EDUCATION OUT LOUD (EOL)
Advocacy & Social Accountability

Call for Concept Notes April 2020
Guidelines for Applicants

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

INDEX

EDUCATIONOUTLOUD
advocacy & social accountability

GLOBAL PARTNERSHIP
for EDUCATION

1. WHAT IS EDUCATION OUT LOUD 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.

It is this need Education Out Loud, the Global Partnership for Education's new advocacy and social accountability fund, intends to meet. Education Out Loud is designed to put citizens at the centre of support to accountability initiatives, and to foster more inclusive policy and practice. EOL supports greater involvement of diverse civil society groups in building strong and sustainable education systems.

With an overall allocation of USD 55.5 million from Global Partnership for Education (GPE), Education Out Loud (EOL) is the largest fund in the world dedicated to support civil society capacity building and engagement in education policy processes.

EOL 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 and managed by Oxfam IBIS.

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 70 countries, and it prioritizes support to fragile and conflict-affected countries.

The five-year 'GPE 2020' strategic plan[1] 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.

EOL is broadening GPE's work with civil society and builds on lessons learned from the Civil Society Education Fund (CSEF). Since 2009 National Education Coalitions (part of the Global Campaign for Education network) have been supported in their efforts to engage in monitoring implementation of quality education sector plans at the country level. EOL in 2019 launched the two first funding calls in two of the three funding streams, OC1 and OC3 (see further below).

The Theory of Change underlying EOL assumes that education outcomes are more likely to be achieved when there is widespread public engagement in and demand for equitable, inclusive quality education. EOL 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 education, all comprise important strategies to help build strong public education systems.

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[1] For more information, see GPE 2020 Strategic Plan, and results framework.

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".

Development of strategies and activities through the EOL fund has led to the articulation of three funding streams, or "Operational Components" (OCs). Each OC has specific emphasis on one of the **three objectives**. EOL's goal will be realized through:

Objective 1 (OC1): Strengthen national civil society engagement in education planning, policy dialogue and monitoring[2].
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.[3]
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 successful applicants have initiated projects in January 2020.

[3] A Call for proposals under OC3 was launched in December 2019 and final selection will be complete in April 2020.

Illustration of Education Out Loud overall goal and three objectives:
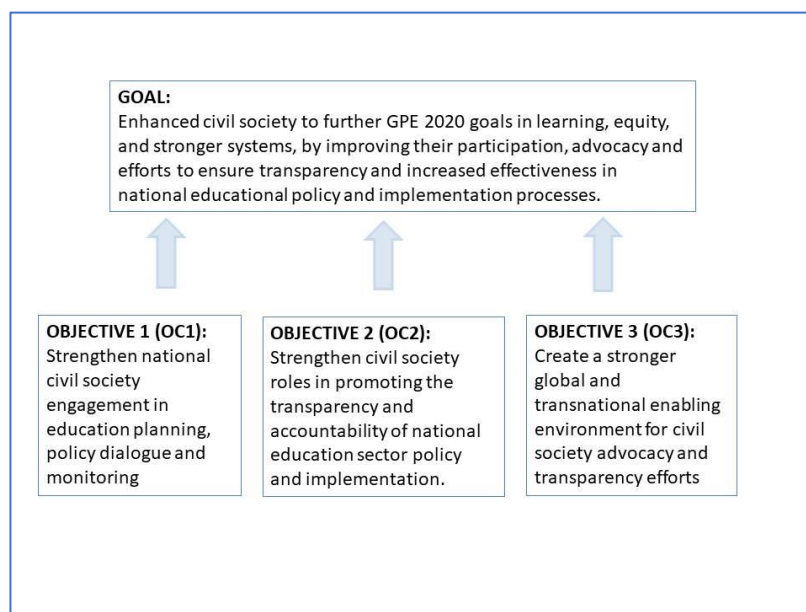
This Call for Concept Notes is only related to OC2: Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation. Oxfam IBIS closed the call for proposals for OC1 in October 2019 and the call for concept notes for OC3 in January 2020. Apart from the present OC2 Call for Concept Notes, additional calls under OC2 and OC3 are planned for in the second half of 2020.

EOL implementation strategies
An important design feature of the EOL strategy and implementation is a strong focus on learning, capacity building and adaptive management throughout the planning and implementation phases of the operational components.

In all three operational components *learning* is a core implementation strategy focusing both on capacity building as part of implementation, and on learning as a strategic management principle. Through adaptive and contextual approaches, and with a sustainability goal, this will support an ongoing focus on enhancing advocacy and effectiveness in activities.

When working for creating change through enhanced social accountability and advocacy processes in a given context, a profound and in-depth understanding of that context is essential. Understanding the context and the specific change pathways is the groundwork for developing a clear Theory of Change showing how and why the desired change is expected to happen in that particular context.

A sound analysis of the context for the chosen education problem to be addressed, will need to include all those aspects of society, being social, political, institutional, cultural and even environmental, that will have implication for understanding the change processes and the pathways of change.

Moreover, the contexts we work in are most often complex systems which are not static but rather constantly changing on one or more parameters. Consequently, being aware of, and able to adapt to the changing contexts is crucial for a project to remain effective and relevant. Such an adaptive management approach is part EOLs strategy and

provides the flexibility for civil society grantees to adapt to changing circumstances and contexts.

EOL has set out a deliberately phased, investigative, and flexible approach to planning and implementation, organized and operationalized through adaptive management processes and a Learning Agenda. This includes focus on ongoing learning and capacity building and ensuring flexibility and adaptive management processes.

There are four main approaches and tools to implement the Learning agenda supported by the Grant Agent:

- As the first step a **Year Zero** is introduced as an opportunity for facilitation and collaboration between the Grant Agent and the applicant in the period between concept note and full proposal submission (see section 8).
- Support to development and implementation of **Learning Plans** throughout the implementation period. Applicants should propose learning needs as part of their proposal (see section 6).
- All grantees in OC1, OC2 and OC3 will be eligible for tailored **Learning Partner** support. Applicants can propose learning partners as part of their proposal.
- A **learning collaborative** approach in the learning agenda seeks to strengthen development of mutual partnership between grantees, with a focus on long term sustainability.

An alarming example of changed context is the current pandemic crises followed by the spreading of the COVID-19 virus. According to UNESCO, over 156 countries[4] have implemented nationwide closures and several other countries have implemented localized school closures affecting close to 1,5 billion learners worldwide. This is an immediate, severe and thorough change in the context in the whole education sector and at the same time an emergency situation with a need for immediate solutions for the many children affected, not least the most vulnerable marginalized groups. The changed situation also has critical implication for the work of civil society and serious risks of deepening inequality for different groups' access to quality education. EOLs objectives and goals continue to be the same but the changed context offers opportunities for addressing new types of problems and approaches for implementation, for instance combining immediate needs with innovative social accountability processes and monitoring tools. The flexible approach of EOL can accommodate such strategies and projects.

2. WHAT CAN BE FUNDED UNDER THIS CALL FOR CONCEPT NOTES FOR OC2?

The present Call for Concept Notes falls under **Operational Component 2** which has specific focus on social accountability and transparency in the national education sector**.**

Social accountability strategies depend on the availability of relevant information. In the education sector such information of importance for ensuring equal access to free quality education and a strong policy dialogue could be about citizens' rights, specific rights of marginalized people, gender-based issues, government commitments, spending, the quality and outreach of the public education, and citizens' use of this information. This information can come from official sources or be externally generated e.g. through local involvement and monitoring by diverse civil society groups, organizations, forums and

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[4] End March 2020

networks monitoring issues of specific concerns. To enhance and sustain citizen engagement, the information must reflect user concerns as well as being easy to understand and with clear action-oriented elements. OC2 has this aim.

Operational Component 2 (OC2) aims to *strengthen civil society roles in promoting the transparency and accountability of the national education sector policy and implementation*, and will provide funding for projects with activities seeking to:

- **improve** the transparency, participation, and accountability of education sector policy dialogue;
- **increase** the availability, sources and variety of information to formulate and act on relevant policy solutions;
- **mobilize** citizens as right holders to play an active role in monitoring implementation of education policies and finance and use this information to hold duty bearers at all levels accountable

Applicants for OC2 funding must present how they plan to contribute to change leading to the EOL OC2 outcomes. The concept note thus needs to explain how they will:

- Ensure gathering of data/evidence by civil society actors, that are relevant for policy changes and/or monitoring of government commitment and that these are made available and are used in national policy dialogue (EOL Outcome 2.1)
- Strengthen multi-level monitoring and increase capabilities of civil society organizations to mobilize citizens, particularly at local level, to collect strategic data and/or monitor government commitments. (EOL Outcome 2.2)
- Establish learning collaboratives on actionable data and how to turn information into advocacy (EOL Outcome 2.3)

In general terms the Concept Note should have the overall aim of equipping civil society groups to monitor education budget and policy implementation specifically at the local level and enabling these civil society groups to use the information and data as part of national policy dialogue and hereby strengthen social upwards accountability.

The Concept Note should to the extent possible address the following (to be elaborated in the full proposal):

➦ **Identify and define a clear problem** to be addressed in the proposed project. Such problems could be on social accountability strategies, transparency issues and could be on specific thematic issues of concern such as:
o Lack of awareness of citizens of their rights to education, rights to access etc.
o Government commitments e.g. focus on how transparent it is for locals to follow up and monitor government performance in the sector.
o Lack of transparency or clarity of spending of education budgets, monitoring fair allocation of funds.
o Issues of marginalized groups e.g. specific problems of access to education for marginalized groups, issues for people with disabilities, bi-lingual issues, specific issues for refugees, etc.
o Gender-based issues including early marriage, teenage pregnancy, low female attendance for specific cultural or political reasons; financing of girls' education.
o Issues of quality of the education, quality of education materials.
o Outreach of public education and problems of access.
o Challenges to education posed by emergency and conflict situations.

➜ **Provide a clear pathway to change**. The concept note must demonstrate that the applicant has a strong understanding of the logic in a results-oriented approach to change and understanding of how change happens in the given context.

➜ Where needed and included in the project the applicant should be able to demonstrate **ability to undertake social mobilization activities** such as public awareness campaigns, public forums, civic outreach and community organizing for greater democratic accountability, transparency and social justice.

➜ Demonstrate that there will be a **link between planned project strategy and national education sector policy** processes including JSR (Joint Sector Review) and LEG (Local Education Group).

➜ Demonstrate a profound **understanding of gender**-based issues (gender relations and gender disparities) and incorporation of gender concerns in strategies and implementation of activities.

➜ Demonstrate considerations of **geographic and social outreach** to 'hard-to-reach' groups (people with disabilities, female-headed households, minority groups, refugees and displaced people).

➜ **Identify roles of youth** in tactics and ways of increasing transparency and social mobilization.

➜ Provide **clear understanding of the types of information needed** and potential practices to help generate information - if it is not available. The concept note should be indicating possible methodologies or approaches (e.g. use of social accountability tools such as social audits, public service score cards, gender model legislation, right to education index, accountability charters, public expenditure tracking surveys, public polling etc.)

➜ The applicant should **demonstrate a willingness to learn,** experiment and innovate including hypotheses of how they will implement a culture of learning and practice to investigate the success of their strategy.

As other CSOs than CSOs working with education, as well as smaller and not formally registered social actors can be part of an OC2 application (see section 3), experience and profound competences for the above listed issues and approaches do not need to be fully in place at concept note level. Weak areas can be supported by the Grant Agent and learning partners during a Year Zero Period as part of finalization of a full proposal. However, learning needs relating to this should be clearly stated and explained in the concept note.

Project activities could be many and varied, relating to the identified problem chosen to seek solutions for through tactics of increased transparency and social mobilization. Below is an indicative list of activities to guide the development of proposals with due consideration to national context and conditions.

- Build capacity of organized and inclusive citizen groups to interpret and use information, especially member-based organizations;
- Facilitate citizen collective action to use this information to make demands and/or concrete solutions with service providers and governments;

- Leverage existing or create new channels or platforms for citizen feedback, constructive engagement, or redress actions with service providers or governments;
- Generate and use evidence for increased inclusive citizen engagement in monitoring;
- Conduct empirical research, impact evaluations, convening events, and peer learning that will generate and share evidence to better understand whether, how, and in what context these interventions work to improve development outcomes, and the extent to which these approaches can be scaled, institutionalized and sustained over time.
- Create opportunities to close the knowledge gap and better connect activists, advocates, and sector-focused practitioners of social accountability to the transparency, participation, and accountability field;
- Cultivate more practice-based learning, and the use of such engagement to inform national policy and implementation;
- Assess government performance and budget utilization in education and use of social accountability approaches in a way that will contribute to EOL's goal, objectives and outcomes;
- Addressing challenges posed by the coronavirus pandemic crisis and education in emergencies in general (for example, and not limited to- effective approaches to advocacy during emergency situations, effective recovery approaches in supporting return to full education access, impacts the crisis has on the longer-term prospects of education for vulnerable groups, impacts on learning outcomes in the years following the pandemic etc.).

3. WHO CAN APPLY FOR THIS CALL FOR CONCEPT NOTES?

This EOL call under the **Operational Component 2** provides support for **Civil Society Organisations** with the aim of strengthening civil society roles, especially at the local level, in promoting transparency, participation and accountability in national education sector policy dialogue and implementation.

The call seeks to diversify the range of actors and the evidence base in education policy dialogue. Eligible organizations thus include a wide range of organizations such as trade unions, women's groups, youth groups, minority groups, school management committees etc.

The organizations must be formally registered in order to apply. However other types of civil society entities without formal registration status can participate in the project but must be working with a formally registered lead organization in order to access funds.

The project should target a clearly identified problem in one or more GPE partner countries (see annex 1 for a list of eligible countries).

National chapters of international NGOs are not eligible for OC2. This includes the country offices of INGOs, affiliate members, federation or confederation members and organisations that may have independent registration but significantly supported by an INGO through an affiliate or association arrangement

National organizations already receiving funds under another EOL funding stream (OC1 or OC3) are NOT eligible for OC2 funding.

Member organizations of national education coalitions in GPE partner countries can apply for OC2 funding if they have not been receiving funding through OC1 or OC3.

To be eligible to apply for OC2 grants, applicants must furthermore meet the following criteria and eligibility guidelines as well as the criteria for what can be funded under this call, see also section 2 and 4:

- Be established in an eligible country (see annex 1 for a list of eligible countries).
- Be a single organization or multiple organizations collaborating on a joint project in one or several eligible countries.
- Have been in existence for at least two years, or the lead applicant (in case of collaboration of multiple organisations) must have been in existence for at least two years.
- Be a formally/legally registered organization or in the case of multiple organizations working together, working under a Memorandum of Understanding signed by the members and a legally registered organization as lead applicant and fund recipient. See below.

EOL invites a varied range of CSOs to apply for OC2 funding. Thus, applicants do not necessarily have to be working directly on education but can be civil society organizations working with different issues relevant for transparency and social accountability in relation to national education policy dialogue and implementation.

EOL also invites other types of civil society actors than formally registered CSOs to access EOL funding. However, in the case of not being formally registered these groups must partner with a lead organization fulfilling the above criteria. Basic requirements for such types of groups are that:

- They are already constituted or formed and have a history of working together;
- They must have a direct interest in the problem of social accountability and be motivated to engage in a sustained way in contributing to solving the problem together with others, including government actors;

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

Education Out Loud Operational Component 2 (OC2) will provide grants for a period of up to 36 months from 2020-2023. All applications must be budgeted between USD 450,000 and USD1,200,000; applications costed beyond this range will not be accepted. Applications for OC2 of less than 36 months are eligible to apply, but applications for less than 24 months will not be considered.

Within the Concept Note Narrative template there is a section for applicants to provide indicative budget figures. It is not expected that detailed budget figures will be provided at the concept note stage, however, indicative budget figures should be provided. If an application advances beyond the concept note stage, a more detailed and finalized budget must be provided following the conclusion of the Year Zero planning period.

5. HOW TO APPLY?

All eligible applicants are invited to apply for funding. Interested organizations and/or groups of multiple organizations can find further information online at www.educationoutloud.org. At this website, interested applicants will find a link to register as an Applicant as well as access to the relevant Concept Note proposal information and templates. In case of multiple organizations applying together only one member of the alliance need to register as an applicant in order to submit the concept note. After registering and completing the templates, the documents must be uploaded to the system. Applications will not be accepted outside of this system.

A Concept Note application consists of the following three documents:

1. Concept Note Narrative (completed template)
2. Budget Template
3. C.V. of 2-3 key project responsible persons

All documents must be uploaded before the Application Deadline and you *must* press "Finalize and Submit the Concept Note" in order to complete the application process. The Application Deadline is currently set at **June 19th, 2020** (at 23:59 GMT). No applications will be accepted after the deadline. Uploading documents can take up to 20 minutes. It is therefore highly encouraged that applicants complete and upload 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 the webpage.

The Concept Note only consist of the documents listed above and any other additional documents uploaded will not be assessed as part of the application.

If an applicant's Concept Note is selected to advance to the next phase, the applicant will be required to submit Due-diligence Self-Assessment Forms and other required documents prior to engaging in the next phase of the application process.

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 SHOULD BE CONTAINED IN THE CONCEPT NOTE?

Concept Note proposals 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.

- **Context analysis (25%)**
    Clear and coherent context analysis, including:
    - Analysis of the context (economic, social, political, institutional and cultural issues) of the identified education problem for which local and national policy efforts can be important change scenarios or influencers. This should include the implications of coronavirus on operating environment and program design;
    - Analysis of the contextual relations between local and national policy arenas relevant for the project, including national policy processes and framework.

o   Inclusion of both qualitative and quantitative information in the analysis.

- **Description of the Project Strategy and Action (25%)**
    o   Clear presentation of the strategic logic anticipated for the project theory of change and the producing of expected results;
    o   Quality of the strategy including types of activities, clarity of assumptions and evidence for changes;
    o   Realistic concept note - to what extent are the expected results likely to be achieved;
    o   Human rights-based approach underlying the project strategy;
    o   Consideration of gender-based issues;
    o   Sustainability (how project interventions benefits continue after funding has ceased).

    Project Relevance (20%)
    o   Relevance of interventions (includes views and interests of beneficiaries and relevant stakeholders);
    o   Alignment to GPE/Education Out Loud-OC2 objective and three outcomes;
    o   Alignment to SDG4 (coherence with SDG4 goals and strategies).

- **Organizational capacities for implementing the project (15%)**
    o   Experience in the areas of intervention, organizational trajectory in education and relevant fields, social accountability, policy influencing, partner strengthening, citizen mobilization;
    o   Technical competence available for the implementation;
    o   In the case of proposals submitted by several organisations: Relevance of organisations, including strategy for the inclusion of local and/or marginalized groups.

- **Learning approach (15%)**
    o   The concept note demonstrates acknowledgement of institutional learning needs and strategies for local and national learning, including learning partners and learning collaboratives.
    o   The concept note includes strategies for dissemination to relevant education sector stakeholders and for sharing of learnings and utilizing learning collaboratives and learning partners
    o   How is it foreseen to develop and include adaptive planning and management strategies?

7. HOW WILL THE ASSESSMENT PROCESS TAKE PLACE?

STEP 1: All Concept Note proposals received within the deadline will be assessed. The Concept Notes will be checked against the general criteria outlined in this document to confirm eligibility for funding and that all required documentation is duly completed. Concept Notes that do not comply with the general eligibility criteria for funding and basic requirements will be rejected and not reviewed further. Unsuccessful applicants will be informed accordingly.

STEP 2: The Concept Note proposals that comply with general criteria and basic requirements will in the first instance be assessed by the Grant Agent's Regional Management Units (RMU) that will score each Concept Note according to the above-mentioned pre-established criteria and weight. The Regional Independent Selection

Panel (RISPs) will assess and rank the proposals in their respective portfolio and submit their ranked choices of the best proposals to the Grant Agent´s Global Management Unit (GMU).

STEP 3: After the first assessment and scoring process, the GMU will review and comment on each of the Concept Note proposals. The GMU will identify technically acceptable Concept Note proposals for further development and it will seek to reach a balance of the **entire Concept Note proposal portfolio**. Thus, the final list of Concept Notes recommended for the next phase of the approval process will take into account the balance across geographical regions, fragile/non-fragile countries, thematic issues and size of projects.

STEP 4: After the GMU has created a list of balanced and recommended Concept Notes, GMU will send Concept Note proposals to the Global Independent Selection Panel (GISP) who will assess and approve those Concept Notes that will undergo a due diligence assessment.

EOL expects to be able to communicate decisions from the process to applicants during quarter 4 of 2020.

8. WHAT HAPPENS AFTER THE DECISION ON THE CONCEPT NOTE?

Approved Concept Notes

If a Concept Note is selected, the applicant will have to pass a due diligence process, before moving into the next phase of the application process.

All selected applicants that have passed the due diligence process will move forward into the next phase of the application process: "Year Zero".

To support the conditions for applicants to be prepared to act adaptively to achieve their intended results, EOL uses a deliberately phased, investigative, and flexible approach to planning and implementation. This approach takes its outset in the operationalization of the Year Zero.

"Year Zero" is a period of up to 6 months of capacity support – similar to an inception phase and/or learning plan process focusing on the full proposal development and organizational capacity. During this period Oxfam IBIS and learning partners will work together with the successful applicant on the development of a full proposal, a sound theory of change well anchored in the local context, and supporting a learning and adaptive project management approach.

During "Year Zero", modest financial support can be available for institutional and planning costs such as:

- Undertaking an assessment of the environment for the work and anticipated production of change.
- Developing an elaborated theory of change related to the problem proposed to address.
- Undertaking an organisational assessment as the basis for the Learning Plan to ensure long term results.

- Relationship building with key partners and allies to enhance the probability of success.
- Strengthening monitoring, evaluation and learning systems.
- Testing approaches for advocacy and social accountability and finalizing the program of work in a final proposal, including budget levels and activities.

After "Year Zero" the applicant will submit a full proposal to the EOL Management Units which will then be forwarded to the Global Independent Selection Panel for final approval. There is no guarantee that an applicant who participates in "Year Zero" will be selected for further funding. Approval for grant funding after "Year Zero" will depend on demonstrated progress on agreed learning goals and the organizational willingness to invest in learning as well as in presenting a satisfactory full proposal.

The applicants of the approved full proposals 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.

Unsuccessful Concept Notes

Unsuccessful Concept Notes will not be reassessed. The Global Independent Selection Panel decisions are final. For qualified concept notes which are rejected because of lack of funds EOL may share such proposals with relevant funders offering comparable funding opportunities, unless applicants want to decline this option.

ANNEX 1- LIST OF ELIGIBLE COUNTRIES

Afghanistan	Bangladesh	Benin
Bhutan	Bolivia	Burkina Faso
Burundi	Cabo Verde	Cambodia
Cameroon	Central African Republic	Chad
Comoros	Dem. Republic of Congo	Republic of Congo
Cote d'Ivoire	Djibouti	Dominica
Eritrea	Ethiopia	Eswatini
The Gambia	Ghana	Grenada
Guinea	Guinea- Bissau	Guyana
Haiti	Honduras	Kenya
Kyrgyz Republic	Lao PDR	Lesotho
Liberia	Madagascar	Malawi
Maldives	Mali	Mauritania
Moldova	Mongolia	Mozambique
Myanmar	Nepal	Nicaragua
Niger	Nigeria	Pakistan
Papua New Guinea	Philippines	Rwanda
Saint Lucia	St Vincent & Grenadines	Sao Tome and Principe
Senegal	Sierra Leone	Solomon Islands
Somalia	South Sudan	Sudan
Tajikistan	Tanzania	Timor-Leste
Togo	Uganda	Uzbekistan
Vanuatu	Vietnam	Yemen
Zambia	Zimbabwe	

ANNEX 2 - ILLUSTRATION OF THE OC2 APPROVAL PROCESS:
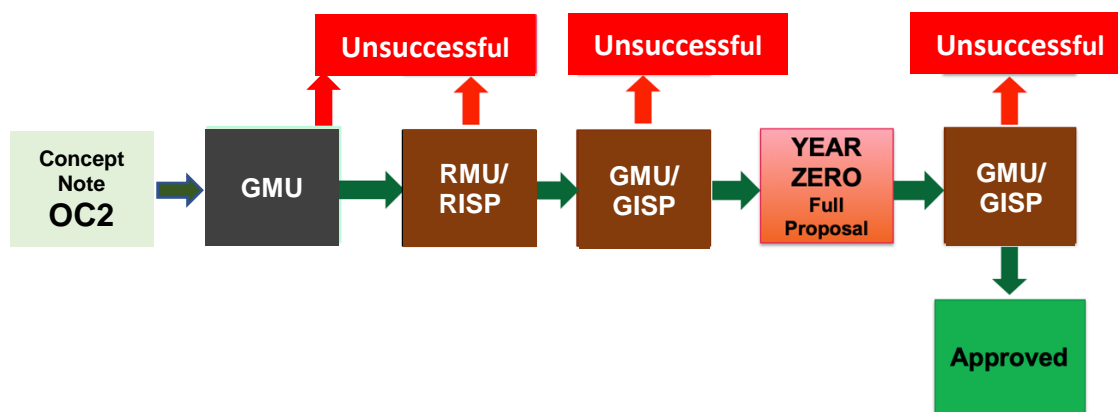
Abbreviations used:

CSEF – Civil Society Education Fund
CSO – Civil Society Organizations
EOL – Education Out Loud
GISP – Global Independent Selection Panel
GMU – Oxfam IBIS Global Management Unit
GPE – Global Partnership for Education
JSR – Joint Sector Review
LEG – Local Education Group
OC2 – Operational Component 2
RISP – Regional Independent Selection Panel
RMU – Oxfam IBIS Regional Management Unit