CALL FOR PROPOSALS IN LATIN AMERICA AND THE CARIBBEAN:

Generating and mobilizing innovative knowledge for regional education challenges

KIX Knowledge Innovation Exchange

GLOBAL PARTNERSHIP *for* **EDUCATION**

IDRC | CRDI

Canada

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1. INTRODUCTION

The International Development Research Centre (IDRC) and the Global Partnership for Education (GPE) invite proposals 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 for proposals, including this one. In the first year of KIX, multi-region, multi-country [projects](#) were selected through a global call for proposals. This regional call for proposals is designed to respond to specific priorities of GPE member countries in Latin American and the Caribbean (LAC).

OBJECTIVES OF THIS CALL

The objectives of this regional call for proposals 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 proposals is September 30, 2020 (23:59 EDT).

2. SHARED REGIONAL CHALLENGES IN GPE MEMBER COUNTRIES IN LATIN AMERICA AND THE CARIBBEAN

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 both 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 serve to improve gender equality, equity, and inclusion in and through education; and
- Are immediately relevant to specific countries in the region with possibility for broader applicability.

The three policy challenges for this regional call for Latin America and the Caribbean are:
A. Rural inequalities
B. Stronger teams, stronger institutions
C. Gender equality and inclusion

[Please read the full report on regional challenges here.](#) Summaries of each challenge follow.

A. RURAL INEQUALITIES

The internal inequalities within Latin American countries between urban and rural environments pose additional difficulties to the expansion of quality education to the detriment of the poorest people, those living in rural areas and belonging to indigenous communities.
- Children in rural communities are disproportionately affected by lower enrollment, higher rates of school dropout (over 40% difference in the case of Guyana), and lower levels of learning achievement.

- Teachers in rural environments have less opportunity for initial and in-service professional development, lower wages and harder working conditions. As a result, recruitment and retention of rural teachers is also more difficult.
- Rural schools, which in cases such as Nicaragua and Honduras represent up to 80% of schools, are affected by geographical isolation, increased exposure to natural disasters, lack of services -including those such as connectivity and electricity required for effective distance learning modalities- and a lower access to financial and institutional resources.
- Rural environments often experience higher levels of child labor and violence, especially gender based.
- Indigenous communities or those from minority languages (i.e., creole in Dominica and Saint Lucia) are especially concentrated in rural areas and particularly affected by the lack of learning resources focused on multicultural, multilinguistic environments.

In order to increase equity in education access and quality in Latin America and the Caribbean, this gap between urban and rural contexts must be addressed.

The challenge

To sustainably enhance the capacity of national education systems to improve equity in education in rural communities through culturally responsive approaches that combine support programs for rural students, teachers and schools.

Potential sub-themes:

i. How to support rural school systems in developing responses to overcome structural inequalities through the design and scaling of innovative and pertinent pedagogical resources, tools, practices and learning assessment systems.
ii. How to design and implement effective programs to support rural teacher professional development, recruitment, retention and allocation.
iii. How to develop effective uses of digital technologies, distance and blended learning modalities to support learning processes in rural environments.
iv. How to make intercultural bilingual education viable by implementing language policies, designing appropriate curricula and educational material, and using bilingualism and multiculturalism to train teachers, as well as training teachers to use them.

B. STRONG TEAMS, STRONGER INSTITUTIONS

Several LAC Hub member countries are engaged in large, ambitious education sector planning and reform processes that involve major policy challenges and require enhancing technical capacities of teams at various levels. Those challenges include, but are not limited to:

- Increased role of the central State in the provision of education (Nicaragua) or, vice versa, decentralization of education systems (Honduras, Grenada and Haiti);
- Implementation and improvement of education management information systems (Guyana, for instance, is just initiating the implementation of EMIS);
- Supervision and audit of private education (representing 80% of education offered in Haiti);
- Progress towards gender equality;
- Responses to COVID-19 and post-emergency scenarios; and
- Better understanding of factors associated with learning and, in general, more effective and informed use of evidence in the decision-making process.

Those challenges demand highly trained professional teams at various administrative levels within the national school system—from Ministerial chief of cabinet teams to subnational and local education authorities and school principals, both in technical aspects and towards building leadership capacities to lead reform processes.

Given the scale and diversity of levels and dimensions involved, these challenges require fresh, new approaches to enhance and scale those capacity building efforts, including innovative and adapted use of online and distance professional development resources.

The challenge

To build, systematize and/or adapt efficient, contextually relevant and cost-effective mechanisms to support capacity building efforts within the education sector, with focus on technical teams, mid-level authorities and school principals on areas that are key for a successful implementation of national policy reform processes within education system.

Potential sub-themes:

i.   What are the most effective, scalable and adaptable leadership and capacity building programs to support school principals as key agents to engage schools into education reform processes?
ii.   What are the most effective, scalable and adaptable solutions to build capacity among mid-level officers and technical teams to effectively support decentralization processes of the education system?
iii. How can EMIS be more effectively used to bring evidence to local, subnational level decisions and policy planning and implementation?

C. GENDER EQUALITY, EQUITY, AND INCLUSION

LAC countries have made improvements in gender equality, particularly seen in increasing access to primary and—to a lesser extent— to secondary education. However, gender gaps remain present in the Latin American and Caribbean region. Furthermore, the integration of informed gender perspectives in policies and education plans in the region is still limited, despite research that demonstrates that prioritizing gender equality in education can foster economic and social development, sustainability, public health, peace and stability.

Inside the classroom, curriculum, textbooks and pedagogical approaches tend to install and reinforce patriarchal practices. Outside the classroom, social and sexual violence, pervasive in many communities, have a direct impact on the ability of girls to attend and succeed at school.

Young boys consistently underperform young girls at school in LAC when comparing learning outcomes, which also has an expression on higher dropout figures. Research has linked this to social and cultural frameworks leading to the construction of hyper-masculinity models within and outside school.

Homophobia, transphobia and exclusion of LGTBQ+ students are common, unaddressed issues in many schools, deepening multiple forms of violence and educational exclusion.

The challenge

To develop adapted approaches (e.g., tools, resources, actionable frameworks) that introduce and reinforce gender equity and inclusion perspectives in education planning and practices towards more equitable access and increased learning opportunities for all children, regardless of gender.

Potential sub-themes

i. How to effectively build the capacity of teachers, school principals, administrative staff and school communities at large, as well as policymakers and educational stakeholders, on gender perspectives in primary and secondary education.
ii. How to improve boys' performance in achieving learning outcomes, how to address the links between performance and hyper-masculinity, and how to target approaches through analysing positive deviants at the school level.
iii. How to assess curriculum frameworks to incorporate more inclusive and protective perspectives vis-a-vis of girls and LGBTQ++ communities at school.

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 two or more GPE-member countries in the region. Projects should facilitate knowledge mobilization within and across countries. Please see Annex A for a 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 proposals 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:

   i.   What existing proven or promising innovations can be adapted to address the challenge(s) identified across the chosen thematic area(s)?
   ii. What are effective approaches to adapting, scaling, and implementing these innovations in GPE member countries?
   iii. What factors enable, incentivize, or impede the implementation of these innovations in GPE member countries?[1]

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1 Applicants may refine, complement, and adapt this list of questions given the focus of their proposals.

Organizations submitting proposals 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 CA$4 million through this call, with individual projects receiving funding between CA$750,000 and CA$1.2 million.

Projects can be up to 33 months in duration.

Proposals deemed high quality but not approved for funding may be retained for additional 12 months, based on applicant permissions, in the event that additional funds become available.

4. ELIGIBILITY

This call will prioritize funding to Southern organizations. Proposals must be submitted by nationally/internationally registered or incorporated organizations in the LAC region. 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 applying for the grant is working in and has relationships with relevant education stakeholders in the target countries. An applicant organization/lead organization or any other organization that will enter in a grant agreement with IDRC as part of a consortium must have legal corporate registration and capacity to administer foreign funds.

Who is eligible?

- Individual Southern organizations based in the region.
- Groups of up to three organizations working in a consortium. Proposals from consortia must name one lead organization, which can subgrant to additional organizations. The lead organization must be a Southern organization based in the region where research will take place. 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: Proposals 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. PROPOSAL REQUIREMENTS

GENERAL CONSIDERATIONS

- Proposals should define the results they aim to achieve, linked to the objectives of this call.
- Proposals must address one or more of the shared policy challenges described in section 2. Proposals should present a case about existing approaches that could be relevant to address the challenge in at least two 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. In addition, proposals should also explain how they will scan for other promising approaches and the criteria they will use to assess their relevance to the issues and priorities within the selected countries, of countries that share the selected challenge.
- Proposals must present a rigorous and practical methodology to generate knowledge. They should include measures to adapt and test the selected innovative approaches to meet the contextual needs of education systems in GPE member countries in which it will be implemented, as well as outline scaling issues, approaches and delivery mechanisms to be tested. Proposals should integrate critical approaches to scaling.
- Proposals 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. Proposals should include mechanisms for inter-country knowledge sharing and may include measures for capacity building to support knowledge uptake.
- IDRC may consider separate grants to multiple consortium members on an exceptional basis in its sole discretion. Proposals 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.
- Proposals 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. An applicant organization/lead organization or any other organization that will enter in a grant agreement with IDRC as part of a consortium must have legal corporate registration and capacity to administer foreign funds. mobilization.

GENDER EQUALITY, EQUITY, AND INCLUSION

Gender equality, equity, and inclusion are core values to KIX, IDRC and GPE. Addressing these issues continue be core to improving access and quality for education in the global south. They are thus central to this call. All projects funded must be along the continuum of gender sensitive[2], gender responsive[3] or gender transformative[4]. Proposals that are gender blind[5] **will not** be considered. Equity in education refers to the fairness of the distribution of educational resources, opportunities and outcomes within and between societies. Inclusive education is a process that involves the transformation of schools and other centers of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning. Proposals should explain how applicants will integrate gender, equity, and inclusion issues in all stages of the project, including rationale, design, intended results, data collection, analysis, interpretation, and knowledge mobilization processes.

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.

FAIR AND EQUITABLE PARTNERSHIPS

One of the unique aspects to this call is the expectation that organizations will establish and develop fair and equitable partnerships from the beginning to the end of the project with relevant local stakeholders, involving them as appropriate throughout the project,

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2 Gender (the differentiated and intersectoral experiences of women, men, boys, girls and people of all genders) is considered in the research project's rationale and is addressed in the project design and methodology.
3 Gender is considered in the research project's rationale, design, and methodology and is rigorously analyzed to inform implementation, communication, and influence strategies.
4 Examines, analyzes, and builds an evidence base to inform long-term practical changes in structural power relations and norms, roles and inequalities that define the differentiated experiences of children and adults of all genders. Gender transformative research aims to lead to sustained change through action (e.g. partnerships, outreach, and interventions).
5 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.

respecting their knowledge and expertise, and taking an adaptive approach that is responsive to the local context. Proposals should outline processes to establish such partnerships. Local stakeholders can include, but are not limited to, school principals and teachers, parents and children, local education groups and teacher unions, education ministry officials, development partners and policy makers. Fair and equitable partnerships must also be established among members of the consortium if multiple organizations are working on the implementation of the project.

RESEARCH QUALITY

The projects funded out of this call will be expected to meet the quality standards expressed in [IDRC's Research Quality Plus (RQ+) framework](). Proposals must be methodologically rigorous, original and relevant. They must also be ethically sound, mindful of equity, inclusion and gender dimensions, and be well-positioned for use by different stakeholders.

6. PROPOSAL SUBMISSION DETAILS

All applications should be submitted in English, French or Spanish, using the [online IDRC application system](). The components of the online application form are outlined below.

The online application will ask applicants to provide:
- the project title
- policy challenge
- countries of focus
- project summary in plain language
- contact information of the project leader and co-applicants (if applicable)
- the rationale for the consortium (if applicable)

Applicants are strongly encouraged to seek out resources on appropriately addressing gender equality, equity and inclusion in the project proposal, for instance this [Guide to Integrating Gender in your Proposal]().

Proposals are expected to address the following in the application:

Problem Identification and Background (max. 1,500 words)

- Clearly state the problem or opportunity to be addressed in your project; how it addresses an important knowledge gap relevant to the identified policy challenge; how it addresses gender equality, equity and inclusion issues of the challenge; how the project responds to the specific identified education priorities of chosen GPE member countries, including their education sector plans, 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 and explain the process and criteria for identifying additional approaches that could be further analyzed in the project.

Research Purpose and Anticipated Results (max. 1,000 words)

- Clearly state the proposed project objective(s)[6] and the research question(s), adapted and refined from the objectives and guiding questions of this call.
- Describe what the proposed project will produce in terms of outputs, and the outcomes and intended impact to which it will contribute; explain how it will add to existing knowledge for education systems and how to scale the impact of innovative approaches in developing contexts.
- 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. 1,500 words)

- Describe and justify the theoretical or conceptual framework(s) to be used.
- Presentthe study design, methods, and type of analysis.
- Describe the project's adaptive management approach, and how it will manage risks, including those related to COVID-19.
- Outline how gender, equity, and inclusion considerations will be incorporated in all elements of project design and methodology.
- Outline how relevant stakeholders will be involved in fair and equitable partnerships during the project.
- Identify risks to achieving project objectives and strategies for mitigation.

Knowledge Mobilization Strategy (max. 700 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.

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, outputs, outcomes and potential impacts.

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6 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).

- Discuss the level of the Continuum of Gender Integration throughout the project as described in Section 5.
- Discuss what the likely impact of addressing the problem will be 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.

Research Ethics (max. 500 words)

- Provide details of the potential ethical issues in relation to the proposed research and what steps will be taken to ensure the highest ethical standards and the greatest protection of research participants. Refer to the [Canadian Tri-Council Policy Statement on Ethical Conduct of Research Involving Humans.](#)
- Note that prior to commencing research, applicants will need to obtain approval from an official institutional or national research ethics body and will need to comply with the terms and conditions of the Grant agreement.

Monitoring, Evaluation and Learning (max. 700 words)

- Provide a theory of change and results framework, and an overview of the mechanisms, methods and evidence to be used to assess project progress.
- Discuss how monitoring, evaluation and learning will incorporate and assess gender equality, equity and inclusion issues

Project Team Capacities (max. 1,000 words)

- List the project team members, their 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.

Additional Documents

In addition to the proposal, applicants are expected to submit:

(1) Contact information of the lead applicant and members of the partnership if applicable. [Institutional Profile Questionnaire](#) (IPQ) to be completed by the lead applicant.

(2) Estimated budget, with a cost breakdown by categories using the [IDRC budget template](#). Complete all the tabs except the Summary tab, which will be generated automatically. Save the completed and duly signed budget as a PDF document and attach this to your application. For a list of eligible expenses, please refer to the IDRC [Guidelines for Acceptable Project Expenditures](#). For general information, refer to the [General IDRC Funding Guidelines](#). Please add information on any matched funding, or additional leveraged resources, that are relevant to this proposal under the "Donor contributions" and "Local contributions" tabs.

(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 proposal, 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

An independent expert panel will assess proposals using the evaluation criteria and criteria weighting (in percentages) outlined below.

Evaluation Criteria	%
Relevance and likelihood of impact ☐ The proposal responds to the identified shared policy challenges outlined in the call ☐ The proposal speaks to the guiding questions of the regional grant. ☐ The proposal 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. ☐ The proposal 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. ☐ The proposal identifies the gender, equity and inclusion challenge and presents a convincing strategy on addressing the challenge.	30
Project design and methodology ☐ The proposal presents a convincing design to achieve relevant and important results within the (maximum) 33-month funding period. ☐ The project has an appropriate methodology to address research question(s) ☐ The proposal includes clear strategies for adaptive management and mitigating risks. ☐ The methodology clearly states how gender, equity and inclusion will be incorporated in the project. ☐ The proposal identifies key ethical issues and ways of addressing them, including how ethical oversight will be managed.	30

Gender, equity, and inclusion considerations	15
☐ Gender, equity, and inclusion are considered at all stages of the project, including design, intended results, data collection, analysis, interpretation, and knowledge mobilization processes.	
Organizational capacity	15
☐ Applicant demonstrates a strong track record that is suitable to the task proposed.	
☐ The team demonstrates capacity in education systems, gender equality, equity and inclusion issues and applied research.	
☐ The proposal explains how the team will coordinate their multi-country work, ensure fair and equitable partnerships, and	
☐ In the case of consortia, effective governance and coordination mechanisms to be used.	
Monitoring, evaluation and learning	10
☐ The proposal includes a theory of change and results framework with outputs, outcomes, and intended impact.	
☐ The proposal includes a monitoring and evaluation strategy to help the team monitor progress, adapt, achieve results, and report.	
Total	100

8. SUBMISSION AND REVIEW PROCESS

Proposals must be submitted no later than September 30, 2020 (23:59 EDT). Proposals received after the deadline or incomplete proposals will not be considered. For an application to be considered complete, each section of the application must be filled, and all supporting documents included in the application. All applications must be submitted, in English, French or Spanish, using the [online application form.](#)

The review process will consist of the following steps:

1. Verification of eligibility requirements and proposal completeness: IDRC will review all submitted proposals to ensure they meet eligibility requirements and all necessary application materials. Incomplete proposals or those that do not meet the requirements will not be considered further.
2. Initial shortlisting of eligible proposals: In case of a large number of submitted proposals, IDRC will review eligible proposals on the basis of the evaluation criteria presented herein and shortlist the top 20 proposals, which will be sent to the KIX Independent Assessment Panel (IAP).
3. Review and ranking of shortlisted proposals by IAP: IAP members will review eligible proposals using the evaluation criteria. Each proposal will be reviewed by at least two panelists. Proposals will be ranked on the basis of scoring and subsequent IAP discussion. The IAP will recommend which proposals are of sufficient quality to receive KIX funding.
4. Recommending a cohort of projects: IDRC will identify a cohort of proposals up to the maximum budget for the funding envelope available for the call from the IAP's list of highest-ranking applications, to be submitted for approval by the KIX Executive Committee. As much as possible, the cohort will balance thematic, geographic and applicant diversity. IDRC will also analyze budgets and proposals' value for money.
5. Executive Committee approval: The Executive Committee of KIX will provide final approval of the projects funded through this call.
6. IDRC reserves the right to request successful applicants to make changes based on feedback from the IAP and IDRC, if necessary. IDRC may also facilitate additional interaction with KIX representatives in GPE member countries to further hone the selected proposal to country realities.
7. High-ranking proposals, which are deemed of sufficient quality but are not funded through this round, will be kept by IDRC for up to 12 months for future funding opportunities, provided permission to do so is given by applicants.

9. INQUIRIES

One webinar, hosted in English, French and Spanish will take place on August 12, 2020 to answer questions about this call for proposals. Questions must be submitted in advance; the question submission deadline for the first webinar is Aug 5, 2020. **When submitting your question, please ensure that you include the name of the region you are applying for in your e-mail subject line.** To attend the webinar, [please register](https://forms.gle/HeQAnugrLmpJJMLf8) [(https://forms.gle/HeQAnugrLmpJJMLf8](https://forms.gle/HeQAnugrLmpJJMLf8)) by 4:00 pm EDT on August 11, 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
Call launch	July 15th, 2020
Webinar	August 12th, 2020
Deadline for submitting proposals	September 30th, 2020
Review of proposals by IDRC	October 2nd – 16th 2020
Review of proposals by IAP	October 23rd– November 6th 2020
Proposals selected for funding receive feedback from IAP and IDRC and make amendments if necessary	December 2020
Applicants resubmit amended proposals	January 2021
Approval of proposals	January 2021

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

1. 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.

2. By way of submitting an application under this Call, applicants consent to the disclosure of the documents they submit to IDRC and external reviewers who are involved in the assessment and selection processes of proposals. If selected for funding, applicants further consent to the disclosure of their name and the title of the proposed project in any announcement of selected projects. Unsuccessful proposals will be destroyed within 180 days after the close of the application period. Proposals deemed as high quality by the IAP, but which do not receive funding from this round, will be retained for additional 12 months, based on applicant permissions.

3. Applicants must publish research findings in the public domain in accordance with IDRC's Open Access Policy.

4. IDRC reserves the right in its sole discretion at any time to withdraw support for a project or recipient where the i) implementation, ii) monitoring of, or iii) access to a project is not possible or would jeopardize the safety of staff, contractors or anyone affiliated to IDRC. Additionally, where it is determined that a project or participation of an institution or individual would or could reasonably violate laws, sanctions or other obligations with which IDRC and or the applicant must comply, support for the project may be withheld or withdrawn.

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 Latin America and the Caribbean region.

Dominica
Grenada
Guyana
Honduras
Haiti
Nicaragua
St. Lucia
St. Vincent and the Grenadines