

CALL FOR EXPRESSION OF INTEREST

Pre-qualification of Learning Partners to the Education Out Loud Program Horn, East and Southern Africa Region (HESA)

Introduction

The Education Out Loud (EOL) program Regional Management Unit (RMU) for the Horn East and Southern Africa (HESA) is seeking learning partner support for EOL program grantees in the region. The learning partners are expected to come from expert organizations or institutions that represent a variety of different and recognized capacities and with relevant experience and methodology for capacity building and learning. They can be organizations, institutions, consortia, think tanks, research/academic centers, or institutions, or only in exceptional cases, individual consultants, if they live up to the criteria listed. Learning partner support will target different types of needs as relating to the different levels of learning needs and interaction between participating organizations. These will include strengthening capacities of civil society actors/EOL grantees by tailored support such as:

- targeted capacity building
- mentoring/coaching
- facilitation of Learning Collaboratives
- supporting learning in the organizations
- support the practice of adaptive management in program/project implementation
- distilling and documenting learning and knowledge products

Objectives

The overall Goal of Education Out Loud is to: *Contribute to 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*

This will be done through the **three EOL objectives**:

1. Strengthen national civil society engagement in inclusive and gender responsive education planning, policy development, implementation, and monitoring.
2. Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation; and
3. Create an enabling transnational environment for civil society policy advocacy and transparency efforts in education

The EOL Learning Framework

Learning to motivate and support improvement is a core element in the EOL implementation strategy and throughout its three operational components. By embracing learning throughout planning and implementation, the EOL program adds value and contributes to stronger, more strategic, and relevant, institutionally healthy, and sustainable civil society organizations, coalitions and alliances that can influence the right to public, quality education for all and to strengthen transparency, social accountability, and civil society engagement in education policy dialogue. A wider aim of EOL learning efforts is to share lessons from EOL implementation with the wider education community, contributing knowledge as a global public good to inform practitioners, accountability funders and country level stakeholders in efforts to improve the inclusiveness, transparency and effectiveness of education sector policy and implementation.

There are two main **objectives in working with learning in EOL**:

1. To inform and improve the practices of EOL grantees and related civil society organizations to enhance their effectiveness and strategic impact on policies, their implementation and social accountability in the education sector
2. To inform and influence the practices of the wider stakeholder group around education advocacy and accountability including GPE secretariat/partners, Oxfam IBIS, ministries of education and other education decision-makers at national and regional levels in relation to civil society participation in education policy processes.

The Learning approach aims at supporting grantees in developing organizational, thematic and advocacy competences through capacity building, learning by experience, networking, and peer learning as well as production of knowledge products and adaptive management to enhance relevance, effectiveness of organizations, and efficiency of program interventions.

The EOL approach to learning promotes the value of collaboration, experience exchange and support to common education advocacy agendas between peers, partners, and stakeholders. Collaborative working arrangements have the potential not only to use existing resources most effectively, but also to **build capacity in collaborating organizations**. It creates the necessary synergy of purpose, values, skills, and expertise to enable each respective organization to both give to the relationship and take new capabilities from it. Working together, organizations see and try new ways of engaging stakeholders and each other. They are challenged to forge new theories and approaches to resolving challenges in education policy. Working with other organizations provides fresh ideas and opportunities for skills development through creatively

sharing the best of what each organization has to offer. Contacts are also exchanged, and the potential for each organization to leave the collaboration with enhanced skills, networks and reputation is created.

Each grantee has developed a learning plan which outlines its learning needs and objectives and the need for peer organizations or institutions/learning partners to facilitate the learning process. The Learning Partner will be responsible for designing and delivering learning support initiatives derived from a) the grantees learning plans and b) EOL's strategic priorities in promoting a rights-based approach to education and SDG 4.

Learning Partners

Learning partners are expert organizations or institutions that represent a variety of different and recognized capacities and with relevant experience and methodology for capacity building and learning. Learning Partners can be organizations, institutions, consortia, think tanks, research/academic centers or institutions, or only in exceptionally cases individual consultants if they live up to the criteria listed. All EOL grantees in OC1, 2 and 3 are eligible for Learning partner support. Support to the different OCs will target different types of needs as relating to the different levels of interaction between participating organizations. The Learning Partners need to be capable of strengthening capacities of civil society actors/grantees by tailored support such as:

- targeted capacity building
- mentoring/coaching
- facilitation of Learning Collaboratives (see below)
- supporting learning in the organizations
- support the practice of adaptive management in program/project implementation
- distilling learning and knowledge products

Methodology

The delivery of learning support can be done through a variety of approaches.

1. Online, electronic, digital delivery. The learning partner will use technology such as zoom, skype, teams, GoToMeetings, video conferencing, Moodle, or other platforms. to deliver capacity building initiatives to groups of grantees
2. Physical/face to face training or mentoring/coaching - in instances where it is important to accompany a grantee or group of grantees in setting up systems and adapting it to a particular country.

3. Facilitation (digital with few physical meetings) of a learning collaborative formed by group of grantees to share experience and best practices and develop learning products such as tools and material in specific education sub-themes, mechanisms, or organizational capacity areas.

Applicants must clearly state their areas of competency from amongst the three-fold description in line with the EOL Learning Agenda Change Triangle (see Fig.1 below):

- 1) **Organizational Development areas** such as strategic planning, Theory of Change, coalition building, governance, internal systems, M&E, program management, adaptive management, and leadership.
- 2) **Thematic areas** such as gender transformative education, education financing, education sector planning and curriculum, inclusive education, education in fragile contexts, early childhood development, teacher education, Technical Vocational Education and Training (TVET) etc.
- 3) **Advocacy areas** such as rights-based and evidence-based education advocacy, advocacy strategic planning, power analysis, influencing, working/negotiating with decision-makers, alliance/network-building, support from research, campaigning, and use of media.

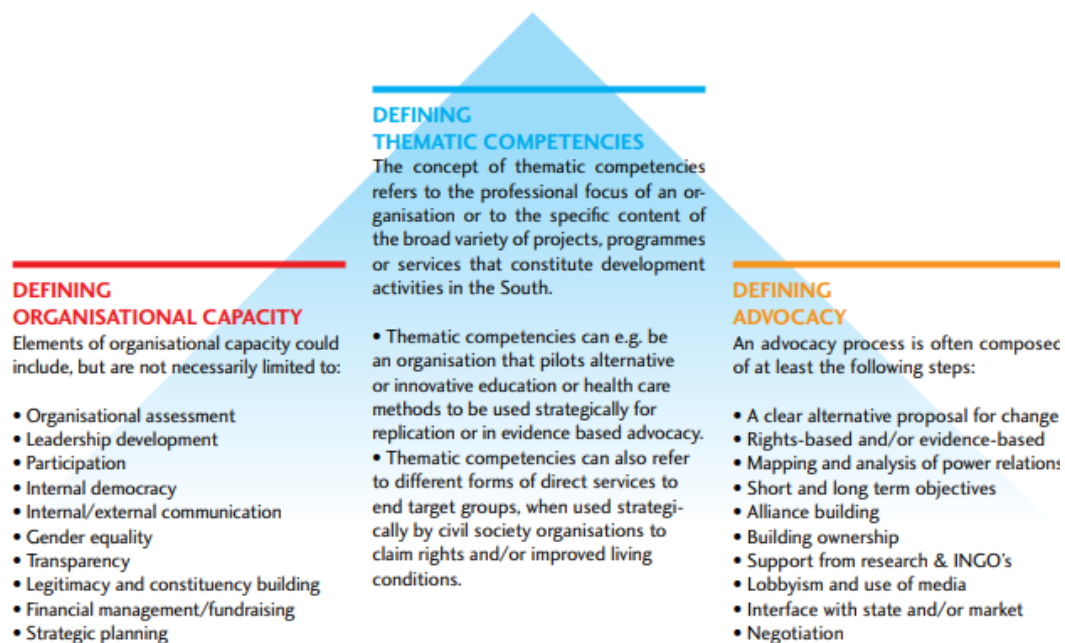


Fig. 1: The EOL Learning Agenda Change Triangle

Submission details

Applications must be written in **English** and sent by email to dsi@oxfamibis.dk and addressed to: The Regional Education Advisor, EOL HESA Regional Management Unit, Oxfam IBIS **not later than 27/02/2023**.

Applications must include:

1. A maximum two-page organization's background and presentation.
2. Two-page CVs of maximum 3 relevant staff members.
3. A two-page intention letter outlining a brief presentation of the organization's experience related to this call and a brief description of how the organization could contribute to strengthening the capacities of EOL grantees in the areas described in the change triangle. The letter should also include day rate in USD depending on category of support (facilitation of learning collaboratives, online training, physical training, coaching/mentorship, research, and documentation of knowledge products).

If accepted as pre-qualified Learning Partners for EOL

Once your organization/institution/entity is accepted into the pool of pre-qualified Learning Partners, you will be notified. When EOL then identifies a specific capacity building process, a training or a coaching/mentoring process for a grantee or a group of grantees, a research/study or documentation of knowledge products or a facilitation role for a learning collaborative between different grantees, we will direct a Terms of Reference to three pre-qualified Learning Partners with the particular set of skills needed for the task and your organization/entity may choose to bid on the task by submitting a technical and financial proposal, which will be the bases of suitability assessment and selection.

HESA RMU will cooperate and coordinate with other RMUs on relevant learning partner support, especially the West and Central Africa (WCA) RMU.

Note: Organizations/institutions receiving funding from Education Out Loud are not Eligible to apply as Learning Partners.