

# German BACKUP Initiative – Education in Africa

## Guidelines for application

### Content

Introduction to the ResiCodi Action – Team Europe Approach .....	2
Introduction to the BACKUP Initiative.....	2
Step 1: Check if you meet the selection criteria .....	3
Step 2: Identify your needs .....	3
Step 3: Consider cross-cutting issues .....	4
Step 4: Prepare and submit your application.....	4
Step 5: The BACKUP Initiative reviews your application.....	4
Step 6: Approval and delivery of financial support .....	5
Step 7: Share your knowledge and results .....	5
Annex: Relevant Reading.....	6

These guidelines provide information for potential applicants to the German BACKUP Initiative – Education in Africa (BACKUP Initiative). They are designed to help interested parties to draft applications that fit the initiative’s requirements.

For further information, please visit our website [BACKUP Initiative](#) or contact the BACKUP Initiative team at [backup-education@giz.de](mailto:backup-education@giz.de).

## **Introduction to the ResiCodi Action – Team Europe Approach**

### Digital Solutions

In response to the global crisis caused by the COVID-19 pandemic, the European Commission and the High Representative announced an EU global response strategy to fight the pandemic in April 2020.

Part of the EU COVID-19 emergency response is the Action “EU digital solutions to strengthen the resilience of education and health systems to COVID-19 in the Eastern, Southern Africa and Indian Ocean Region”. This Action is co-funded by the European Union and the German Federal Ministry of Economic Cooperation and Development (BMZ) and is jointly implemented by Enabel and GIZ (Team Europe Approach).

The Action focuses on three areas: education, technical and vocational education training (TVET) and health services.

The specific objectives (SO) of the Action are:

- SO 1: Digital solutions to improve quality and continuation of education services are implemented.
- SO 2: Digital solutions to foster the continuity and quality of TVET services are strengthened.
- SO 3: Digital solutions to foster the quality and efficiency of health services are improved.

GIZ uses its project and team of the German BACKUP Initiative - Education in Africa (BACKUP Initiative) to implement SO 1 (SO 2 and SO3 are implemented by Enabel).

## **Introduction to the BACKUP Initiative**

In the framework of the above-mentioned action, GIZ offers an Open Call for Proposals on **fostering digital solutions for basic education (Specific Objective 1)**. This approach includes three dimensions: **regional network opportunities, financial support, and technical advice**. In reaction to the COVID-19 pandemic, countries worldwide are taking steps to prepare for continuing education despite school closures and to prepare for potential future interruptions of learning. One potential remedy is to expand the digitalization in the education sector, such as using e-learning platforms, radio, or TV. Within digital education, there are many complex processes (e.g. connectivity issues, administrative challenges, capacity building for teachers and learners). The Open Call for Proposals intends to support the Action’s partner countries in these processes.

Against this background, the **BACKUP Initiative provides technical and financial assistance** to support governments and civil society partners in 8 countries in Africa (Botswana, Burundi, DRC, Madagascar, Malawi, Namibia, Rwanda, Zambia) as well as regional civil society networks. Civil society organizations notably include National Education Coalitions and their members, as well as regional networks, or national civil society organizations that make an innovative and sustainable contribution to the policy level of the education ecosystem in a partner country.

## **Step 1: Check if you meet the selection criteria**

**The BACKUP Initiative exclusively supports and facilitates processes related to digital solutions in basic education.** It offers financial and technical assistance to governments (e.g. ministries of education) and civil society organisations in 8 African partner countries and regional civil society networks based on locally identified sector needs. Also national civil society organizations that make an innovative and sustainable contribution to the policy level of the education ecosystem in a partner country can be supported.

**The following stakeholders in the 8 African countries can submit an application for funding from the BACKUP Initiative:**

- Government institutions (e.g. ministries of education, ICT)
- National coalitions of civil society organisations for education and their member organisations
- Regional networks of civil society organisations for education
- National civil society organizations that make an innovative and sustainable contribution to the policy level of the education ecosystem in a partner country

## **Step 2: Identify your needs**

The following paragraph provides an overview of **possible examples (for thematic areas)** for applications to the BACKUP Initiative. Your application may cover one or more of these thematic areas or any other thematic area that refers to “Digital Solutions in (Basic) Education”.

Your application may include the topic of **developing and formulating a policy or a strategy** on how to include elements of digital teaching and learning into the **national education plan** and **national curricula**. Through these policies and strategies, the legal and administrative frameworks for the inclusion of digital learning and teaching into the education sector planning and its implementation in line with international standards will also be further developed.

Another example for a thematic area is **teacher training** to equip teachers with relevant knowledge and skills for digital learning. This could be done e.g. as a pilot measure in just one district/area or for teachers from all types of schools or be organized f.ex. by the Ministry of Basic Education for all elementary schools in the country etc.

Another topic your application could address is the **gender digital divide**. This divide is visible in hurdles for girls and women when it comes to access and affordability of IT equipment, lack of education as well as socio-cultural norms that creates barriers for females to benefit from the opportunities of digital transformation. This could be considered by developing and implementing awareness raising sessions for teachers and sensitizing them for tackling gender stereotypes, creating safe access to digital tools for girls as well as by addressing and discussing how to prevent cyber violence/mobbing towards girls. It is essential to equip girls with the skills and competences needed to participate in the digital world and to question socio-cultural norms that discriminate against them and their use of digital tools.

Your application may also include a component of improving **access to IT equipment**, e.g. increasing **connectivity** in rural schools or creating **digital hubs** for teacher training.

**In all examples it should be considered whether a cooperation with the private sector would be useful, e.g. when it comes to connectivity issues, access to equipment or the development of software, apps, platforms etc.**

### **Step 3: Consider cross-cutting issues**

The BACKUP Initiative pays special attention to the **cross-cutting issues of gender equality, conflict sensitivity, and digital skills**. These issues must be reflected throughout the applicant's proposal. If an applicant does not consider them relevant to the proposal, the application to the BACKUP Initiative must include an explanation as to why the cross-cutting issues were not deemed relevant.

- 1. Gender equality:** The proposed intervention(s) should promote gender equality. Please indicate in your application if you have a gender-specific approach to reducing existing gender inequalities in the education system, related structures and organisations.
- 2. Conflict sensitivity and peacebuilding:** The impact of conflict on education and vice versa should be taken into account. Interventions proposed by the applicant should be implemented in a conflict-sensitive manner and described accordingly in the application. The BACKUP Initiative supports interventions that place special emphasis on integrating conflict-sensitive as well as peacebuilding approaches into education planning and programming.
- 3. Digital Skills:** The important role of digital skills for learners in schools, Ministry and NGO staff as well as other relevant actors working in the education sector should be taken into account when planning the intervention. The importance of digital skills cannot be underestimated as they will become more and more needed to participate in all aspects of life (education, economy, public services etc.)

### **Step 4: Prepare and submit your application**

Please note that before you fill in the application form, it is strongly advised to first exchange with the BACKUP Initiative advisors via email or phone on your project idea. This is to ensure that you have all relevant information on the application procedure, including the timeline and potential limits before working on the application form.

You can then download the BACKUP Initiative's application form [here](#) and fill out the form to the best of your knowledge. You will be asked to state if and how the proposed measure or activity meets the BACKUP Initiative's criteria, why the proposed measure or activity is needed, how you are planning to undertake and monitor it and what results you expect. Once you have finalised your proposal, send the application form to [backup-education@giz.de](mailto:backup-education@giz.de) or to the advisor from the BACKUP Initiative you have already been in touch with.

### **Step 5: The BACKUP Initiative reviews your application**

The BACKUP Initiative team screens applications with regard to eligibility and completeness first. Applicants whose applications do not meet the BACKUP Initiative funding requirements will be informed immediately. Applications that meet the requirements in general but are lacking information will be returned to the applicant for completion. The BACKUP Initiative team provides support for the finalisation of promising applications. Once your application has been completed and conforms to the BACKUP Initiative funding requirements, the project goal and relevant activities will be shared for further review a. o. with the GIZ office as well as the EU Delegation in the respective country. Additionally, other relevant partners (e.g. the Local Education Group) will be contacted by the BACKUP Initiative to ensure a streamlined approach.

## **Step 6: Approval and delivery of financial support**

While your application is undergoing the final approval process as outlined in step 5, the BACKUP Initiative team will contact you to complete necessary documents and provide information needed to make financial support accessible, e.g. Terms of Reference for consultants, bank information, detailed descriptions of the financial management and implementation of the approved BACKUP Initiative resources.

In general, access to financial support can take up to three months. After the clarification of these details, the activity can be implemented on the basis of the agreed terms and conditions in the financing agreement.

## **Step 7: Share your knowledge and results**

Towards the end of the implementation of your activity, you will be required to submit a completed report form. As per GIZ policy, the final report - including all original receipts - is the prerequisite for the last payment by the BACKUP Initiative and must be submitted as agreed in your contract.

For longer measures, it might be necessary to submit a progress report. The BACKUP Initiative team will inform you accordingly.

The BACKUP Initiative team will assist you in preparing the progress/ final report if required.

## **Annex: Relevant Reading**

### **Global Campaign for Education:**

- *Report 'One Billion Voices: How Africa can lead on education in a post COVID-19 world.* April 2021. (PDF English), in: [https://www.campaignforeducation.org/docs/How\\_Africa\\_can\\_lead\\_on\\_Education\\_in\\_a\\_Post\\_COVID\\_19\\_World\\_Report.pdf](https://www.campaignforeducation.org/docs/How_Africa_can_lead_on_Education_in_a_Post_COVID_19_World_Report.pdf)
- *Factsheet: Education Data Solutions Roundtable.* November 2020. (PDF English), in: <https://www.globalpartnership.org/sites/default/files/document/file/2020-11-GPE-factsheet-education-data-solutions-roundtable.pdf>
- *Factsheet: how GPE drives gender equality:* <https://www.globalpartnership.org/content/factsheet-how-gpe-drives-gender-equality>

### **World Bank:**

- *Digital Skills: Frameworks and Programs.* April 2020. (PDF English), in: <https://openknowledge.worldbank.org/bitstream/handle/10986/35080/Digital-Skills-Frameworks-and-Programs.pdf?sequence=1&isAllowed=y>

### **European Commission:**

- *The Digital Education Action Plan (2021-2027):* [https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan\\_en](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)
- *New Africa-Europe Digital Economy Partnership. Report of the EU-AU Digital Economy Task Force:* [https://ec.europa.eu/newsroom/dae/document.cfm?doc\\_id=60075](https://ec.europa.eu/newsroom/dae/document.cfm?doc_id=60075)
- *DigComp 2.0: The European Digital Competence Framework for Citizens. The Conceptual Reference Model.* April 2017. (PDF English), in: <https://op.europa.eu/s/peds>
- *DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use.* March 2018. (PDF English), in: <https://op.europa.eu/s/pedr>
- *Methodology of the e-Competence Framework (e-CF). A common European Framework for ICT Professionals in all sectors:* <https://www.ecompetences.eu/methodology/>

### **Council of Europe:**

- *Digital Citizenship Education Handbook.* January 2019 (PDF English), in: <https://rm.coe.int/16809382f9>.

### **UNICEF:**

- *Digital literacy for children. Exploring definitions and frameworks.* August 2019 (PDF English), in: <https://www.unicef.org/globalinsight/media/1271/file/%20UNICEF-Global-Insight-digital-literacy-scoping-paper-2020.pdf>

### **UNESCO:**

- *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2.* June 2018. (PDF English), in: <http://uis.unesco.org/>
- *UNESCO's COVID-19 Education Response. National learning platforms and tools:* <https://en.unesco.org/covid19/educationresponse/nationalresponses>
- *Working Group on Education: Digital skills for life and work.* September 2017. (PDF English), in: <https://broadbandcommission.org/Documents/publications/WG-Education-Report2017.pdf>

- *Mobile learning for teachers in Africa and the Middle East. Exploring the potential of mobile technologies to support teachers and improve practice.* August 2012. (PDF English), in: <https://unesdoc.unesco.org/ark:/48223/pf0000216358>

#### **Equals Global Partnership:**

- *Report on closing the gender gap in Internet access and use.* 2019. (PDF English), in: <https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2019/09/EQUALS-Access-Coalition-10-Lessons-Learnt.pdf>

#### **International Telecommunication Union:**

- *Guidelines for policy-makers on Child Online Protection* 2020. (PDF English), in: <https://8a8e3fff-ace4-4a3a-a495-4ea51c5b4a3c.filesusr.com/>
- *Case study Digiworld. An example of how the ITU Guidelines on Child Online Protection can be delivered in practice.* 2020. (PDF English), in: <https://8a8e3fff-ace4-4a3a-a495-4ea51c5b4a3c.filesusr.com>
- *Decent Jobs for Youth: Digital Skills campaign. Preparing young people for the future of work in the digital economy.* June 2017 (PDF English), in: <https://www.decentjobsforyouth.org/word-press/wp-content/uploads/2017/11/Thematic-Plan-1-Digital-Skills.pdf>
- *Digital Skills Toolkit.* 2018. (PDF English), in: <https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>

#### **EdTech Hub:**

- *Girls' Education and EdTech: A Rapid Evidence Review.* July 2020. (PDF English), in: [https://docs.edtechhub.org/lib/CZBRW85R/download/I4IK67WQ/Rapid%20Evidence%20Review%20girls%27%20education%20%28published%29\\_FINAL.pdf](https://docs.edtechhub.org/lib/CZBRW85R/download/I4IK67WQ/Rapid%20Evidence%20Review%20girls%27%20education%20%28published%29_FINAL.pdf)

#### **Battelle for kids:**

- *The P21 Framework for 21st Century Learning.* 2019. (PDF English): [http://static.battelleforkids.org/documents/p21/P21\\_Framework\\_Brief.pdf](http://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf)

**Published by:**

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH  
*German BACKUP Initiative – Education in Africa*

**Registered Offices**

Bonn and Eschborn

Dag-Hammarskjöld-Weg 1-5

65760 Eschborn, Germany

T +49 (0) 6196 79 3267

F +49 (0) 6196 79 80 3267

E [backup-education@giz.de](mailto:backup-education@giz.de)

I [Supporting Education with Digital Bridges – BACKUP Initiative \(giz.de\)](#)

**On behalf of**

Federal Ministry for Economic Cooperation and Development (BMZ)

**Addresses of the BMZ offices**

BMZ Bonn

Dahlmannstraße 4

53113 Bonn, Germany

Tel. + 49 (0) 228 99 535 -0

Fax 49 (0) 228 99 535 – 35 00

BMZ Berlin

Stresemannstraße 94

10968 Berlin, Germany

Tel. + 49 (0) 30 18 535 -0

Fax 49 (0) 30 18 535 – 25 01

[poststelle@bmz.de](mailto:poststelle@bmz.de)

[www.bmz.de](http://www.bmz.de)

**June 2021**