



Foreign, Commonwealth & Development Office



Section 4 Appendix A

CALLDOWN CONTRACT

Framework Agreement with: Education Development Trust

Framework Agreement for: International Multi-Disciplinary Programme (IMDP) – Lot 13: Education

Framework Agreement Purchase Order Number: PO 8373

Call-down Contract For: Teacher Professional Development component of TEACH Zimbabwe

Contract Purchase Order Number: PO 10073

I refer to the following:

1. The above mentioned Framework Agreement dated 13th May 2019;
2. Your proposal of 21st February 2020 (and subsequent clarifications and extension to bid validity)

and I confirm that FCDO requires you to provide the Services (Annex A), under the Terms and Conditions of the Framework Agreement which shall apply to this Call-down Contract as if expressly incorporated herein.

1. Commencement and Duration of the Services

- 1.1 The Supplier shall start the Services no later than 25th August 2021 ("the Start Date") and the Services shall be completed by 31st October 2025 ("the End Date") unless the Call-down Contract is terminated earlier in accordance with the Terms and Conditions of the Framework Agreement.

2. Recipient

- 2.1 FCDO requires the Supplier to provide the Services to teachers and students, school administrators and relevant education authorities in Zimbabwe, the Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education Science and Technology Development (MOHTESTD) and the Zimbabwe Schools Examinations Council (ZIMSEC)("the Recipient").

3. Financial Limit

- 3.1 Payments under this Call-down Contract shall not, exceed £12,000,000 ("the Financial Limit") and is inclusive of any government tax, if applicable as detailed in Annex B.

4. Officials

FCDO

REDACTED



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Supplier

REDACTED

5. Key Personnel

- 5.1 The following of the Supplier's Personnel cannot be substituted by the Supplier without FCDO's prior written consent:
- 5.2 FCDO Zimbabwe have agreed to the following key personnel and their availability to start work on the programme as stated below:

REDACTED

6. Reports

- 6.1 The Supplier shall submit project reports in accordance with the Terms of Reference/Scope of Work at Annex A.

7. Duty of Care

- 7.1 All Supplier Personnel (as defined in Section 2 of the Agreement) engaged under this Call-down Contract will come under the duty of care of the Supplier:
 - I. The Supplier will be responsible for all security arrangements and Her Majesty's Government accepts no responsibility for the health, safety and security of individuals or property whilst travelling.
 - II. The Supplier will be responsible for taking out insurance in respect of death or personal injury, damage to or loss of property, and will indemnify and keep indemnified FCDO in respect of:
 - II.1. Any loss, damage or claim, howsoever arising out of, or relating to negligence by the Supplier, the Supplier's Personnel, or by any person employed or otherwise engaged by the Supplier, in connection with the performance of the Call-down Contract;
 - II.2. Any claim, howsoever arising, by the Supplier's Personnel or any person employed or otherwise engaged by the Supplier, in connection with their performance under this Call-down Contract.
 - III. The Supplier will ensure that such insurance arrangements as are made in respect of the Supplier's Personnel, or any person employed or otherwise engaged by the Supplier are reasonable and prudent in all circumstances, including in respect of death, injury or disablement, and emergency medical expenses.
 - IV. The costs of any insurance specifically taken out by the Supplier to support the performance of this Call-down Contract in relation to Duty of Care may be included as part of the management costs of the project, and must be separately identified in all financial reporting relating to the project.
 - V. Where FCDO is providing any specific security arrangements for Suppliers in relation to the Call-down Contract, these will be detailed in the Terms of Reference.

8. Monitoring of Call-down Contract Performance

- 8.1 The Supplier shall comply with the performance monitoring conditions set out in Annex A.



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9. Commercial Caveats

9.1 The following commercial caveats shall apply:

- Fees will only be paid for productive days or whilst travelling at FCDO's request.
- FCDO will not pay for a day of rest following travel, either Overseas or in the UK.
- FCDO will only pay for security services which have been mutually agreed in advance and at cost.
- FCDO will not reimburse costs for normal tools of the trade (e.g. portable personal computers).
- Rented accommodation should be used whenever possible and in particular for Long Term visits.
- Hotel accommodation should be compliant with the expenses policy and justified on the basis of Value for Money, with costs kept to a minimum.
- Receipts must be retained for all expenses.
- As detailed elsewhere in the tender documents, FCDO will only pay for expenses e.g. travel, subsistence and accommodation at actual cost within the pre-agreed policy.

10. Additional Documents to be included in the Contract

Education Development Trust tender submission dated 21st February 2020 comprising:

- Part A – Education Development Trust
- Part B – Education Development Trust
- Part C – Commercial - Education Development Trust
- Clarification Emails (02/04/2020, 10/12/2020, 16/03/2021, 27/05/2021, 04/06/2021, 23/06/2021, 13/07/2021, 30/07/2021, 03/08/2021, 09/08/2021, 12/08/2021, 13/08/2021, 17/08/2021))

11. Insurance Requirements

11.1 In respect of IMDP Standard Terms and Conditions, Annex 1: Insurance Requirements, Part A: Third Party Public and Products Liability the following amounts will apply:

Paragraph 3: Limit of Indemnity

3.1 Not less than £10 million in respect of any one occurrence, the number of occurrences being unlimited, but £10 million any one occurrence and in the aggregate per annum in respect of products and pollution liability.

11.2 In respect of IMDP Standard Terms and Conditions, Annex 1: Insurance Requirements, Part B: Professional Indemnity Insurance the following amounts will apply:

Paragraph 3: Limit of Indemnity

3.1 Not less than £5 million in respect of any one claim and in the aggregate per annum.



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12. Call-down Contract Signature

12.1 If the original Form of Call-down Contract is not returned to the Contract Officer (as identified at clause 4 above) duly completed, signed and dated on behalf of the Supplier within 15 working days of the date of signature on behalf of FCDO, FCDO will be entitled, at its sole discretion, to declare this Call-down Contract void.

For and on behalf of
The Secretary of State for Foreign,
Commonwealth and Development Affairs

Name:

Position:

Signature:

Date:

For and on behalf of

Education Development Trust

Name:

Position:

Signature:

Date:

Section 4 - Appendix A Annex A

Call-down Contract

Terms of Reference

List of Abbreviations:

AA:	Administrative Agreement
AR:	Annual Review
BST:	Basic Services Team
CAMFED:	Campaign for Female Education
CARE:	Commercial, Accountability, Results and Evidence Team
Capital DEL:	A budgetary limit of total capital expenditure permitted in a year
CSE:	Comprehensive Sexuality Education
CSOs:	Civil Society Organisations
CWD:	Children with Disabilities
DPOs:	Disabled People's Organisations
ECD:	Early Childhood Development
ECG:	Education Coordinating Group
ECOZI:	Education Coalition of Zimbabwe
EDF:	Education Development Fund
EME:	Early Market Engagement
EMIS:	Education Management Information System
EQUALS:	Evaluation Quality Assurance and Learning Service
ESP:	Education Sector Performance Report
ESSP:	Education Sector Strategic Plan
FCA:	Foreign Currency Account
GET:	Governance and Economics Team
GPE:	Global Partnership for Education
GOZ:	Government of Zimbabwe
HoO:	Head of Office
JMV:	Joint Monitoring Visit
JSR:	Joint Sector Review
KfW:	German Development Bank
KPI:	Key Performance Indicator
LICS:	Lower Income Countries
LMICs:	Lower Middle Income Countries
M&E:	Monitoring and Evaluation
MICS:	Middle Income Countries
MOHTESTD:	Ministry of Higher and Tertiary Education Science and Technology Development
MoPSE:	Ministry of Primary and Secondary Education
MOU:	Memorandum of Understanding
OJEU:	Official Journal of the European Union
OVCs:	Orphans and Vulnerable Children
P3:	Poorest Primary rural schools
PCD:	Procurement and Commercial Department
PCR:	Project Completion Report
QAU:	Quality Assurance Unit
RCT:	Randomised Control Trial
RDEL:	Resource DEL is a budgetary limit of total revenue expenditure permitted in year
RTGS:	Real Time Gross Settlement
S3:	Poorest Secondary Rural Schools
SAFE:	Stop Abuse and Female Exploitation Programme
SC:	Steering Committee
SDG:	Sustainable Development Goal
SDPs:	School Development Plans
SIG:	School Improvement Grant

SMART:	Specific, Measurable, Ambitious, Realistic, Targeted
SP:	Service Provider
SRO:	Senior Responsible Owner
STEM:	Science Technology Engineering Maths
T&L:	Teaching and Learning
TEACH:	Teacher Effectiveness and Equitable Access for All Children
TOC:	Theory of Change
TOR:	Terms of Reference
TPD:	Teacher Professional Development
TWDs:	Teachers with Disabilities
UNESCO:	United Nations Educational Scientific and Cultural Organisation
UNFPA:	United Nations Family Planning Agency
UNICEF:	United Nations International Children's Fund
UK:	United Kingdom
VfM:	Value for Money
WSD:	Whole School Development
ZELA:	Zimbabwe Early Learning Assessment
ZIMSEC:	Zimbabwe School Examinations Council

1. INTRODUCTION

- 1.1 These Terms of Reference detail the requirements for the Teacher Professional Development (TPD) component of the Teacher Effectiveness and Equitable Access for All Children Programme (TEACH) in Zimbabwe. It is a new programme that builds on the successful Education Development Fund (EDF) programme that was funded by FCDO Zimbabwe and that ended on 31st July 2019.
- 1.2 The Expected Results of the overall TEACH programme (which comprises 3 components) will be:
- 1.2.1 **Impact:** Contribute to a positive shift – as defined at paragraph 4.1 of these Terms of Reference - in the trajectory of learning outcomes in Zimbabwe; leaving no child behind.
- 1.2.2 **Outcomes:** The programme is expected to target the poorest schools so that they remain functional and can meet basic operational needs and minimum functionality (see Appendix H)¹. It will also improve teacher effectiveness in the classroom and contribute to wider reforms of the national education system, including improving financing systems and inclusion of all learners. There is also a focus on supporting the Zimbabwean Government to end violence in schools by developing a comprehensive approach to safeguarding and positive discipline.
- 1.3 The precise contributions that the Supplier is expected to make towards achievement of the above Impact and Outcomes, via delivery of the TPD component, are detailed below at paragraph 4.

2 COUNTRY CONTEXT

- 2.1 **Zimbabwe matters to the UK for a range of development and diplomatic priorities.** The UK's connections to Zimbabwe are strong – based on a shared history, economic ties and a sizeable Zimbabwean diaspora community in the UK. There have been substantial political transitions that have included the resignation of former President Mugabe in November 2017 and the election of President Mnangagwa in July 2018. There has also been some violence both in the election process, as well as in January 2019.
- 2.2 **Zimbabwe is also experiencing another period of rising inflation and economic collapse.** While the economy stabilised following the adoption of the US dollar after the hyperinflation crisis in 2008, the latest figures by the IMF predict growth will decline by 5.2%, with an average monthly inflation rate of 73%, in 2019. 4% of people over 15 are in salaried permanent employment and 3.9 million Zimbabweans are employed in the informal sector; which is the second highest share of informalisation in the world at 60%. External debt is now estimated to be almost US \$8 billion. The Zimbabwean economy remains extremely vulnerable with a growing fiscal and trade deficit, resulting in a long-standing liquidity crisis

¹ This element of the TEACH programme will be delivered by the Equitable Access component, although the TPD programme may deliver some synergistic benefits.

that severely affects the country's ability to access foreign currency for vital imports. This has worsened since January 2019, where a parallel exchange market and the introduction of a new currency and monetary policy in February 2019 have not managed to curtail inflation or address shortages of fuel and basic commodities. Until Zimbabwe is able to resolve its external debt arrears, it cannot access assistance from international finance institutions.

2.3 Zimbabwe also continues to face climate and environment related shocks which reduce resilience and increase humanitarian challenges. In March 2019, Cyclone Idai severely affected infrastructure and caused loss of life and livelihoods in parts of the country. The Government does not have sufficient resources to fully address the issues quickly. It is estimated that 139 schools have been damaged and over 60,000 children affected. However, at the same time, it is currently estimated that 5.3 million people are food insecure across the country, which was caused by drought and the economic crisis. The lean season is expected to last for at least another year. These factors have the potential to reverse hard-won gains and halt momentum in human development.

2.4 Extreme (food) poverty has increased significantly over last five years. Almost 1 in 3 Zimbabwean were living in extreme poverty in 2017, although overall poverty levels remain at around 70%. This is worse in rural areas where rural extreme poverty rose from 30.4% in 2011/12 to 40.9% in 2017ⁱ. There has also been progress in a number of key human development areas; including in education and it remains a priority for Zimbabweans. However, with the current economic crisis, it is anticipated that poverty will increase as inflation rises and the ability for parents to continue to contribute financially to their children's education will be hampered. Currently 94% of the education budget is spent on the wage bill; requiring parents to disproportionately cover costs for other needs. This means that progress on many well-being indicators, education included, are unlikely to quickly move outcomes above levels reached in the 1990s.

3 EDUCATION SECTOR IN ZIMBABWE

3.1 Education is recognised as a basic human right with the power to drive human capital development and economic growth. Education remains a key priority for the UK and Zimbabwe. The TEACH programme (of which this programme is a component) contributes to the FCDO priority on girls' education and is complementary to the British Council's Connecting Classrooms programme. It also is complementary to both the centrally managed programme on girls' education (GEC), as well as the priorities of the Global Partnership for Education (GPE)'s support to the sector, as well as FCDO's new Education Policyⁱⁱ and further supports UK aid priorities on girls, disability and safeguarding.

3.2 UK support to education in Zimbabwe since 2009 has supported the prevention of a 'lost generation' following the economic collapse from 2000 to 2008, through the Education Development Fund. It provided support for textbooks, teacher training and funds to the most fragile schools through improvement grants which helped to ensure schools remained open. The country is facing a similar situation now in 2019. What we know from a decade of research from around the world, is that provision of grants to schools alone is not enough to sustain learning outcomes

and a multi-pronged approach is required. While grants to schools support the poorest schools to stay functional and enable access to education for the poorest children living in rural areas, TEACH also will ensure teachers are effective, and help to strengthen the education system by supporting key financial and curriculum reforms to improve the quality of teaching and learning in Zimbabwean schools. The delivery requirements of the teacher effectiveness component of the wider TEACH programme are detailed in these Terms of Reference.

4 THE OBJECTIVES OF THE TEACH PROGRAMME

- 4.1 TEACH has been designed to contribute to a positive shift in the trajectory of learning outcomes in Zimbabwe; leaving no child behind. This will be measured by pass rates at Grade 7 and Form Four.ⁱⁱⁱ The programme will be flexible and adaptive to changing political and economic circumstances, able to capitalise on emerging opportunities, and build on the UK's existing influence, leadership and strong relationships in Zimbabwe. It will be evidence-driven, and aim to leave no one behind, promoting inclusive growth and remaining sensitive to gender and disability equality.
- 4.2 The outcome that FCDO expects to have been achieved by the end of the programme will be a strengthened and more sustainable national education system that is improving the quality of teaching and equitable access for all. Three components - each separately contracted - will each contribute to the delivery and achievement of the TEACH programme's outcomes, as set out in the following indicators.
- 4.3 The following outcome level indicators will be delivered by the Equitable Access component delivered by UNICEF. It is expected that the TPD component will contribute² to these results but the TPD Supplier will not be directly responsible for their achievement.
 - 4.3.1 at least 75% retention rate up to grade 7 in supported P3 and primary satellite schools
 - 4.3.2 number of marginalised children provided access to functional P3 rural and satellite schools (annually)
 - 4.3.3 Increased enrolment of Children with Disabilities and in ECD (VFM: Equity indicator)
 - 4.3.4 Curriculum implementation supported to address policy reforms
- 4.4 The following outcome and output level indicators will be delivered by the TPD component of TEACH for which the programme Supplier is directly responsible. During the Inception Phase FCDO and the Supplier will agree precise results expected against these indicators, however these will as a minimum, require delivery of the results detailed at Appendix I.
 - 4.4.1 Effective teacher training delivery improved at school and district level, including for CWDs and girls, including supporting the training to implement assessment and inspection reforms

² Through synergies between components, for example, improved teacher training is expected to lead to children staying in classes with teachers who are actively teaching them.

- 4.4.1.1 Average cost per teacher trained
- 4.4.1.2 number of teachers trained and teaching effectively the competence-based curriculum
- 4.4.1.3 number of teachers trained related to CWDs and ECD
- 4.4.1.4 number of school inspectors trained and inspections conducted using revised inspection methodology (joint with the equitable access/UNICEF component)

- 4.4.2 % of children achieving at or above grade appropriate level of maths after completing grade 2
- 4.4.3 % of children achieving at or above grade appropriate level of English after completing grade 2
- 4.4.4 Frequency and timeliness of the national early learning assessment conducted
- 4.4.5 Dropout rate for Form 4 (by sex) sustained to at least 2018 level of 3.4% for girls (this is joint with the equitable access/UNICEF component)

4.5 The indicators above are taken from the three main elements of the wider TEACH programme. These are inter-linked and co-dependent and are set out below and in the programme's Theory of Change (ToC) and the draft TEACH logframe (see Appendices A, B, C and H).

4.5.1 **Improved equitable access in primary and secondary schools** - Greater participation, retention and attainment of the poorest children, marginalised girls and children with disabilities. The TEACH programme will target support for interventions aimed at improving **equitable access** for all, including allocating resources to the poorest schools and incentivising teachers to deliver better quality education. This component will: (i) focus on ensuring that the poorest schools are able to provide learning materials, and provide funds to allow minimum functionality in line with local school priorities; (ii) create a safe environment for learning; (iii) support improved access and retention of CWDs; and (iv) focus on improving girls' access to all learning opportunities including on issues related to health, (including sexual reproductive health), and Science Technology Engineering and Maths (STEM) activities. Through the innovation component it will (i) motivate teachers by improving equitable teacher supply and retention in rural, remote areas;

4.5.2 **Improved quality of teaching** – The quality of teaching is a central component to improving learning outcomes for all children, including the most marginalised. The TEACH programme will improve the capacity of primary and secondary teachers in Zimbabwe to deliver high-quality education using evidence-based targeted in-service teacher training^{iv}, which will be evaluated for its effectiveness. This will include all areas of instruction, including for children with disabilities. The intervention is a shift from current provision, where there is national training that is cascaded and which international evidence shows as being less effective than the planned model which takes place within a localised cluster of 8-10 schools; allowing for more frequent engagement and support. This approach is in line with recent evidence^v on in-service teacher professional development approaches. It is using the existing structures within the Ministry to bring targeted teacher training closer to the school level for more regular practice

and monitoring. This teacher professional Development (TPD) component will: (i) support alignment of pre-service and in-service teacher training; (ii) provide teacher training for all teachers, including those with Disabilities (TWDs) on improved pedagogy and delivery of the national curriculum, including reforms on assessment and inspection; (iv) improved literacy and numeracy methodologies; (vi) school instructional leadership and management. Any leadership and management training for head teachers will be aligned with other partners also providing this support to ensure complementarity. The Education Innovation component – which will be implemented by a separate contract - will (i) support ways to improve teacher motivation; (ii) technological innovation; and (iii) provide material and training on safeguarding issues related to violence in schools/positive discipline.

4.5.3 A stronger, more sustainable national education system – In order to develop sustainable improvements, resources and trainings need to be supported with wider system strengthening. In this respect, the TEACH programme will focus on improving key functions of the education sector including through: (i) improving the accountability in resource allocation and utilisation at different levels of the system; including from the Parliamentary Portfolio Committee on Education, down to school level; (iii) supporting the finalisation of the school finance policy and supporting its implementation; (iv) incentivising retention for all learners, including those with disabilities and improved efficiency in school equity grant delivery through results based financing (see paragraph 28); (v) providing demand driven technical assistance on key educational issues that the Government of Zimbabwe (GoZ) prioritises over the course of the programme period^{vi}; and (vi) supporting the implementation of the new curriculum so that it evolves to be manageable and effective; with key reforms to assessment and inspection processes, to shift inspection beyond compliance into supporting improved learning outcomes and supporting the on-going reform of teacher professional standards.

4.6 The programme will generate evidence on its approach throughout its lifecycle: disseminating results to policymakers and community groups in order to provide a convincing rationale for sustainable and long-term investment. In addition, the TEACH programme will produce research on key educational issues. In order to be successful, the programme will collect and disseminate evidence on what works at the district and school level and share that in broader fora to ensure evidence is used in policy formation and strategy implementation.

5 THE OBJECTIVES FOR THE TEACHER PROFESSIONAL DEVELOPMENT COMPONENT OF TEACH

5.1 These Terms of Reference specifically relate to the Teacher Professional Development (TPD) component of the wider TEACH programme. The main objective of the TPD component is to improve the quality of teaching and learning in Zimbabwean schools, and the achievement of results against the key indicators set out in paragraph 4.4.

6 THE RECIPIENTS

- 6.1 The main recipients of the TPD component of the TEACH programme services will include teachers and students, school administrators from local to national level within the Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education Science and Technology Development (MOHTESTD) and the Zimbabwe Schools Examinations Council (ZIMSEC). Also indirectly engaged will be Trade Unions, civil society organisations, Disabled Peoples Organisations (DPOs), other donors and multilateral partners, and community members.

7 SCOPE OF WORK

- 7.1 The TPD component covered by these Terms of Reference will require delivery at national, provincial and district levels to improve teacher's delivery of quality education in Zimbabwe. Specifically, the TPD component of the TEACH programme will be required to fulfil the objectives set out in paragraphs 4.4. and the relevant teacher professional development elements in paragraphs 4.5.1, 4.5.2, and 4.5.3

7.2 Inception Phase

7.2.1 During the six-month Inception Phase, the Supplier will:

- 7.2.1.1 Develop consensus with UNICEF (as the other TEACH Service Provider), the Education Innovation Service Provider, MOPSE and MOHTESTED on programme implementation, and set up the mobilisation process for all parties involved in the TPD component.
- 7.2.1.2 Conduct a Teachers' Knowledge and Skills Survey early on (for completion within four months of the Start Date) of the Inception Phase, which will include a communications strategy worked up with teachers' unions because of the potential sensitivities of the results. This survey will serve as the baseline and will provide a pre-test of teacher capacity³ which will be used to determine the implementation direction, as well as help to understand the impact of the programme.
- 7.2.1.3 Develop a multi-year costed Implementation Plan and Annual Workplan for year 1
- 7.2.1.4 Review the wider education sector reforms and identify any emerging opportunities to be recommended to include in the programme to achieve both the component and the overall objectives.
- 7.2.1.5 Coordinate with other education programmes currently being implemented in Zimbabwe (EDF, ZGSE, GPE, GEC, etc) to ensure complementarity in activities.

³ Including in the subjects listed at paragraph 7.3.1.

- 7.2.1.6 Work closely with UNICEF, who is the service provider for both the EDF and the GPE programmes, and who is implementing the one of the other main components of the TEACH programme – Equitable Access and with the service provider for the Education Innovation component - to develop and submit to FCDO for approval a single logframe for the programme, which could include a nested logframe within it for the TPD component, building upon results detailed at Appendix I as a minimum.

7.3 Implementation Phase

- 7.3.1 It is expected that a whole school development approach to improve the capacity of teachers will be delivered. At minimum, FCDO expects that the TPD component will build teacher networks, provide targeted in-service teacher training and support to pre-service teacher training. This will include specialist training courses in areas such as:
- 7.3.1.1 Phonics
 - 7.3.1.2 literacy and numeracy
 - 7.3.1.3 Early Childhood Development (ECD)
 - 7.3.1.4 menstrual hygiene management
 - 7.3.1.5 financial literacy
 - 7.3.1.6 Teaching at the right level (TARL)
 - 7.3.1.7 Inclusion
- 7.3.2 The TPD component will also support Government reforms in implementation of the new curriculum, including examination processes on continuous assessment and assessment for literacy and numeracy. The Government is using the Zimbabwe Early Learning Assessment (ZELA) and the Supplier will deliver funding and technical support for delivery of the ZELA annually through the TPD contract for this work throughout the programme period. The supplier will be responsible for setting up an MOU/agreement with MOPSE and ZIMSEC to deliver this activity in order to ensure they are able to hold the Ministry accountable for completing delivery.
- 7.3.3 Programme delivery will build on existing models such as the cluster centres system, which will include the use of the cluster system to provide in-service training; focussed workshops, mentoring, coaching and other means of developing the teacher cohort that do not take teachers away for significant periods of time, from the classroom.
- 7.3.4 The exact activities the TPD component of TEACH will undertake will be dependent on a Teacher Knowledge and Skills Survey and other contextual review undertaken during the Inception Phase, but the broad remit would be in the following areas:
- 7.3.5 **Direct implementation –**

7.3.5.1 Delivery of the training components of the TEACH programme, in conjunction with the MOPSE as agreed as part of the Inception Phase.

7.3.6 **Technical Assistance** - The provision of ongoing, demand driven technical assistance and wider capacity building activities to support teacher professional development improvements in the education sector in Zimbabwe and linked to the curriculum implementation and priorities as set out in the ESSP and TSP. This will be provided to staff within MOPSE and MOHTESTD and the Zimbabwe School Examinations Council (ZIMSEC), etc.

7.3.7 **Research and building of evidence base** – Conducting a baseline, mid and post-test Teachers' Skills and Knowledge Survey (baseline during the Inception Phase as described in paragraph 7.2.1.2), as well as research on areas of implementation to build an evidence base to assist the MOPSE in improving the quality of in-service teacher training and MOHTESTD of pre-service teacher training.

8 METHODOLOGY

8.1 The Teacher Professional Development component of the TEACH programme will deliver improved teacher effectiveness, which will require the Supplier to interact with and influence change within a complex and sensitive environment and with multiple partners (Government, UNICEF, teachers' unions, and sub-national systems). Its success therefore will depend on several underlying principles of operation, that the Supplier must deliver:

8.1.1 The need for effective coordination and ability to be flexible and adaptive

8.1.2 The ability to integrate appropriate mechanisms for capturing feedback for the programme to respond in a timely and proportionate manner to on the ground realities.

8.2 FCDO requires the Supplier to work adaptively, deploying critical thinking and ongoing reflection, developing innovative tools and systems, and maintaining relationships of trust.

8.3 FCDO requires the TPD component of the TEACH programme to be implemented and monitored through the use of a well-articulated methodology that will be detailed in the Inception Report. It should have a clear and consistent approach, with an emphasis on adaptive change.

8.4 There is one main evaluation area that is related to the TPD component of TEACH. It is expected that this evaluation will build the evidence base in areas of low evidence of what works to improve learning. The methodology of the evaluation should be set out in the bidder's proposal. The areas of low evidence that are suggested, but will be confirmed during the Inception Phase to be pursued during the programme implementation are:

8.4.1 How to improve teacher effectiveness in Zimbabwe and what works to improve learning

8.5 During the Inception Phase, key stakeholders and communities will be consulted by the Supplier. UNICEF will feed into those discussions to ensure synergies between TPD, Education Innovation and UNICEF-delivered components. Community participation is important in this programme for reasons which include but are not limited to: a) increasing accountability, transparency and advocacy of parents and community members, including usually excluded groups such as Disabled People's Organisations (DPOs); and b) delivering better programme results. This is a deliberate approach of working with communities to maximise the sustainability of interventions. The Supplier will coordinate effectively with these stakeholders when finalising the TPD programme methodology in the Inception Phase and will ensure continued programme engagement in Implementation to ensure achievement of items a) and b), as described above in this paragraph.

9 OUTPUTS AND DELIVERABLES

9.1 Phase 1. Inception Phase: The Supplier will be required to submit the following for FCDO's approval by the end of the Inception Phase (within 6 months of the beginning of the contract):

9.1.1 An Inception Report, including (but not limited to):

9.1.1.1 Detail on the programme governance arrangements that the Supplier has established during Inception and that will be functional during Implementation. This includes working with UNICEF, and the Education Innovation Service Provider to establish the **TEACH Programme Steering Committee** detailed in the FCDO Business Case for the TEACH programme.

9.1.1.2 TPD Component Design Document aligned to the TEACH programme's Theory of Change and logical framework and including the VfM indicators. The programme design document will set out clearly how the three components for TEACH will be implemented and coordinated to ensure actions are complementary. This will require working collaboratively with key stakeholders, including UNICEF. The TPD Component Design Document will include:

9.1.1.2.1 Procedures for the identification, development and procurement of activities, including the handling of due diligence, allocation of indicative proportion of budget, and sub-grants to any selected partners;

9.1.1.2.2 A proposed communications strategy for programme activities including proposals for how UK funding will be acknowledged and publicised where possible;

9.1.1.2.3 A Risk Management Strategy with complete risk register and risk analysis for the programme;

9.1.1.2.4 A detailed Delivery Chain Map: The Supplier shall provide and maintain an up to date and accurate record

of named downstream delivery partners in receipt of FCDO funds and/or FCDO funded inventory or assets. This record must demonstrate how funds/Assets flow from the initial source to end beneficiaries. Note: This will be an enduring requirement throughout the Implementation Phase also. This record will be updated upon ad hoc request by FCDO, and at least quarterly, by the Supplier, and when there are material changes to the delivery chain.

- 9.1.1.2.5 Monitoring and Evaluation Framework for the TEACH programme
- 9.1.1.2.6 Asset register. The Supplier shall provide and maintain an up to date and accurate record of any FCDO funded inventory or assets over £500 (this record must include any named downstream delivery partners in receipt of said FCDO funded inventory or assets) and demonstrate how these are managed/reviewed (either in a main supplier or delivery partner context). Note: This will be an enduring requirement throughout the Implementation Phase also. This must be updated quarterly by the Supplier to reflect the status of said assets.
- 9.1.1.2.7 A detailed budget proposal for FY 20/21 linked to a proposed workplan for the Implementation Phase.
- 9.1.1.2.8 A Safeguarding risk management strategy with robustly considered environmental and social safeguards in the design and implementation of the programme. Organisational and programme safeguarding policies, procedures, codes of conduct will be developed, and the Supplier will ensure senior oversight of safeguarding policy and processes.
- 9.1.1.2.9 Value for money strategy and SMART indicators agreed. This should cover the 4 “Es” i.e. efficiency, effectiveness, economy and equity
- 9.1.1.2.10 An exit strategy plan – a clear exit and handover strategy to be executed at programme termination facilitate a smooth transition post October 2025
- 9.1.1.2.11 Due Diligence Assessment Report of partners in the delivery chain
- 9.1.1.2.12 Downstream partner selection strategy, if needed
- 9.1.1.2.13 List of selected intervention districts/schools approved by FCDO and endorsed by MOPSE
- 9.1.1.2.14 Management and Programme team hired, and office fully established in Harare, Zimbabwe and operational with all requirements in place
- 9.1.1.2.15 A final set of SMART KPIs for programme implementation, as will be agreed with FCDO

9.2 Phase 2. Implementation phase: To be agreed with FCDO during the Inception Phase, and subject to flexibility in line with flexible and adaptive principles.

Deliverables to be in line with the activities set out in these Terms of Reference and **this Contract will be revised to reflect these changes, via a Contract Amendment process.**

9.2.1 During the Implementation Phase, the selected Supplier will be responsible for the overall management, implementation and monitoring of the programme components.

9.3 End of contract: Three months before the end of the contract, FCDO expects that a lessons learnt workshop will be delivered and that a final report will be produced by the TPD Supplier. This final report will as a minimum include a programme summary and identify key lessons learnt from implementation (on both the content of activities and the methodology of implementing the programme), but the exact structure and format will be agreed with FCDO at the time.

10 TEACH PROGRAMME COORDINATION

10.1 The Programme Coordination and Management structure is set out in Appendix D. This is for all three components of the TEACH programme and should be considered the way communication will flow within the programme.

10.1.1 Strategic direction will be provided through quarterly, formal meetings of a Steering Committee. The function of the Steering Committee will be to:

10.1.1.1 Review the TEACH Annual Review report and agree annual recommendations that the Supplier will deliver. This will include updating on a quarterly basis on the progress against the recommendations, as well as reviewing the risk matrix and mitigation measures.

10.1.1.2 Review and approve – FCDO approval also required - annual TEACH budget and implementation plans, ensuring alignment with the TEACH Business Case and Inception Report from the Teacher Professional Development component, Education Innovation component and the UNICEF led component. The budget and implementation plans are also reviewed to ensure they are in line with the EDF and GPE programmes to reduce overlap and duplication and ensure complementarity of provision.

10.1.1.3 Review and approve – FCDO approval also required - the end-of-year programmatic and financial report from UNICEF and the TPD SP. The programme report includes progress against the agreed monitoring indicators of the TEACH logframe and the AR recommendation from the previous year.

10.1.1.4 Agree the scope and timing of joint Annual Reviews of TEACH and align the field visits as much as possible with the Joint Monitoring Visits (JMV) for the sector and reviewing the AR.

10.1.1.5 Review and approve all other EDF and GPE reviews and evaluations; highlighting the synergies with TEACH activities.

10.1.1.6 Addressing other strategic issues involved in the implementation of the TEACH programme including: bottlenecks, resource

management, capacity building plans, M&E and research and evaluations.

10.1.2 The function of the Implementation Committee of TEACH will be to:

- 10.1.2.1 Provide internal oversight of TEACH
- 10.1.2.2 Ensure alignment of TEACH components, EDF and GPE allocations within the ESSP and TSP priorities.
- 10.1.2.3 Address issues involved in the implementation of TEACH
- 10.1.2.4 Identify and respond to programmatic priorities and implementation challenges
- 10.1.2.5 Report to the TEACH SC.

10.2 Membership of the Steering Committee will include FCDO, MOPSE staff, UNICEF (as secretariat), UNICEF Chief of Education as SP leader), TPD Supplier leader, MoF and MoPSLSW representatives, CSO representative. It will be chaired by the Honorable Minister or the Permanent Secretary, MOPSE.

10.3 Membership of the TEACH Implementation Committees will include FCDO and will include MoPSE's five Principal Directors, Director (Finance), Director (PRD), UNICEF (Chief of Education), Fund Manager Lead, Teacher Education Consortium lead. It will be chaired by the Permanent Secretary or the TEACH Focal Person In MOPSE.

10.4 The core implementing and management team (including the Team Leader) for the TEACH programme should be located within Zimbabwe.

11 MONITORING AND REPORTING

11.1 FCDO will monitor programme performance continuously throughout its duration, and expects the Supplier to provide accurate reports to enable assessment, as outlined below:

11.2 On a monthly basis, the Supplier will provide updated spending forecasts, for the upcoming months, using resource/accruals accounting. These updated forecasts will provide a more detailed look at planned expenditure, developing upon annual budgets and providing the opportunity for any adjustments to be proposed in the event of flexible and adaptive programme changes.

11.3 On a quarterly basis, the Supplier will provide a performance report detailing:

- 11.3.1 progress against agreed workplans and any proposed workplan changes
- 11.3.2 a list of all Technical Assistance assignment and Research commissioned with updates on progress against each shall be provided
- 11.3.3 actions taken in response to Annual Review recommendations and accompanying justification

11.4 The Supplier will provide on a quarterly basis, reports and presentation materials in advance of TEACH Steering Committee meetings and will support effective communication of programme performance and progress at these

meetings.

11.5 On a quarterly basis, the Supplier will provide a risk and mitigations report detailing an updated risk matrix.

11.6 On a quarterly basis, the Supplier will provide financial reports detailing:

11.6.1 actual programme spend in the preceding quarter linked to programme outputs

11.6.2 updated financial forecast

11.6.3 fraud prevention

11.7 On a bi-annual basis, the Supplier will provide a performance report using the template set out in Appendix J, which details:

11.7.1 a narrative progress report with detailed description of the performance of the programme

11.7.2 a list of all Technical Assistance assignment and Research commissioned with updates on progress against each

11.7.3 KPI and milestone performance and accompanying justification

11.8 On a bi-annual basis, the Supplier will provide a risk and mitigations report, building upon the level of data provided in monthly risk and mitigations reports as detailed at paragraph 11.5, with additional narrative detail on the risk environment encountered and expected in the next 6 months.

11.9 On a bi-annual basis, the Supplier will provide a financial report detailing:

11.9.1 Value for Money reports

11.9.2 Asset management reports

11.9.3 Delivery chain mapping

11.10 On an annual basis, the Supplier will provide a performance report, in a format agreed during the Inception Period, if different from the template for biannual reporting, detailing:

11.10.1 All information required to inform programme Annual Review as instructed by FCDO

11.10.2 annual workplan, detailing activities and the results these activities are expected to deliver to be achieve against Expected Results indicators

11.10.3 a Monitoring, Evaluation and Learning (MEL) strategy for the upcoming 12 months

11.10.4 On an annual basis, the Supplier will provide, responding to instruction from FCDO, detail to evidence and enable verification of programme systems, policies, and processes. FCDO retains an option to conduct field visits to perform these spot checks and the Supplier will grant full access to information as required in service of this task. This may require the Supplier to consider its own collection of data and action by the Supplier to ensure the

necessary consents are obtained to enable this under any relevant legislation.

11.11 On an annual basis, the Supplier will provide a financial report in a format agreed with FCDO detailing:

- 11.11.1 an annual budget for the upcoming year. This will follow the detailed included upon annual budgets detailed in Section 5 of the contract while providing the opportunity for any adjustments to be proposed in the event of flexible and adaptive programme changes.
- 11.11.2 a detailed financial statement
- 11.11.3 independently audited assurance that programme funds have been used for authorised programme purposes only

12 CONSTRAINTS AND DEPENDENCIES

12.1 The programme will avoid duplicating other similar on-going initiatives carried out through other HMG programmes or through programmes supported by other donors. The programme will take a holistic approach to the participation of other stakeholders to ensure engagement and prevent duplication.

12.2 The programme should be aware that FCDO funded the Education Development Fund (EDF) programme up to end July 2019. FCDO expects that the TPD component of the TEACH programme will build on the progress made under EDF and expects a smooth follow on from the EDF programme and will facilitate this where possible.

13 TIMEFRAME AND BUDGET

13.1 The Supplier will provide the TPD programme services for a period of 50 months from 25th August 2021 to 31st October 2025.

13.2 The contract for the TPD component of the TEACH programme will be split into two phases:

- 13.2.1 Phase 1: Inception Phase (6 months);
- 13.2.2 Phase 2: Implementation Phase (up to end October 2025).

13.3 The Zimbabwean political and economic context is complex and uncertain, and resultantly the contract for the TEACH programme will be subject to a Break Points, following Inception Phase (six months after contract signature) and at July 2024. Continuation of the services after this period will be contingent upon FCDO's assessment of the operational context and of the delivery of satisfactory performance and progress by the Supplier.

13.4 The total budget for the contract for the TPD programme is £12 million; inclusive of all government taxes up to end October 2025.

- 13.5 The Supplier commits to being fully prepared in the event that any decision is made to scale up (increase) or scale down (decrease) the scope of the programme. FCDO reserves the right to scale back or discontinue this programme at any point in line with FCDO's contractual Terms and Conditions.
- 13.6 Payment for goods or equipment and the procurement services will form part of the Contract.

14 PERFORMANCE MANAGEMENT

- 14.1 Performance Management Meetings will be held on a monthly basis during the Inception Phase, and then on a Quarterly basis thereafter.
- 14.2 At Performance Management Meetings, the Supplier's performance will be measured against the Logframe agreed at the Inception Phase, which will detail activities, outcomes and impacts and timelines for achievement of each.
- 14.3 Additionally, performance will be monitored against indicators listed at paragraph 4.4 as follows:
- 14.4 Progress against indicators 4.4.1 for grade 7 and form 4 and form 6 will be assessed as part of Teachers' Knowledge and Skills Surveys conducted at Inception to form a baseline and repeated at programme mid-term and in the last 3 months of programme delivery.
- 14.5 Progress against all indicators will be assessed annually during Annual Reviews of the programme.
- 14.6 Performance will also be monitored against agreed Key Performance Indicators (KPIs). The table below presents generic KPIs that we propose at this stage. Precise KPIs will be agreed between FCDO and the Supplier during Inception. KPI performance will be measured and assessed at Performance Management Meetings.

KPI 1 Management, Strategy & Financial	Milestones/ Deliverables on time to the satisfaction of the Client
	Monitor and drive Value for Money (VfM)
	Accurate and timely submission of expenditure forecast and invoices
	Keep an up to date delivery chain mapping for the programme
	Flexible and adaptive programming to increase impact through delivery
	Team leader performance

KPI 2 Team performance	Performance of other core team members
	Performance of partnerships directly involved in the delivery of the programme
KPI 3 Customer Relationship	Active engagement of FCDO throughout (monthly coherence and check-in meetings with stakeholders)
KPI 4 Innovation and continuous improvement	Supplier has delivered new ideas which have benefited the programme

15 INVOICING AND PAYMENT

- 15.1 The contract will utilise a hybrid payment model, that is that payment will be made partially on an inputs basis with elements of payment made on a Payment by Results (PbR) basis, where a portion of payment is made only upon the acceptance by FCDO of evidence demonstrating the full, effective delivery of pre-agreed results or outputs.
- 15.2 90% of fees (and associated profit and NPAC) will be paid on an input basis with the remaining 10% paid subject to satisfactory performance of the agreed activities and results detailed in an up to date, regularly reviewed log frame.
- 15.3 Payments for programme expense and disbursements will be made on an inputs basis for actual expenditure incurred only. The Supplier will maintain adequate financial records and will provide evidence of expenditure to FCDO upon request for payment.
- 15.4 FCDO approval of the fulfilment of programme outputs will assess the quality of each output, as well as the extent to which its outputs are useful and appropriate. An approach to measuring quality of deliverables will be agreed at Inception. All key programme deliverables will be reviewed by the FCDO Senior Responsible Officer in accordance with this approach, although some outputs will require approval through the TEACH Steering Committee before they can be accepted as delivered in full. Payments of performance-linked retentions will not be made for outputs until approval has been given.
- 15.5 The Supplier will submit payment invoices to FCDO quarterly. Invoices will illustrate Fees and Expenses incurred against programme outputs and will be structured to clearly demonstrate payments for Fees (and associated Profit and NPAC) requested on inputs and PbR bases. Invoices will also provide information on milestones, results and KPIs in a structure agreed with FCDO at Inception.
- 15.6 The Supplier will be required to pre-finance activities and claim back invoices on a cost recovery basis.

16 DUTY OF CARE

- 16.1 The Supplier will be responsible for their own safety and well-being and Third Parties affected by the consultants' activities under this contract, including appropriate security arrangements. The Supplier will also be responsible for the provision of suitable security arrangements for their domestic and business property.
- 16.2 FCDO will share available information with the Supplier on security status and developments in-country where appropriate. Travel advice is also available on the FCO website and the Supplier must ensure it (and its personnel) are up to date with the latest position.
- 16.3 The Supplier must develop their Tender on the basis of being fully responsible for Duty of Care in line with the details provided above and the initial risk assessment matrix developed by FCDO (see Appendix F of the TOR and the updated Risk Matrix July 2021 end of ToR document). The Supplier must confirm that:
- 16.3.1 They fully accept responsibility for Security and Duty of Care.
 - 16.3.2 They understand the potential risks and have the knowledge and experience to develop an effective risk plan.
 - 16.3.3 They have capability to manage their Duty of Care responsibilities throughout the life of the contract.
- 16.4 Acceptance of responsibility must be supported with evidence of capability and FCDO reserves the right to clarify any aspect of this evidence. In providing evidence, the Supplier should consider the following questions:
- 16.4.1 Have you completed an initial assessment of potential risks that demonstrates your knowledge and understanding, and are you satisfied that you understand the risk management implications (not solely relying on information provided by FCDO)?
 - 16.4.2 Have you prepared an outline plan that you consider appropriate to manage these risks at this stage (or will you do so if you are awarded the contract) and are you confident/comfortable that you can implement this effectively?
 - 16.4.3 Have you ensured, or will you ensure that your staff (if any), are appropriately trained (including specialist training where required) before they are deployed, and will you ensure that on-going training is provided where necessary?
 - 16.4.4 Have you an appropriate mechanism in place to monitor risk on a live / on-going basis (or will you put one in place if you are awarded the contract)?
 - 16.4.5 Have you ensured, or will you ensure that your staff (if any) are provided with and have access to suitable equipment and will you ensure that this is reviewed and provided on an on-going basis?
 - 16.4.6 Do you have appropriate systems in place to manage an emergency / incident if one arises?

17 GENERAL DATA PROTECTION REGULATION (GDPR)

17.1 Please refer to the details of the GDPR relationship status and personal data (where applicable) for this project as detailed in App A and the standard clause 33 in section 2 of the contract.

18 Compliance with Counter-Terrorism Legislation⁴

18.1 As per the latest draft policy statement and the interim guidance, FCDO's obligations under the legislation are set out below. They apply to suppliers to:

- 18.1.1 Identify your partners
- 18.1.2 Keep appropriate records
- 18.1.3 Identify risks and be clear about the process for escalating risks
- 18.1.4 Develop good relationships with your partners
- 18.1.5 Report any suspicions and incidents to the counter-fraud and whistle blowing unit

18.2 FCDO programme implementers and partner agencies are responsible for:

- 18.2.1 Being aware of the legislation and their responsibilities
- 18.2.2 Being aware of and vigilant to the potential risks of terrorism.
- 18.2.3 Ensuring their funding, assets and other resources cannot be used for activities that may or may not appear to be used to support terrorist activities.
- 18.2.4 Supporting strong governance arrangements, financial controls and risk management policies and procedures that fit their needs. This will provide better safeguards against a range of potential abuse, including terrorist abuse.
- 18.2.5 Keeping FCDO informed of evolving risks and reporting any incidents immediately to FCDO
- 18.2.6 Reporting any suspicions to the police. This is a legal requirement.
- 18.2.7 At a minimum, partners need to be aware of which Syrian organisations are designated terrorist organisations (DTO) under CT legislation.

In addition to compliance to CT legislation, the supplier will also be required to adhere to all other relevant UK and EU legislation.

19 UK AID BRANDING AND TRANSPARENCY

19.1 Transparency, value for money, and results are top priorities for the UK Government. FCDO has a duty to show UK taxpayers where their money is being spent, its impact, and the results achieved. FCDO has guidance on the use of its logos, which will be shared with the Supplier as necessary.

19.2 FCDO has transformed its approach to transparency, reshaping our own working practices and pressuring others across the world to do the same. FCDO requires suppliers receiving and managing funds, to release open data on how

⁴ <https://www.gov.uk/government/publications/operating-within-counter-terrorism-legislation>

this money is spent, in a common, standard, re-usable format and to require this level of information from immediate sub-contractors, sub-agencies and partners. It is a contractual requirement for all Suppliers to comply with this, and to ensure they have the appropriate tools to enable routine financial reporting, publishing of accurate data and providing evidence of this FCDO – further IATI information is available from: <http://www.aidtransparency.net/>

20 RISK

20.1 The Supplier will be required to set out their fraud and safeguarding mitigation strategies including internal risk management and reporting systems. FCDO will further require that annual financial audits include spot checks of high-risk areas of programme activity and – if any causes for concern arise – these must be reported to FCDO immediately. FCDO will reserve the right to conduct a full forensic audit. FCDO takes a zero-tolerance approach to fraud.

20.2 The Supplier will also be required to develop a risk management strategy during the Inception Phase. This should include a robust approach to appraising and managing risks associated with provision of funding to national and subnational governments.

21 DELIVERY CHAIN MAPPING

21.1 In advance of any release of funds, the Supplier will be required to produce a delivery chain risk map which should, where possible, identify all partners (funding and non-funding e.g. legal/contributions in kind) involved in the delivery of a programme. Risk maps should be reviewed and updated periodically, in line with agreed programme monitoring processes and procedures. A suggested format should include details of:

- The name of all downstream delivery partners and their functions.
- Funding flows (e.g. amount, type) to each delivery partner
- High level risks involved in programme delivery, mitigating measures and associated controls

22 RISK OF FRAUD

22.1 The risk of fraud through downstream Supplier or with partners in country will need to be partly mitigated through the Supplier due diligence of downstream Supplier, ensuring acceptable levels of financial control and reporting and safeguarding before granting funds. It will also be partly mitigated through the TPM. The Supplier will be required to set out how they will monitor the performance and financial management of downstream Supplier and national partners supported through the programme.

23 SAFEGUARDING

23.1 FCDO maintains a zero-tolerance approach to sexual exploitation and abuse within Supplier organisations, which includes their downstream supply chains. We expect FCDO partners to follow our lead and robustly consider environmental and

social safeguards through their own processes. The capacity of our partners to do this and their effective performance will be a key risk assessment factor in programme design, delivery and monitoring and evaluation.

24 VALUE FOR MONEY

- 24.1 VfM in FCDO means maximising the impact of each pound spent to improve poor people's lives. At a programme level, VfM means designing, procuring, managing, and evaluating our interventions to maximise impact, given available resources. Broadly FCDO's approach to VfM is defined by the 4 "Es" and influences how we procure our inputs (**economy**), how we use inputs to deliver activities (**efficiency**), what overall value we are generating for the intended beneficiaries and at what cost (**cost effectiveness**), and Equity - How fairly are the benefits distributed to what extent programmes reach marginalised groups (**equity**).
- 24.2 Potential Suppliers' commercial and technical bids should explicitly set out their Value for Money offer using the 4 "Es" in a framework format. In addition, the VfM framework should outline how VfM will be measured and analyzed at each stage of the programme cycle (design, mobilization, delivery, monitoring and evaluation, and closure stages) during life of the programme.
- 24.3 Procurement decisions, and any programme assets procured will be in line with FCDO procurement regulations and procedures, evidenced and with clarity achieving excellent value for money. Suppliers will be required to develop formal efficiency saving plans which demonstrate year on year savings.

25 REQUIRED COMPETENCIES

- 25.1 The Supplier, will ensure the provision of the skills and expertise necessary to deliver the Services, including:

- A successful and verifiable track record of managing and implementing similar projects in Sub Saharan Africa or other regions.
- Ability to design, deliver and monitor education programmes with specialism in teacher professional development.
- Experience of managing flexible and adaptive interventions are all levels from national to school.
- Ability to effectively manage FCDO funds, and to have access to expert national and international expertise.
- Technical and coordination capacity on effective teacher training.
- Ability to deploy technical and management experts who have a strong track record and commitment to improving education quality and effective teacher training and have demonstrable evaluation skills, knowledge and experience
- Experience in adapting activities based on monitoring and evaluation activities as well as research findings throughout the programme's duration (to be provided by independent evaluation provider).

A balanced team structure that adequately meets the skills requirements of the different components and outputs of the TEACH programme, with an appropriate balance of national, regional and international expertise.

Strong understanding of Zimbabwe and its social, economic, religious and cultural contexts, particularly as it relates to prevailing gender norms and relations, disability, violence in schools, etc. is crucial to delivering results under this programme.

Strong financial management, commercial and financial reporting skills, and a track record of delivering excellent value for money;

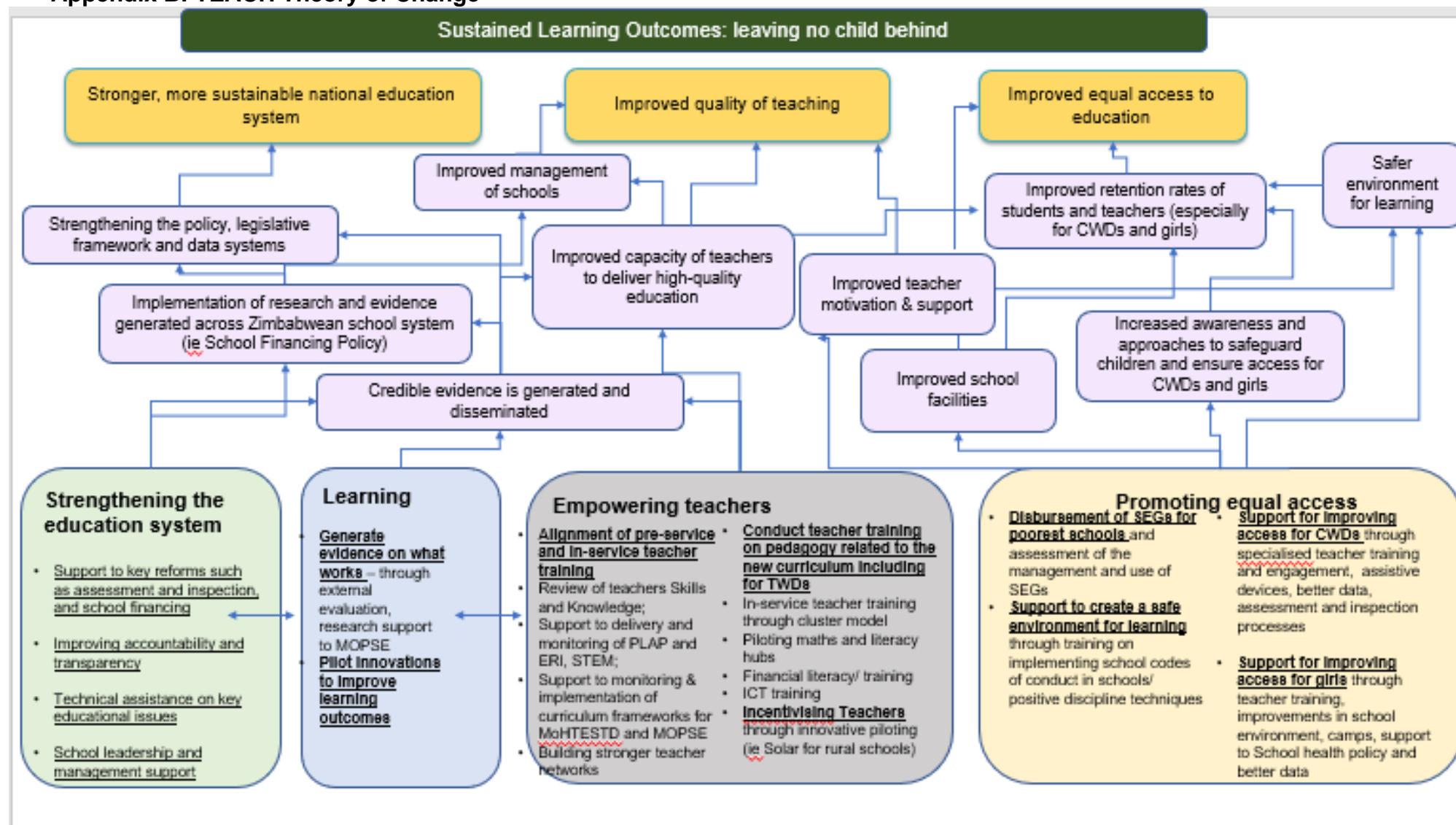
Appendix A of Call-down Contract (Terms of Reference)
Schedule of Processing, Personal Data and Data Subjects

This schedule must be completed by the Parties in collaboration with each-other before the processing of Personal Data under the Contract.

The completed schedule must be agreed formally as part of the contract with FCDO and any changes to the content of this schedule must be agreed formally with FCDO under a Contract Variation

Description	Details
Identity of the Controller and Processor for each Category of Data Subject	<p>The Parties acknowledge that for the purposes of the Data Protection Legislation, the following status will apply to personal data under this Call-down Contract:</p> <p>1) The Parties acknowledge that Clause 33.2 and 33.4 (Section 2 of the contract) shall not apply for the purposes of the Data Protection Legislation as the Parties are independent Controllers in accordance with Clause 33.3 in respect of the Personal Data necessary for the administration and/or fulfilment of this contract.</p>
Subject matter of the processing	
Duration of the processing	
Nature and purposes of the processing	
Type of Personal Data [and Special Categories of Personal Data]	
Plan for return and destruction of the data once processing complete	(UNLESS requirement under EU or European member state law to preserve that type of data)

Appendix B: TEACH Theory of Change



Appendix C: Assumptions of the Theory of Change Assumptions

1. The TEACH programme theory of change is predicated on the following key assumptions. The assumptions are based either on learning/findings from on-going or previous programmes on education in Zimbabwe or based on findings from academic literature. If there is insufficient evidence, those assumptions will be tested/monitored throughout the course of programme implementation. The strength of the evidence is set out in the appraisal section in paragraphs 54-77 and 81-88.

a. Assumptions on Process to Outputs

- Schools and districts welcome better coordination and are interested in being involved in the TEACH programme
- Ability to target and deliver interventions at schools in need of support
- Health interventions will have a positive causal effect on the attendance and ultimately the performance of students
- Teacher attendance in Teacher Professional Development programmes in sufficient numbers
- Acceptance of cluster centre model of delivery of teacher training
- MoPSE and MoHTESTD agree a joint strategic approach in overlapping area of teacher training policy and have the capacity to deliver effective teacher training
- School codes of conduct exist and are implemented in schools
- Pre-service and in-service training is aligned around the same curriculum and assessment frameworks
- The revised Education Act addresses corporal punishment and violence in schools and implementation is effectively delivered and monitored
- Training in safeguarding issues will increase knowledge amongst key education stakeholders
- Reliable, usable evidence is produced by the programme
- Data and knowledge is synthesised and communicated in an effective way
- Existing cluster system could be modified to work with the hub model and ICT solutions

b. Assumptions on Outputs to Outcomes

- Teachers, policymakers and communities are able to change behaviour and put their new skills and expertise into practice
- There will be continued support and commitment by the Government of Zimbabwe to strengthening and improving the national education system, including the development and implementation of various social and education policies
- Better evidence will lead to better policymaking in the education sector
- School financing policy is approved for implementation and has political backing
- There is appetite and demand in the Zimbabwean government to use evidence

c. Assumptions on Outcomes to Impact

- Parents and guardians continue to be willing and able to send their children to school and can afford higher fees
- School Financing Policy supports reduction of school fees for the poorest families
- Political and economic changes over the next 10 years do not prevent achievement of the impact
- Macro-economic environment normalises and the freeze on teacher recruitment is lifted.
- Teacher motivation increases with provision of effective professional development

Appendix D: TEACH Programme Coordination & Implementation Structure

ECG Purpose: Provides the sector wide framework for donor support to MoPSE priorities. An umbrella mechanism to monitor all existing and planned bilateral and multilateral funding aid and their impact on progress towards SDGs and the ESSP. Also acts as the in-country Local Education Group for the GPE support to the sector.

TEACH SC Purpose: will focus on TEACH priorities including relevant strategy development, pilots, capacity building plans, research and evaluation. Will provide inputs to the EDF SC and align to other donor funded programmes in MoPSE. Approves TEACH Annual Work Plan and reviews FCDO Annual Reviews and agrees actions on AR recommendations and reports against them. Includes MoF in the decision making process. Will coordinate with the EDF SC, particularly for the elements that are being implemented through UNICEF and approved EDF Annual workplan elements funded by TEACH

TEACH Implementation Committee Purpose: Internal oversight of TEACH. Ensure alignment of TEACH components, EDF and GPE allocations within the ESSP and TSP priorities. Addresses issues involved in the implementation of TEACH. Responsible for identifying and responding to programmatic priorities and implementation challenges. Reports to the TEACH SC.

Education Coordination Group (ECG)
Chaired by: Minister
Members include: Perm Sec, MoPSE directors, all funding partners (FCDO, KfW), UNICEF, UNESCO, select Civil Society (UNICEF as Secretariat)

TEACH Steering Committee
Chaired by: Minister or PS
Members include: PS, MOPSE staff, UNICEF (as secretariat), UNICEF Chief of Education as SP leader), TPD SP leader, MoF and MoPSLSW representatives, CSO rep, FCDO

TEACH Implementation Committee
Chaired by: PS or TEACH Focal Person In MOPSE
Members include: MoPSE five Principal Directors, Director (Finance), Director (PRD), UNICEF (Chief of Education), Fund Manager

Teacher Professional Development Component
Responsible: contracted leads and MoPSE counterparts (tbc)
Activities: Implement activities per agreed annual workplan, Monitor implementation, provide regular agreed reporting to FCDO, the TEACH implementation committee and TEACH & EDF SCs

Equitable access component
Responsible: UNICEF, Director FAD
Activities: implement activities per agreed annual workplan, monitor implementation, provide regular agreed reporting to FCDO, the TEACH implementation committee and the TEACH and EDF SCs

Education Innovation Component:
Responsible: Contracted leads and MOPSE counterparts (tbc)
Activities: Implement activities as per agreed workplan. Monitor implementation, provide regular agreed reporting to FCDO, the TEACH *EDF SCs and implementation committee

Appendix E: Review of TEACH programme evidence

Strength of evidence base

There are varying levels of strength of the evidence for the components within the TEACH programme. Those specific to the teacher professional development component include:

1. **Systems Reform.** When education policy prioritises systems reforms, a more effective accountable and inclusive system can be the result. Supporting relevant and costed reforms in areas that benefit the poorest to have equitable access to quality education is considered by FCDO's chief economist as one of the "Mega Buys" for the education sector. However, improving teaching quality will not be enough to improve student learning, when the education system is not fully functional.^{vii}
2. Globally, reforms in implementation of language of instruction policies^{viii}, teacher professional standards through the teacher professional council, reforms of the Human resources organisational structures, formative and summative assessment and functional inspection will all improve learning outcomes. School leaders also have a significant impact on teacher quality, in the potential to develop their teachers' professional skills and to build better accountability.^{ix x}
3. Reforms to the systems in the education sector in Zimbabwe will be able to be implemented more effectively once the Education Act revisions are finalised, which is expected in 2019. There is a focus on implementing the new curriculum effectively and systems reforms in assessment and inspection also are a priority in the next year. The school financing policy had good traction in 2018 and a draft has been developed with wide consultation. It is welcome as it sets out short and longer-term strategies to increase overall non-wage expenditure in Zimbabwe and it a key engagement point for sector dialogue. The development of the next five-year education sector strategic plan (ESSP) will include financial modelling to help the Ministry see where funds are required to achieve its objectives of the Transition Stabilisation Plan (TSP) and the ESSP. Financial modelling has been used successfully to develop sector plans through the GPE and World Bank and is an established tool to support developing scenarios with a broader reform agenda.
4. **Teachers' role in improving learning.** Globally, there is strong evidence available on what works to improve learning. This informed FCDO's new Education policy, which has a strong focus on improving teaching. It was clearly identified that teacher quality (converting what the teacher does in terms of appropriate pedagogy^{xi} in the classroom into improved learning outcomes)^{xii} is the single most important influence on learning outcomes, but it specifically sees the route to improving teaching of foundational skills by over-hauling outdated modes of teacher training, boosting incentives and motivation through workforce reform, and engaging teachers in the fight to end violence in schools. There is clear evidence of the wider outcomes of improved teaching quality which includes improved learner wellbeing, safety and freedom from corporal punishment, better learner confidence, and more inclusive education.^{xiii} Teaching that includes

personal and social development through improved guidance and counselling also has shown a positive impact on girls' knowledge acquisition^{xiv} and on learning outcomes more generally.^{xv} Preventing violence against women and girls needs to be part of on-going professional development plans of teachers (both male and female), including updating codes of conduct and providing gender sensitive pedagogy and positive discipline training.^{xvi}

5. There is good evidence that effective training is one of the three fundamental factors that are most important to the development of a high-quality teacher workforce.^{xvii} Most studies agree that for teaching to lead to learning, teachers must have good subject knowledge and pedagogical skills^{xviii}. Any training should be closely linked to the level of the curriculum teachers are expected to teach and should be targeted at teachers' needs/level. It is also clear that when teachers make efficient use of time, resources and the space available to them, that has a positive impact on student outcomes.^{xix}
6. Although evidence is limited for Lower Income Countries (LICs), a study of top-performing education systems in high-income countries found that the longer the duration of classroom-based training, the better the outcomes. This is likely the case as well for LICs.^{xx} The usual practice in Zimbabwe is one-off workshops, however, evidence is that unless this type of training is intensive and unless appropriately designed, it can be less effective and needs to be accompanied by effective leadership/management at school level.^{xxi} There are some examples of organising school clusters to support ongoing training and support which starts to develop professional learning communities at the local level, but the evidence is limited, and these are context specific and will depend very much on the skills, knowledge, and motivation of all teachers and head teachers involved, to be effective.^{xxii}
7. There is some evidence "that *whole school approaches*, that combine school policy, training and support for school staff, partnership with school management and the broader school community, and participation of girls, boys, staff and parents in developing action plans on local issues relating to violence, inclusion and inequality, have strong potential." This is in line with the sector best buys.^{xxiii}
8. **Teacher Motivation** - There is strong evidence on the impact of extrinsic/monetary incentives for teacher attendance and performance. These can work when interventions are well designed and properly implemented and combined with effective monitoring and enforcement mechanisms.^{xxiv} Accountability pressures through teacher monitoring and evaluation can also affect teacher motivation positively.^{xxv} However, an important concern is that although well-designed incentives and accountability systems for teachers can increase their effort and improve student outcomes, teachers who have poor skills must first reach minimally acceptable levels of knowledge and pedagogical skill to become effective. Creating incentives for teachers to do things that are beyond their abilities does not provide a positive response.^{xxvi}
9. The evidence on intrinsic teacher motivation is limited and weak. There has been little research on strategies and approaches that explicitly focus on intrinsic motivation factors, whilst the conceptual literature emphasises the potential

importance of these factors. One exception is the STIR programme, currently being implemented at scale in Uganda and India, which focuses on building teacher networks to improve teacher practice and student learning and suggests positive results for teacher practice and motivation and student outcomes, however, minimum conditions need to be set for the model to work, which include adequate teacher's pay and basic teaching skills.^{xxvii} There is also some evidence that accountability-oriented strategies and approaches, including community-based monitoring and school-based management, have also been effective at reducing teacher absenteeism, increasing teacher work hours, and improving parent-teacher relationships.^{xxviii}

10. In times of large scale economic crisis, such as Zimbabwe is experiencing at the moment, World Bank research has found that the ability of both governments and households to invest in education is reduced.^{xxix} A recent literature review of teacher motivation in countries that have experiences such shock of economic crises found that “on the supply side, rapid spending cuts may constrain educational expenditure, including for teacher salaries, school grants and other associated costs.^{xxx} Constrained household budgets will also impact the revenue that schools receive from fees or community contributions, increasing reliance on government transfers”.^{xxxi} Evidence from field visits in rural Zimbabwe show that availability of electricity, piped or borehole water in schools, and teachers' houses can attract teachers to rural schools. Even good roads and access to telephone networks can be factors for motivational strategies that could work. TEACH will review with key stakeholders (unions, teachers, district, provincial and headquarters personnel) to determine which innovative interventions will be piloted. It is likely to propose intrinsic incentives around teacher professional development opportunities alongside possible solar energy provision to teachers to remain and teach in rural remote areas.

Supporting the most marginalised

11. **Disability.** FCDO's priority is to ensure no one is left behind or should be denied the opportunity to realise their full potential. Within the TOC of TEACH we have explicitly looked at disability both from the perspective of ensuring CWDs have access to better teaching for their needs, but also that TWDs are being targeted to increase their numbers to enable them to be effectively trained and become role models for CWDs. Globally, there is very limited data on what and whether disabled children are learning. If they do go to school they are often not assessed, or not identified in assessments.^{xxxii} The evidence is very limited as to what specific actions are best for ensuring CWDs are better served in schools to realise these aims. There is baseline data from Ministry of Health and Child Care (2013), Living conditions among persons with disability survey and the Education Management Information system (EMIS) which is gathered annually and provides some detail on types of disabilities of children in Zimbabwean schools. The Washington group of questions is an effective way to identify more hidden types of disability and will be part of the Multiple Indicator Cluster Survey (MICS) in 2019. This will provide a better baseline on CWDs that are school age to improve monitoring and tracking. Evidence is moderate on how to adequately safeguard CWDs. A recent systematic review estimated that children with disabilities are almost four times more likely to be victims of all forms of violence than children without disabilities, and almost three times more likely to be at risk

of sexual violence^{xxxiii} and for girls with disabilities that violence includes increased risk of physical violence from school staff. ^{xxxiv}

12. **Supporting ECD.** Evidence shows strongly that earlier age education interventions are most efficient and yield higher investment returns. However, the quality of that support matters. Teaching quality and relationships can be more important than inputs (such as buildings, materials, class sizes).^{xxxv} The evidence also shows that the impact of and returns from early childhood interventions is greater for the most marginalised. This is also a critical issue for CwDs, especially if the disability has caused developmental delays in communication and self-care. Hence it is important to ensure that pre-school reaches those most in need. The school equity grants supporting schools in the most rural, remote areas in Zimbabwe can assist here, as pre-school is provided in primary schools and is usually the most under-funded part of the school environment. ECD is considered in the FCDO sector best buys: education paper, as an area of high potential capable of large long-term impacts.
13. **Gender.** Supporting girls remains a priority. Globally, the evidence shows that fewer than one in twenty poor, rural girls in Sub-Saharan Africa are on track to complete secondary school, seven times less likely than non-poor, urban boys. Gains in girls' education deliver large health benefits, as educated women have fewer children, speeding the demographic transition, and their children are healthier.^{xxxvi} In Zimbabwe, there is gender parity (1.01) at primary level which reduces significantly as children move through the system and by the time they are in the upper secondary that figure drops to 0.85. Supporting girls to continue their education was shown in the recent study to be a great buy as the longer a girl is in school, the more ability she has to develop the skills and confidence to make better decisions, and the more likely she is to delay childbirth and have increased future earning power.^{xxxvii}
14. The TOC for the TEACH postulates that safeguarding and improved teacher training will improve learning and retention for marginalised girls and CWDs. The interventions will be designed to reduce the risk of their education being curtailed through the barriers that tend to affect girls disproportionately, such as violence in schools, early and unintended pregnancies and inadequate safeguarding as well as gender bias in teaching. The evidence is strong for the case of supporting marginalised girls through to the end of secondary education.^{xxxviii xxxix}
15. **Violence and the need to safeguard.** There is strong evidence that physical, emotional and sexual violence in school is associated with poor outcomes educationally, behaviourally and socially.^{xl} Zimbabwe does not have an explicit ban of violence in school through corporal punishment although it is part of the revised Education Act currently under review. However, the evidence from other contexts suggests that corporal punishment remains a problem even when it is banned ^{xli xlii} and that specific activities are needed to change the norms and behaviours at school level. Safeguarding in the programme is focused on creating a safer environment for learning but the evidence is strong that schools are not safe havens.^{xliii} A UNICEF review in 2014 ^{xliv} found that drivers and experiences of violence are gendered; with girls at greater risk of experiencing sexual violence, harassment and exploitation, and boys at greater risk of physical

punishment and peer violence.^{xlv} Perpetrators of violence include teachers, peers and school management^{xlvi}. Beyond the school boundary, there is evidence from Sub-Saharan Africa that girls are at risk of sexual violence from male students or from other men while traveling to school,^{xlvii} or as an exchange for better grades.^{xlviii} The evidence shows that the children most at risk are vulnerable girls with disabilities.

16. Reviews of evidence conclude that working with teachers (who are key to promoting safe and inclusive learning spaces), is critical to the best approaches to address violence in schools.ⁱ Teachers represent the potential to protect and nurture students, but all too often are direct perpetrators of physical, emotional and sexual violence themselves, or are enablers of violence through reinforcing gender stereotypes and discrimination.ⁱⁱ Teacher training on positive discipline is more effective when it involves a carefully curated self-reflection element that asks teachers to remember their own experiences of violence in childhood, and the impact that it had on them. This quasi-psychological approach, when well-managed, has been shown to have much better effects in terms of changing attitudes as well as behaviours.ⁱⁱⁱ
17. Zimbabwe is keen to find alternatives to corporal punishment. The evidence shows that the best approach is to build strong school–parent partnerships and to shift attitudes and norms around use of violence through community dialogue and mobilisation, engagement of local leaders and training. This includes the development of community dialogue and better connections between schools, clubs and communities to open up more effective channels to report discrimination and violence.
18. There is global evidence, and it is a FCDO priority, to improve learning environments to be safe for all learners. However, violence isn't specific to education and the evidence base remains focused on protection rather than learning^{liii}. There have been tools developed such as the Good School Toolkit^{liv} in Uganda on how scripted lessons provided to schools about how to develop positive discipline skills for teachers can reduce violence in schools.^{lv} This is one of the great buys identified in the sector best buys for education^{lvi}, as it changes the way teachers teach. Training teachers and children with disabilities has also been shown to increase learner's safety in schools as well as Comprehensive Sexuality Education (CSE) training.^{lvii}
19. **Innovations** in education are many and the programme will seek to utilise technology and others means to improve outcomes and value for money. This will include exploring new and creative ways to deliver the curriculum in remote areas and to increase teacher motivation during a period of economic crisis. As there is currently a weak evidence base in this area, ideas would be piloted to generate better understanding on what will deliver the best impact. The options include the usage of intrinsic incentives for teachers such as teacher training or the provision of solar power in rural remote areas to retain teachers. New innovations in education technology could be incorporated to improve learning outcomes in areas where science and maths teachers are not easily accessible, and attractive modes of delivery can be piloted.

Appendix F: Risks

1. **Risk.** The principal risks are programme specific, as well as those relating to the contextual challenges in Zimbabwe. These include:

a. Operational risks:

- i. Political uncertainty adversely affects GoZ policy making and implementation and lack of political will or capacity to complete necessary political and economic reforms
- ii. Deterioration in the economy and decline in donor funding, resulting in reduced resources available to the education sector, increasing numbers of children leaving school to work and potential large-scale emigration of teachers
- iii. Cash / liquidity concerns resulting in money being in short supply in the country which risks disruption to programme implementation as well as large scale industrial action and civil unrest
- iv. Parental engagement reduces as they fail to meet levies and fees without GoZ providing the additional operational funding to keep schools functional

b. Reputational risk:

- i. Lack of integration/complementarity of all FCDO supported programmes: bilateral, Centrally managed and multilateral

c. Fiduciary risks:

- i. Corruption, fraud and misuse of funds
- ii. Effective programme management

Appendix G: Other considerations

- 26 In line with the **International Development Act**, this programme will seek to reduce poverty and generate lasting benefits to the people of Zimbabwe.
- 27 **Disability.** Supporting children and teachers with disabilities is a core aspect of this programme. Disabled People's Organisations (DPOs) have been involved in the programme design and explicit targets will be included in the logframe to ensure that progress is made in terms of access and outcomes for CWDs. The programme will assist the Government and partners to (i) identify learners who may need assistance; (ii) track and better support CWDs; (iii) train teachers including TWDs and link the examinations council more effectively into the learning cycle.
- 28 **Gender Equality** Supporting disadvantaged girls to complete a full cycle of quality education safely is a further important aspect of this programme. Gender analysis has been undertaken and the project will seek to ensure that gender needs are mainstreamed in all education policies and interventions, as well as providing specific targeting in the areas of (at minimum) sustaining learning outcomes for the most disadvantaged girls.
- 29 **Counter Terrorist financing.** The Global Terrorism Index rates Zimbabwe as being at the lowest impact of terrorism^{lviii}. This programme is considered to be at extremely low risk of funding terrorism.
- 30 **Safeguarding.** Safeguarding is a core component of the programme which will include supporting the most disadvantaged girls and children with disabilities. Given the particular vulnerability of school age children, safeguarding will be addressed also within the teacher training and will incorporate both policy and programmatic interventions.
- 31 There is political will and commitment to safeguarding which has opened up the opportunity to make significant in-roads into preventing violence in schools and beyond. Revisions to the Education Act are explicitly addressing the need for positive discipline as an alternative to corporal punishment; with the amendment bill being reviewed and debated in Parliament in 2019. Some of the underlying causes of gender-based violence in Zimbabwe are being addressed in the recently approved FCDO Zimbabwe Stop Abuse and Female Exploitation (SAFE) programme and the EU's Spotlight initiative. Policy reform on safeguarding issues related to informal boarding in the country will be a key objective as part of the strengthening of the national education system. This will remain an area of strong collaboration across programmes in the UK Government mission in Zimbabwe.
- 32 **Public Sector Equality Duty.** In line with International Development Act 2002, as amended by the International Development (Gender Equality) Act 2014, this programme will be contributing towards poverty reduction. In the process, the programme design has considered and is bound by Public Sector Equality Duty. The programme will ensure that project activities, benefits and suppliers do not in any way discriminate, harass or victimise based on gender, age, disability, ethnicity or religion. FCDO will ensure partners and suppliers are bound by the Equality Act 2010.
- 33 **Climate and Environment.** The drought that started in 2019 highlights the fragility of the environment and how climate could reverse hard-won educational gains. The programme has reviewed the effect support to school feeding could have on attendance and is discussed in the appraisal case. The Cyclone Idai in Manicaland has shown the fragility of education systems and the area will need support in the medium term that TEACH will

support; based on locally identified needs, and complementarity of support offered by other partners.

- 34 Partnership principles.** FCDO Zimbabwe undertook a refresh of the country-level assessment of the UK Partnership Principles in November 2018. This confirmed the FCDO policy that no UK aid should be managed by or be under the direct control of Government of Zimbabwe using its own financial systems and procedures.^{lix} The TEACH education programme is in line with this policy and does not propose to channel funds directly through the government, but will continue to provide school equity grants (SEGs) to schools through the existing mechanisms approved by Ministers.
- 35 Conflict and fragility.** Zimbabwe has seen several episodes of violence and instability as well as human rights violations in the last year. The fast-track land reform programme, implemented mainly between 2000 and 2002, saw violence used to evict commercial land-owners and the 2008 election was marred by violence, including the targeting of some people working in the social sectors. More recently, the period following the 2018 elections saw security service personnel kill civilians and carry out a range of human rights violations and violence in January 2019 related to fuel price increases, which led to the shutting off of the internet. Given the likelihood for a further deterioration in the economy, there is the potential for further unrest and instability. The FCDO Zimbabwe office will continue monitoring the different drivers of conflict and fragility and work with programme teams and implementing partners to ensure that our activities and policies are conflict sensitive. The programme will also aim to do no harm in relation to the causes of conflict and fragility.
- 36 Financing of education.** Zimbabwe has made progress in acknowledging the inequalities of delivery for the poorest (P3/S3 and satellite) schools and the need to keep schooling affordable for all families. The Government has discussed setting up a basic education fund to address these inequalities within the Zimbabwean Parliament, as part of the finalisation of the revised Education Act. Part of this process has included a school financing policy draft being developed with wide national consultation. The challenge is to determine how best the policy could be finalised and implemented, especially in the current difficult macro-economic crisis and is a priority for education sector dialogue with the TEACH programme.
- 37** The programme will generate evidence on its approach throughout its lifecycle: disseminating results to policymakers and community groups in order to provide a convincing rationale for sustainable and long-term investment. In addition, the TEACH programme will produce research on key educational issues, as well as support innovation through piloting of promising approaches. In order to be successful, the programme will collect and disseminate evidence on what works at the district and school level and share that in broader fora to ensure evidence is used in policy formation and strategy implementation.
- 38** To incentivise delivery of key performance indicators, a results-based financing approach is also being included in the programme. The final agreement of indicators will take place in the Inception Phase.
- 39** Central to the theory of change is that in order to achieve better learning outcomes in a sustainable manner, a coordinated and multi-faceted programme is required. In order to achieve its stated outcomes, the TEACH programme will work with all relevant stakeholders. Those are envisioned to be Ministries responsible for Education delivery, Trade Unions, The Zimbabwe School Examinations Council (ZIMSEC), civil society

organisations, Disabled Peoples Organisations (DPOs), other donors and multilateral partners, community members, teachers and learners.

Complementarity

- 40** UK government support, through FCDO, has been critically important to the gains made in education in Zimbabwe since the collapse of the last decade. A recent external evaluation of the Education Development Fund^{ix} stated that the programme had been influential in ensuring that schools (using SIGs^{ixi}) targeted the most fragile schools' and created a better environment for learners. Key outcomes have been that the EDF programme achieved efficient alignment with Government systems to support cost-effective delivery of SIGs to over 4,000 schools annually and benefitting over 2.5 million primary school pupils in 3,100 of the poorest primary schools and more than 900,000 secondary school pupils in the country; including 33 special schools that cater for children with a range of disabilities. Support to the Governments' new curriculum including improved monitoring, with annual visits to over 11,500 schools, procurement and distribution of 1.2m textbooks and the training of over 22,000 teachers on the syllabus. Support to Children with disabilities has become a large priority for the programme, and the community outreach activities to encourage parents to bring their children to school exceeded the target by more than threefold: reaching over 21,300 community members in both 2017 and 2018.
- 41** The TEACH programme is in line with FCDO's new education policy. TEACH will focus on improving teaching. Effective teachers as the single most important factor in getting all children learning. To be effective, teachers need training that is targeted and school based, with their performance regularly monitored. This has to be done in the context of reforming the education system to support learning more effectively, and needs to include teaching at the right level.
- 42** This programme is being designed to continue to support system strengthening in order to maintain the momentum and consolidate gains that have been made in recent years; preserving value of previous investments and ensuring the long-term sustainability of positive results. It will also invest in areas to ensure more inclusive learning outcomes across Zimbabwe. Building on evidence-based approaches, TEACH will improve teaching, back the Zimbabwean Government's system reforms to delivery results in the classroom and provide targeted support for the most marginalized children, specifically hard to reach girls, children with disabilities and children affected by the economic crisis and national disaster shocks.
- 43** The TEACH programme will complement and help maximise the impact of existing education programmes supported by the UK government in Zimbabwe. The complementarity between the two existing FCDO Zimbabwe Education programmes (EDF and ZGSE), as well as the broader centrally managed programme (GEC) and the support from the Global Partnership for Education (GPE), is set out in the table 2. The bold X indicates significant focus within the TEACH programme.

Table 2: Complementarity of FCDO funded Education Sector Support					
Outcome focus	EDF	GPE	ZGSE	GEC	TEACH
Improved equitable access to school for all (including marginalised girls, CWDs)	X	X	X	X	X
Improved access to Early Learning for all (including marginalised girls, CWDs)	X	X	X	X	X
Improved access for Out-of-School Children (NFE)	X	X		X	
Improved Teacher Effectiveness	X	X	X	X	X

System strengthening of key reforms	X	X			X
Improved data (Learning Assessments, EMIS, Research and Evaluation)	X	X	X	X	X
Improved School Leadership and Management	X	X		X	X
Improved Education System Accountability	X	X	X	X	X

- 44** The current EDF programme is due to end on 31st July 2019, although the EDF pooled fund will continue to December 2020.
- 45** Specifically, the GPE approved additional funding for Zimbabwe for a total value of \$23.9 million programme for Zimbabwe over 3 years, from 2018 to 2021. This is to boost learning outcomes in basic education through continuous professional development of teachers, improved teacher supervision and management as well as strengthened evidence-based policy and strategic planning. It also includes a results-based financing component. FCDO acts as the coordinating agent for the GPE. The objectives and interventions of both programmes have been aligned in order to maximise value for money and results, and to avoid duplication of activities.
- 46** There are two programmes FCDO supports specifically for marginalised girls. Those are the centrally managed programme of the Girls Education Challenge (GEC) and the Zimbabwe Secondary Girls Education Programme (ZGSE). Both focus on improving marginalised girls access to and completion of a full cycle of education through to the end of Secondary school. Specifically:
- GEC supports three grants^{lxii} to NGOs in Zimbabwe - each seeking to support a specific cohort of marginalised girls to complete a full cycle of education. FCDO is leading the policy dialogue and sharing lessons learned through these interventions with the Government to support key reforms in the sector and inform future programming.
 - The ZGSE programme provides funding to the most vulnerable girls in the poorest communities and a small proportion of marginalised boys, implemented by the Campaign for Female Education (CAMFED). ZGSE provides bursaries to these marginalised children to allow them to remain in school beyond primary level and through to the end of secondary school and has a strong alumni programme that is building its sustainability over time. Although the TEACH programme will enhance this work by improving the quality of teaching and the learning environment for these vulnerable girls, it cannot replace the direct support that allows these marginalised learners to stay in school.

Appendix H – Eligibility criteria for schools to use SEGs for achieve minimum Functionality

In light of Zimbabwe's current macro-economic climate and the reduced purchasing power of the School Equity Grants (SEG) at school level, the criteria for the utilization of funds provided through the School Equity Grants (SIG) have been revised for 2019. ⁵

The education sector is receiving funds for SEGs from both the large scale EDF and the GPE programmes, which are being implemented by the MoPSE through UNICEF.

The SEGs provide funding to financially constrained P3/S3 Government and satellite schools and special schools for children with special needs. The funds are used to cover non-personnel and non-capital resource demands in the school to enable schools to cover their most basic needs and provide minimum functionality. The basic needs are decided at school level and set out in the School Development Plans. The activities in the school Development Plan can be funded by various means. However, for any activity to be funded through the SIG, it must be an eligible item. Each year the eligible and ineligible items are reviewed by MOPSE and then agreed with UNICEF and the donors.

The 2019 set of eligible and ineligible items have been reviewed and changed to address the current financial situation in the country to ensure that the best value for money on the expenditure of the SIGs is made to benefit the most disadvantaged learners and schools.

To NOTE:

1. Some items can be deemed eligible for specific purposes. Those are spelt out in the eligible items list below. No other exceptions are allowed to be funded through the SIGs. Any deviation from the SDP must be approved in writing by the DSI and should be kept on file. All of these deviations must fall within the eligible criteria.
2. Any ineligible purchase or any transaction not supported by invoices and receipts will be treated as amounts owing by the accounting officer (school head) to the school and reimbursement of the funds will be required.

⁵ This also has taken into account where there is no guarantee that SIG funds are available at schools at the equivalent USD rate.

Revised Eligibility Criteria for 2019

COMPONENT	ELIGIBLE ITEMS	INELIGIBLE ITEMS
Teaching and Learning Materials (TLM)	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching guides and facilitation materials approved by MoPSE. <input type="checkbox"/> Science kits, laboratory supplies and tech-voc kits approved by MoPSE. <input type="checkbox"/> Small teaching and learning equipment, such as compasses, protractors, etc. <input type="checkbox"/> Blackboard chalk <input type="checkbox"/> Pens, pencils, markers and exercise books. <input type="checkbox"/> Readers and textbooks approved by MoPSE except Heritage studies and Religious studies which cannot be procured using Donor funds 	<ul style="list-style-type: none"> <input type="checkbox"/> All textbooks, exercise books and workbooks, teaching guides and facilitation materials, not approved by MoPSE. <input type="checkbox"/> Office equipment, including photocopiers and computers. <input type="checkbox"/> Purchase of laptops, server, printer, photocopier <input type="checkbox"/> All teaching and learning material and equipment for use outside the school.
Special needs provisions	<ul style="list-style-type: none"> <input type="checkbox"/> Adapted Teaching and Learning Materials and small equipment, such as hearing aids and glasses, to support the mainstreaming of special needs pupils in schools. <input type="checkbox"/> Software for teaching and learning (for special schools with special education resource units only) <input type="checkbox"/> Adapted toilets and hand washing units or basins to support the mainstreaming of special needs pupils in schools. <input type="checkbox"/> Utility bills (water & electricity) in Special Schools only, up to a maximum of 15%. 	<ul style="list-style-type: none"> <input type="checkbox"/> Special needs materials for children who are not enrolled at the school.
School running costs	<ul style="list-style-type: none"> <input type="checkbox"/> Transporting materials purchased for repairs or construction <input type="checkbox"/> Payment of utilities (telephone, water & electricity), excluding arrears <input type="checkbox"/> Travel and subsistence for legitimate school administrative purposes approved by the finance committee. <input type="checkbox"/> Office supplies, including stationery, pens, pencils, toner/ink, and other small items <input type="checkbox"/> bank charges 	<ul style="list-style-type: none"> <input type="checkbox"/> Sitting allowances for any meeting <input type="checkbox"/> Airtime allowances for any staff <input type="checkbox"/> Purchase of vehicles and vehicle running costs and maintenance. <input type="checkbox"/> Payment of BSPZ and other Association fees
Furniture & Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Purchase of school desks and chairs for use in the classroom by pupils and teachers. <input type="checkbox"/> Repair of school desks and chairs for use in the classroom by pupils and teachers. <input type="checkbox"/> Purchase of Chubb door, safe and screen door for safe room 	<ul style="list-style-type: none"> <input type="checkbox"/> Purchase and repair of all furniture for use outside the classroom or the school, including office furniture. <input type="checkbox"/> Office equipment, including photocopiers and computers. <input type="checkbox"/> Office furniture

COMPONENT	ELIGIBLE ITEMS	INELIGIBLE ITEMS
	<input type="checkbox"/> Adapted desks and other school furniture to support the mainstreaming of special needs pupils in schools.	
Water and sanitation	<input type="checkbox"/> Toilets and toilet blocks, hygiene equipment such as wash basins and other hand washing structures (including mass handwashing stands) <input type="checkbox"/> Water purification tablets and water guard. <input type="checkbox"/> waste disposal facility and the purchase of sanitary pads	<input type="checkbox"/> Construction and rehabilitation of water and sanitation infrastructure for <u>which funds have not been approved.</u> <input type="checkbox"/> Drilling of a borehole <input type="checkbox"/> Construction and rehabilitation of water and sanitation infrastructure in schools and buildings that are not owned by the school authority.
Infrastructure construction and rehabilitation	<input type="checkbox"/> Minor repair of broken items and areas of school infrastructure, including windows, doors, ceilings, classroom fittings <input type="checkbox"/> Ramps, paths, rails and other structures to support the mainstreaming of special needs pupils in schools.	<input type="checkbox"/> Construction & rehab of school buildings <input type="checkbox"/> Teacher housing, hostels, dormitories and boarding houses <input type="checkbox"/> Construction and rehabilitation of buildings that are not owned by the school authority. <input type="checkbox"/> Accessories and building furnishing such as floor tiles, curtains blinds etc <input type="checkbox"/> No construction of <u>Temporary structures.</u> <input type="checkbox"/> No payment for labour or technical support for construction
Personnel: salaries and allowances	<input type="checkbox"/> allowance for ECD paraprofessionals, upon approval of the DSI.	<input type="checkbox"/> All types of personnel salaries and benefits, including salary supplements, allowances and 'teacher incentives' with the exception of ECD paraprofessionals <input type="checkbox"/> Construction workers or any other staff hired to provide support to the school
Income generating activities to support school	<input type="checkbox"/> Inputs for viable income generating activities such as seeds, plants, fertilizer, animal husbandry (chickens, piglets, rabbits etc), apiaries (bee-keeping), feeds and small irrigation equipment (water tanks, gardening tools, drip kits) <input type="checkbox"/> Inputs to support Home Grown Sustainable School Feeding (HGSSF) <input type="checkbox"/> Costs of tools for growing food for school garden when it is used for the HGSSF programme	<input type="checkbox"/> Labour costs and other technical fees <input type="checkbox"/> Costs of rental/lease of land for growing food

Appendix I – Draft TEACH logframe (to be updated and finalised in Inception Phase)

TEACH Programme in Zimbabwe									
IMPACT	Impact Indicator 1		Baseline (2018)	Jul-20	Jul-21	Jul-22	Jul-23	Target Jul 2024	Assumptions
Sustained learning outcomes: leaving no one behind	Pass rates for Grade 7 (by sex)(VFM: effectiveness indicator)	Planned	T: 52.8 (m:49.8/ f:55.8)	T: 52.8 (m:50/ f:55)	T: 52.8 (m:50/ f:55)	T: 52.8 (m:50/ f:55)	T: 52.8 (m:50/ f:55)	T: 52.8 (m:50/ f:55)	Sustaining the pass rate will be a stretch and a challenge because of current political and economic situation
		Achieved							
			Source: EMIS						
	Impact Indicator 2		Baseline (2017)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	Pass rates for Form 4 (lower Secondary) (VFM: effectiveness indicator)	Planned	T: 28.7 (m:30.6/ f:26.8)	T: 28.7 (m:30.6/ f:26.8)	T: 28.7 (m:30.6/ f:26.8)	T: 28.7 (m:30.6/ f:26.8)	T: 28.7 (m:30.6/ f:26.8)	T: 28.7 (m:30.6/ f:26.8)	Sustaining the pass rate will be a stretch and a challenge because of current political and economic situation
		Achieved							
			Source: EMIS						
	Impact Indicator 3		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	Gender Parity Index for Secondary (Form 5-6) gross enrolment (VFM: Equity indicator)	Planned	0.88	0.88	0.89	0.9	0.92	0.92	Increasing GPI at secondary (form 5 and 6). It will be a stretch to move it significantly.
		Achieved							
			Source: MoPSE EMIS						
OUTCOME	Outcome Indicator 1		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	Assumptions
Strengthened and more sustainable national education system that is improving the quality of teaching and equitable access for all	at least 75% retention rate up to grade 7 in P3 and primary satellite supported schools	Planned	2,021/4,328 schools (46.7%)	2,050	2,100	2,135	2,150	2,164 (50%)	
		Achieved							
			Source: MoPSE EMIS						
	Outcome Indicator 2		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	number of marginalised children provided access to P3 rural and satellite school (annually) VFM: Equity indicator)	Planned	TBC	680,000	680,000	680,000	680,000	680,000	
		Achieved							
			Source: MoPSE EMIS						
	Outcome Indicator 3		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	Drop out rate for Form 4 (by sex)	Planned	3.40%	3.4%	3.4%	3.4%	3.4%	3.4%	

		Achieved							
			Source: MoPSE EMIS						
	Outcome Indicator 3		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	Increased enrolment of Children with Disabilities including those in ECD(VFM: Equity indicator)	Planned	61,946	65,000	68,000	71,000	75,000	75,000	
		Achieved							
			Source: MoPSE EMIS						
	Outcome indicator 4		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	% of children achieving at or above grade appropriate level of maths after completing grade 2 (VFM: effectiveness indicator)	Planned	T: 53.1% (m:53.7/ f:52.6)	54%	55%	56%	57%	58%	
		Achieved							
			Source: ZimSEC, Zimbabwe Early Learning Assessment (ZELA)						
	Outcome indicator 5		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	% of children achieving at or above grade appropriate level of English after completing grade 2 (VFM: effectiveness indicator)	Planned	T: 76.4% (m:73.9/ f:78.4)	77%	78%	79%	80%	81%	
		Achieved							
			Source: ZimSEC, Zimbabwe Early Learning Assessment (ZELA)						
	Outcome indicator 6		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	# of selected Government primary schools delivering positive discipline	Planned	0	100	500	1,000	1,000	1,000	
		Achieved							
			Source: Reports from MOPSE						
OUTPUT 1: Equitable Access	Output Indicator 1.1		Baseline (2015)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	Assumption
equitable access to schools for marginalised girls and boys including CWDs	% of schools that receive SEGs by end of first term each year (RBF)h	Planned	0	80	90	99	99	99	
		Achieved							
			Source: MOPSE reports and UNICEF reporting						
	Output Indicator 1.2		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target Aug 2024	
	number of MOPSE (all levels), school, and community personnel	Planned	32,926	35,000	38,,000	40,000	42,000	45,000	
		Achieved							

	reached with better understanding and support from inclusive access to quality education of CWDs (Annual data)		Source: Reports from MOPSE/ UNICEF reporting						
	Output Indicator 1.3								
	Enrolment in ECD SEG supported schools increased	Planned	55.74%	2%	2%	2%	2%	2%	
		Achieved							
IMPACT WEIGHTING (%)	35								RISK RATING Major
OUTPUT 2: Quality Learning	Output Indicator 2.1		Baseline (2019)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	Assumptions
Teacher capacity improved	% (of relevant population to be determined) receiving administrative training in assessment and inspection reforms	Planned	0					90%	
		Achieved							
		Source: TPD SP							
	Output Indicator 2.2		Baseline (2019)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
	% of teachers trained related to positive discipline	Planned	0	tbc	tbc	tbc	tbc	50%	
		Achieved							
	Source: TPD SP								
	Output Indicator 2.3		Baseline (2019)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
	% of teachers trained related to competence based curriculum	Planned	0	tbc	tbc	tbc	tbc	75%	
		Achieved							
	Source: TPD SP								
	Output Indicator 2.4		Baseline (2019)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
	% of infant school teachers trained related to CWDs	Planned	0	tbc	tbc	tbc	tbc	50%	
		Achieved							
	Source: TPD SP								
Output Indicator 2.5 ¹⁰		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024		
Number of school inspections conducted using revised inspection methodology (Each year)* • Through provision of fuel (UNICEF)	Planned	0	revised inspection methodology finalised	5,000	5,000	5,000	5,000		
	Achieved								

		Source: MOPSE in ESPR report/ UNICEF reporting							
	Output Indicator 2.6		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
	Frequency and timeliness of National Early Learning Assessment (RBF)	Planned	ZELA conducted in May 2018 and final report released in June 2019	ZELA conducted in Jan 2020 and final report released in December 2020	ZELA conducted in Jan 2021 and final report released in September 2021	ZELA conducted in Jan 2022 and final report released in September 2022	ZELA conducted in Jan 2023 and final report released in September 2023	ZELA conducted in Jan 2024 and final report released in September 2024	
		Achieved							
		Source: ZimSEC, Zimbabwe Early Learning Assessment (ZELA) Report							
	Output Indicator 2.7		Baseline (2019)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
	% of schools receiving learning materials for positive discipline	Planned	0	0	100%	n/a	n/a	100%	
		Achieved							
IMPACT WEIGHTING (%)	40	Source: EMIS							RISK RATING Moderate
OUTPUT 3: Systems Strengthening	Output Indicator 3.1		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	Assumptions
	national EMIS report for previous year published and distributed	Planned	2017 report published in Oct 2018 and available in soft copy on website in Dec 2018	2019 EMIS report published and available on website by March 2020	2020 EMIS report published and available on Website by Feb 2021	2021 EMIS report published and available on website by Jan 2022	2022 EMIS report published and available on website by Dec 2022	2023 EMIS report published and available on website by Dec 2023	
		Achieved							
		Source: MoPSE							
	Output Indicator 3.2		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
Education System strengthened	Annual Education Sector Performance Report (ESPR) produced and shared with all stakeholders	Planned	ESPR report finalised in January 2019	ESPR report finalised and shared at least 1 month in advance of the JSR	ESPR report finalised and shared at least 1 month in advance of the JSR	ESPR report finalised and shared at least 1 month in advance of the JSR	ESPR report finalised and shared at least 1 month in advance of the JSR	ESPR report finalised and shared at least 1 month in advance of the JSR	

		Achieved							
		Source: MoPSE and EDF Records							
	Output 3.3 MoPSE staff trained in data analysis, planning and monitoring (ADDED)	Planned	0	100	100	100	100	50	
		Achieved							
		Source: MoPSE and EDF Records							
	Output Indicator 3.4		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
	number of national policies on education finalised with costed implementation plans (School Health, inclusive education, ICT, ECD, School financing) (cumulative) (RBF)	Planned	0	1	2	3	4	5	
		Achieved							
	Source: MoPSE and EDF Records								
	Output Indicator 3.4		Baseline (2018)	Aug-20	Aug-21	Aug-22	Aug-23	Target 2024	
% of prioritised recommendations of MOPSE organisational review implemented	Planned	0	tbc	tbc	tbc	tbc	100		
	Achieved								
Colour Key	Contribution by all components								
	Equitable Access component								
	TPD component								
	Education Innovation Component								

Appendix J: Bi-annual Progress Report template for TEACH Programme

Programme Title:
Component Title:
Component Amount:
Expenditure to Date:
Reporting Period:
Component Objectives:
Team Focal Person:
<p>1. Executive Summary and Overview of the period <i>(Summary of Achievements (this applies to the reporting period) 1-page max, including 1-2 paras, of a high-level summary of what the component aims to achieve.</i></p> <p>2. National Context <i>(Social, macroeconomic and political aspects particularly affecting the component) 1-page max.</i></p> <p>3. Progress against agreed Objectives <i>(Choose what is applicable to your component and provide an update on progress on Log Frame-Outcomes, and on each output; Milestones; Deliverables; Terms of Reference; Specifications. Explain any major changes to the log frame or deliverables etc. in the reporting period) 4 - 5 pages max (Include a brief explanation of the good or otherwise performance; how the component can be adapted to perform better).</i></p> <p>4. Financial summary <i>(Keep this high level-how much was disbursed. Percentage spend) 1 page.</i></p> <p>5. Risk Management <i>(Updates on risks in the reporting period. What are the new emerging risks within the reporting period?) 1 page</i></p> <p>6. Fraud¹ <i>(Indicate if there has been any fraud or safeguarding incidents in the reporting period and the steps taken) 1 page</i></p> <p>7. Value for Money¹ <i>(Assess VfM using the 4Es-Efficiency, Economy, Effectiveness and Equity. Report on any savings or VfM example in the reporting period. Indicate key cost drivers.) Ideally at the beginning of the agreement. 1-2 pages</i></p> <p>8. Challenges faced during the reporting period <i>1 page</i></p>

9. Lessons Learnt and how they have been applied during the reporting period *Lessons learnt on the current period and application with measures adopted from lessons learnt in the previous six months - 1-2 pages*

10. Major activities for the next reporting period *(Summary of additional actions, if different from the annual workplans) 1-2 pages*

11. Partnerships (supporting the govt, working with others in the sector) *(shows complementarity with other components of TEACH and with other partners/donors, as well as how other programmes in Zimbabwe (CMPs, multilaterals) have synergies and are avoiding duplication) 1-2 pages*

Delivery Chain *(How well are formal partnerships/ contracts working. Has your delivery chain changed over the period? Have the downstream partners been changed, illustrating the fund flows to them (incl \$), are there any risks identified during the reporting period for any of the partners accompanied by a summary of the mitigation measures put in place to address the risk 1 page*

12. Communications: Visibility and branding *(updates since the last progress report and a forward look on what is planned over the next period) 1 page*

13. Technical assistance/ consultancies *(updates including any commercial/procurement management: who is in country and when for assignments) – 1-2 pages*

14. Research: studies & evaluations *(updates on drafts and timelines for responses and finalisation for any research/ evaluation underway over the next period and for those that are completed, describe the plan for dissemination/share/policy dialogue) ½ - 1page*

Annex A: Financial Utilisation Report

Annex B: The Human-Interest Stories from the period

Annex C: The Risk Register updated

Annex D: Delivery plan updated

Annex E: VfM dashboard/indicators updated

Annex F: Annual Review Recommendation updated

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- ⁱ Poverty, Income, Consumption and Expenditure Survey (PICES) survey report, 2017. Zimstat.
- ⁱⁱ Get Children learning, DFID Education Policy, Feb 2018
- ⁱⁱⁱ The level of ambition for the impact measure of TEACH is to sustain the 2018 levels of pass rates for grades 7 and form 4. This is a stretching indicator as it is expected that pass rates will drop for the first 2 years of the programme, as teachers will be demotivated and schools may not be functioning at top capacity. The inputs of the programme will then support improved learning to bring the levels of pass rates back up to the 2018 levels of 52.8% at grade 7 and 28.7% at form 4.
- ^{iv} Cluster based approach uses the existing MOPSE model that links 8-10 schools in a local area/district to be centres where peer learning/updating and teaching practices can be supported.
- ^v Evans & Pupova (2018) https://www.riseprogramme.org/sites/www.riseprogramme.org/files/inline-files/Evans%20Inside%20In-Service%20Teacher%20Training%20-%20CLEAN%20-%20v2016-06-22_0.pdf
- ^{vi} Support has been provided currently from DFID directly to respond to ad hoc and timely requests in the reform of the assessment system, which DFID was able to support quickly and responsively to enable the reform schedule to be slowed down and based "doing it right, not doing it fast"
- ^{vii} Gove, Amber, and Peter Cvelich. "Early reading: Igniting education for all. A report by the early grade learning community of practice." *RTI International*(2011). And Bramwell, Daniela, Stephen Anderson, and Karen Mundy. "Teachers and teacher development: A rapid review of the literature." (2014).
- ^{viii} Dutcher, Nadine, and G. Richard Tucker. *The use of first and second languages in education-a review of international experience*. The World Bank, 1996. And Pinnock, 2009.
- ^{ix} Jal Mehta, Robert Schwartz, and Frederick Hess, editors, *The Futures of School Reform*, Harvard Education Press, 2012.
- ^x Branch, G., Hanushek, E. and Rivkin, S. (2013). School Leaders Matter: Measuring the Impact of Effective Principals. *Education Next*, 13(1), 62-69. Also available from: http://hanushek.stanford.edu/sites/default/files/publications/Branch%2BHanushhek%2BRivkin%202013%20EdNext%2013%281%29_0.pdf
- ^{xi} Westbrook, Jo. "Pedagogy, curriculum, teaching practices and teacher education in developing countries. Final report. Education rigorous literature review." (2013)
- ^{xiii} See DFID [REDnote on violence in schools](#) (2019) for the latest evidence.
- ^{xiv} Unterhalter et al (2014) Interventions to enhance girls' education and gender equality: Education Rigorous Review. Department for International Development, London, UK. And Sperling, G. B. and Winthrop, R (2015) What Works in Girls' Education: Evidence for the World's Best Investment. Brookings Institution Press, Washington DC, USA
- ^{xv} Metsäpelto, R. L., & Pulkkinen, L. (2012). Socioemotional behaviour and school achievement in relation to extracurricular activity participation in middle childhood. *Scandinavian Journal of Educational Research*, 56(2), 167–182.
- ^{xvi} U.S. Department of Justice. 2009. Children's exposure to violence: A comprehensive national survey, *Juvenile Justice Bulletin: National Survey of Children's Exposure to Violence*.
- ^{xvii} Bruns, B., Luque, J., 'How to raise student learning in latin America and the Caribbean'. Washington: World Bank (2014).
- ^{xviii} Westbrook et al. (2013) provides a helpful summary of the teaching practices that are most effective for promoting learning. Good teaching practices include: (1) a balance of whole-class, group and pair work; (2) learning materials beyond the textbook; (3) open and closed questioning, expanding responses, encouraging student questioning, (4) demonstration and explanation, drawing on sound pedagogical content knowledge; (5) using local languages and code switching; and (6) varying lesson sequences.
- ^{xix} Coe, Rob, et al. "What makes great teaching? Review of the underpinning research." (2014).
- ^{xx} Beggs, Christine. "Early Grade Reading and Teacher Training in the LAC Region: Influencing Factors, Lessons and Approaches". USAID (2011)
- ^{xxi} Evans, David K., and Anna Popova. "What really works to improve learning in developing countries? An analysis of divergent findings in systematic reviews." *The World Bank Research Observer* 31.2 (2016): 242-270.
- ^{xxii} Westbrook, Jo. "Pedagogy, curriculum, teaching practices and teacher education in developing countries. Final report. Education rigorous literature review." (2013).
- ^{xxiii} Parkes, J., J. Heslop, F. Johnson Ross, R. Westerveld, and E. Unterhalter. 2016. A Rigorous Review of Global Research Evidence on Policy and Practice on School-Related Gender-Based Violence." *UNICEF*. New York. [Full Report](#). And 2017. *School Violence and Bullying: Global Status Report*. Paris: UNESCO. [Full Report](#)
- ^{xxiv} Murnane, Richard J., and Alejandro J. Ganimian. *Improving educational outcomes in developing countries: Lessons from rigorous evaluations*. Cambridge, MA: National Bureau of Economic Research, 2014.
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- ^{xxvii} Edge, K., Dapper, E., Stone-Jonson, C., Frayman, K., Terwindt, R., Townsend, J., & Jeevan, S. (2017). *Securing the 21st Century Teacher Workforce: Global perspectives on teacher motivation and retention*, WISE Research Series. <https://www.wise-qatar.org/2017-wise->

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Global Monitoring Report Policy Paper 17

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^{lx} A pooled donor fund to which DFID has contributed since 2009

^{lxi} More evidence on SIGs is set out in paragraphs 50-55

^{lxii} GPE grants are: CAMFED (2018-2021), World Vision IGATE project (add years), and Plan International