



**Knowledge & Innovation Exchange (KIX)  
Global Call for Proposals:  
Strengthening Education Systems with  
Proven Innovations**

## Tables of Contents

|   |    |
|---|----|
| KIX Global Grants.....                      | 1  |
| Background and Rationale.....               | 1  |
| Goal and Scope .....                        | 2  |
| Scope.....                                  | 2  |
| Guiding Questions .....                     | 3  |
| Funding and Duration.....                   | 3  |
| Eligibility.....                            | 4  |
| Proposal Requirements .....                 | 5  |
| General Considerations .....                | 5  |
| Gender, Equity and Inclusion .....          | 6  |
| Fair and Equitable Partnerships.....        | 6  |
| Research Quality .....                      | 6  |
| Evaluation Criteria .....                   | 7  |
| Proposal Submission Details .....           | 9  |
| Submission and Review Process .....         | 12 |
| Inquiries.....                              | 12 |
| Call Timeline .....                         | 13 |
| Global Grant Glossary .....                 | 13 |
| Additional Considerations.....              | 14 |
| Background Information on GPE and IDRC..... | 14 |
| Appendix A .....                            | 15 |

## KIX Global Grants

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 that will (1) generate knowledge and evidence to support the adaptation of proven innovations to address key education priorities in GPE member countries; and (2) mobilize research and knowledge to support the scaling of these proven innovations. Projects funded through this global call must be multi-regional, involving at least three GPE member countries in at least two regions.

The deadline for submission of proposals is October 1, 2019 (23:59 EDT).

## Background and Rationale

Over the last two decades, many developing countries have made significant progress in improving access to education. Even so, access remains a significant issue in many areas and is particularly acute for marginalized groups. About 63 million children of primary school age were out of school worldwide in 2016, many of whom come from conflict-affected regions ([UNESCO, 2018](#)). Further, increased access has not always translated into improvement in learning for many children, especially for those from disadvantaged backgrounds or fragile and conflict areas. It is estimated that the number of children and adolescents not achieving minimum proficiency levels in reading and mathematics is 617 million, or 6 out of 10 worldwide. The learning crisis is greatest in sub-Saharan Africa, where 85% of children do not reach minimum levels of learning despite being in school ([UNESCO, 2017](#)).

Numerous innovations have been implemented or are underway to address these education challenges in developing country contexts, including in GPE member countries. However, little is known about evidence-based innovations with a proven impact on improving education access and quality at scale in developing contexts that can be adapted and scaled up across multiple contexts ([Brookings Institution, 2016](#)). Identifying, adapting, further testing, and scaling such innovations can help accelerate the pace of change to address the learning crisis and education access issues in GPE member countries. Further, many education innovations struggle to scale in a sustainable manner. Better understanding how to sustainably scale effective education innovations while maintaining quality will significantly help support education stakeholders and maximize education investments. Overall, it is important to understand *what* proven education innovations work across different political, economic, social and cultural contexts, and under what conditions; *how* these interventions can successfully be adapted and scaled in these contexts; and for *whom* they work.

This global grant call is part of the [Knowledge and Innovation Exchange](#) (KIX), a joint endeavor between GPE and IDRC. KIX aims to strengthen national education systems and accelerate educational progress in the Global South. KIX will fill knowledge gaps, increase access to evidence, and strengthen systems to support the generation and uptake of evidence and innovations in GPE member countries. KIX supports knowledge exchange across countries, and funds projects at global and regional levels, with a particular focus on deepening knowledge on how to scale proven approaches to address pressing issues in developing country education systems.

## Goal and Scope

The goal of KIX global grants is to contribute to the improved performance of education systems of GPE member countries through adapting and adopting evidence-based education innovations with a demonstrated impact on enhancing education access and quality at scale. KIX aims to achieve this by funding projects that examine the scalability of such innovations within and across GPE member countries; support knowledge mobilization to inform education policy and practice, strengthen the capacity of different education stakeholders; and fill gaps in knowledge on scaling education innovations.

### *Scope*

The grants will support projects that aim to develop, test, and apply ways to scale innovations that address issues raised in KIX's six discussion papers on [teaching and learning](#), [early childhood care and education](#), [equity and inclusion](#), [gender equality](#), [data systems](#), and [learning assessment systems](#). Proposals addressing more than one thematic area are encouraged.

The grants will support projects that take evidence-based, proven, and scalable innovations to a wider scale of use and application to deliver meaningful outcomes through the effective deployment of scaling up models and delivery mechanisms. These innovations may come from within or outside GPE member countries, and they may have originally been developed to address national or international needs. Regardless of their origin, KIX grants will allow these innovations to be refined and adapted to the contextual needs of the countries in which they are proposed to be implemented.

Projects funded through this global call must be multi-regional, involving at least three GPE member countries in at least two regions. Please refer to Appendix A for a list of countries by region.

Note that the global grants will not fund the actual implementation of innovations at a large scale or the expanded coverage of off-the-shelf programs. Moreover, while the six discussion papers identify numerous important areas for improvement and investment, including innovation pilots, this call for global grants will not fund new pilots or seed new innovations. Seeding new pilots and innovations will be a focus of future KIX regional grants.

For the purposes of this call, the term "innovation" refers to a tool, practice, policy, program, methodology, or any other intervention that can be used to improve education access and quality in developing contexts. Thus, while KIX discussion papers use a particular definition of innovations referring primarily to pilots, we are using a more expansive definition of innovation in this call.

## *Guiding Questions*

Starting with the priorities identified in the discussion papers, KIX invites proposals to respond to this overall question:

*How can existing evidence-based and contextually relevant innovations that have a demonstrated impact be adapted and scaled to improve education access and quality within GPE member countries?*

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

- 1. What innovations can be adapted or improved to address challenges identified across the chosen thematic area(s)?*
- 2. What are effective approaches to adapting, scaling, and implementing these innovations in GPE member countries?*
- 3. What factors incentivize, impede, and enable the implementation of these innovations in GPE member countries?<sup>1</sup>*

## *Funding and Duration*

KIX will allocate CA\$16.2 million (US\$12 million) through this call, with individual projects receiving funding between CA\$1.35 million (US\$1 million) and CA\$2.7 million (US\$2 million). Funding can be allocated to individual organizations or groups of organizations (henceforth consortia) working together to implement the project.

Projects can be up to 42 months in duration.

Proposals deemed high quality by this call's Independent Assessment Panel but not approved for funding may be retained for an additional 12 months, based on applicant permissions, in the event that additional funds become available.

---

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

## Eligibility

To be eligible for the KIX global grant, applicants must satisfy institutional and proposal requirements.

### Who *IS* eligible:

- Individual organizations.
- Groups of up to four organizations working in a consortium:  
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 the governance and coordination arrangements they will use to produce high quality work and support fair and equitable partnerships. Including at least one organization based in a country where the research will take place is considered an asset. Mixed teams—consisting of researchers, tool developers, private sector, policy and development organizations—are encouraged to apply.
- Private Sector<sup>2</sup>:  
Proposals from or that include private sector partners are welcome. Such applications should demonstrate how private sector resources—financial or technical know-how—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.

---

<sup>2</sup> GPE defines private sector as: (1) companies that operate within and across countries and whose core business is primarily outside education; (2) membership associations (business associations/memberships/chambers of commerce) operating nationally and internationally, and (3) providers of ancillary education services

# Proposal Requirements

## *General Considerations*

- Proposals must address priorities and innovation gaps within one or more KIX thematic areas, as described in the discussion papers: [teaching and learning](#), [early childhood care and education](#), [equity and inclusion](#), [gender equality](#), [data systems](#), and [learning assessment systems](#).
- Proposals must have a cross-regional scope, spanning at least three GPE member countries and two of the GPE regions (see Appendix A).
- Proposals should present a sound case for the adaptation, further testing and scaling of the innovation(s) they intend to examine. In particular, proposals must justify the selected innovation, including its previous impacts and results, its cost-effectiveness and sustainability, and the ways in which it aims to address issues and priorities across the chosen thematic area(s).
- Proposals must explain the steps to be taken to adapt and test the selected innovation to meet the contextual needs of the GPE member countries in which it will be implemented, as well as outline the scaling approaches and delivery mechanisms to be tested. They should also consider how the project will anticipate further scalability of the chosen innovation beyond the selected countries, potentially contributing to the development of global public goods.
- Proposals must present knowledge mobilization strategies, including articulating how the project will engage relevant stakeholders, to ensure relevance, quality and the potential to inform policy making and practice. Proposals may include measures for capacity building to support knowledge uptake.
- Proposals must reflect a critical approach to scale: scaling is not only about making something bigger. 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. 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 [Gargani and McLean, 2017](#)).
- Proposals from consortia must name one lead organization, which can sub-grant to additional organizations. IDRC may consider separate grants to multiple consortium members on an exceptional basis in its sole discretion.
- Proposals must include an appropriate range of expertise to ensure the project's success, including research expertise. Each proposal must include an organization or groups of experts who have a strong record of conducting education research in developing contexts (at least two projects in the last five years.)

- 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.

### *Gender, Equity and Inclusion*

Whatever thematic area is chosen, gender, equity and inclusion issues must be considered in the proposed project's rationale, design, and methodology and be rigorously analyzed to inform implementation, communication, and influence strategies. Proposals should explain how marginalized children, for example, will be included or benefit from the project. Some proposals may appropriately take a transformative approach; that is, examine, analyze, and build an evidence base to inform long-term changes in structural and power relations and norms, roles and inequalities that define the differentiated experiences of different groups (e.g., gender, race, ethnicity, class, disability, geographic location).

### *Fair and Equitable Partnerships*

Proposals should outline processes to establish [fair and equitable partnerships](#) with relevant local stakeholders, involving them as appropriate throughout the project, respecting their knowledge and expertise, and taking an adaptive approach that is responsive to the local context. Local stakeholders can include, but are not limited to, school principals and teachers, parents and children, local education groups and teacher unions, and education ministry officials 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*

Overall, projects are expected to meet the quality standards expressed in [IDRC's Research Quality Plus \(RQ+\) framework](#). That is, projects that are methodologically rigorous, original, relevant, ethically sound, pay attention to equity, inclusion and gender dimensions, and are well-positioned for use by different stakeholders. KIX global grants are intended to support a particular kind of "research-for-development" projects—problem-focused and action-oriented, 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.



## Evaluation Criteria

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

| Evaluation Criteria   | %  |
|---|----|
| <p><i>Relevance and likelihood of impact</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The proposal provides a clear justification for the selected innovation(s) to be adapted and tested.</li> <li><input type="checkbox"/> The proposal aligns with one or more of the six KIX discussion papers and addresses the priorities identified in the chosen thematic area(s).</li> <li><input type="checkbox"/> The proposal aligns with education priorities (including as articulated in the education sector plan, if applicable) of the selected GPE member countries.</li> <li><input type="checkbox"/> The proposal speaks to the guiding questions of the global grant.</li> <li><input type="checkbox"/> The proposal focuses on innovation that is feasible and cost-effective in the context of chosen GPE member countries.</li> <li><input type="checkbox"/> 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.</li> </ul> | 30 |
| <p><i>Research design and methodology</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The project has a clear purpose, research question(s), a conceptual or theoretical framework, appropriate methodology and design to address research question(s) attending to the specifics of political, economic, social, and cultural contexts of the countries involved in the project.</li> <li><input type="checkbox"/> The proposal articulates the ways in which relevant local stakeholders will be involved in different stages of the project, ranging from planning to analysis, so they can act on findings and recommendations.</li> <li><input type="checkbox"/> The proposal includes a plan that describes how the expected results will be achieved within the (maximum) 42-month funding period and the allocated budget.</li> <li><input type="checkbox"/> The proposal includes clear strategies for mitigating risks related to achieving objectives.</li> <li><input type="checkbox"/> The proposal identifies key ethical issues and ways of addressing them.</li> </ul>                                | 25 |
| <p><i>Gender, equity, and inclusion considerations</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender, equity, and inclusion are considered at all stages of the project, including design, data collection, analysis, interpretation, and knowledge mobilization processes.</li> <li><input type="checkbox"/> The proposal clearly explains how the project will contribute to addressing issues of inequity, gender inequality, and exclusion within chosen thematic area(s) and context(s).</li> </ul>   | 15 |

|  |     |
|--|-----|
| <p><i>Team capacity</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The team demonstrates a strong track record that is suitable to the task proposed.</li> <li><input type="checkbox"/> The team demonstrates strength in education systems, gender issues, research, data systems in education, amongst others relevant for the call.</li> <li><input type="checkbox"/> The proposal includes organizations, or individual team members, based in the countries in which the research will take place and explains the steps it will take to ensure fair and equitable research partnerships.</li> </ul> | 15  |
| <p><i>Monitoring, evaluation and learning</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The proposal includes a theory of change and results framework with outputs, outcomes, and intended impact.</li> <li><input type="checkbox"/> The proposal includes a monitoring and evaluation strategy to help the team monitor progress, adapt, achieve results, and report.</li> <li><input type="checkbox"/> The proposal explains the ways through which project stakeholders will participate in the monitoring and evaluation of the project activities.</li> </ul>                                      | 15  |
| <p><i>Total</i></p>  | 100 |

## Proposal Submission Details

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

The online application will ask applicants to provide:

- the project title
- thematic area(s)
- countries and regions of focus
- project summary
- contact information of the project leader and co-applicants (if applicable)
- the rationale for the consortium (if applicable)

Applicants must also present their proposal. Proposals are expected to address the following:

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

- Clearly state the problem or opportunity to be addressed in your project. Explain how the problem or opportunity links with the priorities identified in the KIX discussion papers; how the project responds to the education priorities of chosen GPE member countries, including their education sector plans; and how it could be further relevant to other GPE member countries or internationally.
- Present the relevant background and literature, including the review of existing proven innovations, in relation to the proposed research.
- Provide a justification for the selected innovation(s) to be adapted and further tested.

### *Research Purpose and Anticipated Results of the Research (max. 1,000 words)*

- Clearly state the proposed project objective(s) and the research question(s). This includes general and specific objectives of the project. The general objective should state the development goal being pursued. The specific objectives should indicate the specific types of knowledge to be produced, the audiences to be reached, and forms of capacity to be reinforced. These are the objectives against which the success of the project will be judged. Use only active verbs (no passive).
- 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 on scaling education innovations in developing contexts.
- Provide information about how the project will build capacities of the GPE member countries in scaling innovations.

### *Project Design and Methodology (max. 1,500 words)*

- Describe the conceptual or theoretical framework to be used, the study design, methods, and type of analysis.
- Provide information about how the selected innovation to be adapted and further tested to meet to the contextual needs of chosen countries.
- Outline the scaling approaches and delivery mechanisms to be tested.
- Explain how the expected results will be achieved within chosen GPE member countries during the funding period.

- Describe how relevant stakeholders will be involved in fair and equitable partnerships during the project.
- Identify risks to achieving the research 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 on the 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.

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

- Discuss how the project addresses topics of equity, gender equality and inclusion and how they are integrated in the study design, methods, and analysis, outputs, outcomes and potential impacts.

*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 so the project can learn and adapt in order to achieve its results and to report.

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

- Provide details of the project team including the position and qualifications of the project leader and other team members.
- If more than one organization is part of the proposal, provide a brief overview of the track record of each organization relative to its proposed role in the project.
- Provide examples of recent relevant educational research experience in developing countries.

### *Additional Documents*

The online application will also ask applicants to upload the following documents:

- Workplan related to the implementation of the work proposed in the proposal.
- 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 [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.
- Curriculum vitae (CV) of the project leader. In case of the consortium, include CVs of key project team members from other organizations. CVs must be abridged and not exceed 2 pages.
- [Institution Profile Questionnaire \(IPQ\)](#) signed by the legal signatory of the administering institution. In case of the consortium, only the lead institution needs to submit the IPQ form.
- In case of the consortium, a signed letter demonstrating that the organizations have agreed to their roles and commitments to the proposed work.

Finally, the online application will ask the applicants to confirm their awareness of the following IDRC policies: [IDRC Open Access Policy](#), [IDRC Open Data Statement](#), [IDRC Corporate Principles on Research Ethics](#), and [IDRC's Standard Terms and Conditions for a Grant Agreement](#).

## Submission and Review Process

Proposals must be submitted no later than October 1, 2019 (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 or French, 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 24 proposals, which will be sent for further review 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. Final selection: IDRC will select a cohort of 6-12 proposals from the IAP's list of highest ranking applications based on thematic, geographic and applicant diversity, as well as on the assessment of the budget and its value for money. IDRC reserves the right to request successful applicants for funding make changes based on feedback from the IAP and IDRC, if necessary.
5. 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.

## Inquiries

Two webinars—hosted in both English and French—will take place on August 14 and September 9 to answer questions about the global grant call. Questions must be submitted in advance; the question submission deadline for the first webinar is August 9, and for the second webinar is September 4. To attend the webinar, [please register](#) for the first webinar by 4:00 pm EDT on August 13. Only those who register will receive access to the webinar platform. Registration for the second webinar will open on August 14, [using the same link](#), and will close on September 8, 4:00 pm EDT. Please note that those who are registered for the first webinar will automatically be invited to the second webinar.

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.

## Call Timeline

| Activity   | Date               |
|--|--------------------|
| Call launch  | Jul 16, 2019       |
| Webinar Series 1: English, 9:00 am EDT   | Aug 14, 2019       |
| Webinar Series 1: French, 11:00 am EDT   | Aug 14, 2019       |
| Webinar Series 2: English, 9:00 am EDT   | Sep 9, 2019        |
| Webinar Series 2: French, 11:00 am EDT   | Sep 9, 2019        |
| Deadline for submitting proposals  | Oct 1, 2019        |
| Review of proposals by IDRC  | Oct 2-18, 2019     |
| Review of proposals by IAP   | Oct 21-Nov 8, 2019 |
| Proposals selected for funding receive feedback from IAP and IDRC and make amendments if necessary | Nov 20, 2019       |
| Applicants resubmit amended proposals  | Dec 5, 2019        |
| Approval of proposals  | TBD                |
| Inception workshop   | TBD                |

## Global Grant Glossary

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

**Research** 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.

**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.

**Global public good** is knowledge or tool that is non-rivalrous, non-exclusionary, has positive externalities, is more efficiently produced collectively, transcends national boundaries and is available across multiple countries.

## 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.

## 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.



## Appendix A

List of GPE Member Countries by Region.

| <b>Region 1:<br/>Anglophone Africa<br/>(19)</b>  | <b>Region 2:<br/>Francophone Africa<br/>(20)</b>   | <b>Region 3:<br/>Asia/Europe/Middle<br/>East and North<br/>Africa/Pacific Islands<br/>(21)</b>  | <b>Region 4:<br/>Latin America and<br/>the Caribbean (8)</b>  |
|--|--|---|---|
| Eritrea<br>Ethiopia<br>Gambia<br>Ghana<br>Kenya<br>Lesotho<br>Liberia<br>Malawi<br>Mozambique<br>Nigeria<br>Rwanda<br>Sao Tome and<br>Principe<br>Sierra Leone<br>Somalia (Somaliland<br>and Puntland)<br>South Sudan<br>Tanzania (mainland<br>and Zanzibar)<br>Uganda<br>Zambia<br>Zimbabwe | Benin<br>Burkina Faso<br>Burundi<br>Cabo Verde<br>Cameroon<br>Central African<br>Republic<br>Chad<br>Comoros<br>Côte d'Ivoire<br>Democratic Republic<br>of Congo<br>Djibouti<br>Guinea<br>Guinea-Bissau<br>Madagascar<br>Mali<br>Mauritania<br>Niger<br>Republic of Congo<br>Senegal<br>Togo | Afghanistan<br>Albania<br>Bangladesh<br>Bhutan<br>Cambodia<br>Georgia<br>Kyrgyz Republic<br>Lao PDR<br>Maldives<br>Moldova<br>Mongolia<br>Myanmar<br>Nepal<br>Pakistan<br>Papua New Guinea<br>Sudan<br>Tajikistan<br>Timor L'este<br>Uzbekistan<br>Vietnam<br>Yemen | Dominica<br>Grenada<br>Guyana<br>Honduras<br>Haiti<br>Nicaragua<br>St. Lucia<br>St. Vincent and the<br>Grenadines |