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**Reach Out To Asia**

**Global Citizenship Education (GCED) for Climate Action**

**EOI Submission Guidance**

**Who is Reach Out to Asia?**

Reach Out to Asia (ROTA) is a programme of Education Above All Foundation (EAA), a global foundation launched by Her Highness Sheikha Moza Bint Nasser in 2012. ROTA envisions a world in which all young people have access to the education and training they need in order to realize their full potential and shape the development of their communities. Since our inception, ROTA together with partners, volunteers, and local communities, has worked to provide education and training to marginalized youth to build their capacity to contribute to a sustainable future. Our programme focusses on providing global citizenship education (GCED) for young people in line with SDG 4.7 and aims to engage and inspire them to play an active role in addressing sustainable development challenges both locally and globally. To-date, ROTA supported projects have benefitted more than 1.5 million children and youth in more than 20 countries.

**What is ROTA’s global citizenship education initiative?**

The first phase of the initiative is a commitment to expand on our existing experience to scale multi-country youth global citizenship approaches. Under this initiative, ROTA is leveraging matching funding to support existing and new projects. The initiative will support youth to become active and engaged global citizens who participate in the development of their communities and the world. The goal is to inspire and equip youth leaders to take informed actions that build secure, productive, sustainable and just local and global communities.

**Why an initiative focused on global citizenship education for youth?**

The initiative expands the focus on GCED to include young people. It is born out of a recognition that the world faces global challenges, requiring global solutions and that if these are to be achieved, it will require the active engagement and commitment of young people to make a difference. We further recognize that the interconnected global challenges of our time mean that young people must be prepared to assume central roles in forging more just, peaceful, tolerant, sustainable and inclusive societies. We believe that if young people are equipped with the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century, they will realize better opportunities for themselves and their communities.

Today, nearly 90 per cent of the world’s 1.8 billion people between the ages of 10-24 live in developing countries. This represents the largest generation of youth in history.[[1]](#footnote-1) The increasing global youth demographic has important social, economic and cultural development implications. In order for young people to fully engage in all levels of development, they need to have a sense of their worth, an understanding of their ability to be agents of change, and opportunities to fully participate in the growth of their communities, as well as in their own personal and professional selves. Unfortunately, schooling does not always foster far-reaching changes in how learners think and act for the dignity of fellow human beings. By expanding the purpose of education (both in the classroom and beyond) to become more relevant in answering the big questions facing the world, the initiative seeks to cultivate young learners who care for the world and want to achieve a more sustainable future for those with whom we share it.

**Overarching aim of the global citizenship initiative**

**A world where every young person has a sense of belonging to a common humanity, participates in, and addresses issues at local, national and global levels as informed, engaged, responsible and responsive citizens.**

**Initiative objectives**

1. Contribute to developing a cadre of responsible young change makers globally who is able to translate their learning into responsible actions.
2. Develop knowledge, social and ethical values, and respect for diversity among youth to build just, peaceful, resilient and tolerant citizens.
3. Strengthen capacity of youth-led groups and initiatives to influence local, national and global sustainable development agendas.
4. Promote equitable inclusion of youth voices in local and global discourses.

**ROTA working definition of global citizenship**

ROTA adopts the GCED Framework developed in 2015 by UNESCO[[2]](#footnote-2). **For ROTA, Global Citizenship means encouraging young people to develop the knowledge, skills and values they need to engage with the world. The focus is on young people’s positive responses to global issues and their actions to bring change at the local level[[3]](#footnote-3).**

GCED is then defined as any educational effort that aims to provide the skills, knowledge, and experiences and to encourage the behaviours, attitudes, and values that allow youth to be agents of long-term, positive changes in their own lives and in their immediate and larger communities.

ROTA supports initiatives which contribute to developing the capacity of youth across three GCED domains—socio-emotional, cognitive, and behavioural. ROTA sees each domain as essential and prioritizes projects that address all three.

**Cognitive:** Supporting youth to acquire knowledge, understanding and critical thinking about global, regional, national, and local issues and the interconnectedness and interdependency of different countries and populations.

**Socio-emotional:** Supporting youth to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

**Behavioural:** Supporting youth to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Overall guidance for developing projects based on the three domains of learning and presenting key learning outcomes, key learner attributes, topics and corresponding learning objectives, highlighting their interconnectedness, vertically and horizontally.[[4]](#footnote-4)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Cognitive domain** | **Socio-emotional domain** | **Behavioural domain** |
| **Key Attributes** | Youth become informed and critically literate. | Youth become more socially connected and respectful of diversity. | Youth become more ethically responsible and engaged. |
| **Key Learning Outcomes** | * Youth acquire knowledge, understanding and critical thinking about global, regional, national, and local issues and the interconnectedness and interdependency of different countries and populations.
* Learners develop skills for critical thinking and analysis.
 | * Youth experience a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
* Youth develop attitudes of empathy, solidarity and respect for differences and diversity.
 | * Youth act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.
* Youth develop motivation and willingness to take necessary actions.
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| **Topics** | 1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national, and global levels.
3. Underlying assumptions and power dynamics.
 | 1. Different levels of identity.
2. Different communities people belong to and how these are connected.
3. Difference and respect for diversity.
 | 1. Actions that can be taken individually and collectively.
2. Ethically responsible behavior.
3. Getting engaged and taking action.
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**Intervention designs and approaches**

Our youth global citizenship initiative takes a capabilities based approach; one that is non-instrumentalist. Each individual young person is seen as an end in him or herself. For ROTA, this means that strengthening the capabilities of young people is viewed as critical to enabling their holistic development, which includes each young person recognizing her or his own potential. By adopting a capabilities based approach, ROTA focuses on youth's opportunities and abilities to generate valuable outcomes for themselves (and by extension wider society), taking into account relevant personal characteristics and external factors. Our approach engages youth in three important ways: 1) Overcoming barriers of marginalisation of young people 2) engaging with youth as partners and collaborators, and 3) supporting youth as leaders (as initiators).

**Target group. The population of concern for ROTA supported interventions are marginalized youth between the ages of 15 to 24 years.**

* + - 1. **Marginalized youth:** ROTA defines marginalization[[5]](#footnote-5) as any conditions, processes, or inequalities that excludes, denies, or presents barriers for individual or groups of youth from reaching their full potential to contribute to or participate in society (ROTA definition drawn from EFA 2010 and WFTO interagency research).
			2. **Ages of youth.** ROTA notes that there is no universally agreed definition of ‘youth’ and for statistical purposes defines ‘youth’ as those persons between the ages of 15 and 24 years[[6]](#footnote-6).

**Global Citizenship in practice (Climate Action).** While the primary focus of ROTA supported projects is to promote the development of youth across the three GCED domains, all ROTA interventions must include the fostering of **youth-led actions** as a key component of their design. Our experience has shown that action taking is an essential aspect of the transformational process of GCED in that it provides opportunities for critical reflexivity by allowing youth to cycle through learning, action, and reflection and then sharpen skills through multiple practice opportunities. Being a global citizen requires a process to *understand*, *empower* and *act*. Youth-led action relates directly to the behavioural domain’s learning objectives (refer to table above). ROTA believes that by linking the cognitive, socio-emotional, and behavioural development process to practical actions taken individually and/or collectively by youth, global citizenship competencies and values are reinforced.

(**NOTE:** ROTA’s framework for GCED recognises four thematic GCED action areas: 1. Climate action, 2. Action for sustainable development/greener societies, 3. Action for peace-building/conflict-resolution, 4. Humanitarian action. Each is an area of global interest aligned with SDG 4.7. We believe that designing projects which link the three GCED domains to action-taking in one or more of these themes leads to increased perception among youth that their actions can make a real difference in addressing local and global priorities.

**Youth-led action:** Any local/community level initiative originated and carried out by youth beneficiaries to promote common good. Supporting youth to identify opportunities for engagement and to initiate action is primarily done for the benefit of honing behavioural learning and reflection. As such, a successful youth-led action is not measured by the results of the action, but rather the participants’ demonstration of understanding of global citizenship values and reflect on these while conducting their youth-led work.

**Climate action:** Supporting youth to take local actions which orient themselves, their peers and their communities towards the reduction of carbon emissions, low carbon technologies and preparedness to combat climate impact. This may include youth leading community/school level awareness raising and preparedness activities or applying indigenous knowledge for climate change adaptation/mitigation. Another important way to support young people’s participation in climate action is by giving them the opportunity to engage with leaders at various levels, including at global events and platforms on issues related to climate change and the environment.

Projects supporting youth-led climate action should align with and contribute to national and/or regional climate change plans and priorities; especially Nationally Determined Contributions (NDCs). Additionally, climate action related activities should to the extent possible align with either the OECD definition for Mitigation or the OECD definition for Adaptation. OECD definitions for Mitigation and Adaptation according to the [OECD DAC Rio Markers for Climate Handbook](https://www.oecd.org/dac/environment-development/Revised%20climate%20marker%20handbook_FINAL.pdf):

**Climate mitigation:** An activity should be classified as climate-change-mitigation related if it contributes to the objective of stabilization of greenhouse gas (GHG) concentrations in the atmosphere at a level that would prevent human-induced climate change by promoting efforts to reduce or limit GHG emissions or to enhance GHG reduction.

**Climate adaptation:** An activity should be classified as adaptation-related if it intends to reduce the vulnerability of human or natural systems to the current and expected impacts of climate change, including climate variability, by maintaining or increasing resilience, through increased ability to adapt to, or absorb, climate change stresses, shocks and variability and/or by helping reduce exposure to them. This encompasses a range of activities from information and knowledge generation, to capacity development, planning and the implementation of climate change adaptation actions.

**Key stakeholders and groups.** Due to the nature of GCED projects, at times benefits are expected to extend beyond the individual youth participants to include positive changes occurring among other stakeholders and groups. Usually these are affected by the direct beneficiaries (family members, friends, peers, etc). While these are not counted among the direct impact group, these community members who benefitted indirectly from the project activities can at times be quantified. This is usually done on a logical formulae estimating the number of people who will be influenced by each youth participant. ROTA also sees this as a two-way relationship in that these same stakeholders such as government, civil society organizations, community members and other groups are essential for helping to create the enabling environment and social structures necessary for GCED to take root among young people. As such, these associated groups should not be overlooked, but rather as much as possible considered in the overall design of project approaches.

**Integration of ROTA established models/approaches.** ROTA favorably considers projects which are able to incorporate elements of our established approaches. These are not required elements; yet may be complementary aspects which we view as program accelerators for promoting global citizenship values, attitudes and competencies.

1. **Volunteer engagement:** Our experience shows that volunteerism can help individuals gain global perspectives on citizenship and their role in the world. For us, volunteering means acts of service that are done freely for the good of society. We believe integrating volunteerism into projects helps to draw on local expertise, human agency and skills; and thereby builds a greater sense of constituency, ownership and empowerment. Especially for young volunteers, this provides opportunities for them to meaningfully exercise their citizenship through proactive and impactful actions. According to UNV 2018, “*Young volunteers can be positive role models and advocates for promoting peacebuilding and social cohesion within fragile communities. Young volunteers can also play a role in discussing and addressing factors such as social exclusion and cultural norms that can contribute to extremism*.”[[7]](#footnote-7) ROTA encourages partners to include a KPI related to volunteerism in their M&E plans and to document the integration of volunteerism into projects through their periodic reporting.
2. **Participation in the ROTA Youth Challenge:** Periodically, ROTA partners may be invited to nominate youth beneficiaries from their projects to participate in the ROTA Youth Challenge. For the ROTA Youth Challenge, ROTA asks these same partners to support small groups of their youth participants to form clubs (teams) for the purpose of conducting youth-led community actions. This initiative provides youth with opportunities to network and connect with other young people from across ROTA’s portfolio of projects. Young people in this growing global network have the chance to participate in ROTA’s 4-day Global Citizenship for Action Training, and ultimately participate in ROTA’s annual EMPOWER Conference where they can showcase the transformative work they are doing at the local level. Additional details on these activities and events is available [here](https://www.reachouttoasia.org/en/project-detail/youth-development-1).

**EOI selection criteria**

At a minimum, ROTA partnership criteria stipulates that projects reach at least 10,000 youth per year of the program. In addition, the applicant should provide 50% or more of the co-funding[[8]](#footnote-8) resources and that the projects show cost effectiveness of ROTA’s investment. Cost effectiveness is demonstrated through the ROTA Investment per Youth (IPY) for the lifespan of the project. ROTA tries to keep its average IPY at USD 80 per youth and experience has shown that many projects are below this figure, depending on the nature of the program.

**Criteria used to screen incoming Expressions of Interest (EOI):**

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| --- | --- | --- | --- |
| **Criteria** | **High** | **Medium** | **Low** |
| **Potential impact** | More than 30,000/yr. youth participate in GCED | Between 10,000 and 30,000/yr. youth participate in GCED | Less than 10,000/yr. youth participate in GCED |
| **Cost effectiveness** | ROTA investment per youth is less than USD 59 | Between USD 60 and 80 per youth | More than USD 81 per youth |
| **Implementation capacity** | Successfully implemented **same** project in last 5 years  | Successfully implemented **similar** project previously | Limited indication of implementation capacity  |
| **Intervention methodology** | Proposed interventions clearly links barriers to proposed strategies that lead to cited outcomes. | Partially links identified barriers to strategies  | There is weak or no linkage between the barriers and proposed strategies  |
| **Sustainability** | Strong likelihood that impact will continue beyond the life of the project | Medium likelihood that impact will continue beyond the life of the project | Low likelihood that impact will continue beyond the life of the project |
| **Co-funding** | ≥ 50% co-funding committed per year with plans for future co-funding | ≤ 50% co-funding committed per year with plans for future co-funding | < 50% co-funding committed per year with no plans for future co-funding |

In addition to the above criteria, kindly ensure that all sections of the EOI are completed and have sufficient information. The EOI will also be assessed on the strength of the following areas: detailed strategies for identifying and building capacity among marginalized youth; realistic project timeframe; realistic budget; and availability of credible information on secured and planned co-funding. The EOI should have most of these elements to ensure that the proposed project is in a position to achieve the stated project targets and ensure quality programming.

ROTA will evaluate EOIs by using the checklist below to confirm that all the relevant areas have been addressed:

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| --- | --- |
| **EOI Pre-appraisal Checklist** | **Yes/No** |
| 1 | All sections of the EOI are fully completed. |  |
| 2 | The EOI describes strategies for identifying and building capacity among marginalized youth.  |  |
| 3 | The EOI has sufficient details on the proposed activities. |  |
| 4 | The proposed timeframe of project is realistic given the project context and barriers in order to achieve stated goals/targets/outcomes. |  |
| 5 | The proposed budget is realistic in order to achieve stated project target and provide quality programming. |  |
| 6 | The EOI has adequate details on planned co-funding. |  |

**EOI Submission**

Please answer all fields directly onto the form below and submit to ROTA via email to rotapartners@eaa.org.qa. All subsequent queries on the EOI to ROTA should be directed through the same email address.

**Reach Out To Asia**

**Engaging Youth as Global Citizens - EOI Template**

**EOI Submission Template**

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| **Organizational Contact Information** |
| **1. Name of the submitting organization:***Please provide the full legal name of the organization submitting the expression of interest.* |  |
| **2. Primary contact person:***Please provide the following information for the primary contact person for this EOI.* |
| Full Name:*First Name and Last Name* |  |
| Title/Position: |  |
| Email Address: |  |
| Phone Number: |  |
| Mailing Address: |
| Address Line 1: |  |
| Address Line 2: |  |
| City: |  |
| State/Province/Region: |  |
| ZIP/Postal Code: |  |
| Country: |  |

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| **Submission information** |
|  |
| **Date of this EOI submission:**  |  |  |  |  |
|  **DD MM YYYY** |
| **Is this the first submission of this EOI to ROTA? [ ]  Yes [ ]  No**  |
|  |
| ***If this is a revision of a previous submission, what is the date of the original EOI submission?*** |
|  |
| **Date of original submission:**  | *DD-MM-YYY* |  |

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| **Project Summary Information** |
| *Please provide the following information about the project proposed in this EOI:* |
| **3.** **Proposed project name/title:** |  |
| **4. Country/countries of Implementation:** *For each country of implementation, please provide the following information:* |
| Country 1 |
| Name of the country: |  |
| Regions/ Districts of implementation: |  |
| Total number of target youth: |  |
| Country 2: |
| Name of the country: |  |
| Regions/ Districts of implementation: |  |
| Total number of target youth: |  |
| Country 3: |
| Name of the country: |  |
| Regions/ Districts of implementation: |  |
| Total number of target youth: |  |
| Country 4 |
| Name of the country: |  |
| Regions/ Districts of implementation: |  |
| Total number of target youth: |  |
| Country 5 |
| Name of the country: |  |
| Regions/ Districts of implementation: |  |
| Total number of target youth: |  |
| Country 6 |
| Name of the country: |  |
| Regions/ Districts of implementation: |  |
| Total number of target youth: |  |
|  |
|  |
| **5.** **Total number of years of the proposed project:** |  |  |
|  |
|  **Anticipated project start date:**  |  |  |  |
|  | **MM** | **YYYY** |  |
|  **Anticipated project end date:**  |  |  |  |
|  | **MM** | **YYYY** |  |
| *\*****Note****: The start date is an approximation but should be at least* ***six to nine*** *months from the date of the EOI submission.* |
|  |
| **6.** **Total number of targeted youth to be reached by the end of the proposed project:** |
| *Please refer to the ROTA definition of target groups and age groups on page 3.* |  |  |
| **7. Number of youth targeted per each year of the proposed project:** |
| Year 1 |  |
| Year 2 |  |
| Year 3 |  |
| Year 4 |  |
| Year 5 |  |
|  |

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| **Project Summary Information continued…***Please provide the following information about the project proposed in this EOI:* |
| **8. What is the total project budget?** *Total project budget is equal to the ROTA request plus all co-funding for all years of the project.* | *$* |
| ***Total project cost in USD*** |
| **9. What is the total funding request from ROTA?** *NOTE: The total funding request from ROTA should be less than or equal to 50% of the total project budget.* | *$* |
| ***Total funding request from ROTA in USD*** |
| **10. What is the estimated ROTA investment per youth targeted by the project?** *ROTA investment per targeted youth = Total funding requested from ROTA divided by Total number of marginalized youth targeted.* | **Total ROTA request: $** *(This is equal to the amount in question #9)* |
| **Total youth targeted:** *(This is equal to the total youth in question #6)* |
| **ROTA investment per youth: $** *(This is equal to the total funding request from ROTA divided by total number of youth targeted)* |

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| **Organizational Past Experience—ROTA Experience** |
| **11. Does your organization have, or has it had, previous projects with ROTA?** **[ ]** Yes[ ]  No*IF YES, please provide the following information: Project country/countries, Project title, and Years of operation.* |
| ROTA Project 1 |
| Country/Countries name(s): |  |
| Project name/title: |  |
| Total project years: |  |
| ROTA Project 2 |
| Country/Countries name(s): |  |
| Project name/title: |  |
| Total project years: |  |
| ROTA Project 3 |
| Country/Countries name(s): |  |
| Project name/title: |  |
| Total project years: |  |
| ROTA Project 4 |
| Country/Countries name(s): |  |
| Project name/title: |  |
| Total project years: |  |
| ROTA Project 5 |
| Country/Countries name(s): |  |
| Project name/title: |  |
| Total project years: |  |

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| **Organizational Past Experience—Youth Project Implementation** |
| **12. Provide evidence of your organization’s current and past experience in the proposed country/countries of operation as well as its experience in implementing the proposed interventions or similar activities targeting marginalized youth in the last three years.** *Include key activities, beneficiaries (type and number), and areas of intervention.* |
| *MAXIMUM OF 200 WORDS*. |

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| **Programme Context**  |
| **13. Briefly describe the relevant national and local GCED context of the country/countries in which the proposed project will operate, paying specific attention to thematic focus areas and any critical risk factors for engaging marginalized youth.** *Include how this project is aligned with the target country/countries national youth strategies, plans and/or policies.*  |
| *MAXIMUM OF 200 WORDS*. |
| **14. Describe the types of youth you intend to reach and any critical risk factors these youth face.***Please indicate the barriers that the youth face in each area/region of project implementation. Refer to the ROTA’s defined target and age groups.* |
| *MAXIMUM OF 200 WORDS*. |

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| **Programme Overview—Methods, Approaches, and Strategies**  |
| **15. Describe the intervention methodology, model, and/or strategies the proposed project will employ.** *Provide a description of the strategies and methodologies that the project will use to identify, engage, and educate marginalized youth as Global Citizens. Thoroughly describe the key design aspects of the intervention drawing clear linkages to the thematic focus area(s) to be addressed (please refer to guidance on pages 3 & 4 above). Be sure to provide descriptions of any GCED curriculum, training methodologies to be used and/or any special techniques or approaches that will be employed.*  |
| *MAXIMUM OF 1 PAGE*. |

| **Programme Overview—Goal, Outcomes, Outputs and Activities**  |
| --- |
| **16. Describe the project’s theory of change or logical framework***List the project’s goal and each of the project’s intended outcomes plus their outputs and activities/interventions that will lead to the intended outcome.* |
| ***Overall project goal/objective:****State the overall project goal/objective.* *(Example: Youth will be ethically responsible and engaged participants at all levels of implementation and monitoring of the SDGs in [country x].)* |
|  |
| ***Outcome1:*** *State intended outcome 1.**(Example: Number of targeted youth equipped with global citizenship awareness, values and competencies)NOTE: Outcomes should reflect cognitive, socio-emotional, and/or behavioral changes among the targeted youth beneficiaries.* |
|  |
| ***Outputs:****Clearly state the outputs to be achieved that will contribute towards achieving the outcome**(Example: 10,000 youth reached with messaging on SDGs and Global Citizenship)*  |
|  |
| ***Activities/Interventions:*** *Briefly describe each of the key activities/interventions that will lead to producing an output.* *(Example: Undertake community mobilizations to sensitize key stakeholders on the inclusion of youth voice in decision making processes)* |
| ***Results related to thematic focus area(s):****Describe any local/national changes/results expected to occur as a result of youth action-taking related to this outcome.* *(Example: Community adopting sustainable farming practices, increased interfaith dialogue, etc.) Please refer to guidance on pages 3 & 4.* |
| ***Outcome 2:*** |
|  |
| ***Outputs:*** |
| ***Describe the activities/interventions that will be used to achieve the outcome:***  |
| ***Describe any changes/results related to thematic focus area(s):*** |
| ***Outcome 3:*** |
|  |
| ***Outputs:*** |
| ***Describe the activities/interventions that will be used to achieve the outcome:***  |
| ***Describe any changes/results related to thematic focus area(s):*** |
| ***Outcome 4:*** |
|  |
| ***Outputs:*** |
| ***Describe the activities/interventions that will be used to achieve the outcome:***  |
| ***Describe any changes/results related to thematic focus area(s):*** |
| ***\*\*Add or delete goals/objectives, outcomes, outputs and activities/interventions as needed*** |

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| **Programme Overview—Monitoring and Evaluation** |
| **17. Indicate specific plans for monitoring and evaluation of the project, including methods for tracking marginalized youth in the project.***NOTE: ROTA requires its partners to report bi-annually on the number of marginalized youth engaged in project activities.* |
| *MAXIMUM OF 350 WORDS*. |

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| **Programme Overview—Sustainability Plan** |
| **18. How will the impact of the project be carried beyond the ROTA funding period?** |
| *MAXIMUM OF 200 WORDS*. |

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| **Programme Funding** |
| **19. Provide information on the project budget including the potential co-funding partners for this project.** *Combined co-funding from sources other than ROTA should equal 50% or more of the total project budget.*

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| --- | --- | --- |
| **Co-funding Partner** | **Co-funding Amount in US $** | **Please indicate against each source of co-funding whether it is confirmed or planned.** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
| **4.** |  |  |
| **5.** |  |  |
| **6.** |  |  |
| **Total Co-funding in US $** |  |  |
|  |  |
| **Total Request to ROTA in US $** *(Less than or equal to 50% of total project costs)* |  |
|  |
| **Total Project Costs in US $** *(Total Co-funding plus Total Request to ROTA)* |  |

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| **20. ROTA needs significant assurance that co-funding will be obtained. In the space below, please provide information on the status of securing funds from each of the above listed proposed co-funders.** *\*\* Please note that co-funding from government and other funders must be (i)* ***directly attributed to supporting marginalized youth*** *in the proposed project, and (ii) monetized. Related Ministries funds for general operating expenses are not considered acceptable co-funding. For government and community contribution there will be need for commitment letters from Ministry of Finance at a later stage on the available resources. If the co-funding is planned, but not secured, please state the plans for securing it.* *Please note that ROTA generally allows in-kind contributions to constitute* ***up to 25%*** *of an implementing partners’ budget, however, it is expected that international NGOs and multi-lateral organizations would have significantly less in-kind contributions as part of their co-funding budgets.*Examples of co-funding sources: private sector, individuals, foundations, governments (national, regional or local), communities and/or partners having grants that would provide complementary funds to support targeted youth. Examples of co-funding types: cash, land, labour, construction materials, teaching and learning materials, advocacy air time, and new and/or rehabilitated infrastructure. **21. Project Budget Summary (**[**DOWNLOAD EOI BUDGET TEMPLATE HERE**](https://educationaboveall.org/sites/default/files/inline-files/EOI%20Budget%20Template%20-%20April%2027%202021.xlsx)**).**  |

1. https://www.un.org/sustainabledevelopment/youth/ [↑](#footnote-ref-1)
2. “Global Citizenship Education: Topics and learning objectives,” [↑](#footnote-ref-2)
3. EAA/ROTA definition drawing on Oxfam 2015 [↑](#footnote-ref-3)
4. EAA/ROTA adopts the GCED Framework developed in *“Global Citizenship Education: Topics and learning objectives,”* by UNESCO, 2015, p.15. [↑](#footnote-ref-4)
5. Examples of marginalized youth include but are not limited to: those from developing countries or countries affected by humanitarian crisis, low socio-economic status, young women and girls, individuals with disabilities, indigenous people, ethnic minorities, stigmatized groups, survivors of gender-based violence or trafficking, displaced populations or those living in informal settlements, populations affected by armed conflicts, rural populations, and hard-to-reach groups. [↑](#footnote-ref-5)
6. This is in accordance with the practice of the UN Secretariat which also uses this defined age range for statistical purposes. [↑](#footnote-ref-6)
7. See: <https://www.unv.org/sites/default/files/UNV_SWVR_2018_English_WEB.pdf> [↑](#footnote-ref-7)
8. 25% of the partners' share can be in-kind contribution. See ‘Program Funding” on page 13. [↑](#footnote-ref-8)