



Research jointly supported by the ESRC and DFID

# ESRC-DFID Raising Learning Outcomes in Education Systems Research Programme Call 1 Small Grant Follow-on Funding - Invite only

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## Summary

The Department for International Development (DFID) and the Economic and Social Research Council (ESRC) jointly fund the Raising Learning Outcomes in Education Systems Programme. Launched in 2014, this £20 million programme will generate world-class and cutting-edge social science research that increases understanding of how the achievement of better learning outcomes in developing countries is enabled and constrained by complex interactions between elements of the education system, the context in which they are embedded, and the dynamics operating within that system. Further information about the programme is available at [www.esrc.ac.uk/eddev](http://www.esrc.ac.uk/eddev)

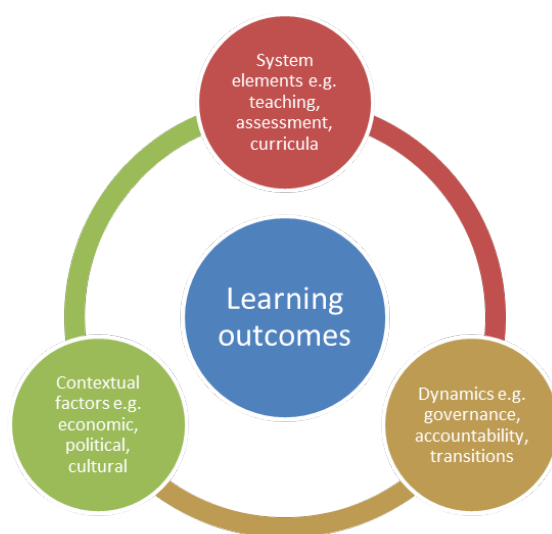
**This invitation-only call is only open to ESRC-DFID Raising Learning Outcomes 2013-2014 small grant award holders, who are eligible to submit a follow-on/scale-up**

proposal directly building on the findings of their initial grant. Applicants can apply for between £200,000 and £500,000 fEC for proposals with a maximum duration of three years.

**The deadline for proposals is 16.00 (UK time) on 27 September 2016**

## Programme overview

The ESRC-DFID Raising Learning Outcomes in Education Systems Programme aims to build the evidence on critical policy areas which currently constrain education systems in developing countries from translating resources into better learning for all, and ultimately positive social and economic change.<sup>1</sup> To do this, the programme will fund a portfolio of research that increases understanding of how complex relationships between **elements** of the education system, the **context** in which they are embedded, and the **dynamics** operating within that system impact on efforts to raise learning outcomes for all.



The over-arching focus of the programme is on three areas in which research is needed:

- How do interacting dynamics in the social, political, economic and cultural context enable or inhibit the delivery of quality education in specific developing country contexts? This includes consideration of governance, institutions, social and cultural contexts, incentives and norms, and their influence on efforts to raise education quality and learning outcomes.
- How do specific policies or interventions designed to deliver quality education and learning for all interact with these contextual dynamics, and with what impact? This includes intended and unanticipated effects within and beyond the education system.

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<sup>1</sup> For the purposes of this call, the term ‘developing countries’, refers primarily to Low-Income Countries as defined by the OECD DAC list of ODA recipients (including both Least Developed Countries and Other Low Income Countries) but includes all countries listed in the call-specific ‘Countries of Focus’ document available on the call page <http://www.esrc.ac.uk/funding/funding-opportunities/esrc-dfid-raising-learning-outcomes-in-education-systems-small-grant-follow-on-funding>

- How do we better understand, measure and evaluate educational quality and learning outcomes in development contexts?

Research funded in this programme will focus on how to raise learning outcomes for all by considering equity as well as quality dimensions of education.

The programme aims to enable more effective policies and interventions by providing policymakers and practitioners with concrete ideas on how to improve learning for all, and an understanding of how these ideas will translate to their specific contexts and institutions. The programme also aims to enhance the quality of social science for development and education and increase its diversity. These aims will be achieved by:

- supporting projects from a broad range of social science disciplines, including education, psychology, anthropology, geography, sociology and economics
- encouraging inter/multi-disciplinary collaboration and facilitating innovative research that explores new directions in understanding how learning outcomes for all can be raised
- investing in a diversity of methods, particularly strong mixed-methods approaches, and promoting improved attention to and reporting of methodology
- funding research that addresses the lack of sufficient high-quality data in education and development research
- ensuring policymakers are involved in research from the outset to maximise the chance of the findings being embedded in national education systems
- working with other research funders and users to improve the accessibility and use of high-quality research on education
- strengthening the capacity of southern researchers in research management and leadership, knowledge generation, and policy impact generation.

Further information about the programme is available at [www.esrc.ac.uk/eddev](http://www.esrc.ac.uk/eddev)

## Call specification

### Scientific focus

All proposals to this invitation-only call must be led by direct engagement with the overarching focus of the Raising Learning Outcomes programme on how complex relationships between elements of the education system, the context in which they are embedded, and the dynamics operating within that system impact on efforts to raise learning outcomes for all. Only research which clearly responds to the focus set out above will be funded.

There is no further specific thematic focus for this call. However, all proposals must directly and specifically build upon the outcomes/findings of the original 2013-2014 Raising Learning Outcomes small grant. Proposals must be for direct scale-up or follow-on to that research, and the aims and objectives are therefore expected to be substantially similar. However, in order to deliver these aims and objectives, changes directly driven by learning from the small grant can be made. This may include changes in specific research questions, methodological approach, geographic focus, or to the configuration of the research team, as long as these

remain in line with the requirements of the call set out in this specification. Any changes proposed will need to be clearly justified through reference to learning from the small grant.

Given the strong inequalities that exist within education, research funded in this call must focus on how to raise learning outcomes for all by embedding consideration of equity as well as quality dimensions of education and learning outcomes within the research.

Proposals may address any level of educational provision - from early childhood education to higher education. Research funded through this invite-only call can explore any element, or elements, of the education system, including teaching and teachers, curricula and policy, assessment, leadership and management, monitoring and organising processes.

Proposals may be made for fundamental or more applied research topics, as long as the policy relevance of the proposed research is clearly articulated. All research projects must be grounded in empirical evidence, and should make appropriate use of existing data.

### **Funding exclusions**

Proposals which duplicate work previously supported by ESRC or DFID will **not** be funded.

The programme will **not** fund contract research or consultancy work where the results and physical outputs are to some extent already pre-defined and known.

The programme is **not** a source of funding for education interventions. The programme will **not** fund project/interventions or process evaluations that are not guided by social science-driven questions of broader relevance and applicability. Projects centred around particular interventions must not simply assess if these are effective, but must examine why this is the case. Projects which assess the effectiveness of a particular intervention without situating that assessment within a broader research and policy context will not be funded.

### **Geographical focus**

While ESRC and DFID recognise that many of the world's poor live in middle-income countries, it is a specific objective of this programme to increase the body of research that is specifically relevant to low-income countries and a select group of other priority countries (a list is available to download from the call page (<http://www.esrc.ac.uk/funding/funding-opportunities/esrc-dfid-raising-learning-outcomes-in-education-systems-small-grant-follow-on-funding>)). Research focused on middle-income countries not in this list is allowed under the programme - however, these proposals must explicitly detail how the research is relevant to one or more low-income countries. It is not sufficient to note only that the area under study is similar to conditions in average low-income countries. Specific similarities must be articulated and the Pathways to Impact must include clear plans to engage with stakeholders in one or more low-income countries, normally at an early stage in the research process. Proposals lacking sufficient detail in these plans may be rejected by the ESRC office prior to peer review.

### **Cross-cutting issues**

Two key cross-cutting issues must also be considered:

- Structural inequalities, including those based on gender, age, disability, ethnicity, race, religion, class, educational status and spatial factors
- Measurement and metrics

Applicants must ensure these issues are addressed within their proposed research, including through appropriate disaggregation of data. These factors will be taken into account by the commissioning panel.

### **Structural inequalities**

The major focus of education efforts globally is now on learning for all. Given the large numbers of children still not in school and the significant discrimination faced by different social groups, especially women and girls, a robust approach to researching what works to deliver better learning for all should include these elements. This research programme proposes to understand how to improve learning across the board without losing a focus on ensuring quality education for the most disadvantaged. There is a possibility that a relentless focus on average quality could undermine the equitable provision of quality education, as it will likely be harder to reach the most marginalised students, compounding their educational deprivation. The proposed research must therefore consider both the quality and equity dimension in improving learning outcomes.

Failure to identify and explore the distinctive gender dimensions of economic and social policies and institutions – as well as other structural inequality dimensions such as those relating to ethnicity, age, disability and spatial geography – may lead to bias in interventions and processes, or limit impact and value for money. In order to produce knowledge and evidence to inform more effective policies and programmes and to support transformational changes in structural inequalities, applicants must make a genuine effort to integrate adequate analysis of gender and other structural inequalities in their research design, even where this may not be the central focus of the project. We strongly encourage researchers not only to ensure that relevant data – where feasible – are disaggregated by sex, age and other structural inequalities, but also to analyse the different roles and responsibilities, constraints and opportunities or power differentials between, for example, girls/women and boys/men.

### **Metrics and measurement**

Learning is a vital and measurable dimension of a quality education. A well-rounded education should develop both cognitive skills (literacy and numeracy skills), as well as non-cognitive skills (such as critical thinking and problem-solving). The lack of data on learning outcomes and classroom practices in developing countries means that the metrics developed and data collected in this research programme are valuable in themselves. All projects are expected to generate data on at least one aspect of learning. Where appropriate, researchers will be expected to utilise sample-based learning outcome data and benchmark these to internationally comparable tests to enable cost effectiveness comparisons across contexts. Researchers should engage closely with policymakers and build on country data systems where available to reduce duplication and increase sustainability.

## **Multi/inter-disciplinary research**

This funding programme is focused on research from across the social sciences, including education, psychology, anthropology, geography, sociology, and economics, and **all proposals must be at least 50 per cent social science** - our definitions of social science disciplines are available from the 'Proposal classifications' webpage (<http://www.esrc.ac.uk/funding/guidance-for-applicants/is-my-research-suitable-for-esrc-funding/discipline-classifications/>). Any queries on this aspect of a proposal should be sent to the programme secretariat in the ESRC Office (see the 'Contact details' section).

However, although not a pre-requisite for funding, we strongly encourage multi- or inter-disciplinary research projects. This may involve researchers from different social science disciplines bringing together their perspectives, approaches and expertise, or unite social scientists with those working within the natural, environmental, arts and humanities or other disciplines. A key requirement is that applicants demonstrate a clear and strong rationale for how their proposed research and the approach taken to it meets the criteria for world-class and cutting-edge policy-relevant research addressing key questions on learning outcomes in developing countries, particularly LICs.

Research which takes a mixed methodological approach may also contribute to the quality and potential impact of social science for development and education. Proposals which effectively and rigorously combine quantitative and qualitative methodologies to address a research question are likely to strengthen their case for funding. However, superficial or token inclusion of either quantitative or qualitative elements in a research project is inadequate. Not all research questions are suited to mixed methodologies. Although encouraged, using a mixed methodology is not a prerequisite for funding. Applicants must ensure that their proposed methodology is appropriate to addressing their research questions. These factors will be taken into account by the commissioning panel.

## **International dimension and partnership/collaborative relationships**

By definition, this programme is concerned with international co-operation to address issues of global importance. A strong research ethic<sup>2</sup> based on mutual respect and understanding for different cultural, ethnic, social and economic beliefs and practices should underpin all funded projects. Solutions to raising education outcomes must be rooted in, and acceptable to, the institutions, communities and societies where they will operate.

We strongly encourage partnerships and collaborative relationships where these are substantive and meaningful. The programme allows academics from developing and developed countries to work together in any configuration of their choosing, and partnerships may build on existing relationships or represent the development of a new collaborative relationship. The intellectual challenge should be the determining factor when configuring appropriate partnerships and collaborations. The principal requirement is for meaningful quality collaborations or partnerships, demonstrated through clear leadership roles across the

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<sup>2</sup> The ESRC's Framework for Research Ethics is available: <http://www.esrc.ac.uk/funding/guidance-for-applicants/research-ethics/>

proposed partnership, and balance and proportionality in partners' roles and responsibilities. These factors will be taken into account by the commissioning panel.

We also expect non-academic stakeholders, including potential research users and intermediary organisations with a mandate to communicate research who are listed in the proposal, to be included and involved in both the early design and on-going conduct of research projects. This is especially the case where research is taking place within government systems, without compromising the independence or integrity of the research. There is recognition that the exploitation of new knowledge does not just occur at the end of a research project, but rather is embedded throughout the research process itself. The commissioning panel will consider the plans for involvement of non-academic stakeholders in the research process.

## **Research capacity**

ESRC and DFID recognise three key aspects of capacity development:

- building the research capacity of individuals
- building organisational capacity (eg management, financial, communications); and
- institutional capacity-building (eg the incentive structures, the political and regulatory context, and the resource base within which research is undertaken and used by policymakers).

The capacity to undertake and maximise the impact of research depends on a combination of human capacity, the availability of research resources (including data), and the political and incentive context for policy- and decision-making.

We are **not** seeking to fund capacity-building *per se* through this programme. Both sponsors fund capacity-building activities through other mechanisms. However, we expect as a minimum that all proposals identify capacity-building activities as part of, and not separate to, the stated research approach. Applicants are encouraged to consider the diversity of opportunities and contexts for capacity-building within their proposed research. Capacity-building elements should be set out in relation to the core intellectual agenda of the research proposal and not treated separately; the focus should be on the quality and impact of the research, and how increasing research capacity contributes to this.

Good examples of capacity-building include co-design of research and implementation, field-based research methods training for developing country partner staff, and opportunities for developing country partner staff to author/co-author journal and conference papers and participate in national and international conferences. Support and mentoring for more junior team members may also contribute importantly to building future research capacity. Successful proposals will also demonstrate a strong understanding of the local research context and ensure the research programme does not undermine local research capacity. These factors will be taken into account by the commissioning panel.

Applicants who are considering including a doctoral studentship in their research project must refer to the document 'How to include an associated student' at <http://www.esrc.ac.uk/funding/funding-opportunities/esrc-dfid-raising-learning-outcomes-in-education-systems-small-grant-follow-on-funding> for eligibility requirements.

## Research impact

We expect researchers funded under the programme to have identified the potential impacts of their research on policy and practice, and to actively consider how these can be maximised and developed. This emphasis on research impact will be reflected within the assessment process and will be taken into account by the commissioning panel.

As a key component of this research programme is to build evidence within government systems, it is expected that researchers will already have engaged with key stakeholders in the research countries in developing the proposal.

It is recommended that a minimum of 10 per cent of the overall budget should be dedicated to delivering the activities outlined in the impact summary. Researchers are encouraged to be innovative in the kinds of user engagement, knowledge exchange, communications and research uptake activities they plan to undertake during and beyond the period of research funding. It is important that applicants appreciate that outreach and engagement activities in themselves do not constitute impact. The development of a clear impact strategy will be important to ensuring research impact is achieved. When completing the impact summary section of the form, applicants may find it helpful to refer to ESRC guidance on developing an impact strategy at <http://www.esrc.ac.uk/research/evaluation-and-impact/developing-an-impact-strategy/>.

It is recommended that each project at the earliest opportunity holds a seminar with key stakeholders in the country or countries where the majority of the research is taking place, to set out the aims of the projects and fully ground it in the local context. This will facilitate the potential co-production of knowledge and will also allow researchers to ‘reality-check’ their plans. If this kind of activity is not appropriate for your project we would expect you to set out the reasons why in your proposal.

## What can applicants apply for?

Proposals are invited for follow-on/scale-up projects with a full economic cost (fEC) value of between **£200,000 and £500,000**. The fEC value refers to the total cost of the project, and is not the actual contribution paid by the ESRC and DFID. The funders’ contribution for UK applicants is 80 per cent of the fEC. Funding arrangements for non-UK institutions are set out below. If applicants or their host organisations have any doubts about the costing basis of their proposals they should contact the programme secretariat.

**For non-UK institutions** the programme will support in full (100 per cent) all the directly incurred costs of the research. In addition, indirect costs may be charged on staff salary and other staff-related costs (ie statutory contributions analogous to UK National Insurance or Superannuation contributions). Indirect costs may **not** be charged on non-staff related direct costs, eg equipment, travel and subsistence, consultancies, conferences etc. The following rates for indirect costs should be applied:

- For applicants from developing countries, the overhead rate is 50 per cent
- For applicants from developed countries, the overhead rate is 20 per cent.



Further information is provided in the document 'Costings Guidance for Non-UK Institutions and Partners' - available at <http://www.esrc.ac.uk/funding/funding-opportunities/esrc-dfid-raising-learning-outcomes-in-education-systems-small-grant-follow-on-funding>. Proposals from a non-UK institution or which include any non-UK partners must refer to this document before completing the Je-S proposal.

## **Eligibility to apply**

**This invitation-only call is only open to ESRC-DFID Raising Learning Outcomes 2013-2014 small grant holders.** We would usually expect a proposal to this call to be led by the original principal investigator (PI) of the small grant. However, to make the process as flexible as possible, we will consider proposals where a co-investigator (Co-I) from the small grant takes on the responsibility of PI, as long as this is with the express support of the original PI. If applicants are considering a change of PI we ask they contact the ESRC office ([eddev@esrc.ac.uk](mailto:eddev@esrc.ac.uk)) to discuss the implications of this before submitting their proposal.

The principal investigator must be based at an authentic organisation with the capacity to undertake high-quality research. This means an institution that possesses an existing in-house capacity to host a grant and to carry out research that materially extends and enhances the national or international research base, and is able to demonstrate an independent capability to undertake and lead research programmes.

All grants will be made to the institution hosting the principal investigator, and that institution will be subject to standard terms and conditions for ESRC grants with regard to the disbursement of funds to co-investigator at other institutions, and with additional programme-reporting requirements.

## **Composition of research team**

To enable follow-on projects to respond appropriately to any lessons learnt, changes in countries of focus and to ensure the most appropriate research team for the follow-on funding, proposals do not need to replicate the research teams and partnerships of the original small grant. The follow-on funding provides an opportunity to reconfigure research teams and recruit new/additional co-investigators, researchers and project partners to ensure that the follow-on/scale-up project has an appropriate research team.

Applicants will be required to provide a clear explanation for any changes to research teams or project partners in comparison to the original small grant and the appropriateness of the credentials, roles, responsibilities and costs of both project partners and staff will form part of the assessment. No applicant (PI or co-I) can exceed a time commitment of 37.5 hours per week across current proposals to ESRC or ongoing ESRC grants.

## **Other collaborators (including consultants)**

It is possible to name other specific collaborators in the proposal - for instance public, private or NGO sector experts who could provide invaluable stakeholder input and advice to the project. These must be fully costed on the proposal and their role on the project must be made clear.

Consultants can also be included on a proposal, but clear justification must be provided to explain why a consultancy is the most appropriate way to staff this aspect of the project.

### **Studentships and visiting fellowships**

Doctoral students may be included on proposals, provided the research project duration is for three years and the student will be based at an ESRC-accredited Doctoral Training Centre (DTC). Applicants who are considering including a doctoral studentship in their proposed research project should refer to the document 'How to include an associated student' - available at <http://www.esrc.ac.uk/funding/funding-opportunities/esrc-dfid-raising-learning-outcomes-in-education-systems-small-grant-follow-on-funding>.

Visiting fellowships, both professorial and lecturer/researcher level, may also be included in a research project. In this case the proposed fellow working on the grant should be known and named on the proposal. A rationale for their role and contribution to the project must be included in the proposal.

### **Decision-making process and assessment criteria**

Proposals which are deemed to be within the scope of this call and meet the technical requirements for proposals will be peer reviewed. Applicants whose proposals are assessed as of sufficient quality to merit consideration by the commissioning panel will be given the opportunity to respond to reviewers' comments. The commissioning panel of academic and non-academic experts will then assess the proposals and make funding recommendations. It is anticipated that final funding decisions will be communicated to applicants in January 2017. The earliest start date for successful projects is from 13 February 2017.

Peer reviewers and the commissioning panel will be asked to comment on the following criteria when assessing proposals, and therefore applicants are advised to consider all these criteria in preparing their proposals. Assessors and panel members will consider whether proposals are of a world-class standard (being intellectually innovative, well-focused and methodologically sound), and whether the research has the potential to have a real impact on improving education outcomes in developing countries.

### **Research agenda**

- Is there a clear understanding of the issue to be addressed through this research, and is a strong case made for its relevance to the overall scope of the call? In particular, is a strong link made between the issue to be addressed and learning outcomes?
- Is the conceptual framework of the proposed research appropriate to address the issue?
- Does the proposed research embed consideration of equity as well as quality dimensions of education?
- Is there clarity and coherence in the research design between research questions, research methods and anticipated intellectual outcomes?
- Are the research questions clearly set out?
- Are the research methods clearly specified, appropriate to the questions set, and robust? Where mixed methods are used, are quantitative and qualitative

methodologies effectively, rigorously and appropriately combined? Are issues of validity and reliability of data appropriately addressed?

- Does the proposal integrate adequate and appropriate analysis of gender and other structural inequalities?
- Do data management plans follow best practice, and adhere to ESRC data policy?
- Does data collection build on country data systems and/or secondary data sources where available, to reduce duplication and increase sustainability?
- Have appropriate ethical considerations been addressed in the proposal?

### **Project management**

- Are the project management plans and configuration of roles and responsibilities reasonable, appropriate and credible for the given project?
- Are the credentials of the investigators and host institutions appropriate to deliver the project?

### **Capacity-building**

- Are any identified capacity-building activities set out in relation to the core intellectual agenda of the research?
- Is there an understanding of the local research context, and have steps been taken to ensure the research programme does not undermine local research capacity?
- Where a proposal includes an associated doctoral student:
  - Does the proposal demonstrate sufficient evidence of an appropriate research environment and infrastructure for doctoral work?
  - Are the arrangements for the supervision of students adequate and appropriate (including the suitability of the proposed doctoral supervisor/s)?
  - Is the research conducted by a doctoral student a discrete piece of work which is clearly of a standard to be submitted as a doctoral thesis, but will also produce synergy and add value to the main research project?

### **Research impact**

- Does the project have real potential for impact on education delivery in LICs?
- Does the 'Pathways to Impact' statement present a set of clear, well-funded activities for genuine collaboration with a variety of stakeholders throughout the life of the project?
- Does the proposal appropriately address demand for research, either by demonstrating effective demand from policymakers and other stakeholders beyond the academic community, or by setting out a feasible strategy to raise awareness of the significance of the research among relevant stakeholders?
- Is there appropriate analysis of who the stakeholders/potential users of research outputs are and the processes and means for engaging with them at all stages of the research process?
- Are there clear plans to make findings available to target audiences and to maximise research uptake?

- For grants focused on government systems (rather than non-state providers), to what extent have government partners and policymakers been involved in the design of the research, and what is their role in future activities?

### Value for money

- Is the budget appropriate and reasonable for the proposed programme of work, including all staff costs, travel, field work, data collection, data analysis tasks and research uptake activities?
- Are there any components of the project costs which appear excessive? (Estates and indirect costs should not be commented on)
- Is the amount of senior staff time on the project appropriate?
- If consultancy costs are claimed, is this the most appropriate mechanism of staffing and are the rates reasonable?

### Research partnerships

- Are proposed academic and non-academic partnerships or collaborations appropriate for the proposed research?
- Are the roles and responsibilities of partners and collaborators clear, justified, proportionate and balanced?
- Have all the partners been fully involved in the design of the research and do they have a clear and meaningful role in future activities?
- Have sufficient resources and time been allocated to ensure strong working partnerships across disciplines, organisations and geographic contexts?

### How to apply

Proposals **must** be submitted to Je-S by the call deadline **16.00 (UK time) on 27 September 2016**. Electronic acknowledgements will be sent to the principal investigator and submitting organisation.

All proposals must be submitted in English, costed in pounds sterling using the Research Councils Joint Electronic Submission (Je-S) system. Proposals can **only** be accepted by electronic submission through the Je-S system (<https://je-s.rcuk.ac.uk/jes2webloginsite/login.aspx>).

Application forms are available on the Je-S system. The proposal has two elements: an online form requesting key information; and a series of mandatory attachments, including the Case for Support, Pathways to Impact, Justification of Resources and CVs for all named individuals, which are to be completed offline and uploaded as (preferably PDF) attachments in Je-S. Generic guidance on the completion of the structured boxes and sections of the form is available from the Je-S Help screens, which can be found at the top right hand corner of each Je-S screen.

Applicants must ensure that they have read and complied with the call-specific guidance set out in the 'Je-S Guidance Notes for Applicants' which is available at <http://www.esrc.ac.uk/funding/funding-opportunities/esrc-dfid-raising-learning-outcomes-in->

[education-systems-small-grant-follow-on-funding](#), as well as the programme criteria set out in this call specification. **Where programme-specific guidance provided in these call documents differs from generic Je-S help, the programme-specific guidance should always be followed.** Care and attention must be given to completing the proposal correctly and complying with all technical requirements. **Proposals that are not completed correctly may be rejected by the ESRC office.**

In order to use the Je-S system, principal investigators (PIs) *and* the host organisation need to register on the system. Registration of both the PI's organisation and their own details must be completed before the proposal can be formally submitted to the ESRC.

When setting up a Je-S account your institution will be asked to nominate an approver and a submitter whose roles are to check and then submit the proposal to ESRC.

The final submission process is the responsibility of the host institution, and the ESRC cannot accept responsibility for any delays which may occur. It is recommended that applicants submit in good time before the call deadline at this stage. We strongly advise applicants to confirm with their relevant administrator that the proposal has been submitted successfully to the ESRC.

## Contact details

All queries or comments about this call should be addressed in the first instance to [eddev@esrc.ac.uk](mailto:eddev@esrc.ac.uk). Queries may also be addressed to:

- Daniel Sweet  
Telephone: +44 (0)1793 413047
- Nathalie Kopecky  
Telephone: +44 (0)1793 413125

The Je-S Helpdesk may be contacted by email ([jeshelp@rcuk.ac.uk](mailto:jeshelp@rcuk.ac.uk)) or telephone (+44 (0)1793 444164) and is staffed Monday to Friday 9.00 to 17.00 (UK time, excluding public and other holidays).

Further details on the programme are available at [www.esrc.ac.uk/eddev](http://www.esrc.ac.uk/eddev)