About Global Schools Forum

Global Schools Forum (GSF) is a catalytic community working to improve education outcomes at scale. We do this by supporting social enterprises in education through:

- Curated learning and networking opportunities
- Funding and coaching to scale innovations in partnership with government
- Generating evidence
- Strategic policy engagement

Our network is currently 66 members strong, each working in partnership with communities and governments in 51 countries. Our secretariat – spread across 4 continents – has expertise in school leadership, education innovation, and education financing. Our vision is that all children in low and middle-income countries have equitable and safe access to quality education so they can realise their potential.

Our Supporters
About Impact@Scale Labs

- Why is it important to scale learning innovation?
- What are the key ingredients of scale?
- How do we think about scale?
- What is on offer for participants?
- What do the Labs look like?
Why is it important to scale learning innovation?

Globally, we are witnessing a learning crisis. The World Bank highlights that “hundreds of millions of children reach young adulthood without even the most basic skills like calculating the correct change from a transaction, reading a doctor’s instruction, or understanding a bus schedule”.

This problem is worsening due to the COVID-19 crisis. Recent research suggests that school closures due to COVID-19 are expected to slow down the speed at which children learn, even after they get back to school. It has been estimated that today’s Grade 3 students could lose as much as 1.5 years’ worth of learning (or more) by the time they reach Grade 10 because of their time out of school. Vulnerable children are most affected by this learning loss.

Solving a problem this size requires solutions at scale. However, few education programs are designed with scale in mind from the outset and there is a lack of funding and support to help innovations scale. Additionally, there is very little evidence on why and how learning improves, the best practices for scale, and how to ensure learning outcomes at scale.

The Impact@Scale Labs are an effort to solve these problems. They are informed by an understanding of what is needed for education innovations to achieve scale.
What are the key ingredients of scale?

Solving the learning crisis requires both a new mindset and a new set of tools to drive behaviour change in the public and non-state parts of the education system. We seek to enable trust and nurture innovation that truly aspires to achieve impact at scale.

We have therefore designed a programme to provide support, guided by the following key ingredients of scale:

- **Scale impact, not a specific solution.** We will approach scaling as responding to a deeply perceived need in a given context, rather than leading with a predetermined solution and then “searching” for a problem to solve.

- **Make funding and support for scale as flexible as possible.** We target our funding and support at helping education innovations bridge the “valley of death”. Innovations often fail before achieving scale because of a lack of flexible funding support and guidance.

- **Work with government.** We aim to align innovations with government priorities, communicate through the system, and enlist government counterparts in the delivery of the program.

- **Invest in evidence.** We will test and document as many elements as possible in at the pilot stage, leveraging data to provide feedback into the scaled design.

- **Be cost-sensitive.** We will measure and be sensitive to costs – to avoid altering behaviours using financial resources that aren’t sustainable.

How do we think about scale?

Scale can be defined as "expanding, replicating, adapting and sustaining successful policies, programs or projects in geographic space and over time to reach a great number of people". Scale has different pathways, each requiring their own steps and stakeholders.

We will be adopting the work of Cooley & Linn (2014) who have identified four core scale dimensions:

- **Standard scale** Increasing number of people using a service in the same geographic location.

- **Horizontal scale** Replication of services from one geographic location to another. The objective is to reach a larger amount of people across geographic locations with an innovation of an equivalent size to the original.

- **Vertical scale** Upscaling which involves moving from local to provincial, and later nationwide engagement. Therefore, it refers to creating an organisational and/or political framework to achieve large scale.

- **Functional scale** Expansion by adding more services or products for individuals in the same community to engage with.

The dimensions of scale do not work in silo, for example, sometimes to move into new regions (horizontal scale), vertical scale is necessary ie, scaling locally to regionally. Because of this and because one of our goals is to learn more about how the scaling of education innovations happens, the Labs will invite organisations keen to scale in any of the four directions*.

*Please note that we will prioritise support for functional scale for organisations that already reach a significant number of individuals.
What is on offer for participants?

The Impact@Scale Labs guide education innovations developed by non-state actors towards delivering learning outcomes at scale. We do this by supporting the selected non-state organisations with:

- **Flexible implementation funding**
  Your team will receive up to $100,000 of grant funding. Approximately 30-40% will be allocated to the implementation of an M&E strategy for your innovation. The remainder is flexible funding available to supporting scaling. Exact percentage allocations will be decided in collaboration with teams and depending on the needs of the innovation.

- **Support tailored to your organisation needs**
  Participating organisations will receive 2.5 years of tailor-made support* to build and implement the scale and evidence strategy. This support will be more intensive in the strategy phase, and then on-demand in the implementation phase. The value of this support is $150,000 per organisation.

- **An evidenced-based iterative approach**
  Your team will learn iterative methodologies and build a strategy to embed more evidence-based decision making.

- **Co-creation and shared ownership**
  Your team will be supported to identify and build connections with key stakeholders including government to support their innovations to scale.

- **Scale via the GSF network**
  Your team will be given the opportunity to engage with the global GSF member base network and build partnerships for scale.

By the end of the programme, participating organisations should expect to have achieved:

- **A solid foundation for a scalable innovation**
  Including a tested and evidence-driven route to scale, a vision and goals and a scaling mindset.

- **Evidence about your innovation and a strong monitoring and evaluation mechanism**
  Which will guide evidence-based decision making.

- **A network to support their scale and one that will continue to grow with your membership at GSF.**
  This network will include experts in learning, innovation, and scale. We will work closely with each organisation to build vital relationships with government representatives, private sector implementers and funders.

The first lab will also be an opportunity for GSF to test and learn. Therefore, we have intentionally designed a very flexible journey, allowing for proactive responses by the team to the situation at hand. The first participating organisations will have a crucial role in providing feedback for the Labs experience and moulding the journey for future participants.

*The exact percentage allocations will be decided in collaboration with teams and depending on the needs of the innovation.
What do the Labs look like?

The Impact@Scale Labs aim to bring together the education ecosystem to augment impactful learning outcomes.

The two main objectives are to:
1. **Support improvements in learning outcomes** by building out a strategy for scaling impactful innovation and engaging with the wider education ecosystem.
2. **Create a bank of evidence on best practices** when it comes to scaling learning outcomes and how to best support learning outcomes to scale.

The first Lab will take on three participating organisations in the summer of 2022 and they will embark on approximately a 2.5-year journey that consists of four main phases. Each phase takes on different elements of the journey.

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source impactful innovation</strong></td>
<td><strong>Support promising impactful innovations to develop a strategy</strong></td>
<td><strong>Implement scale, practice iterations, share evidence</strong></td>
<td><strong>Re-evaluate and build new strategy, continue sharing evidence</strong></td>
</tr>
<tr>
<td>1 month</td>
<td>1-5 months</td>
<td>12 months</td>
<td>12 months</td>
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</table>

To apply for the Labs, applicants must submit the documents listed in the [Submission checklist](#).

Up to 10 applicants will be shortlisted.

They will answer questions about their innovation and attend a workshop to help prepare for their final interview with the selection committee.

Two weeks will be dedicated to preparing for the interview which will determine the final three teams for the Lab.

Participating teams will work with coaches, mentors, and experts to build a strategy for evidence and scale. This will also be crucial for participants to begin building buy-in from key stakeholders.

The duration of this phase is highly dependent on where the innovations are in their journey.

We estimate that 20% of the funding will be released at this stage.

At the end, an external M&E partner(s) will be selected and contracted by GSF.

Participating teams will begin to implement plans.

At this stage the final 80% of funding will be released and GSF coaches will engage on a lighter touch basis to support iterations and problem solving.

The phase will be crucial for evidence collection, so the GSF team will work with the M&E partners to collect and share evidence.

This phase will be an opportunity for the teams to re-evaluate their strategies and build new ones based on their learnings.

GSF coaches will again work in a low touch capacity and support teams as and when they need.

Evidence collection and sharing will continue to be a vital component.

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The Competition

- Eligibility checklist
- Theme fit
- Learning levers
- Innovation type, user & stage
- Organisations
- Individual participants
- Partners
- GSF membership
- Geographic focus

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Go to: Selection Process & Application Criteria
## Eligibility checklist

### Organisation criteria

<table>
<thead>
<tr>
<th>Organisation criteria</th>
<th>Check</th>
</tr>
</thead>
</table>
| Be a member of GSF or eligible and willing to join. GSF membership is free.  
see [GSF membership](#) | ✔️ |
| Be operating in one of the eligible countries for the Lab  
see [Geographic focus](#) | ✔️ |
| Be able to commit a project leader and internal M&E partner  
see [Individual participants](#) | ✔️ |
| Be willing to engage an external M&E partner  
see [Partners](#) | ✔️ |
| Be a school, school network or intermediary organisation  
see [Organisations](#) | ✔️ |

### Innovation criteria

<table>
<thead>
<tr>
<th>Innovation criteria</th>
<th>Check</th>
</tr>
</thead>
</table>
| Be a product, service, or concept  
see [Innovation type](#) | ✔️ |
| Help COVID-19 learning recovery through improving teacher effectiveness and learner preparedness and/or making more effective use of technology  
see [Learning levers](#) | ✔️ |
| Have learners as the primary user group/target improvements in learning  
see [Innovation user](#) | ✔️ |
| Be at the ‘developing and testing’, ‘making a case’ or ‘developing or implementing’ innovation stage  
see [Innovation stage](#) | ✔️ |
Theme fit

The first Lab will take on organisations which have an innovation that aims to respond to the COVID-19 learning recovery.

Although there was a steady growth in school enrolment around the world in the last few decades, it became evident that not all children in schools were learning, not even the most basic skills of literacy and numeracy, which condition their future learning. This translated into a learning crisis. The COVID-19 pandemic has exacerbated this learning crisis by leaving millions of children out of school and further behind their expected learning level.

The pandemic has also hit the most disadvantaged and vulnerable groups hardest, widening the learning gap. However, this learning decline can be reversed by teaching the foundational skills of literacy and numeracy at the right level; ensuring adequate learners’ preparedness through adequate the provision of early childhood education (ECE); socio-emotional and digital skills; and by implementing effective teaching mechanisms that will help to build resilient education systems.

Learning levers

We acknowledge that learning loss has occurred in schools all over the world and across subject areas. Therefore, the Labs will focus on three precursors to effective learning instead of specific subjects.

These precursors have been identified as having the highest impact on learning. We have called these educational mechanisms “Learning Levers” and they are explained alongside.

Although the Labs will not target specific school subjects, they will focus on the educational levels which target children exclusively - VET and tertiary education are therefore excluded.

Teacher Effectiveness
This has been identified as the most important educational feature that contributes to student learning.

Learner Preparedness & Engagement
Children need to be ready to learn fundamental, socio-economical and digital skills. Learners’ interest and engagement in the classroom need to be created by implementing student-centred learning and teaching techniques, and through parental involvement.

Effective Use of Technology
This can facilitate an uninterrupted provision of quality learning while building resilient education systems and promoting a seamless interaction of principals, teachers, parents and students.
Innovation type

The Lab will accept the following innovation types:

- **Product**
  This can be a brand-new product (e.g., a new technological tool to help children read) or a proposed improvement to an existing product that will improve overall performance (e.g., changes to a curriculum).

- **Services**
  This can be a brand-new service, (e.g., parent engagement seminars) or proposed improvement to an existing service (e.g., peer-to-peer classes to improve teacher training).

- **Concept/process/approach**
  This can be the introduction of new processes (e.g., a new evidence collection process to encourage more data-driven decisions). It can also mean improvements to a current process that will have a significant improvement on learning loss (e.g., re-organising the administrative process of marking and grading so teachers have more time with students) or pedagogical changes such as new ways of organising activities or improving current practices (e.g., organising classes by ability as opposed to age like Teaching at the Right Level or flipped classroom methodologies).

Innovation beneficiary

Considering that the end goal of the Lab is to support education recovery in the context of learning loss for millions of children across the world, innovations must have students/children as their primary beneficiary. We define primary beneficiary as the group of individuals that will directly benefit from an initiative. We acknowledge that there may be multiple users (groups of individuals that directly engage with the innovation) of an innovation and we welcome innovations where the users are:

- **Students**: ECE, primary and secondary students who have experienced learning loss.
- **Educators**: Teachers play an integral role in ensuring students are learning therefore innovations that aim to empower teachers and enhance teaching are welcome. This could include training programmes or tools to support teachers with marking.
- **Community**: This includes parents, school staff and wider regional communities. Innovation can include parent support programmes to help their children at home.

However, the innovation must demonstrate that it directly benefits the primary beneficiary i.e. the students/children who have experienced the learning loss.
Developing and testing: At this stage, the innovation has been prototyped and used by its target audience. Taking innovations at this stage must be justified by a strategic reason (e.g., government engagement is easier at this level) and/or substantial evidence of the innovation's ability to impact learning outcomes has been demonstrated. The evidence at this stage may be a combination of anecdotal evidence with some small-scale quantitative results. However, the evidence must convincingly describe the impact on student learning.

Making a case: This is the preferred stage to take on an innovation; at this stage, multiple small experiments and/or a larger pilot within a school/s would have been conducted which must include some ‘real-world’ experimentation. Some iteration to improve the product/service/process or concept would have been acknowledged and understood.

Delivering and implementing: At this stage, the innovation has generated substantial evidence from more than one context and is ready to move to the next. Work here is to consolidate partnerships and a route to scale.

It is important to highlight that the innovation stage can be separate from the organisation stage i.e., the Labs are open to micro-innovations from established organisations who have proved their main model.

Organisations

This challenge is open to both members and non-members of GSF. However, non-members will require to submit the GSF Membership application along with their Impact@Scale Labs application while members will only need to submit their Impact@Scale Labs application.

Shortlisted candidates who are non-members will join the GSF network before the start of the programme.

Applicants may fall into any of the following categories:

- **Standalone schools and school networks** with innovative or scalable approaches to providing education for children from marginalised and low-income backgrounds.

- **Intermediary organisations supporting a growing number of NGO, community, and low-cost private schools** to improve learning outcomes for children. An intermediary provides core services like financing, school leadership, teacher training to all members of the school.
Applicants will need to demonstrate:
- Innovative approaches to mitigate the learning recovery of COVID-19 for young people in low/middle income areas.
- Alignment with the innovation categories (type, user, and stage) outlined above.
- Intention to grow or scale their work by expanding the number of schools or through strategic partnerships, and a cost-per-child which makes this possible.

By joining the GSF network, your organisation gains access to:

Learning Network
- **GSF Connections** Our connections will enable you to learn and form partnerships. In the past 18 months, we have facilitated 140 connections between members, funders, and experts.
- **GSF Learning Opportunities** Participate in our exclusive and carefully curated learning offers on increasing learning outcomes, improving organisation effectiveness, scaling innovative practices and accessing funding.
- **GSF Communities of Practice** Learn with and from other practitioners on topics such as approaches to foundational learning and building skills for school to work transition.
- **GSF Annual Meeting** Take part in this multi-day event which in its last edition brought together 175 educators, funders, policy makers and other ecosystem partners.

Platform for evidence
- **GSF databases and evidence products** Become a part of our efforts to compile, make sense of, and share disparate evidence in the sector, including foundational literacy and numeracy, scaling education innovation, education financing, and government partnerships.
- **GSF standard-setting for cost-effectiveness and assessment** Benefit from guidance on standardised education impact and cost measurement, and assessment standards.

Opportunities for policy engagement
- **GSF Policy Engagement.** Learn about the policy processes of major funder organisations, and how to forge equitable government partnerships.

Further funding and innovation support opportunities
- **GSF Funder Connections.** In addition to the funding and coaching available through the Labs, we will connect you to suitable funders that can facilitate scale-up.
- **GSF Innovation Support Opportunities.** Gain access to new partnerships for innovation. Last year, three of our members won prizes in the “Scalable Innovations for Blended Learning” Solveathon.

Back to: Eligibility Checklist
Individual participants

Within these participating organisations, specific individuals will be expected to commit their time to the Labs. Their commitment will be compulsory. This includes:

- **Founder/CEO/Senior Project Manager**
  To ensure there is strong ownership of the process, the organisation will appoint a project leader for the innovation scale process. This is likely to be someone senior in the organisation who can orchestrate strong internal buy-in and have strong external influence. They can be either a founder, CEO, or senior project manager.

  They should be motivated by:
  - Developing their innovations.
  - Embedding evidence-driven approaches in their decision-making through hand in hand work with the internal and external M&E partners.
  - Sharing learnings with the broader GSF community and actively engaging in peer-to-peer learning.

- **Internal M&E partner**
  Since the Lab seeks to embed an evidence-based decision-making process within the grantee organisations, so that they can evaluate progress towards goals and adapt in a timely way, each organisation will need to appoint an internal M&E partner.

  They will be somebody familiar with how the organisation operates, its goals, and the context where the innovation aims to scale, they will receive training, tools, and guidance from us along their journey through the Lab.

  They will be our main contact to monitor the progress of the innovation and hold prime responsibility for M&E on behalf of the grantees, including encouraging innovators’ evidence-based self-reflection to adapt or change course if necessary.

Go to: **Selection Process & Application Criteria**

Partners

Eligible participating organisations must be willing to take on an external M&E partner. With evidence as an important outcome for the Labs, the M&E partner will work closely with the internal M&E partner and the GSF team to gather all the necessary evidence. Their objective would be to understand if the participants furnish the expected outcomes, what has worked well or not, opportunities and challenges they have faced, and how they have evolved to reach their targets.

The external M&E partner will guarantee that the analysis of all grantees is objective and unbiased, which is essential for the innovations to gather buy-in from new potential funders and other key external education stakeholders in a context of scarce resources. The impartiality brought by the external M&E partner will also allow GSF to share key learnings on education innovations with the broader education community.
### GSF membership

Applicants who are not members will need to fulfil the following criteria to be accepted as GSF members:

**Schools and school networks**
- Operate in Africa, South/East Asia or South/Central America
- Cater to students from marginalised or low-income families
- Focused on improving learning outcomes
- Prioritise the safety and wellbeing of children and staff in schools
- Are duly registered and have local licenses to operate
- Can provide 2 referees

### Intermediaries

- Operate in Africa, South/East Asia, or South/Central America.
- Provide core services to the schools such as financing, school leadership, technical support, and teacher training to all members of the school etc.
- Mostly support NGO, community, or low-cost private schools
- Cater to students from marginalized or low-income backgrounds
- Work with these schools to help them improve their quality
- Prioritise the safety and wellbeing of children and staff in schools
- Can provide 2 referees

### Geographic focus

The Impact@Scale Labs will focus on working with organisations impacting low and middle-income countries.

The applicant’s innovation needs to be implemented in one or more of the countries, provided in the [Annexe](#).
Selection Criteria & Application Process

- Selection criteria
- Application process
- Proposal outline
- Submissions checklist
- Timeline
Selection criteria

Once applicants have determined they are eligible to apply they can then begin the formal application. This section outlines the selection criteria that will be used to determine the first three organisations to participate in the Impact@Scale Labs.

These will be used across application stages 1 and 2 which is described in more detail in the Application Process section.

### CATEGORY & DESCRIPTION

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Expected Attributes</th>
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</table>
| **Section A - General Fit** | Applicant’s theory of change, theme fit, and needs                                                                                                                                                    | • Innovation clearly promotes COVID-19 learning recovery  
• Innovation is aligned with education priorities in the context where it operates  
• Clear description of innovation’s theory of change and value proposition  
• Clear understanding of goals and needs from the Lab  
• Articulation of innovator’s approach to key results |
| **Score:** 25%  
**Application stage:** 1                                                                 |                                                                                                                                                                                                       |
| **Section B - Innovation** | Innovative scope and stage of the applicant’s solution                                                                                                                                             | • Innovation is a product, service or concept/approach/process  
• It has clear understanding of user, and seeks to improve learning outcomes for students from low-income countries  
• At least a proof of concept, deployed for use among real users and has got feedback |
| **Score:** 20%  
**Application stage:** 1                                                                 |                                                                                                                                                                                                       |
| **Section C - Scalability** | Innovation’s potential for scale                                                                                                                                                                         | • Innovator articulates the innovation’s vision for scale  
• Innovator has official letter of support from initial internal and external stakeholder (community, government, and other private sector partners) buy-in  
• Innovation is inclusive, accommodates users of various genders, disability, ethnicity, income levels, and national origin |
| **Score:** 35%  
**Application stage:** 1                                                                 |                                                                                                                                                                                                       |
| **Section D - Business Model** | Innovation’s fit for low-income communities and sustainability                                                                                                                                        | • Innovation’s cost to users is low, compared to other options in low-income communities and the government cost per child to deliver education  
• Innovation’s cost of delivering solution is significantly low; reduces as users grow  
• Innovator clearly explains the resources, time, and costs of delivering the solution, and the output they get from these inputs  
• Innovation’s funding needs are commensurate with the Impact@Scale Labs funding size  
*At this stage we do not expect a comprehensive breakdown of costs and business model. We do expect a brief understanding of the above*  
| **Score:** 20%  
**Application stage:** 1 & 2                                                                 |                                                                                                                                                                                                       |
<table>
<thead>
<tr>
<th>CATEGORY &amp; DESCRIPTION</th>
<th>EXPECTED ATTRIBUTES</th>
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<tbody>
<tr>
<td><strong>Section E - Organisational Fit</strong></td>
<td>- Innovation fits implementing organisation’s strategic direction</td>
</tr>
<tr>
<td>Implementing organisation’s strategic fit</td>
<td></td>
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<tr>
<td><strong>Score: 50%</strong></td>
<td><strong>Application stage: 2</strong></td>
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</tbody>
</table>
| **Section F - Leadership & Commitment** | - Team is willing to commit a project leader and internal M&E partner  
- Team is open to external M&E partner and is willing to share, co-create and co-deliver initiatives  
- Team has the right diversity, expertise, and size to implement the innovation  
- Team has shown impressive commitment in attaining the innovation’s intended impact |
| Team’s capacity to deliver on innovation’s promise |                                                                                                                                                                                                                     |
| **Score: 40%**                          | **Application stage: 2**                                                                                                                                                                                             |
| **Section G - Interviews**              | - Team conveys their innovation and impact convincingly                                                                                                                                                              |
| Applicants’ capacity to convey impact and innovation |                                                                                                                                                                                                                     |
| **Score: 10%**                          | **Application stage: 2**                                                                                                                                                                                             |
| **Section H - Compliance**              | - Successful applicants have all required documents requested in the checklist and application forms                                                                                                                                 |
| Review all necessary legal, financial, policy and organisational documents |                                                                                                                                                                                                                     |
| **Score: Pass/Fail**                    | **Application stage: 1 & 2**                                                                                                                                                                                          |
| *In Stage 1, applicants will need to confirm that they have the compliance documents in place. In Stage 2, they will need to submit all the required compliance documents* |                                                                                                                                                                                                                     |
| **Section I - Evidence**                | - Applicant to demonstrate their evidence collection, post showing preliminary impact of innovation.                                                                                                                                 |
| Proof of impact, approach to evaluation and evaluation design |                                                                                                                                                                                                                     |
| **Score: Not scored**                   | **Application stage: 1 & 2**                                                                                                                                                                                          |
Applications are open to both current GSF members and non-GSF members. However, the application procedure differs slightly.

Applications are open to both current GSF members and non-GSF members. However, the application procedure differs slightly. While GSF members may apply through the GSF portal for which they already have access, non-GSF members must begin the application from the Membership Application and submit their application in addition to the membership application. This is because all participating organisations of the labs must have GSF membership.

In Proposal outline, questions to be answered in your application proposal are provided. Use the appropriate Submissions checklist to guide your selection to ensure you include all the necessary items in your submission. To submit, please follow the instructions provided on the next page.
Application process for GSF members

01. Download Application Pack
   View the pack to explore our theme and solutions we are seeking. The pack will guide you on collecting the required documents and cross-checking with the submissions checklist.

02. Fill out your application proposal
   In the pack, you will find questions you must answer in your proposal. Create a document to answer the questions and convert to PDF. Remember to include CVs as well.

03. Complete your application online
   Applicants who are current members of GSF should click on the APPLY AS A GSF MEMBER button on the application page, which will take you to a form to upload your application proposal.

04. Upload filled Impact@Scale Labs Application Proposal
   Click on the section to upload your application proposal and upload your proposal at the designated place.

05. Upload your additional documents and submit
   Upload a copy of your certificate of incorporation and any other documents as indicated in the checklist. Cross-check and submit.

Application process for Non-GSF members

01. Download Application Pack
   Read our application pack to explore our inaugural theme and what solutions we are seeking at the Impact at Scale Labs.

02. Check Your Eligibility for Membership
   Participants of the Labs need to be GSF Members. Go through our eligibility checklist carefully to determine if you are a fit for the GSF network. Gather all the required documents needed to submit your application (see submission checklist in application pack).

03. Fill out your application proposal
   Check the application pack to see questions you must answer in your application proposal. Create a document to answer the questions and convert to PDF. Remember to include the CVs.

04. Complete membership application
   Carefully fill out your membership application and provide two referees. Remember to upload your child protection policy, certificate of incorporation, logo, and membership agreement.

05. Upload completed Impact at Scale Labs application proposal
   The final segment of your membership application will have a section for the Impact at Scale Labs application proposal to be uploaded. Cross-check and submit.
# Proposal outline

Applicants are required to submit a narrative proposal using the questions below as a guide. You do not have to answer every question.

The completed application proposal should be uploaded through the specified channel as a PDF document. Please try to stick to the word limits.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>CORE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>• What is your innovation’s name?</td>
</tr>
<tr>
<td></td>
<td>• Please summarise the innovation</td>
</tr>
<tr>
<td><strong>Score:</strong> Not scored</td>
<td>• Location of where the innovation has been implemented</td>
</tr>
<tr>
<td><strong>Word Limit:</strong> 200</td>
<td>• Please provide a link to your website</td>
</tr>
<tr>
<td><strong>Section A - General description</strong></td>
<td>• What specific problem are you solving? Explain how your solution addresses the labs theme- mitigating COVID-19 learning loss and how it is aligned with education priorities in your context</td>
</tr>
<tr>
<td><strong>Score:</strong> 25%</td>
<td>• What is your theory of change/value proposition?</td>
</tr>
<tr>
<td><strong>Word Limit:</strong> 300</td>
<td>• What barriers currently exist for you to accomplish your goals in the next year and in the next three years? How do you intend to overcome these barriers?</td>
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<tr>
<td></td>
<td>• In what areas do you need support to accomplish your goals?</td>
</tr>
<tr>
<td><strong>Section B - Innovation</strong></td>
<td>• Please share what type of innovation you have and whether it is a brand-new innovation or one that has been adapted. <em>Please go through Innovation Type, User &amp; Stage to guide you</em></td>
</tr>
<tr>
<td><strong>Score:</strong> 20%</td>
<td>• Whom does your project serve? Describe the following characteristics: student/teacher, region, education level, income and urban/rural, and other relevant indicators</td>
</tr>
<tr>
<td><strong>Word Limit:</strong> 200</td>
<td>• What stage are you at with implementing your innovation? Describe the journey so far in terms of where you have implemented the innovation, to how many children and tell us how long this has taken</td>
</tr>
<tr>
<td><strong>Section C - Scalability</strong></td>
<td>• How do you intend to grow the impact of your innovation? What does growth look like for you?</td>
</tr>
<tr>
<td><strong>Score:</strong> 35%</td>
<td>• What type of organisations do you currently partner with and how are you working with them? What new organisations would you like to partner with, and how would they help you achieve your goals?</td>
</tr>
<tr>
<td><strong>Word Limit:</strong> 300</td>
<td>• In what manner have you ensured your innovation can be used by a diverse audience?</td>
</tr>
<tr>
<td><strong>Section D - Business model</strong></td>
<td>• What is your general business model? How much does your innovation cost to produce (brief overview)? What are the resources, activities, human resources, and partnerships required to deliver your innovation? How does this compare to the government cost per child and the cost of similar innovations operating in the context?</td>
</tr>
<tr>
<td><strong>Score:</strong> 20%</td>
<td>• What are your estimated expenses for implementing your innovation? *Please be brief at this stage. What is your path to financial sustainability?</td>
</tr>
<tr>
<td><strong>Word Limit:</strong> 300</td>
<td>• Have you raised funding for your solution? If yes, please breakdown these funding sources and how much was received.</td>
</tr>
<tr>
<td></td>
<td>• Are you raising more funds? Please state how much.</td>
</tr>
<tr>
<td>SECTION</td>
<td>CORE QUESTIONS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Section E - Organisational structure** | - Are you a for-profit or non-profit? How would you describe your organisation’s model?  
- Please give a brief description of your organisation does.  
- Is this the only project your organisation delivers? If not, how does this fit with your organisation’s overall goal?  
- Why are you applying to the Impact@Scale Labs?  |
| Score: 50%                      | Word Limit: 300                                                                                                                                                                                                                                                                  | *Scored in Application Stage 2 |
| **Section F - Leadership & commitment** | - How many people currently work on the solution?  
- Please provide the CVs of the two key members (proposed Project Leader and internal M&E partner) of the management team working on this solution. *Please note that the application proposal will be uploaded as a single document, therefore CVs should be included as an annexe to this document  
- Why are you and your team well-positioned to deliver this solution?  
- How long have you been working on the project? When did you launch the project?  |
| Score: 40%                      | Word Limit: 200                                                                                                                                                                                                                                                                  | *Scored in Application Stage 2 |
| **Section G - Evidence**        | - What learning gaps do you address and how does your innovation solve them? Include a summary of any evidence you have collected.  
- Do you have personnel dedicated to collecting evidence on student and school data for your innovation? If yes, briefly describe the resources you have available.  
- How often do you collect data on the usage of your innovation?  
- Do you have a monitoring and evaluation system in place to measure the learning progress of students and the implementation of your innovation? If yes, please describe.  
- How many people does your innovation serve? How many people are you looking to serve in the next three years?  |
| Score: Not scored               | Word Limit: 500                                                                                                                                                                                                                                                                   |
| **Section H - Compliance**      | Please upload your certificate of incorporation. Non-members should upload in membership application form. Existing members should upload on application page within the portal.  
- Do you have a yearly operating budget?  
- Have you audited financial statements for the past two years?  
- Do you have an annual report for the last two years?  
- Do you have a governance board?  
- Does your country require specific licenses for you to receive funding from abroad? If yes, do you possess such licenses?  |
| Score: Not scored               |                                                                                                                                                                                                                                                                             |
# Submissions checklist for GSF Members

Refer to the checklists below to ensure you have completed the right forms and uploaded the right documents.

## Stage 1

<table>
<thead>
<tr>
<th>Completed Impact @Scale Labs application document with the following inside the document:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Application proposal</td>
</tr>
<tr>
<td>• CV of Internal M&amp;E partner and Project Leader</td>
</tr>
<tr>
<td>• Letter of support from government or other scale-up partners</td>
</tr>
<tr>
<td>Certificate of incorporation</td>
</tr>
</tbody>
</table>

## Stage 2

*While you will not be submitting these at the first stage of the application, please ensure you have these for the later stages*

| Most recent financial statement |
| The financial statement should include expenses incurred in delivering the innovation. |
| A budget for the USD 100,000 GSF grant with some allocation to improve M&E |
| Governance structure |
| This should include details of: |
| • Principal officers of the organisation’s governing body (eg, chairman, vice chairman, treasurer, secretary of the board of directors or board of trustees) |
| • Principal officer and deputy principal officer of the organisation (eg, executive director, deputy director, president, vice president) |
| • How the oversight structure works |
| Full report of evidence of your innovation’s impact |
| In-depth insight into how you have measured the advantages of your solution in mitigating learning loss. Clearly define the metrics you have used, your methodology for the evaluation, data collected and the advantages in comparison to other solutions used in your target communities |
| Annual reports of the past 2 years |
| Innovation workshop agreement |
## Submissions checklist for Non-GSF Members

### Stage 1

<table>
<thead>
<tr>
<th>Completed membership form and signed membership agreement</th>
<th><img src="tick.png" alt="Check" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Impact @Scale Labs application document with the following inside:</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
<tr>
<td>Application proposal, CV of Internal M&amp;E partner and Project Leader, Letter of support from government or other scale-up partners</td>
<td></td>
</tr>
<tr>
<td>Your logo (png format)</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
<tr>
<td>Certificate of incorporation</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
<tr>
<td>Child Protection Policy</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
<tr>
<td>Two referees</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
<tr>
<td>Please provide details (name, role, organisation, email address) of two referees - preferably one funder, and/or a partner, school operator you have worked with. Please ensure you inform the referees about the urgency of their responses towards the success of your application.</td>
<td></td>
</tr>
</tbody>
</table>

**Stage 2**

*While you will not be submitting these at the first stage of the application, please ensure you have these for the later stages*

<table>
<thead>
<tr>
<th>Most recent financial statement</th>
<th><img src="tick.png" alt="Check" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>The financial statement should include expenses incurred in delivering the innovation.</td>
<td></td>
</tr>
<tr>
<td>A budget for the USD 100,000 GSF grant with some allocation to improve M&amp;E</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>Annual reports of the past 2 years</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
<tr>
<td>Innovation workshop agreement</td>
<td><img src="tick.png" alt="Check" /></td>
</tr>
</tbody>
</table>
## Timeline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications open</td>
<td>February 2, 2022</td>
</tr>
<tr>
<td>Webinar about application process and criteria</td>
<td>February 23, 2022</td>
</tr>
<tr>
<td>Applications close</td>
<td>April 4, 2022</td>
</tr>
<tr>
<td>Application Stage 1</td>
<td>April 2022</td>
</tr>
<tr>
<td>Preliminary Shortlist of 6-10 applicants</td>
<td></td>
</tr>
<tr>
<td>Deadline for submission of documents for Application Stage 2</td>
<td>May 2022</td>
</tr>
<tr>
<td>Workshop with GSF team for shortlisted applicants</td>
<td>May 2022 (2 weeks)</td>
</tr>
<tr>
<td>Shortlisted applicants will attend in-house sessions with GSF’s Impact &amp; Innovation team on preliminary work including pitch preparation, user-centred design, innovation model testing, problem solution fit, etc</td>
<td></td>
</tr>
<tr>
<td>Investment committee review + interview sessions</td>
<td>May-June 2022</td>
</tr>
<tr>
<td>The investment committee will review applications of shortlisted candidates to determine if they are fit to receive GSF funding and are the most appropriate for the Labs based on their innovation and impact. During this stage, shortlisted candidates will also have private interviews as part of the due diligence process.</td>
<td></td>
</tr>
<tr>
<td>Final shortlist of three applicants</td>
<td>May-June 2022</td>
</tr>
<tr>
<td>Lab launch with first cohort and first funding phase</td>
<td>June-July 2022</td>
</tr>
<tr>
<td>Phase 1 ends</td>
<td>December 2022</td>
</tr>
<tr>
<td>Phase 2 begins &amp; second funding phase</td>
<td>January 2023</td>
</tr>
<tr>
<td>Phase 3 begins &amp; evidence reporting</td>
<td>January 2024</td>
</tr>
<tr>
<td>First Lab concludes</td>
<td>September 2024</td>
</tr>
</tbody>
</table>
Support network

We are building an extensive and diverse network to support participating organisations, which includes experts who can guide participants on their journey to scale. These experts will work in different capacities ranging; from providing feedback as committee members, sharing new perspectives as speakers, to more involved roles like engaging the participants in several months of mentoring or delivering new insights as coaches during 1-1 sessions.

Aaron Fu  
Head of Growth, Catalyst Fund

Aissatou Bah  
Director, Adolescent Girls & Gender Initiatives, EMpower

Alice Carter  
Innovation Lead, Brink

Dr Andrew Cunningham  
Global Lead for Education, Aga Khan Foundation

Corina Gardner  
CEO, IDP Foundation Inc

David Kamau  
Education Implementation & Scale Specialist, Sub Saharan Africa

George Kogolla  
IREX Country Representative, Kenya & E Africa

Harry Anthony Patrinos  
Practice Manager - Education, World Bank Group

Jennifer Cotter Otieno  
Founder & CEO, Education Design Unlimited

John Rendel  
Director - Grants, The Peter Cundill Foundation

Miracule D Gavor  
Founder, Ghana Society for Education Technology

Dr Modupe Adefeso-Olateju  
Managing Director, The Education Partnership (TEP) Centre

Dr Mutlu Cukurova  
Associate Professor of Learning Technologies, University College London, UK

Nirav Khambhati  
Managing Partner, Kaizinvest

Owen Henkel  
AI in Education (DPhil), University of Oxford

Wanjiku Mbugua  
Country Lead, EdTech Hub Kenya

Dr Wayne Holmes  
Learning Sciences & Innovation Researcher, University College London
The GSF Team

GSF is managed by a small but growing global team located currently in the UK, India, Mexico and Nigeria.

Aashti Zaidi Hai
Chief Executive Officer

Alina Lipcan
Director, Impact & Innovation

Angie Rivera
Senior Associate, Impact & Innovation

Catarina Gomes
Head, Operations and Strategy

Divya Behl
Programme Manager, Learning & Development

Habeeb Kolade
Manager, Impact & Innovation

Joel Mullan
Head, Policy & Communications

Kavita Rajagopalan
Programme Director, Learning & Development

Kiran Sahib
Senior Manager, Impact & Innovation

Peter Colenso
Senior Advisor

Ross Duncan
Associate, Policy & Research
Eligible low & middle-income countries

Asia & the Pacific
- Afghanistan, American Samoa, Antarctica, Azerbaijan
- Bangladesh, Bhutan, British Indian Ocean Territory, Brunei Darussalam
- Cambodia, China, Christmas Island, Cocos (Keeling) Islands, Cook Islands
- Fiji, French Polynesia, French Southern Territories
- Guam
- Heard Island and McDonald Islands
- India, Indonesia, Iran
- Kazakhstan, Kiribati, (Democratic People’s Republic of/North) Korea, Kyrgyzstan
- Lao
- Macau, Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia
- Nauru, Nepal, New Caledonia, Niue, Norfolk Island, Northern Mariana Islands
- Pakistan, Palau, Papua New Guinea, Philippines, Pitcairn Islands
- Reunion
- Samoa, Solomon Islands, Sri Lanka, Syrian Arab Emirates
- Tajikistan, Thailand, Timor-Leste, Tokelau, Tonga, Turkmenistan, Tuvalu
- United States Minor Outlying Islands, Uzbekistan
- Vanuatu, Vietnam
- Wallis and Futuna

Sub-Saharan Africa
- Angola
- Benin, Botswana, Burkina Faso, Burundi
- Cameroon, the Republic of Cabo Verde, Central African Republic, Chad, Congo, The Democratic Republic of Congo, Côte D’Ivoire
- Equatorial Guinea, Eritrea, Ethiopia
- Gabón, Gambia, Ghana, Guinea, Guinea-Bissau
- Kenya
- Lesotho, Liberia
- Madagascar, Malawi, Mali, Mauritius, Mayotte, Mozambique
- Namibia, Niger, Nigeria
- Rwanda
- Saint Helena, Ascension, Tristan da Cunha, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, South Africa, South Sudan, Swaziland

MENA
- Algeria
- Bahrain
- Comoros
- Djibouti
- Egypt
- Iraq
- Jordan
- Kuwait
- Lebanon, Libya
- Mauritania, Morocco
- Oman
- Palestinian Territory
- Qatar
- Saudi Arabia, Somalia, Sudan
- Tunisia
- United Arab Emirates
- Yemen

South & Latin Americas
- Anguilla, Antigua and Barbuda, Argentina, Aruba
- Bahamas, Barbados, Belize, Bolivia, Bouvet Island, Brazil
- Cayman Islands, Chile, Colombia, Costa Rica, Cuba
- Dominica, Dominican Republic
- Ecuador, El Salvador
- Falkland Islands, French Guiana
- Granada, Guadeloupe, Guatemala, Guyana
- Haiti, Honduras
- Jamaica
- Martinique, Mexico, Montserrat
- Netherlands Antilles, Nicaragua
- Panama, Paraguay, Peru, Puerto Rico
- Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saint Vincent and Grenadines, South Georgia and the South Sandwich Islands, Surinam
- Trinidad and Tobago, Turks and Caicos Islands
- Uruguay
- Venezuela, Virgin Island (British), Virgin Islands (US)

Sourced from ITU’s Telecommunication Development Bureau
Questions?

For Impact@Scale Labs, partnerships and sponsorships, write to kiransahib@globalschoolsforum.org

For technical and application process questions, write to habeeb.kolade@globalschoolsforum.org