CALL FOR EXPRESSION OF INTEREST

Pre-qualification of Learning Partners to the Education Out Loud program

West and Central Africa (WCA)

Introduction

This call for Expression of Interest relates to Education Out Loud (EOL). Education Out Loud (EOL) is the Global Partnership for Education's (GPE) fund for advocacy and social accountability. EOL supports civil society to be active and influential actors in shaping education policy and implementation to meet the needs of communities, especially of marginalized people – and to ensure the right to quality education for all in line with SDG4. EOL aims to enhance civil society capacities to engage in education sector planning, advocacy and policy dialogue, monitoring policy implementation to promote transparency and accountability of national education sector policy. It also seeks to create a stronger and enabling environment at global and regional levels for civil society engagement, advocacy, and transparency efforts in education https://educationoutloud.org/

Objectives

The overall Goal of Education Out Loud is to: *Contribute to promotion of inclusive, gender responsive and equitable national education policies and systems through enhanced civil society capacities and participation in social accountability and policy advocacy processes*

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

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

The EOL Learning Framework

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

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

1. To inform and improve the practices of EOL grantees and related civil society organizations to enhance their effectiveness and strategic impact on policies, their implementation and social accountability in the education sector

2. To inform and influence the practices of the wider stakeholder group around education advocacy and accountability including GPE secretariat/partners, Oxfam IBIS, ministries of education and other education decision-makers at national and regional levels in relation to civil society participation in education policy processes.

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

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

Contacts are also exchanged, and the potential for each organization to leave the collaboration with enhanced skills, networks and reputation is created.

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

Learning Partners

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

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

Methodology

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

1. Online, electronic, digital delivery. The learning partner will use technology such as zoom, skype, teams, GoToMeetings, video conferencing, Moodle or other platforms. to deliver capacity building initiatives to groups of grantees

2. Physical/face to face training or mentoring/coaching - in instances where it is important to accompany a grantee or group of grantees in setting up organizational systems and adapting it to a particular country

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

Criteria and qualification/competencies of Learning Partners:

- Share EOL values and goals concerning a rights-based approach to civil society participation and education, i.e., holds legitimacy among CSOs.
- Demonstrate strong experience of working with CSOs, including alliances, coalitions, and community-based civil society actors.
- Demonstrate strong expertise in relevant thematic, advocacy or organizational fields.
- Preferably a strong grounding in the global South.
- Capacity to work in relevant contexts and languages as per grantee needs especially English, French, Spanish, Portuguese, and Arabic.
- Capacity to work with the human rights-based approach and gender responsiveness
- Demonstrate knowledge and experience in the education sector.
- Demonstrate experience of working in conflict-affected or fragile contexts.
- Demonstrate an understanding of and experience of working with an adaptive learning agenda, adaptive management, and participatory adult learning.
- Demonstrated expertise, competence, and experience in conducting CSO-focused learning support programs.
- Demonstrated expertise and experience in use of Information Communication Technology (ICT) to deliver capacity building initiatives.
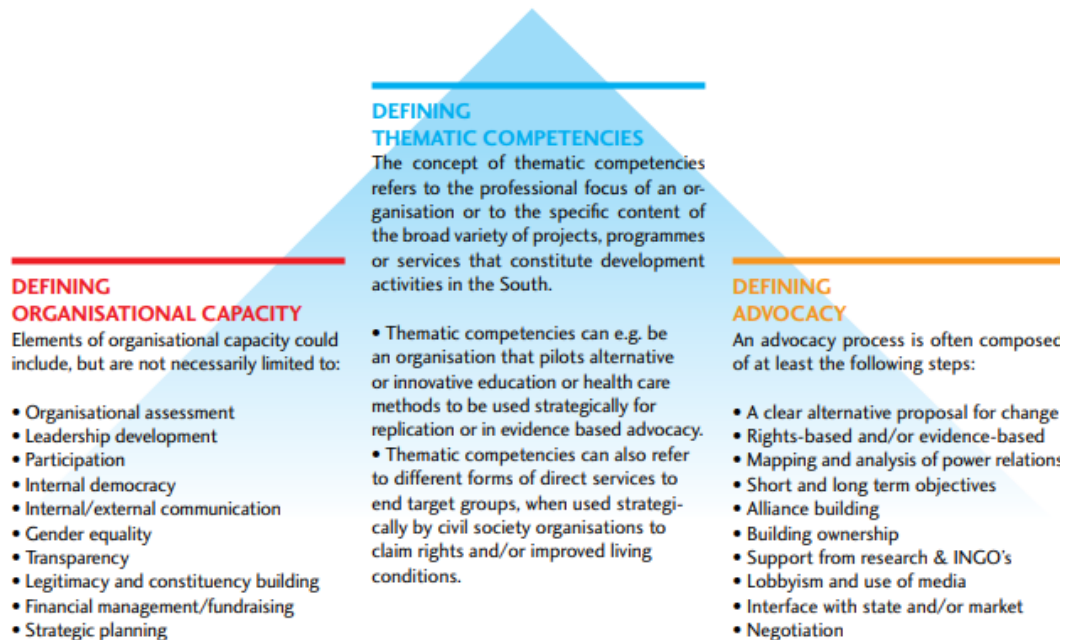
The call for expression of interest

Oxfam IBIS therefore invites applications from expert organizations, centers of excellence, institutions (NGOs, INGOs, Academic/Research Centres, Think Tanks, Consultancies etc.). National Education Coalitions, its members, or other Networks/Coalitions outside the EOL grantee portfolio with formal registration are also eligible as Learning Partner pre-qualification. Applicants may apply to provide capacity building in one country or in a collection of countries depending on their location, contextual knowledge and experience and resource capabilities.

Applicants must clearly state their areas of competency from amongst the three-fold description in line with The Change Triangle:

1) *Organizational Development areas* such as strategic planning, Theory of Change, coalition building, governance, internal systems, Safeguarding, M&E, program management, adaptive management, and leadership.

2) **Thematic areas** such as gender transformative education, education financing, education sector planning, gender responsive budgeting and budget analysis, inclusive education, education in fragile contexts, early childhood development, teacher education, Technical Vocational Education and Training (TVET) etc.

3) **Advocacy areas** such as rights-based and evidence-based education advocacy, advocacy strategic planning, power analysis, influencing, policy change measurement, working/negotiating with decision-makers, alliance/network-building, support from research, campaigning, and use of media.

DEFINING THEMATIC COMPETENCIES

The concept of thematic competencies refers to the professional focus of an organisation or to the specific content of the broad variety of projects, programmes or services that constitute development activities in the South.

• Thematic competencies can e.g. be an organisation that pilots alternative or innovative education or health care methods to be used strategically for replication or in evidence based advocacy.
• Thematic competencies can also refer to different forms of direct services to end target groups, when used strategically by civil society organisations to claim rights and/or improved living conditions.

DEFINING ORGANISATIONAL CAPACITY

Elements of organisational capacity could include, but are not necessarily limited to:

• Organisational assessment
• Leadership development
• Participation
• Internal democracy
• Internal/external communication
• Gender equality
• Transparency
• Legitimacy and constituency building
• Financial management/fundraising
• Strategic planning

DEFINING ADVOCACY

An advocacy process is often composed of at least the following steps:

• A clear alternative proposal for change
• Rights-based and/or evidence-based
• Mapping and analysis of power relations
• Short and long term objectives
• Alliance building
• Building ownership
• Support from research & INGO's
• Lobbyism and use of media
• Interface with state and/or market
• Negotiation

Applicants should also demonstrate their experience and knowledge from one or several of the following 20 underlisted countries of the EOL West- and Central African Region that is not strictly geographical but divided according to language and administrative reasons. The learning partners for this region should be able to facilitate in at least two of the three of the languages covered in the portfolio: **French, Portuguese, and English**:

Angola, Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Chad, Cote d'Ivoire, Democratic Republic of Congo – DRC, The Gambia, Ghana, Guinea, Guinea-Bissau, Mozambique, Madagascar, Mauritania, Niger, Senegal, Togo, Tunisia.

Submission details

Applications must be written in English and sent by email to jun@oxfamibis.dk and addressed to:

The Regional Education Advisor, EOL Regional Management Unit, West- and Central Africa, Oxfam IBIS.

Not later than 27/02/2023.

Applications must include:

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

If accepted as pre-qualified Learning Partners for EOL

If your organization/institution/entity is accepted into the pool of pre-qualified Learning Partners, you will be notified. When EOL then identifies a specific capacity building process, a training or a coaching/mentoring process for a grantee or a group of grantees or a facilitation role for a learning collaborative between different grantees, then we will direct a Terms of Reference to three pre-qualified Learning Partners with the particular set of skills and language competences needed for the task and your organization/entity may choose to bid on the task by submitting a proposal with approach, methodology and a budget to the EOL Regional Management Unit (RMU) for West and Central Africa Region. The RMU will then choose among the bids received based on criteria such as experience, ideas, appropriate methodology, language competences and other criteria such as cost-effectiveness, and proximity to grantees. The RMU WCA will cooperate with other EOL RMUs on relevant learning partner support, especially the Horn, East and Southern Africa.

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