieved. It will also have to collect lessons learned and to present financial and narrative reports to Oxfam IBIS on project progress.

**Rejected proposal**

A rejected proposal will not be reassessed. The Global Independent Selection Panel decisions are final.