Annex A - Design Framework for Education Out Loud (EOL) 2.0

1. Context and Summary of Changes

1.1 Context

In a post-pandemic world, the global context is unpredictable. Recent and projected reductions[1] in aid have had a negative impact on human development priorities, including education. The need for equitable and efficient domestic financing is greater than ever, while making education climate-smart and resilient in the face of emergencies is urgent. With decreasing resources and shrinking civic space, strong, inclusive and accountable policy dialogue is crucial.

The Sustainable Development Goals (SDGs) are moving towards their 2030 targets, but significant educational challenges remain. In the imminent discussions on post-2030 global development goals, civil society will be a critical actor in ensuring policy priorities addressing the needs of the underserved and marginalized. Despite increasing restrictions on civic space, civil society continues to achieve important victories through strategic advocacy, mobilization, litigation, and international solidarity. The advocacy and accountability role of civil society partners is essential to keep education a high priority, while addressing both old and new barriers to quality education.

First through the Civil Society Education Fund (CSEF) and currently through Education Out Loud (EOL), GPE has supported infrastructure and capacity for civil society participation in inclusive education policy dialogue since 2009. In June 2025, the GPE Board of Directors approved the integration of EOL in the GPE 2030 Financing and Funding framework (BOD/2025/06-07), requesting the Secretariat to move forward with the design of EOL 2.0. Effectively designed and implemented, EOL 2.0 will strengthen and uphold GPE's mutual accountability principle and leverage the power of inclusive partnerships at all levels to drive improved resourcing, context-appropriate policy, effective service delivery and better impact in education.

1.2 Summary of Changes

EOL 2.0 will shift from being an enabler of CSO participation in policy dialogue in a general sense to a GPE mechanism more strongly focused on enhanced civil society capacity to contribute to policy reform development, implementation and monitoring, as well as to advocate and increase accountability for equitable education financing. The following table summarizes the changes in EOL 2.0.

[1] 'Aid to Education, time for tough decisions', UNESCO, June 2025

✅ What Continues	➡️ What Changes
Civil society as a key contributor to policy dialogue & reforms	Integration with GPE 2030 goals and operations
Country priorities and Southern leadership	Streamlined from 3 components to 2 (1 national and 1 regional/global)
Gender equality and social inclusion (GESI) remains central	Greater emphasis on financing, climate, fragility, inclusion
Grants at national, regional and global levels	Budget shift: up to 90% national
Capacity strengthening of diverse civil society actors	More flexible co-financing options
Adaptive management and autonomy	Stronger governance and coordination across GPE

1.3 Addressing the external evaluation

The most recent evaluation has confirmed that EOL is a 'sound strategic and programmatic investment contributing to the delivery of quality (and inclusivity) of education. It has strong relevance for, and provides value to, civil society advocacy and social accountability'[2] . Annex D summarizes how the design adaptations address the four recommendations from the evaluation for EOL 2.0, which are:

1. GPE should clearly position EOL 2 as an enabler of the GPE mission, vision and strategy, and therefore support independent, resilient, effective and legitimate civil society, as an integral component of a functional education system throughout the policy cycle
2. GPE should develop a theory of change (ToC) for EOL 2 which clearly articulates how civil society engagement – throughout the policy cycle and at all levels - is expected to contribute to more inclusive, equitable and quality education systems.
3. Build on the current EOL program and evidence from this review, to structure the interventions and results framework of EOL 2 as contributions to the factors and conditions for effective, resilient and legitimate civil society in the education space.

[2] Education Out Loud Review, Phase 1 report., 2024

4. Develop the terms of reference for the EOL 2 grant agent based on the existing role, including learning on both mechanisms and approaches which support context-responsive programming and autonomy while providing programmatic coherence.

2.0 Adaptations in Design Framework

The following sections highlight the proposed design adaptations for EOL 2.0.

2.1 Design Principles

EOL's design principles, approved by the Strategy and Impact Committee in 2018 during the design of EOL 1.0, have been updated based on implementation experience and evaluation findings. These principles will guide the implementation of EOL 2.0. The details of the changes are in Annex B.

2.2 Contribution to GPE 2030 Objectives

GPE has updated its objectives for the 2030 Strategy. GPE 2030 also emphasizes the need for greater attention to youth and teachers as key education stakeholders, and that GPE's country level engagement through its grant mechanisms should effectively include these groups to fulfil their untapped potential as key policy actors[3].

In its adapted and updated design and implementation, EOL will contribute to all three GPE 2030 objectives.

GPE 2030 Objective	EOL contribution
1. *Country-owned priority education reforms implemented,* fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context.	EOL will resource civic groups, especially marginalized voices, to **elevate inclusiveness, strengthen transparency, and actively shape, monitor, and drive reform implementation**.
2. *Domestic and external financing mobilized* to support and sustain priority reforms.	Civil society advocacy and engagement is critical to ensuring that education financing not only increases, but that it is spent in ways likely to achieve education quality, equity and stronger systems. EOL will resource civil society to advocate for and support better and more transparent financing practices – in turn helping to drive accountable use of

[3] GPE Board decisions, June 2025

	public funding both domestically and internationally. It will enable CSOs to monitor and track the volume, equity and efficiency of domestic financing by strengthening social accountability mechanisms at local level. It will equip civil society to **advocate for increased, equitable, and efficient financing**, and to **track spending at national and local levels** through stronger social accountability mechanisms.
3. *Reforms driven and sustained by coordinated, effective, inclusive and accountable partnerships*, including core system stakeholders.	EOL will strengthen CSO engagement and empower under-resourced actors (teachers, youth, marginalized groups) to **amplify their role in policy, ensure equity in access, and reinforce resilient, accountable education systems**.

2.3 Theory of Change

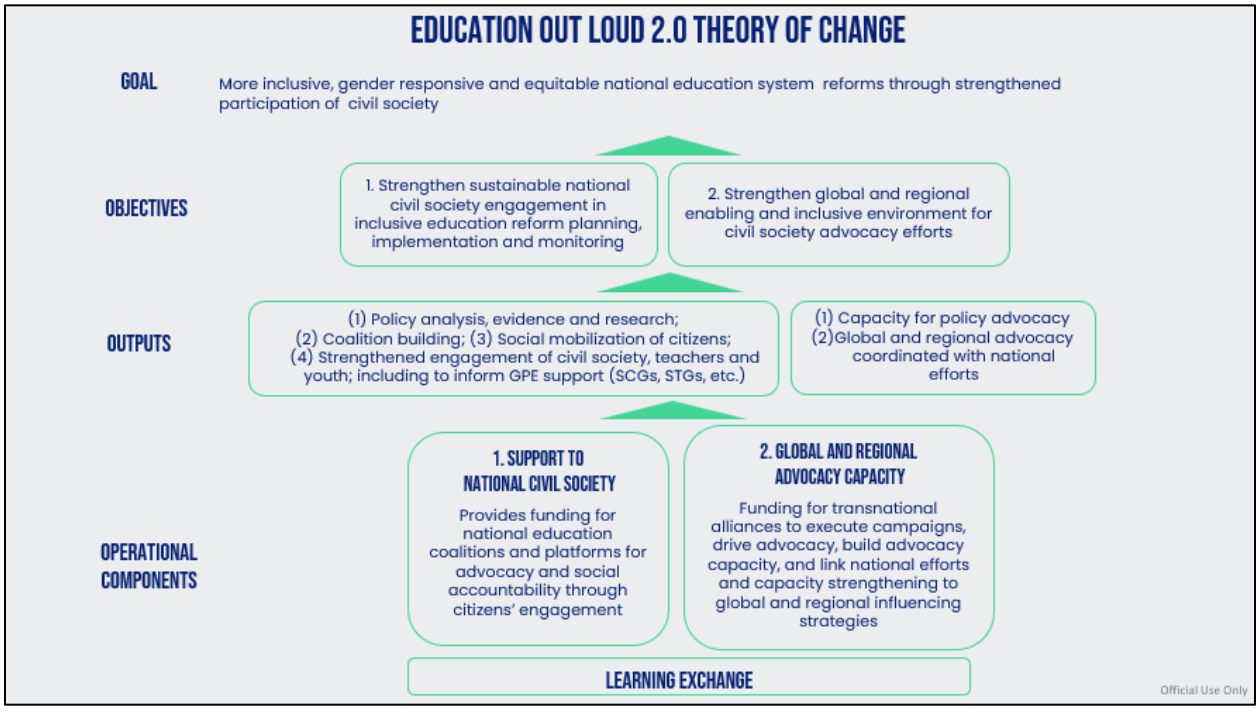


Figure 1: Theory of Change for EOL 2.0

This framework proposes a streamlined theory of change that updates and adapts the original theory of change in alignment with GPE 2030, based on evaluations and implementation experience.

The goal of EOL 2.0 emphasizes the important role of civil society in achieving positive and equitable change, contributing to GPE 2030 objectives.

The first objective of EOL 2.0 highlights civil society's valuable role as a key development partner in education policy reform processes and aims to improve the quality of this engagement. GPE's approach offers several entry points for effective civic participation in education policy development, oversight, and reform monitoring. EOL supports civil society efforts to increase the legitimacy of civic groups in informing policy, strengthen citizen agency, and develop a culture of collective action which in turn can be a powerful enabling factor for effective, accountable and sustained reform implementation. Ensuring equitable participation of marginalized groups according to national contexts is critical, as they often face constraints in participating but hold valuable knowledge on relevant strategies to address exclusion. EOL will also continue to support organizational, programmatic and financial sustainability of national social accountability initiatives.

The second objective of EOL aims to bring together consortia of civil society actors to work collaboratively and effectively on transnational initiatives or campaigns that are significant to the achievement of GPE's goal and objectives, particularly in the areas of sustainable financing and cross-sectoral synergies. While this objective was present in EOL 1.0, the implementation of it in EOL 2.0 will be more focused through the relevant operational component. This will also emphasize inclusion of marginalized groups according to national and local contexts.

Currently EOL has 3 operational components – the first two for national organizations and the third for regional and global organizations or consortiums. In the design adaptation for EOL 2.0, only two components are proposed, with most resources committed to national actors. Each operational component will have a specific emphasis on either EOL objective 1 or 2, though some proposals may contribute to a combination of both objectives. A learning exchange component from the earlier design will be retained, as it has been found useful not only for the grantees but also as global public good for actors in the education and accountability arena. For learning exchange, collaboration with KIX will be strengthened to achieve synergies.

2.4 Output and operational components

Component 1 —country level advocacy and accountability will prioritize national education coalitions, which act as platforms for CSOs engaged in education. These coalitions have grown stronger, more inclusive of marginalized groups and more robust with sustained multi-year

support from GPE in 63 countries and territories. They will be eligible to apply for EOL funding, and will be supported to include more youth and teacher organizations. However, in countries where no functional education coalition exists, or in incoming GPE partner countries eligible for funding, consortiums of national organizations will be eligible to apply and receive grants.

Component 2- Regional and global advocacy and accountability. This would bring together global/regional platforms/networks or consortia of key stakeholders (including teachers and youth organizations participating in national, regional and global policy engagement), as well as unconventional actors or thematic networks from different sectors (e.g. domestic financing, climate smart education, school nutrition, gender and social inclusion) to work collaboratively on global initiatives or campaigns with strong potential to contribute to GPE 2030. The recipients would work with country level members, partners or networks who will receive capacity and coordination support to engage meaningfully in national level policy dialogue as well as in regional and global level advocacy engagement. This is an area where close coordination is envisioned with Technical Assistance Initiatives, so that in the planning and implementation, civil society will remain engaged to ensure that technical assistance is linked effectively with advocacy for related policy reforms.

2.5 Eligibility for grant funding

For EOL, there are two levels of eligibility for grant funding: geographical and organizational. These criteria are carried over from the current implementation period, with the only exception being the specific additional inclusion of teachers' and youth organizations. Details below.

Eligibility criteria	Details
Geographical	All GPE partner countries and territories eligible for GPE funding according to Eligibility and Allocation specifications for GPE 2030, unless there is a significantly smaller envelope of funding available. In such a case, prioritization will be needed in the final implementation parameters and will be approved as part of the grant agent proposal, which will be based on the actual level of funding available. The activities must be undertaken in partnership with a majority of civil society actors originating in GPE partner countries (e.g. if it's a consortium of 5 organizations applying for a grant, at least 3 must be from partner countries).
Organizational	Civil society organizations, defined as non-profit public interest organizations, networks, coalitions, or associations. National civil society actors based in any GPE eligible country or territory are eligible for funding in support of national level activities. Transnational advocacy grants are confined to civil society, youth, or teachers' organizations working to

	support an enabling environment for successful national education advocacy and contributing to education reforms.

2.6 Budget and Allocation of funds

In the Eligibility and Allocation for GPE 2030 (BOD/2025/06-07), the Board approved an allocation of 3 percent of available resources from the 2026 replenishment or up to US$100 million to EOL for the GPE 2030 strategy period (depending on the three replenishment scenarios). The proposal is to prioritize between 80-90% of allocated grant funding for national level grantees. However, the mix between national and global/regional funding can be reconsidered if the overall funding level is increased through co-financing arrangements.

2.7 Frequency and length of grants

Based on implementation experience, previous EOL evaluations and comparator analyses, influencing strategic planning and policy requires long term investments. A minimum commitment of three to four years of predictable funding is recommended. Based on resource availability, this proposal recommends one call for proposals in late 2026/early 2027 for a 3- to 4-year implementation window. The duration of implementation can be determined by the size of the overall allocation, with flexibility to front-load funding for a shorter duration for maximum effectiveness and to mitigate the risk of losing momentum of civil society contributions to critical policy reforms.

An adaptive planning framework will allow grantees to respond to rapidly changing and fluid contexts to ensure the optimal combination of predicable funding and context-responsive planning and implementation.

2.8 Co-financing provisions

EOL supports a unique civic platform which sustains a deeply rooted, experienced and trusted network of actors engaging in long-term policy dialogue, monitoring and influencing. In this regard, its infrastructure (capacity support, calls for proposals mechanisms, inclusive networks, broad geographic reach, funding transfer capabilities) offers a unique value add for other funders seeking to support civil society advocacy and accountability networks. Certain philanthropies are interested in collaborating to support work on targeted thematic areas by programming funding through EOL. To accommodate such interest, it is recommended that the EOL design enable contributions from co-financiers (complying with relevant Contributions and Safeguards policy) for thematically and geographically targeted EOL calls for proposals, through which additional resources may be mobilized in support of GPE's civil society networks. These contributions may or may not be linked to match funding, depending on overall resource

envelopes and co-financier requirements. Financing opportunities offered by the newly established Foundation for GPE will also be explored.

2.9 Governance and Coordination

The implementation of EOL 2.0 will continue to be overseen by distinct structures operating at different levels. These include:

1. *EOL Executive Committee*: An Executive Committee, comprised of senior management staff of the grant agent and Secretariat, will meet quarterly to ensure coordination between the Secretariat and the grant agent. It will review progress on implementation and compliance with the Board approved proposal, ensure alignment with GPE's broader work, and offer strategic guidance on operational adaptations when needed.
2. *Secretariat oversight*: The Secretariat will provide input to technical proposal selection panels; review and provide quality assurance of calls for proposals processes and documents; and participate in events related to EOL. The Secretariat will also work with the grant agent to manage the processing of co-financing opportunities and matched funding, including determining their governance pathway. The Secretariat will be responsible for horizontal engagement and coordination with GPE partners with comparators or relevant mechanisms (e.g. GIZ's Generation Digital, World Bank's CIVIC).
3. *PILC and Board oversight*: PILC will receive annual reports on implementation progress, will deliberate on and recommend to the Board any major changes proposed for the program.

2.10 Risks and Mitigation Measures

Implementation experience and analysis of the current context indicate some risks in design and implementation which will need to be mitigated to achieve optimal impact.

National level Fragmentation

There is a risk that governments, local education groups and other actors (especially from other sectors with education as a cross-cutting priority) will be unaware of EOL program activities, leading to a lack of synergy or ineffective coordination and collaboration. This risk can be mitigated through effective communication and coordination between the grant agent and Secretariat and within the GPE Secretariat, as well as with the broader partnership representatives at regional and global levels. Communication and coordination at different levels (including with coordinating agencies of the local education groups) will be systematized to avoid fragmentation.

Sensitivities in local contexts

Advocacy for mutual accountability can be polarizing especially in countries with limited democratic space. Civil society itself can be polarized within a country as there can be various active groups in the same arena. Due diligence will be needed by the grant agent and Secretariat in engagement with grant recipients to ensure that political tensions are not created or aggravated. The Secretariat will closely work with the grant agent and across the partnership to build shared understanding of the importance of collaborative relationships with unconventional partners at national, regional and global levels.

Transaction heavy implementation with wide range of organizations

Considering EOL offers relatively small grants to organizations in many countries, it can be quite transaction heavy. Also, as it encourages relatively smaller but innovative organizations to apply for funding to prioritize diversified, multi-sectoral organizations representing marginalized groups, many grant recipients need significant support in strengthening their institutional infrastructure, as well as strong due diligence measures to mitigate risks of inadequate financial control and program management. To address these risks, a strong grant agent will be needed. The selection criteria and process will be applied accordingly to mitigate these risks.

Complexity of co-financing arrangements

By enabling other funders to leverage the EOL platform for targeted civil society investments, care must be taken to ensure coordination and reporting does not distort EOL's purpose and is not overly burdensome, nor complex for grant agent processes and management arrangements. Clear parameters should be agreed upstream and aligned with final implementation arrangements determined by the grant agent to ensure co-financing agreements do not undermine strategic purpose or operational efficiency and accountability. Co-financing should be arranged through consultative processes with recipient CSOs to ensure co-owned partnerships and avoid top-down imposition. In addition, clear requirements will be needed to ensure targeted support is in alignment with GPE 2030 objectives and principles, advancing GPE's goals without the risk of mission creep or inequitable distribution of funds across countries, organizations or issue areas.

3. Next steps

Potential for targeted additional funding will be explored, including thematic and geographic focus of additional targeted funding in line with GPE priorities. This will entail dialogue with sovereign, private and other donors interested in financing and co-financing civil society advocacy efforts. As the comparator analysis asserts, EOL is a unique mechanism that does

not have comparators with the same level of outreach or ambition. It can therefore be promoted as an efficient mechanism to channel resources to a range of crucial stakeholders.

Grant agent selection will require a specific range of capacities to implement EOL successfully, which will be reflected in the assessment and selection criteria. A competitive grant agent selection will take place once the design framework has been approved by the GPE Board. Based on the design framework and GPE's grant agent requirements, detailed terms of reference will be developed and a call for expressions of interest will be launched after the Board decision in December 2025. The criteria for the grant agent will include (a) track record of administering small grants to civil society organizations, including in fragile and conflict contexts; (b) strong fiduciary oversight capacity including due diligence assessment; (c) presence in or reach to at least three of the four regions where GPE works (Africa, Asia Pacific, Latin America and the Caribbean; and the Middle East and Eastern Europe); and as recommended by the evaluation, (d) proven ability to promote capacity support to and learning among grantees. Detailed selection criteria are set out in Annex C.

Annex B: Changes in Design Principles

The following table summarizes the proposed updates to the design principles (changes in **bold**).

Design principles in 2019	Changes in EOL 2.0
ASA[4] should link to GPE2020 goals and objectives, including by articulating how GPE's theory of change is reinforced by improvements in transparency, civil society participation and advocacy.	EOL should **link to GPE 2030 goals and objectives**, including by articulating how GPE's theory of change is reinforced by civil society participation and advocacy.
ASA should be designed to be complementary, reinforcing and synergistic with country level education sector policy processes linking national and global advocacy efforts and coordinating with KIX where strategic.	EOL should be designed to be complementary, reinforcing and synergistic with country level education sector policy processes, linking national and global advocacy efforts and coordinating with KIX, **TAI and the broader GPE engagement in partner countries.**
ASA should be designed to ensure greater local ownership, foster greater reflection of local level perspectives into national policies and plans, and be sensitive to the sovereignty of countries.	Unchanged.
ASA should be designed to ensure stronger and more diverse civil society participation in education, including through a strong focus on civil society capacity development.	Unchanged
ASA should seek to support work that demonstrates inclusive policy and practice.	Unchanged
ASA should seek to strengthen the equity and inclusion in education, ensuring that the voices of the most marginalized groups are	EOL should seek to strengthen equity and inclusion in education, ensuring that the voices of the most marginalized groups are represented in policy dialogue and that

[4] During its initial design, EOL 1.0 was titled ASA (Advocacy and Social Accountability)

represented in the policy dialogue and that policies are responsive to their needs.	policies are responsive to their needs **and sensitive to fragility and conflict contexts.**
ASA should consider the issue of sustainability in its design, including how to reduce the risk of donor dependence and build structures that can sustain momentum in civil society engagement in the education sector planning and implementation.	EOL should consider the issue of sustainability in its design, including how to reduce the risk of donor dependence and build structures that can sustain momentum in civil society engagement in education sector **reform** planning and implementation.
ASA should leverage global advocacy where it can have an impact on education policy and implementation at national and local levels.	Unchanged

Annex C: EOL 2.0 Grant Agent Selection Criteria and Process

Based on selection criteria for EOL 1.0 grant agent, implementation experience and recommendation from the evaluation, the following selection criteria for the EOL grant agent are proposed, in addition to the minimum standards assessed for accreditation for GPE grant agents.

Criteria	Description and example indicators
Experience and capacity in civil society grant-making and support	Demonstrated relevance and good performance of the agency's education portfolio as related to EOL, including demonstrated capacity to manage multiple small grants for civil society organizations in the size of US$ 100,000 or below, within an overall portfolio size of minimum US$ 10 million. Experience in developing manuals and accounting systems that reflect the size of the grant and are appropriate for small NGOs. Experience in managing grant processes and ensuring that smaller civil society organizations (including those with limited capacity and resources) are supported in the application and delivery processes. Experience delivering multi-year, non-project support to grantees. Experience in working to cultivate diverse grant applications, e.g. through pre-application identification of grantees, information sharing on proposal processes with potential grantees, or two step application processes where applicants have access to support for second stage grant development. Proven track record of supporting grantee activities that have strong local ownership. Experience in managing a portfolio of grants with diverse grantees.
Independence	Autonomous from any national, regional or local government institutions and political parties, or otherwise able to ensure that the financial support is distributed according to the focus and quality of the CSO proposals and not on political considerations.
Geographic location	Country presence or strong partnerships with country presence in at least three of the four regions where EOL will be active (Africa, Asia Pacific, Latin America and the Caribbean, the Middle East and Eastern Europe). Understanding national laws, rules and procedures that

	apply to the sector and to the management of public money for CSO grants in a significant number of GPE eligible countries.
Management capacity and experience	Ability to manage a fair and transparent grant-selection process with experience in utilizing an independent technical selection panel. Experience in management, monitoring and reporting on a diverse portfolio of grants in terms of grant size, geography, type of civil society recipient, type of advocacy and social accountability activities, etc. Ability to provide strong reporting on grant portfolio to the GPE and its Board. Experience, in country and internationally, with managing fiduciary and administrative risk, relative to the modality and scope of the grant. Experience in development of monitoring and reporting procedures that encourage self-evaluation, learning and continuous improvement in grantees. Demonstrated evidence of experience implementing feedback mechanisms and using grantee feedback to make changes in how programs are managed. Capacity to communicate routinely to the public and the partnership about the portfolio of activities, outputs and events funded under EOL.
Cost effectiveness	Economical approach to the percentage of direct management, administrative, and overhead costs requested as part of the overall program. Low indirect cost recovery percentage requested, in line with GPE policy. Ability to provide match or in-kind resources to the EOL programs.
Capacity building and shared learning	Able to provide ongoing support to grantees throughout the project cycle, including training on application writing and submissions, implementation, reporting and opportunities for experience sharing between funded projects.

	Demonstrated ability to organize effective, participatory convenings, workshops, etc. Experience providing capacity building support in developing / thinking through / testing theories of change and other forms of planning, monitoring, evaluation and adaptive learning support. Experience providing support / training / convening around advocacy strategies and how to measure success of advocacy efforts. Experience managing development of knowledge products based on experience and learning from implementation.
Language	Ability to work in French, English, Spanish and Arabic.
Vision Statement	Description (maximum four pages) of how the applicant will implement EOL, explaining its operational vision for the regional support to grant recipients, and monitor outcomes and impact. The statement will also describe how the applicant plans to leverage its institutional experience in civil society grant making and support, as indicated below, to operationalize EOL.

The GPE Secretariat proposes to manage the grant agent selection process, keeping the Board and relevant committees informed of the different steps, which include decisions on design parameters, budget confirmation and proposal review. The proposed timeline is outlined below.

Date	Action
December 2025	GPE Board considers and decides on the design framework
January 2026	Grant agent Expression of Interest launched
March – April 2026	Assessment of Expressions of Interest and pre-accreditation criteria
April – July 2026	Pre-accreditation of selected applicants
June 2026	• Grant agent recommended to the Board • FRC confirms the amount of available funding for EOL 2.0 • Board confirms the grant agent and invites selected grant agent to develop proposal
September 2026	Quality assurance process of the grant agent proposal
October 2026	EOL Proposal by grant agent submitted to PILC for review and recommendation.
December 2026	GPE Board considers and decides on the proposal
January 2027	EOL 2.0 launched

Annex D – Response to Evaluation Recommendations

Recommendation	Response
1. GPE should clearly position EOL 2 as an enabler of the GPE mission, vision and strategy, and therefore support independent, resilient, effective and legitimate civil society, as an integral component of a functional education system throughout the policy cycle. This means articulating clearly the intrinsic value of independent civil society and communicating this effectively across GPE stakeholders to ensure opportunities for collaboration, synergy and communication are explicit and used.	EOL has been positioned accordingly in its design principles and appropriate communication strategy will be developed by the grant agent of EOL 2.0.
2. GPE should develop a theory of change (ToC) for EOL2 which clearly articulates how civil society engagement – throughout the policy cycle and at all levels - is expected to contribute to more inclusive, equitable and quality education systems. This ToC should then act as a framework for the design of support in each country context. This means developing a flexible funding and support model which is tailored to national-level assessments in relation to the global ToC; meaning that the funding will be allocated depending on the capacity of the NEC (national education coalitions), the relationships that exist and contextual factors; but always with reference to the overall ToC.	The Theory of Change has been updated accordingly as well as design principles to enhance adaptative management responsive to specific country context
3. Build on the current EOL programme and evidence from this review to structure the interventions and results framework of EOL2 as contributions to the factors and conditions for effective, resilient and legitimate civil society in the education	These considerations have been incorporated in the design principles and the framework. The results framework for EOL will be developed by the grant agent with supervision from the Secretariat for

space. This includes continuing to invest in civil society infrastructure, including strong, diverse and legitimate civil society platforms. EOL has contributed effectively to a range of factors that enable effective civil society: organisational stability, advocacy skills and capacity, collective power, legitimacy and grassroots connections, credibility and profile, and access to policy spaces. These should be preserved in future funding.	demonstrating and documenting contributions and results. Meanwhile, we will also work with the current grant agent to strengthen the implementation of EOL1 accordingly.
4. Develop the terms of reference for the EOL2 Grant Agent based on the existing role, including learning on both mechanisms and approaches which support context-responsive programming and autonomy, while providing programmatic coherence. The Grant Agent role has expanded considerably since its initial conception. The current Grant Agent has played their role well, developing approaches, mechanisms and relationships which enable the results and contribution of EOL. Good systems and efficient mechanisms are important, but quality relationships, flexible approach and identifying and responding to gaps underpin effectiveness. The role and contribution of the grant agent should be captured in the results framework.	The grant agent selection criteria have been developed accordingly (Annex 1) and the terms of reference and assessment criteria for the grant agent selection will also reflect this recommendation.