

# CALL FOR EXPRESSIONS OF INTEREST IN THE KIX EUROPE, ASIA, AND THE PACIFIC REGION:

Generating and mobilizing innovative knowledge  
for regional education challenges  
(updated July 16, 2020)



Canada



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# 1. INTRODUCTION

The International Development Research Centre (IDRC) and the Global Partnership for Education (GPE) invite expressions of interest (EoIs) from individual organizations or consortia of multiple organizations, for projects to generate and mobilize knowledge so national education systems in developing country contexts can address shared policy challenges related to improving access, quality and the performance of their systems.

## **THE GLOBAL PARTNERSHIP FOR EDUCATION KNOWLEDGE AND INNOVATION EXCHANGE**

This call is part of the Global Partnership for Education Knowledge and Innovation Exchange (KIX), which is a joint endeavor between GPE and IDRC. The goal of KIX is to strengthen national education systems and accelerate educational progress in the Global South by filling knowledge gaps, increasing access to evidence, and strengthening systems to support the generation and uptake of evidence and innovations in GPE member countries. KIX does this by facilitating direct knowledge sharing across countries through four [Regional Hubs](#) and by funding projects at global and regional levels to build and mobilize knowledge to address shared priorities in education. KIX particularly seeks to deepen knowledge about the ways in which GPE member countries can adapt and scale the impact of innovative approaches in their education systems. Projects are selected through competitive calls, including this one. In the first year of KIX, multi-region, multi-country [projects](#) were selected through a global call for proposals. This call regional call for expressions of interest is designed to respond to the specific priorities of countries in the Europe, Asia and Pacific (EAP) region.

## **OBJECTIVES OF THIS CALL**

The objectives of this regional call for expressions of interest are to:

- Build knowledge about innovative solutions to shared policy challenges in GPE member countries and how their positive impacts can be scaled.
- Support the use of that knowledge in and across education systems for policy, practice and technological development and implementation; and
- Strengthen capacities to generate and use knowledge and innovation for education.

The deadline for submission of expressions of interest is September 2, 2020 (23:59 EDT).

## 2. SHARED REGIONAL CHALLENGES IN GPE MEMBER COUNTRIES IN EUROPE, ASIA AND THE PACIFIC

This call is designed to respond to the demands of GPE member countries for knowledge and innovation. Each KIX Regional Hub led a process from March – July 2020 across GPE member countries to identify shared policy challenges for public education systems. The process involved consultation with key national education policymakers from GPE member countries, Local Education Groups (LEGs), education experts in the region, plus review of education sector plans and regional education analyses.

The priority identification process shapes the agenda of the regional Hub and is also the basis through which IDRC selected the challenges to include in this regional call. These challenges were chosen because they

- align with KIX’s focus on national education systems from early childhood to early secondary school levels,
- address important knowledge gaps,
- can help improve gender equality, equity and inclusion in and through education
- are immediately relevant to specific countries in the region with possibility for broader applicability.

In this call, expressions of interest are invited to address one or more of four policy challenges shared among GPE member countries in Europe, Asia and the Pacific:

- A. Realizing the potential of new curricula
- B. Optimizing the use of Education Management Information Systems (EMIS)
- C. Ensuring inclusive access and stronger learning outcomes for girls and boys
- D. Improving distance teaching and learning

[Please read the full report on each challenge here.](#) Summaries for each challenge follow below.

### **A. REALIZING THE POTENTIAL OF NEW CURRICULA**

The urgent need to improve the quality of teaching and learning in the EAP region has been a recurring theme in the educational debate of the last decades. Although the situation varies across countries, student learning outcomes are not meeting desired results at national level and lagging behind other regions of the world.

To improve educational results, most of the countries in the region have undergone a major educational reform in recent years. Depending on the country, those reforms are

labelled as competency-based, standard-based or outcomes-based curriculum reforms. Although the frameworks were introduced five–fifteen years ago, they have not yet systematically been implemented in practice. As a result, the various elements of teaching and learning are at odds with each other, with the curriculum framework poorly aligned with teaching methods, materials, and tests. Nor has there been an adequate integration of gender equality and equity issues in these key elements of curriculum implementation. In sum, while the new curriculum frameworks were intended to improve education, its misalignment with teacher training, curriculum materials, and student assessment practices has been identified as one of the major issues in poor learning outcomes.

### *The challenge*

To make teaching more effective and improve learning outcomes, countries of the EAP region need to find appropriate ways to better align the different components associated with the implementation of new curriculum. The challenge is to identify, adapt and test innovative approaches and generate context-specific evidence on how to use such approaches to effectively align teacher preparation, learning materials, and learning assessments with new curriculum frameworks. This new knowledge should support Ministries of Education and other educational stakeholders in their efforts to advance a more systematic and successful implementation of new curriculum frameworks.

### *Potential sub-themes*

The following themes require innovation and new knowledge to be generated and mobilized:

- i. The crucial role of the professional development of teachers is widely recognized in the implementation of educational reforms. How can the alignment between pre-service and in-service teacher education and the implementation of the new curriculum be accelerated? How can good practices used in other developing countries be adapted to strength and align the skills and knowledge of teachers necessary to implement the new curriculum?
- ii. Countries share concerns about how to design, select and create coherence between teaching materials (including textbooks) and teaching approaches. <sup>1</sup>For example, what criteria and processes can help countries select and/or design contextualized textbooks? How can they incorporate equity dimensions, including eliminating gender bias and integrating mother tongue usage?
- iii. Since student assessment systems have not been necessarily revised or aligned with curriculum reforms, results have showed a critical gap between the competencies

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<sup>1</sup> UNESCO, Making Textbook Content Inclusive: A Focus on Religion, Gender and Culture, 2017.

students should acquire and the assessment approaches used to measure the acquisition of these competences. Eols can address issues such as: how can learning assessment, whether for accountability of formative evaluation, be better oriented to strengthen teaching and learning under the new curriculum? What are the factors that incentivize, or impede the alignment of assessment systems with curriculum reform?

## **B. OPTIMIZING THE USE OF EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS)**

GPE member countries across the EAP region differ significantly in terms of EMIS usage. Almost all countries have established EMIS for project reporting, mostly to international donors. Countries collect data on enrolment, transition or completion rates and other basic statistical information. However, there is a lack of tools and capacities for using EMIS effectively in policy processes and strategic planning at different levels in education systems. While about half of the education stakeholders consulted by the EAP Hub reported that EMIS is used at the national level, only 35% of respondents indicated that these systems are used additionally at the provincial and school levels. Integration, timely analysis and dissemination of relevant information are required so that national as well as sub-national levels can use EMIS to inform decisions that are under their control. Several countries have highlighted that a major concern is limited capacities of staff to accomplish these tasks.

### *The challenge*

A central need in the EAP region is to optimize EMIS by improving data usage. The challenge is to create innovative ways to build capacities in Ministries of Education and other offices in charge of education management to organize, interpret and integrate data in from school level to the central/federal level.

### *Potential sub-themes*

The following themes require innovation and new knowledge to be generated and mobilized:

- i. What are effective, cost-effective and scalable ways to build the capacity of the different offices in charge of educational management to use available data for decision-making, policy-analysis, monitoring and management?
- ii. How can EMIS data be integrated across different levels and effectively used for different purposes by a variety of education stakeholders? How can EMIS be harnessed to support local education management, and provide useful feedback to local and school level, including data to understand and improve gender equality, equity and inclusion issues?

### **C. ENSURING INCLUSIVE ACCESS AND STRONGER LEARNING OUTCOMES FOR GIRLS AND BOYS**

A large group of countries in the EAP region has reached gender equality in primary education, but this is not the case for the secondary level. The KIX priority identification process for the EAP region found that the lack of female teachers has contributed to girls not enrolling in secondary school especially in countries that offer separate schools for girls and boys. According to UNICEF (2020), only 38 per cent of girls in South Asia complete upper secondary school. Learning outcomes also reveal gender equality issues: although South Asia has seen the most progress for girls in literacy (in 1995, only 7 in 13 female youth were literate compared to 11 in 13 female youth today), a gender gap at the expense of girls persists.<sup>2</sup>

Consultations by the KIX EAP Hub identified quite distinct reasons for educational challenges for girls as opposed to those for boys. National respondents reported unequal access to school remains a greater challenge for girls than for boys, and dropout is also a higher challenge for girls than for boys. More broadly, there are aspects of gender inequality that persist in the region related to pedagogical issues, diversity in the cadre of staff in schools, but also practical elements of the education system, such as distance to schools, availability of appropriate infrastructure and safe school environment.

#### *The challenge*

The challenge is to identify, adapt, contextualize and scale effective, culturally responsive approaches to improve gender equality in education access, retention and learning outcomes.

#### *Potential sub-themes*

The following themes require new knowledge to be generated and mobilized to improve gender equality in education in the EAP region:

- i. Eols could focus on the exploration and scaling of innovative practices that support the improvement of girls' and boys' educational access, quality, and retention, recognizing gender specificities. Research questions could focus on how some countries have put in place measures that have been helpful to provide new options for girls' and boys' retention at schools, and how they have addressed gender stereotypes. Which elements from other experiences can be adapted for countries in the region?
- ii. Eols could also be developed on how to increase girls' access and success in secondary education. What measures can help increase girls' success in secondary

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<sup>2</sup> UNICEF, [A New Era for Girls – Taking stock of 25 years of progress](#), 2020

school, including progressively increasing the number and capacities of female teachers?

#### **D. IMPROVING DISTANCE TEACHING AND LEARNING**

Distance learning holds great promise, but current options and capacities are limited in education systems in the EAP region. Currently, in the midst of the COVID-19 pandemic, countries have turned to distance education tools to provide continuity of education amid school closures. However, evidence shows that there are many problems with existing options. Many students, particularly those from vulnerable groups, isolated communities and rural areas, lack the technological infrastructure and internet access required. The situation has exacerbated inequalities in the educational system, with particularly negative consequences for the already marginalized. In addition to focusing on the needs of students, distance learning also requires effective teaching approaches. Teacher professional development assumes that primary and secondary education is primarily delivered face-to-face, resulting in a serious lack of knowledge and skills among teachers to facilitate distance learning.

##### *The challenge*

Educational systems need to learn more about how to contextualize and integrate successful experiences of distance education, including information and communication (ICT) tools and others. To be effective, they must find ways to connect students and teachers, and to close the digital gap, paying particular attention to vulnerable groups. While this is needed especially in times of crisis, innovative, relevant and scalable solutions could be beneficial in the longer-term as well.

##### *Potential Sub-Themes*

- i. In most of the countries in the region, teachers require new and different capacities and support to integrate ICTs in their teaching. It is urgent to define how to support them, defining new training options and pedagogical material that facilitate the achievement of equity in virtual learning processes. How can governments effectively train teacher to facilitate distance learning? How can governments facilitate the development of curriculum and assessment materials appropriate for distance learning?
- ii. Educational systems need to explore and learn about how to implement innovative approaches for distance learning. How can they best select, adapt and contextualize relevant TV, radio, textbooks and learning material for distance education? How can distance modalities ensure continuity of education in countries where climate disasters, pandemic, or violent conflicts arise? What existing knowledge and innovations about forms of distance education can be adapted to guarantee the inclusion of vulnerable children who are often the most affected by these circumstances?

### 3. SCOPE

Projects funded through this call will:

- Scan for and identify relevant approaches and innovations to address the shared policy challenge;
- Adapt and further test those approaches to assess how to scale positive impacts in GPE-member countries; and
- Mobilize knowledge and building capacity so the approaches can be taken up in policy and practice.

Projects funded through this call will NOT finance the implementation of solutions to the shared challenges, but rather build knowledge and innovation within and across GPE member countries to address these challenges.

Projects will identify innovative approaches to address one or more of the shared policy challenges. The approaches may be promising or already proven. They should be appropriate and scalable for the contexts of the region. Proposals will be expected to adapt and further test these innovations for a wider-scale use and application to deliver meaningful impact for the shared policy challenges.

Projects may focus on national, sub-national or regional levels depending on the challenge. The innovative approaches may come from within or outside GPE-member countries. They may have originally been developed to address national or international needs.

KIX supports inter-country knowledge exchange. In this call, projects must work in three or more GPE-member countries in the region. Projects should facilitate knowledge mobilization within and across countries. Please see Annex A for the list of countries.

#### **CENTRAL CONCEPTS IN THIS CALL**

*Building and mobilizing knowledge:* KIX regional grants will support projects that are problem-focused and action-oriented. They should be designed to build knowledge, innovation and evidence, while also creatively identifying and engaging with relevant users of that knowledge. Projects should involve education system stakeholders throughout to ensure that research is relevant and readily available for policy and practice. IDRC calls this type of project “research-for-development”.

*Innovation:* For the purposes of this call, the term “innovation” refers to a combination of tools, practice, technologies, policy, program, methodology, or intervention that can be used to improve education access and quality in developing contexts. The innovation may be a package of measures that provide solutions. The innovative element may be the

combination of elements that make them effective.

*A critical approach to scaling impact:* These projects will investigate how innovative approaches can make significant positive change in education systems by optimally scaling their impact. However, proposals are encouraged to take a critical approach to scale. Scaling is not only about making something bigger or increasing the coverage of an intervention. Scaling is the process of improving the reach, breadth, quality, equity and sustainability of the changes, benefits and solutions that innovations bring to education systems. Proposals should anticipate potential trade-offs or even negative consequences of innovations as they scale. Decisions to scale must be well justified in light of evidence, as well as the perspectives of those who could be affected (see more in [Gargani and McLean, 2017](#)).

*Building knowledge about scaling, and for scaling:* The grants **will not** support the large-scale implementation of identified innovations; they **will** fund research for development to generate lessons for their scaling. This may include: (1) measures to adapt and refine the innovations to the contextual needs of the selected countries; (2) developing and testing means and models to scale them; (3) supporting capacity building of stakeholders who will adapt, adopt and scale the innovations; and (4) assessing results.

## **GUIDING QUESTIONS**

The call for regional grant projects is guided by a set of overarching questions. Starting with the shared policy challenge described in Section 2, KIX invites EoIs to respond to this overall question:

*How can innovative education approaches be adapted and scaled to address common challenges in GPE member countries?*

The following sub-questions are suggested to guide the exploration of the overall question:

- What existing proven or promising innovations can be adapted to address the challenge(s) identified across the chosen thematic area(s)?
- What are effective approaches to adapting, scaling, and implementing these innovations in GPE member countries?
- What factors enable, incentivize, or impede the implementation of these innovations in GPE member countries?<sup>3</sup>

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<sup>3</sup> Applicants may refine, complement, and adapt this list of questions given the focus of their proposals.

Organizations submitting EoIs are invited to tailor the overall objectives (from Section 1) and guiding questions from this call document and propose ways to focus their study to produce a useful and innovative contribution to the overall challenge.

### **FUNDING AND DURATION**

KIX will allocate up to CA7.75 million through this call, with individual projects receiving funding between CA\$750,000 and CA\$1.20 million.

Projects can be up to 31 months in duration.

## 4. ELIGIBILITY

This call will prioritize funding to organizations based in countries that make up the KIX EAP region (Annex A). In addition, organizations based in these regions are welcome to apply: Central Asia, Caucasus, Eastern Europe; Middle East and North Africa, South Asia, South East Asia and Pacific Islands. Organizations based in high income countries from these regions are not eligible to submit applications as individual organizations or as lead of a consortium. Expressions of interest must be submitted by nationally/internationally registered or incorporated organizations in the region covered by the call. These could include, but are not limited to, civil society organizations, research institutions, universities, think tanks, network secretariats and associations, non-profits or private sector, based in the region. Proposals should demonstrate that the organization submitting an expression of interest is working in and has relationships with relevant education stakeholders in the target countries. An applicant organization/lead organization must have legal corporate registration and capacity to administer foreign funds.

### *Who is eligible?*

- Individual organizations based in the specified countries and regions.
- Groups of up to three organizations working in a consortium. Expressions of interest from consortia must name one lead organization. The lead organization must be an organization based in the region where research will take place, as described above. Other consortium members may include members from within the region; national, regional or international offices of multi-lateral organizations or international NGOs; or other organizations from outside the region.
- Private Sector: Expressions of interest from or that include private sector partners are welcome. Such applications should demonstrate how private sector resources – financial or technical knowhow-will contribute to the project, in partnership with others.

### *Who is NOT eligible?*

- Individuals.
- Government ministries and agencies are not eligible for funding but can be involved in projects.
- For-profit providers of core education services.

## 5. EXPRESSION OF INTEREST REQUIREMENTS

### GENERAL CONSIDERATIONS

- Proposals should define the results they aim to achieve, linked to the objectives of this call.
- Expressions of interest must address one or more of the shared policy challenges described in section 2. They should present a case about existing approaches that could be relevant to address the challenge in at least three of the countries listed in Annex A. A sound justification should be included, which includes relevance to the challenge and contexts, existing evidence of results (for whom under what circumstances), gender equity and inclusion considerations to be considered, cost-effectiveness and sustainability.
- Expressions of interest must present a rigorous and practical methodology to generate knowledge. They should integrate critical approaches to scaling.
- Expressions of interest must present knowledge mobilization strategies, including articulating how the project will engage and respond to relevant stakeholders throughout, to ensure relevance, quality and the potential to inform policy making and practice. They should include mechanisms for inter-country knowledge sharing.
- Expressions of interest should provide a rationale explaining why the consortium has come together to implement the project and describing the role and added value provided by each member organization. Consortia must describe governance and coordination arrangements they will use to produce high quality work and support fair and equitable partnerships.
- Expressions of interest must present a project team with an appropriate range of expertise to ensure the project's success, including expertise in research; gender, equity and inclusion; and knowledge mobilization.

### GENDER EQUALITY, EQUITY, AND INCLUSION

Gender equality, equity, and inclusion are core values to KIX, IDRC and GPE. Addressing these issues is key to improving access and quality for education in the global south. They are thus central to this call for expressions of interest. Proposals that are gender blind<sup>4</sup> **will not** be considered.

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<sup>4</sup> The project treats all genders the same while ignoring biological sex and historical differences and context across gendered identities. The project fails to recognize the distinct needs of girls and boys in education and that participation in education is driven by specific social, cultural, economic and political contexts and hinderances.

## **ADAPTIVE MANAGEMENT**

Projects funded through this call will have to incorporate an adaptive management approach for at least two reasons. First, there may be emergent elements to the project design, as the process of identifying relevant innovative approaches may lead to adjustments to the implementation plan. Second, proposals are being developed during the **COVID-19 pandemic** that may pose a challenge to future planning, particularly for projects that will work in multiple countries. Proposals should present a plan of how the project will start activities in the context of COVID-19, considerations of **shorter and longer-term potential impacts of the pandemic** on the project, and how adaptations will be planned and managed.

## 6. EXPRESSION OF INTEREST SUBMISSION DETAILS

All expressions of interest should be submitted in English or French, using the [online IDRC application](#). The components of the online application form are outlined below:

- the project title
- policy challenge
- countries of focus
- project summary in plain language
- contact information of the project leader and co-applicants (if applicable)

Expressions of interest are expected to address the following:

### *Problem Identification and Background (max. 1,000 words)*

- Clearly state the problem or opportunity to be addressed in your project.
- How does the project and its intended results address an important knowledge gap relevant to the identified shared policy challenges; how it addresses gender equality, equity and inclusion issues of the challenge; and how it is directly relevant to the countries in which the project will work, and how it could be further relevant to other GPE member countries in the region?
- Present the relevant background and literature, in relation to the proposed project.
- Provide a justification for the selected innovative approach(es) to be adapted and further tested.

### *Research Purpose and Anticipated Results (max. 500 words)*

- Clearly state the proposed project objective(s)<sup>5</sup> and the research question(s), adapted and refined from the objectives and guiding questions of this call (see Sections 1 and 3).
- Describe the outputs the project will produce.
- Describe how the proposed project objective(s) addresses and impacts gender equality, equity and inclusion issues and their underlying causes.

### *Project Design and Methodology (max. 500 words)*

- Describe the theoretical or conceptual framework(s) to be used.

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<sup>5</sup> This includes general and specific objectives of the project. The general objective should state the development goal being pursued related to the policy challenge. The specific objectives should indicate the specific types of knowledge to be produced; the policy, practice or innovation that could be improved with that knowledge, specifying which stakeholders will be reached; and capacities to be reinforced. These are the objectives against which the success of the project will be judged. Use only active verbs (no passive).

- Outline the study design, methods, type of analysis, and adaptive management strategy.
- Explain how gender, equity, and inclusion considerations will be incorporated in all elements of project design and methodology.

*Knowledge Mobilization Strategy (max. 500 words)*

- Provide an overview of how the activities and outputs of the project will engage potential knowledge users (including ministries of education) on ongoing basis, the strategies to ensure that research results are used by relevant stakeholders, and what the outcomes of the project might be for policy making and capacity building.
- Outline how relevant stakeholders from the targeted countries will be involved in fair and equitable partnerships during the project.
- Present how the project will facilitate inter-country knowledge sharing.

*Gender Equality, Equity, and Inclusion Considerations (max. 500 words)*

- Discuss how the project addresses topics of gender equality, equity and inclusion and how it is integrated in the study design, methods, and analysis, and potential impacts.
- Discuss what the likely impact of addressing the problem will have on different groups within the region such as boys and girls, ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, those with disabilities and difficulties in learning.

*Project Team Capacities (max. 1,000 words)*

- Describe the team members' roles and expertise relevant to the project (research, scaling, learning facilitation, gender, equity and inclusion, and knowledge mobilization).
- Provide a brief overview of the organization's (or the consortium's) track record relative to its proposed role in the project.
- Present the interest of the organization (or consortium) in applying for this call and how it aligns with the organizational mandate.

*Additional Documents*

In addition to the expression of interest, applicants are expected to submit:

1. Contact information of the lead applicant and members of the partnership if applicable.
2. [Institutional Profile Questionnaire \(IPQ\)](#) to be completed by the lead applicant.
3. Abridged CVs of the lead applicant with relevant experience and key contact individuals from other organizations in the case of the partnership (CVs should be no longer than two pages).

By submitting this application, the Applicant confirms their acknowledgement of, and agreement to, the applicable [Terms and Conditions](#) for the Grant Agreement, which will form an integral part of the funding application. The Applicant also agrees to abide by [IDRC Corporate Principles on Research Ethics](#), [IDRC Open Access Policy](#) and [IDRC Open Data Statement](#) of Principles to proceed. Any failure to abide by or accept any of the stated conditions may cause IDRC to consider the application null and void.

## 7. EVALUATION CRITERIA

Expressions of Interest will be assessed using the evaluation criteria and criteria weighting (in percentages) outlined below.

<b>Evaluation Criteria</b>	<b>%</b>
<p data-bbox="159 483 674 516"><i>Relevance and likelihood of impact</i></p> <ul style="list-style-type: none"> <li data-bbox="201 557 1650 589">❑ The expression of interest responds to the identified shared policy challenges outlined in the call</li> <li data-bbox="201 597 1409 630">❑ The expression of interest speaks to the guiding questions of the regional grant.</li> <li data-bbox="201 638 1835 719">❑ The expression of interest focuses on scanning for, testing and assessing the scalability of an innovation that is well-justified, feasible and cost-effective in the context of chosen GPE member countries.</li> <li data-bbox="201 727 1843 849">❑ The expression of interest presents convincing strategies, including stakeholder involvement, policy engagement approaches and links with education planning processes, for the uptake of project results in the selected GPE member countries.</li> </ul>	35
<p data-bbox="159 893 642 925"><i>Project design and methodology</i></p> <ul style="list-style-type: none"> <li data-bbox="201 966 1822 1047">❑ The expression of interest presents a convincing design to achieve relevant and important results within the (maximum) 31-month funding period.</li> <li data-bbox="201 1055 1388 1088">❑ The project has an appropriate methodology to address research question(s)</li> <li data-bbox="201 1096 1829 1128">❑ The methodology clearly states how gender equality, equity and inclusion will be incorporated in the project.</li> </ul>	20
<p data-bbox="159 1169 804 1201"><i>Gender, equity, and inclusion considerations</i></p> <ul style="list-style-type: none"> <li data-bbox="201 1242 1780 1323">❑ The expression of interest identifies the gender equality, equity and inclusion dimensions of the challenge and presents a convincing strategy on addressing them.</li> <li data-bbox="201 1331 1797 1412">❑ Gender, equity, and inclusion are considered at all stages of the project, including design, intended results, interpretation, and knowledge mobilization processes.</li> </ul>	15

<p><i>Organizational capacity</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applicant demonstrates a strong track record that is suitable to the task proposed.</li> <li><input type="checkbox"/> The team demonstrates capacity in education systems, gender equality, equity and inclusion issues and applied research.</li> <li><input type="checkbox"/> The expression of interest explains how the team will coordinate their multi-country work, ensure fair and equitable partnerships, and in the case of consortium, effective governance and coordination mechanisms to be used.</li> </ul>	30
<p><i>Total</i></p>	100

## 8. SUBMISSION AND REVIEW PROCESS

Expressions of interest must be submitted no later than September 2, 2020 (23:59 EDT). Expressions of interest received after the deadline or incomplete will not be considered. All applications must be submitted, in English or French, using the [online application form](#).

The review process will consist of the following steps:

1. Verification of eligibility requirements and expression of interest completeness: IDRC will review all submitted expressions of interest to ensure they meet eligibility requirements and all necessary materials. Incomplete expressions of interest or those that do not meet the requirements will not be considered further.
2. Review and ranking of expressions of interest: IDRC will review eligible expressions of interest using the evaluation criteria. Each expression of interest will be reviewed by at least two IDRC program officers. Expressions of interest will be ranked based on scoring and subsequent IDRC discussion.
3. Shortlisting expressions of interest: Based on scoring and internal discussion, IDRC will shortlist high-quality expressions of interest and will invite them to submit a proposal.

## 9. INQUIRIES

One webinar, hosted in English and French will take place on July 30, 2020 to answer questions about this call for expressions of interest. Questions must be submitted in advance; the question submission deadline for the webinar is July 27, 2020. **When submitting your question, please ensure that you include the name of the region you are applying for in your e-mail subject and title.** To attend the webinar, [please register \(https://forms.gle/uK1o2SRQVwdJoSkY9\)](https://forms.gle/uK1o2SRQVwdJoSkY9) by 4:00 pm EDT on July 29, 2020. Only those who register will receive access to the webinar platform.

Any inquiries that affect all applicants will be posted anonymously online on an FAQ site. Applicants are strongly encouraged to monitor this website for any information updates regarding this call.

## 10. CALL TIMELINE

Activity	Date
Expression of interest release date	July 15, 2020
Webinar	July 30, 2020
Deadline for submitting expressions of interest	Sept 2, 2020
Invitation to submit proposals	Sept 30, 2020
Submission of proposals	Nov 30, 2020
Final selection	Dec 18, 2020

## 11. REGIONAL GRANT GLOSSARY

For the purposes of this call, research, innovation, scaling, and global public good are defined as follows:

**Research for development** is a problem-focused and action-oriented process that is designed to not only generate new knowledge and evidence, but also creatively identify and engage with relevant users of the knowledge, involving them and ensuring that research is readily available for policy, practice, and technological development. Research for development often includes measures to build the capacity of knowledge users.

**Innovation** is a tool, practice, policy, program, methodology, or any other intervention that can be used to improve education access and quality in developing contexts.

**Scaling** is the process of improving the reach, breadth, scope, quality, equity and sustainability of the changes, benefits and solutions that innovations bring to education systems.

## 12. ADDITIONAL CONSIDERATIONS

As a Canadian Crown corporation, IDRC is subject to Canada's [Access to Information Act](#). Consequently, any submissions in response to this Call for Research Proposals will be held by IDRC in a manner consistent with the *Access to Information Act*, including IDRC's obligations to disclose documents requested by members of the public.

## 13. BACKGROUND INFORMATION ON GPE AND IDRC

GPE is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries to dramatically increase the number of children who are in school and learning. GPE supports developing country governments to develop good quality education sector plans. GPE also mobilizes financing from public and private sources around the world and encourages developing country partners to provide sufficient domestic financing for basic education. Finally, GPE enables developing countries to address common education challenges through learning from each other, strengthening technical capacity, and accessing the best technical expertise.

IDRC is a Canadian Crown corporation that collaboratively works with researchers from the developing world in search for their own solutions for building healthier, more equitable, and more prosperous societies. IDRC achieves this by providing developing-country researchers with financial resources, advice, and training to help them find solutions to local problems, encouraging knowledge sharing with policymakers, researchers, and communities around the world, and fostering new talent by offering fellowships and awards.

## ANNEX A

List of GPE Member Countries in the KIX Europe, Asia and Pacific KIX region.

Afghanistan  
Albania  
Bangladesh  
Bhutan  
Cambodia  
Georgia  
Kyrgyz Republic  
Lao PDR  
Maldives  
Moldova  
Mongolia  
Myanmar  
Nepal  
Pakistan  
Papua New Guinea  
Sudan  
Tajikistan  
Timor L'este  
Uzbekistan  
Vietnam  
Yemen