



Foreign, Commonwealth & Development Office

CALL DOWN CONTRACT

Framework Agreement with: Alinea International Ltd

Framework Agreement for: Global Evaluation Monitoring Framework Agreement (GEMFA)

Lot 4 - Monitoring, Evaluation and Learning,
Low Value Lot

Framework Agreement ECM Number: ecm_4720

Call Down Contract For: Research on Improving Systems of Education Programme (RISE) Independent Evaluation.

Contract ECM Number: ecm_6569

I refer to the following:

1. The above-mentioned Framework Agreement dated 01 February 2023;
2. Your proposal of 13th March 2024

and I confirm that FCDO requires you to provide the Services (Annex A, Terms of Reference), 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 31st May 2024 ("the Start Date") and the Services shall be completed by 31st March 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 the Foreign Commonwealth Development Office (the "Recipient").

3. Financial Limit

- 3.1 Payments under this Call Down Contract shall not, exceed £191,686 (inclusive of other Government Taxes and excluding UK VAT) ("the Financial Limit").



Foreign, Commonwealth & Development Office

4. FCDO Officials

4.1 The Project Officer is:

[REDACTED]

4.2 The Contract Officer is:

[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:

Name	Role	Organisation
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

6. Reports

6.1 The Supplier shall submit project reports in accordance with the Terms of Reference at Annex A

7. Insurance

- | | | |
|-----|--|---------------|
| 7.1 | Employers Liability Insurance | £5m confirmed |
| 7.2 | Professional Indemnity Insurance | £5m confirmed |
| 7.3 | Third Party and Public Liability Insurance | £5m confirmed |

8. Call Down Contract Signature

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.

No payment will be made to the Supplier under this Call Down Contract until a copy of

March 2024



Foreign, Commonwealth & Development Office

the Call Down Contract, signed on behalf of the Supplier, returned to the FCDO
Contract Officer.

Signed by an authorised signatory
for and on behalf of
Secretary of State for Foreign, Commonwealth
and Development Affairs

Name:

[REDACTED]

Position:

[REDACTED]

Signature:

Date:

31 May 2024

Signed by an authorised signatory
for and on behalf of **Alinea International Ltd**

Name:

[REDACTED]

Position:

[REDACTED]

Signature:

Date:

31 May 2024

Annex A - Terms of Reference

Research on Improving Systems of Education (RISE) Independent Evaluation

May 2024 – March 2025

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Terms of Reference for an Evaluation of the Research on Improving Systems of Education (RISE) programme

January 2024

Introduction

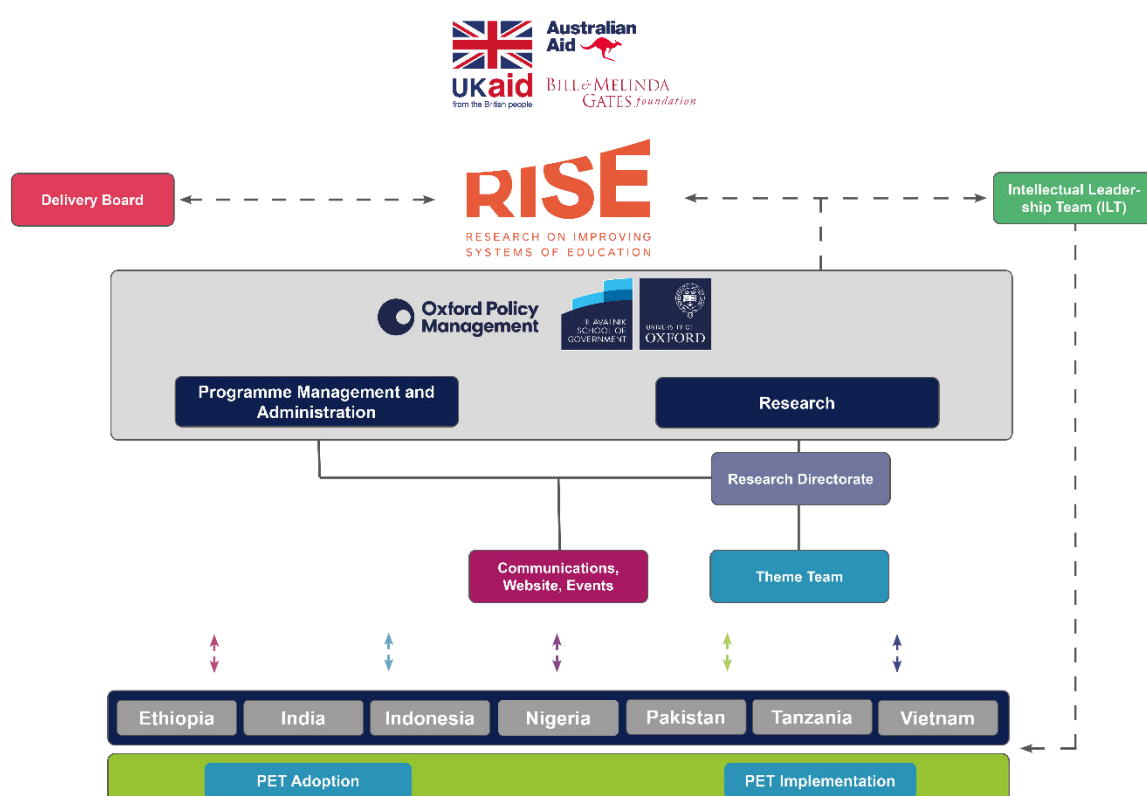
1. FCDO is seeking an Evaluation Supplier to conduct an evaluation of the Research on Improving Systems of Education (RISE) programme (the main supplier contract for which closed in March 2023) between May 2024 and March 2025. The evaluation will be commissioned through FCDO's Global Evaluation & Monitoring Framework Agreement (GEMFA). RISE is FCDO's flagship education research programme, and learning from RISE has the potential for broad impact on similar education and systems research programmes in future.
2. To support the information set out in this Terms of Reference, a list of publicly available relevant documentation has been included in Annex 1. Throughout the text, acronyms have been written out in full in the first time of use, and a list of acronyms has been included at Annex 2.

Outline of the RISE programme

3. RISE aimed to understand how education systems can unlock quality learning outcomes for all, including those facing disadvantages. It goes beyond research on individual education interventions and instead focuses on the set of changes that is required to transform the way the education system works to deliver learning (or not).
4. RISE was an eight-year programme (2014-23) funded through a collaboration between FCDO (£36m), the Department of Foreign Affairs and Trade (DFAT) in Australia (Australian \$9.85m) and the Bill and Melinda Gates Foundation (BMGF, £1.2m). The programme was managed day-to-day by the RISE Directorate, originally a partnership between Oxford Policy Management (OPM), the Center for Global Development (CGD) and the Blavatnik School of Government (BSG) and latterly a partnership between OPM and BSG. The Directorate received intellectual input and steers on research direction from the Delivery Board (made up of experts from a variety of fields) and the Intellectual Leadership Team (ILT), led by Lant Pritchett as Research Director. The ILT wrote and published working papers and acted as the overseeing 'quality promotion' body for research conducted by Country Research Teams (CRTs).
5. There were seven CRTs based in Ethiopia, Tanzania, Nigeria, India, Pakistan, Vietnam and Indonesia. Each team ran a large-scale research programme, approximately £4m per country, designed to look in-depth at a systems reform issue in the country. Each RISE CRT was responsible for stakeholder engagement, and had discretion over the appropriate types, frequencies and phases of engagement with a focus on building strong relationships with government, FCDO country offices and the local education group (LEG).
6. In 2017, FCDO and RISE introduced a Political Economy Team (PET) workstream into the programme. The PET was designed to support the CRTs in conducting political economy analysis, and to focus minds on this critical aspect of systems reform. The PET had two streams: PET Adoption (PET-A) which looked at the political economy around policy decisions, and PET Implementation (PET-I) which looked at how these policy decisions are implemented at a school and community level. The PET work was coordinated by the Research Directorate.
7. In 2018, FCDO and RISE signed a cost extension to bring additional resource to the programme for synthesis, outreach and research uptake. The cost extension increased

FCDO's contribution to the programme to £36m. As part of this work, the RISE Research Directorate hired a 'Theme Team' to undertake thematic synthesis across five areas (teaching, roles and responsibilities, equity, innovation and private schools). The programme also used this additional funding to engage with other research and practitioner organisations and to spread RISE messaging and coordinate global research efforts on education system reform. RISE also worked to refine, pilot and develop its country diagnostic, which aimed to enable policy makers to identify key issues in their existing systems. Finally, the cost extension enabled RISE to develop several online training and educational resources to help spread RISE messages and insights. A diagram of programme is presented in *Figure 1*.

Figure 1: Diagram of the RISE programme structure



8. The [RISE programme website](#) is a rich resource for understanding programme outputs, conceptual framework and influencing activities, including the work of the seven CRTs, the programme's articulation of the learning crisis, the RISE understanding of systems thinking in education, and RISE evidence-based recommendations for actors at different levels to address the learning crisis. On the 28 February 2023, RISE held a [webinar](#) highlighting key papers and research findings from eight years of research and how these findings have contributed towards policies and practice to improve quality education.
9. RISE was originally designed as a programme to promote equity in education, with a specific focus on improving learning for girls. However, after the programme was procured, the focus on the most marginalised was altered to instead look at raising learning for *all* children. Over

the final few years, FCDO and RISE have worked hard to sharpen the focus on equity within the programme given FCDO's renewed political commitment to girls' education¹.

10. The RISE Theory of Change is presented in Figure 2 and was last updated in 2018. The revised theory of change identified five key outputs: (a) high quality research outputs, (b) high quality synthesis products, (c) high quality tools and methods, (d) key stakeholders engaging with RISE, and (e) RISE programme being run efficiently. The outcome statements for the RISE programme's Theory of Change (ToC) are organised around its three core audiences:

- **Influential global actors** including the World Bank, Global Partnership for Education (GPE, more information [here](#)) and UN Agencies including UNICEF and UNESCO. RISE aims to catalyse a paradigm shift in thinking amongst these actors, promoting and engaging them with evidence-based thinking on systems reform. A significant assumption underpinning the RISE programme is that influencing global actors will prompt a 'trickle down' effect, leading to policy change at a global, national and frontline level.
- **National policy makers**, predominantly Ministries of Education and Finance (both at a national and regional level), but also local influential donors and NGOs. Ultimately, RISE aims to have impact at this national level to influence education policy and programming to promote learning for all children. We assume that RISE will have more of a direct impact across the seven 'RISE-countries' (Tanzania, Ethiopia, Nigeria, India, Pakistan, Vietnam and Indonesia) as researchers are physically conducting research in these countries and engaging in research outreach to relevant local stakeholders. However, we would hope that the programme's impact is not confined to RISE countries, and that the learning from research on education reforms can influence and inform national policy makers more broadly. The 'associate RISE membership' initiative, and the development of a RISE diagnostic (which can be used across a greater number of countries) are both mechanisms through which RISE can engage with a larger number of national policy makers.
- **The academic and research community**, predominantly universities, to include both early career and established researchers in education and international development. RISE aims to build and engage a broader community of practice around RISE concepts and findings of its systems research. Over 100 researchers worked on the RISE programme, so the goal has been to move beyond these people, to have impact on the type of work undertaken by the broader academic and research community. Ideally, this impact would take place globally, including with respect to the work of Southern Institutions.

These outcomes are then expected to contribute to a higher order outcome of "*changes in policy and reform*", which will then have the impact of "*accelerated progress in improving learning for all children in the developing world*".

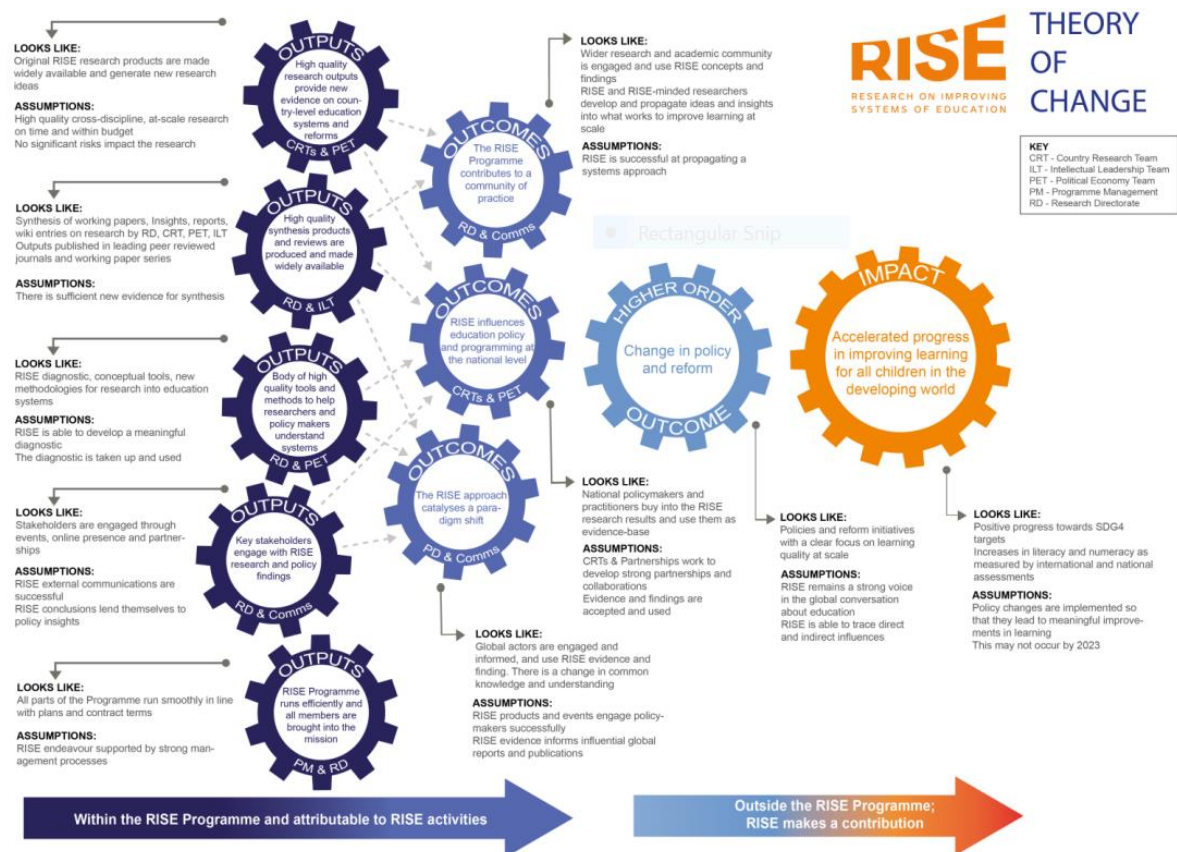
A number of key assumptions were also identified (see Annex 6), including that:

- Country Research Teams work to develop strong partnerships and collaborations
- RISE products and events engage policy makers successfully
- RISE is successful at propagating a systems approach
- Evidence and findings are accepted and used
- RISE remains a strong voice in the global conversation about education

¹ [This working paper](#) summarises the RISE core message on equity.

- Policy changes are implemented so that they lead to meaningful improvements in learning.

Figure 2 Theory of Change



Evidence

- RISE was designed to respond to a gap in the evidence base on education systems reform. Strong evidence from different contexts suggests that more resources alone do not drive better learning outcomes, we also need to understand how these resources should be used². Many academics, such as Woessman³, concluded that international differences in student performance are due to institutional factors, such as centralised assessment, rather than differences in the level of resources in the system. Education research had traditionally tended to focus on inputs, and there is a significant evidence gap around education systems. RISE is the first large-scale education research programme to look at system reform, through studying national and regional reform programmes in a variety of countries. While RISE has added significantly to the evidence base, through ILT and country research working papers, there is still a long way to go in understanding 'what works' in designing and implementing education system reform. The conceptual framework underpinning RISE research is Lant Pritchett's 5x4 grid which has been included in [Annex 5](#).

² Bruns, B. Filmer, B. Patrinos, H. (2011) *Making Schools Work: New Evidence on Accountability Reforms*, World Bank, US

³ Woessman, L. (2003) Schooling Resources, Educational Institutions and Student Performance: the International Evidence *Oxford Bulletin of Economics and Statistics* 65(2): 117-7

Purpose of the evaluation

12. The primary purpose of this evaluation is to identify and document lessons learned and impact case studies from the RISE programme and to provide useful evidence and learning to inform other education research programmes. A secondary purpose is to augment accountability - through identifying and substantiating further outcomes and impacts - in respect of a large FCDO research investment.
13. The formal recipient for the evaluation will be FCDO. The key audiences are FCDO's Education, Gender and Inclusion Research Team (EGIR), the Girls' Education Department and relevant FCDO country offices, and other donors to the RISE programme. Additional audiences include other teams in the Research and Evidence Directorate (RED) who may be commissioning large scale systems research and other funders who may consider investing in similar research programmes. There are other potential audiences, such as the wider research community, development consultancies and NGOs, who could learn from lessons arising from an impact assessment of RISE and testing its underlying assumptions.
14. DFAT and BMGF have been supportive of an evaluation of the RISE programme. All evaluation findings and reports will be shared with DFAT and BMGF.
15. We would expect learning from this evaluation to link directly to and impact other research programmes, including those commissioned by FCDO's soon to be launched Research Commissioning Centre. A number of FCDO's Education Research programmes have been based on the RISE model, including The What Works Hub for Global Education and the Education Technology programme (The Ed Tech Hub):
 - **FCDO's What Works Hub for Global Education** research programme (WWHGE) is a global research hub with the World Bank, USAID, UNICEF and Gates Foundation to improve how evidence is used at all levels of government and all stages of the delivery cycle to inform and implement education policies that improve learning for all.
 - **FCDO's Education Technology** research programme (The EdTech Hub) is a global evidence hub to provide decision makers with cost effective solutions to spread and scale education technology interventions to deliver learning outcomes for all children.
 - **FCDO's Education Research in Conflict and Protracted Crises** research programme (ERICC) aims to expand and strengthen the evidence base for education in crisis-affected contexts, building a global hub for research to spark bold reform of education policies and practices in conflicts and protracted crises.
 - **FCDO's Unlocking Children's Potential to THRIVE** is a research programme aimed at taking promising early childhood development interventions to scale in LMICs.
 - **Effective States and Inclusive Development** (ESID) aims to create a robust, relevant and accessible body of evidence that will help improve local, national and international efforts in developing countries to secure more effective states and state-society relations. Further information is available on [the ESID website](#).
 - **Economic Development and Institutions (EDI)** aims to produce a body of research evidence and analysis indicating practical ways of changing institutions so as to increase economic growth in poor countries. Further information is available on [the EDI website](#).
16. There is also potential to link with other non-FCDO research programmes, such as USAID's Monitoring, Evaluation, Research and Learning Innovation (MERLIN) and Strategic Program for Analyzing Complexity and Evaluating Systems (SPACES) programmes. We would like the evaluators to explore the scope for linkages through context mapping during the evaluation's inception phase.

17. A suggested timeline is presented in *Figure 3*.

Figure 3 Timeline

Activity	
June 2024– End of July 2024	Inception Phase
End Dec 2024	Draft Full Evaluation Report due
End Feb 2025	Finalisation of report following FCDO and independent review and comment and supplier revisions

Scope and Objectives

18. The evaluation will cover a range of RISE programme activities, not just the aspects of the programme supported through FCDO financing. FCDO provides the majority of funding to RISE (approximately 90%) but works collaboratively with the other donors on the programme as a whole.
19. The objectives for this evaluation are as follows:
- To evaluate progress towards the overarching outcome and impact goals of the programme, for RISE centrally and in 3 countries which have had substantial FCDO education programming over the period of RISE: Ethiopia, Tanzania and Pakistan. This should also include considerations around the sustainability of any potential RISE impact.
 - To verify and expand upon recorded impact stories for RISE centrally and in the 3 specified countries.
 - To analyse the extent to which the existing networks of the RISE programme researchers and leadership contributed to the impact achieved.
 - To document and assess the programme's ability to influence its key audience groups, national policy makers, global actors, and the research community. Identifying any activities, relationships, individuals or aspects of the programme that were particularly effective in terms of influence. This should include gathering of evidence and feedback from FCDO education advisers.
 - To provide beneficiary analysis based on reported impact examples including robust estimations of RISE beneficiary reach using a methodology developed by FCDO's Research and Evidence Directorate
 - To identify transferable lessons learned and key principles of a global systems research programme, which might be relevant to other programmes, particularly those in the area of education research. This would involve examining key areas of the RISE model being used in other education research programmes including cost, complexity, partnerships, integration of a gender perspective and success/failure in promoting diversification and localisation of research production and use.

We view the programme evaluation as being particularly important given the scale, reputation and perceived impact of the RISE programme, both in terms of ensuring independent scrutiny and accountability, as well as the potential for us to utilise lessons in setting up and managing other research programme consortiums.

20. We would expect this evaluation to conduct analysis in the specified RISE countries to see to what extent the programme has had an impact on the thinking and decision making of national policymakers. Bidders should set out their approach to in-country work in their proposal, including how they will manage logistics including policies and practices on duty of care and safeguarding.

21. RED has developed a methodology for counting beneficiaries of FCDO research and evidence programmes. This evaluation will apply this approach to provide partial estimates for RISE. Individuals are counted where they: (i) interact with, or are recipients of, the outputs and outcomes of RED programmes; (ii) are expected (under reasonable assumptions) to have benefitted from this interaction and where the RED programme(s) can reasonably be viewed as the cause of this benefit (or at least as a necessary condition of the benefit). Beneficiary counts are scaled according to the proportion of FCDO's funding share in cases where FCDO programming was not the sole research and evidence investor.

Evaluation Framework and Questions

22. FCDO proposes that the evaluation be structured into four components. These are presented in the table below. Bidders will recognise that this draw both on RISE's Theory of Change and the OECD-DAC evaluation criteria and may wish to comment or suggest further linkages.
23. Bidders should present proposals for developing a full evaluation framework, including data sources, methodologies and so forth, based on these evaluation components and questions. The selected evaluation team shall work with FCDO during the Inception Phase to finalise these questions and other elements of their proposed design.

EVALUATION COMPONENTS and DRAFT QUESTIONS	
Networks and Engagement	
	<ul style="list-style-type: none"> • What are key features of RISE's network, both internationally and in each of the 3 specified RISE countries? How broad and deep is this network? • How successful has the RISE programme been in reaching and engaging relevant stakeholders who can affect change at an international & national policy level (especially in Ethiopia, Tanzania and Pakistan)? • What are the contextual factors which enabled RISE engagement strategies to be most successful or hindered success? • What lessons can be drawn on the enablers of and barriers to effective engagement around education and systems research?
Outputs	
	<ul style="list-style-type: none"> • Overall, to what extent has the RISE programme developed the international evidence base on education systems? How has this manifested in shifting the global dialogue and paradigm in global education towards a RISE approach to education systems and the programme's key lessons and evidence-based recommendations. • To what extent do i) the activities the RISE programme (centrally and in the 3 specified countries) demonstrate gender and disability inclusion, and ii) RISE outputs integrate gender and disability perspectives and analysis? • To what extent was the RISE 'Products Tools and Trainings' approach successful in securing a strong programme legacy? • To what extent have the approach and activities of the RISE programme (centrally and in the 3 specified countries) fostered localisation and building capacity for research partnerships with Southern researchers from RISE countries and beyond?
Outcomes and Impacts	
	<ul style="list-style-type: none"> • What have been the main outcomes and impacts observed to date (centrally and in the 3 specified countries), having regard but not limited to: <ul style="list-style-type: none"> ○ The number of recently adopted national sector plans demonstrating RISE concepts, e.g. a focus on foundational learning, prioritisation, awareness of political context, diagnostics and systems thinking ○ the extent to which RISE research has led to sustainable change at a country level ○ how far RISE is catalysing intellectual debate on the nature of education systems; the traction gained by the RISE 5x4 grid. ○ the extent that the RISE argument on equity in education systems is shaping global or national approaches to equity and equality in education systems ○ the extent to which RISE has encouraged or supported evidence-based policy making ○ how FCDO education advisers and senior officials have changed practice as a result of RISE research ○ Estimated number of beneficiaries • What is the extent of RISE's contribution to these outcome and impacts? (Following evaluation data collection) what is the strength of evidence verifying RISE's contributions? • Are outcomes leading to, or likely to lead to, impacts (especially on learning)? • Overall, how do achieved outcomes and impacts compare with expectations?

	<ul style="list-style-type: none"> • How has the structure and membership of the RISE Directorate and wider consortium (including CRTs in Ethiopia, Tanzania and Pakistan) contributed towards the outcomes and impacts achieved, as well as to missing opportunities? How much of RISE's influence is attributable to the reputation of its Research Director, ILT members and CRT Pis and their networks? • What do examples of RISE impact (both those documented by RISE through impact stories and those identified through the evaluation) tell us about the factors underlying, and pathways to, effective education research programme impact?
Learning for programming	
	<ul style="list-style-type: none"> • To what extent have the assumptions in RISE's theory of change been shown to be correct? • What transferable lessons can be drawn for the design and implementation of other education or systems reform research programmes?

Approach, Methodology and Data:

24. We would like the evaluation to be:

- *Theory-based* – tackling the evaluation studies and questions in a way which provides holistic assessment of RISE and its theory of change. The evaluation should explore the extent to which the inputs provided to RISE are producing the expected outputs, outcomes and impact through the causal pathways envisioned in the Theory of Change, and the extent to which the assumptions made are holding true.
- *Utilisation-focused* – ensuring that the evaluation is useful and used by drawing out insights and wider lessons for current and future education and systems research programmes. As well as formal evaluation reports, we would also like to see focused learning or knowledge products that can be delivered and absorbed quickly – for example short (1-2 pages) briefing papers and/or slide sets.

25. Bidders will recognise – from the evaluation questions, programme documentation and FCDO policy statements – the importance attached to gender and wider social inclusion. This must be reflected throughout the conduct of the evaluation and addressed sufficiently in findings and lessons.

26. FCDO is not prescribing a full methodology for the conduct of this evaluation but would expect use of multiple methods and systematic triangulation of evidence. Bidders should spell out as fully as possible the evaluation design and methodology they propose to use. This should include modes of data capture, as well as methods for data analysis and synthesis. The successful bidder will then refine this proposal as part of the inception phase. FCDO is committed to quality and rigour in line with international good practice in evaluation.

27. A minimal list of suitable methods follows, but we are open to additional and/or innovative methods. We anticipate that primary data collection will focus mainly on qualitative methods.

- *Review of key documents.* An initial list of programme and project documents will be prepared by FCDO/RISE and provided for the evaluator, in order that they may access these during inception and then in the main phase.
- *Face-to-face meetings* with a range of RISE donors, principal staff, stakeholders and users in the UK and focus countries should be incorporated.
- *A broad range of further interviews with members of RISE teams and potential users.* To give an indicative steer rather than an exhaustive list, we expect to see representation among interviewees from the following groups external to RISE: relevant Ministries of Education and Finance, donors and international agencies, UK/US and Southern universities and academics, district officials, local education groups, NGOs, and community groups.
- *Surveys or other methods of data collection* to solicit input from additional participants and/or stakeholders. If surveys are used to produce estimates, these should be rigorously designed with appropriate sampling methods and expectation of acceptably high response rates. Alternative or complementary approaches may be considered, including use of tools to collect feedback from those not selected for interview and/or online moderated discussions.
- *Case studies (of CRTs observed policy impact processes and so forth)* could well be a suitable means to provide the depth expected from high quality evaluation,

recognising that comprehensive examination of outcomes and impacts will not be practical.

28. As the evaluation will examine the differential effect of RISE on marginalised groups, particularly girls, we would expect any data collected to be disaggregated wherever possible.
29. In addition, as RISE is a systems research programme, we would welcome any approaches that adopt a systems methodology. Bidders may draw on the experiences and tools of the [USAID Monitoring Evaluation Research and Learning Innovation \(MERLIN\)](#) programme.
30. In addition to the primary data collected, we anticipate that the following data sources will be available to support the evaluation:
 - RISE analytics – including data on working papers produced, published and downloaded, social media data and other relevant programmatic data, including those on progress towards the logframe indicators
 - Financial data from RISE and FCDO
 - Contextual datasets available for particular countries or internationally

Outputs and Timing

31. An indicative list of core outputs, with timings, is included below. We would expect bidders to comment on these in their proposal, and the list will be finalised by agreement during the inception period.
32. Both (inception and evaluation) reports require high quality, accessible, well designed Executive Summaries (of 2-3 pages for the inception report and 6-8 pages for substantive reports).
33. Draft evaluation outputs will be reviewed by FCDO's Evaluation Quality Assurance and Learning Service (EQUALS).
34. The supplier will grant FCDO an irrevocable right to publish and re-use the outputs from the evaluation.
35. FCDO would encourage a publication related to the RISE model in a peer-reviewed journal, although this would not be a specific output of the evaluation. FCDO would like to discuss this further with the evaluation contractor during the inception period.

Stage	Output	Description	Timing
Inception	O1	Building on the evaluator's technical proposal, the inception report should address all elements of these ToRs and the specify the design and conduct of the evaluation. This should include detailed descriptions of methodology and analysis. Some stakeholder mapping will be likely be necessary to inform this detail. A plan for communications and use of the evaluation must be included. This should focus on identifying key audiences and their current levels of interest as well as plans for engagement and how learning can be best communicated	A draft report will be required approximately 1 month after contract start. One further month for quality assurance (QA), discussions and revisions.
Implementation Phase	O2	Presentation of initial findings to evaluation management group and FCDO invitees	3 months after the start of the Implementation Phase
	O3	Draft full evaluation report, to include: 1. Cover page 2. Table of Contents 3. Executive Summary 4. Introduction to RISE and evaluation 5. Overview of evaluation approach and methodology, with limitations 6. Findings (in multiple sections) 7. Lessons 8. Recommendations Annexes – detailed methodology and additional findings/ supporting evidence	4 months after the start of the Implementation Phase. FCDO's feedback will be based on Management Group review and independent QA. The report will be finalised within two months of submission of the draft.
	O4	Evaluation Digest A 2-page summary of the evaluation report using FCDO's template; for publication on FCDO's website.	Draft supplied with final version of report (O3) Finalised within one further month
	O5	Presentations to i) FCDO (and FCDO invitees) and ii) the RISE community.	Six months after the start of the Implementation Phase
	O6	Focused learning/ knowledge products for quick access to key lessons. These could be short (1-2 page) briefing papers and/ or slide sets. We envisage two or three of these.	By agreement. The evaluation team will be expected to propose products as learning becomes available. Some of these could helpfully precede formal reporting and presentations.

Risks

36. We expect that there will be a number of risks and challenges that the evaluation team will encounter. Therefore, proposals should set out how they will mitigate against these risks as well as specifying a system for identifying, managing, and reporting risks during the implementation of the evaluation. We have listed a few of the more significant challenges below and bidders are invited to comment on and/or extend this list. A full risk assessment should be conducted during inception phase. Ongoing risk management will be needed during the evaluation, with any high or severe risks flagged to FCDO immediately.
- *Concerns over evaluating a programme co-directed by OPM, itself a major evaluation contractor to FCDO.*
 - *Difficulty in building engagement and relationships at all levels right across RISE.* There were over 100 individuals working on the RISE programme, and we recognise the

challenges in building and maintaining these relationships especially now the main contract has ended. FCDO will support where possible.

- *Difficulties in accessing policy-makers and other relevant stakeholders* to collect data necessary to assess outcomes and impacts.
- *Discontinuity in the evaluation team.*

Workplan

37. Bidders should propose a workplan for this evaluation, including activities, using a Gantt chart. We would expect this contract to begin in late May 2024 with a two-month inception period (up to end July 2024).

Budget

38. Bidders will be expected to submit a detailed financial proposal which will be assessed as part of the procurement process. This should include professional fees, travel, other expenses, other Government Taxes and VAT (where applicable). FCDO expects the evaluation contract value (inclusive of other Government Taxes and VAT) to be £240k and would encourage bidders to be innovative in their approach to this TOR, ensuring that they can deliver the best value for money.

Requirements

39. We would expect the bidding team of evaluators to have the following skill set.
- Extensive knowledge of evaluation methods and techniques and strong qualitative and quantitative research skills **Essential**
 - A track record in evaluating large, international development research programmes **Essential**
 - Demonstrable capability for high quality evaluation work in Ethiopia, Tanzania and Pakistan **Essential**
 - Established expertise in the field of education policy and systems **Essential**
 - Proven ability to work collaboratively with a wide range of stakeholders including senior people from the public sector and academia **Essential**
 - Excellent written and oral communication skills in English **Essential**, including the ability to communicate lessons learned quickly and in accessible ways **Desirable**
 - Good knowledge of gender analysis **Desirable**
40. A gender balance is preferred within the evaluation team and, for in-country evaluation work, we would expect the evaluation team to work with local/ national evaluators.

Ethics and Safeguarding

41. Proposals should outline their view of the ethical considerations for this evaluation and spell out how they plan to address these. Suppliers will be expected to have an ethics policy/code (consistent with FCDO's [Ethical guidance for research, evaluation and monitoring activities](#) and apply ethical clearance protocols, where appropriate. Bids should set out how they propose to uphold the principle of 'Do no harm' and to ensure the confidential treatment and secure storage documentation and data collected throughout the evaluation.
42. The successful supplier will need to be fully cognisant of the importance FCDO attaches to Safeguarding and understand and follow relevant guidance throughout the conduct of the evaluation. This includes [Enhanced Due Diligence – Safeguarding for External Partners](#) and UKCDR's research specific [guidance](#).

Evaluation governance and management

43. The evaluation will be overseen by a Management Group (MG) of 3-5 members. The RISE Senior Responsible Owner (SRO)/Programme Responsible Owner (PRO) and Programme Manager will be joined on this MG by the Research and Evidence Directorate's Evaluation Adviser. FCDO may invite other donors, FCDO teams and/or government departments to nominate a representative, with discretion also to invite an external education or evaluation expert to join the MG. The MG will be responsible for approving the evaluation outputs and commenting on draft reports (drawing on the quality assurance reviews by EQUALS).
44. In their proposal, bidders should explain how their team will be structured, what the anticipated roles and responsibilities will be, and be clear on leadership and points of contact. Bids should set out how quality will be assured throughout the evaluation and in respect of all outputs (before delivery of drafts).
45. Bidders should also explain how they will ensure close working relationships with FCDO and the RISE consortium while ensuring independence. Proposals should include an explanation of how bidders will avoid a conflict of interest, and how they would handle any situations of undue pressure.
46. The Supplier will provide regular updates to FCDO on the progress of the evaluation; brief monthly updates are likely to be appropriate. Bidders should expect a start-up meeting and two formal MG meetings, as well as regular progress update calls. Meetings will be held online, with the option to attend the start-up meeting, formal MG meetings and presentations in person in London or East Kilbride.

Contract Management

47. The Supplier will be responsible for delivery of the evaluation, including design, implementation, data collection and analysis. The Supplier will also be responsible for monitoring progress and reporting study findings and ensuring effective partnerships in its operations. Where applicable in the case of any sub-contracted components, it will also be responsible for financial, procurement and risk management of the project.
48. In addition to the milestone payment model outlined below, the Supplier's performance on broader aspects of contract delivery will be monitored through Key Performance Indicators (KPIs). Please see Annex 8 for a list of KPIs.
49. The Supplier will be responsible for managing their and all their sub-contractor's performance and tackling poor performances. They will be required to demonstrate strong commitment towards transparency, financial accountability, due diligence of partners and zero tolerance to corruption and fraud.

Reporting requirements

50. The Supplier shall submit project reports in accordance with this ToR particularly those requirements and deliverables listed the Outputs and Timing section.
51. At the start of the contract, the Supplier will be required to provide an annual forecast of expected spend for each month to FCDO, on a resource accounting basis.

52. The Supplier will provide regular operational updates to FCDO on the progress of the evaluation; brief monthly updates are likely to be appropriate during intensive periods of activity.
53. The Supplier shall also submit formal progress reports, as set out in the Outputs and Timing section, at the end of Inception and implementation phase.

Payment mechanism and performance management

54. The contract will be based on a Hybrid Payment model: (i) 100% of expenses will be paid quarterly in arrears on actuals; (ii) 75% of fees will be paid quarterly in arrears on actuals; (iii) 25% of fees will be linked to satisfactory delivery of key milestones/deliverables as listed in the table under the Outputs and Timing section.
55. Satisfactory delivery and quality of key milestones/deliverables as per Milestone Payment tab of Cost Proformas will be required for the full payment to be released. FCDO will quality-assure deliverables, validate reports and assess the Supplier against achievement of key milestones as per the TOR requirements as part of the approval process for payment.
56. FCDO requires at least 10 working days to review and comment on any deliverables/outputs produced by the Supplier. Draft reports delivered under this contract will need to be externally quality assured by FCDO's EQUALS service and full feedback will take longer (expected to be 15 working days, but potentially up to 20). The approval processes and timelines for all products will be defined and agreed between FCDO and the Supplier during the Inception Phase.

If there are issues on quality of output, these will be discussed with the Supplier at the earliest opportunity with clear instructions provided for the Supplier to address, whilst the payment for such outputs may be delayed until approval is given.

Annexes

Annex 1	List of key documents
Annex 2	Acronyms
Annex 3	Key workstreams and governance structures within RISE
Annex 4	RISE engagement with equity, poverty and marginalisation issues
Annex 5	RISE 5x4 grid
Annex 6	Assumptions underlying the RISE Theory of Change
Annex 7	Schedule of Processing, Personal Data and Data Subjects
Annex 8	Key Performance Indicators

Annex 1: List of key documents

A list of relevant documentation is as follows:

- RISE original business case (2013) on [Dev Tracker](#).
- RISE business case amendment (2018)
- Annual Review (2014)
- Annual Review (2015)
- Annual Review (2016)
- Annual Review (2017)
- Annual Review (2018)
- Annual Review (2019)
- Annual Review (2020)
- Annual Review (2021)
- Annual Review (2022)
- RISE logframe (2022)
- www.riseprogramme.org (includes further details on country research teams and their research priorities)

Annex 2: Acronyms

BMGF	Bill and Melinda Gates Foundation
BSG	Blavatnik School of Government
CGD	Centre for Global Development
CRT	Country Research Team
DFAT	Department for
FCDO	Department for International Development (UK)
EDI	Economic Development and Institutions
ERT	Education Research Team
EQUALS	Evaluation Quality Assurance and Learning Service
ESID	Effective States and Inclusive Development
GEFA	Global Evaluation Framework Agreement
GPE	Global Partnership for Education
GEQAF	General Education System Quality Analysis Framework
ILT	Intellectual Leadership Team
KPI	Key Performance Indicator
MERLIN	Monitoring, Evaluation, Research and Learning Innovations Programme
MG	Management Group
MOOC	Massive Open Online Course
NGO	Non-Governmental Organisation
OECD-	Organisation for Economic Cooperation and Development –
DAC	Development Assistance Committee
OPM	Oxford Policy Management
PET	Political Economy Team
PET-A	Political Economy Team (Adoption)
PET-I	Political Economy Team (Implementation)
RED	Research and Evidence Division
RCT	Randomised Control Trial
RISE	Research on Improving Systems of Education
SABER	Systems Analysis for Better Education Results
SPACES	Strategic Program for Analysing Complexity and Evaluating Systems
SRO	Senior Responsible Owner
TOC	Theory of Change
TOR	Terms of Reference
'RISE Countries'	Countries in which a RISE CRT is operating: Ethiopia, Tanzania, Nigeria, India, Pakistan, Vietnam and Indonesia

Annex 3: Key workstreams and governance structures within the RISE programme

This Annex sets out more information on the different workstreams and governance structures of the RISE programme, as set out in *Figure 1* on page 2.

Governance Structures

- **RISE Delivery Board** is made up of representatives from the RISE donor groups (FCDO, DFAT and BMGF), as well as key stakeholders (including USAID and the World Bank). This is a governance function providing accountability for programme performance to funders.
- **RISE Donor Group** (FCDO, DFAT and BMGF) meet with RISE every quarter to discuss programme progress. The RISE programme has experimented with different reporting structures over the years, and currently sends an annual and mid-year report.
- **Internal FCDO Group** including advisers from different countries and cadres.
- **Intellectual Leadership Team (ILT)** is made up of 13 well respected academics from the education and health systems fields. Their role is to provide an academic steer to the programme, as well as writing relevant working papers to support the RISE endeavour. The ILT meet twice a year to provide critical steers to the Research Directorate.

Research Directorate

- **PET Workstream** – The PET workstream works alongside the CRTs to conduct and support country level political economy analysis. There are two strands to the PET workstream. The first, ‘PET-A’, looks at the high-level political governance of the education system (from Ministries to districts) while the second, ‘PET-I’, looks how policies are implemented at a local level (from districts to individual teachers and families).
- **Country Research Teams** were competitively procured by the RISE programme team, and each CRT is a partnership between a Southern Institution and a US or UK-based university. Each CRT has a different focus, with the idea that they will each explore different parts of Lant Pritchett’s 5x4 conceptual framework. Further details on each CRT’s work are available on the RISE website.
- **RISE Diagnostic** – Each of the CRTs was required to complete a diagnostic exercise which was based on the SABER framework. RISE developed this further to create a stand-alone diagnostic which provides a 10-page policy relevant report for policy makers on the issues in their system. The RISE diagnostic was initially tested in four non-RISE countries.
- **Theme Team** – The ‘Theme Team’ are five researchers, each of whom has been allocated a different core RISE theme (teaching, private schools, roles and responsibilities, equity and innovation). The Theme Team synthesises research on these themes across the CRTs, and also commissioned small pieces of ‘gap-filling’ research where necessary.
- **Associate RISE research** – RISE invited researchers to become ‘associate RISE members’ if they are conducting relevant education systems research. This aimed to enable RISE to broaden its potential impact across the world, in a cost effective way.
- **Products, Tools and Trainings** – RISE developed a workstream encompassing several products, tools and training courses in order to try and ensure the programme’s legacy including (but not limited to) the following:
 - The Education Systems course which was developed in conjunction with three universities (UCL, LUMS, UCC).
 - The Learning Trajectories Tool: A collaboration between RISE and the UNESCO Global Education Monitoring Report team. An interactive webpage on learning trajectories was added to the GEM website featuring the RISE Theme Teams’ analysis of learning trajectories along with policy simulations.

- Surveys of Enacted Curriculum (SEC) is a tool for systematically analysing and persuasively visualising degrees of coherence/incoherence between instructional components (i.e., curricular standards, assessment, classroom instruction) in an education system. RISE has played a key role in bringing this technically sophisticated (but accessible) tool from the Global North to the Global South, and also in increasing its visibility in the global education sector.
- The RISE Diagnostic: A tool developed and piloted by the central research team (and based on Lant Pritchett's 5 X 4 matrix) in order to help diagnose 'misalignments' or underlying problems within education systems that are resulting in a failure to produce learning outcomes. There is now an open-access toolkit on the RISE website for implementing the RISE Education Systems Diagnostic. It includes a complete set of resources in different forms, drawing on systems research from RISE, refined with on-the-ground experiences from the seven pilot studies.
- **Community of Practice (CoP)**- A platform where organisations and individuals can network and connect with organisations doing similar work in a community that can come together to discuss shared lessons and approaches for applying learnings and innovative approaches for the greater good of increasing learning outcomes globally. As of March 2023, the group is made up of 126 organisations, representing 36 countries and 6 continents. The intention is that the CoP will continue to be active beyond RISE with additional funding due from FCDO as part of the What Works Hub for Global Education. A Steering Committee has now been appointed with Central Square Foundation, Funda Wandu, and PAL Network taking on the leadership of the CoP, thus ensuring that the group is self-sufficient post-RISE.

Programme Directorate

- **Communications** – RISE's active communications team frequently update the RISE website and social media. The communications team are also heavily involved in the annual RISE Conference which takes place across two days in June each year – alternatively held in London and Washington DC.
- **Programme Management** – The Programme Directorate is responsible for bringing all the work streams together and ensuring that the programme as a whole is progressing towards desired outcomes.

Annex 4: RISE engagement with equity, poverty and marginalisation issues

RISE engages with equity, poverty and marginalisation issues. A few examples are provided below:

Equity as a Core Theme

Equity has been included as one of the five core themes of the RISE programme, alongside teaching, private schools, roles and responsibilities, and innovation. One member of the RISE Theme Team focuses exclusively on equity, synthesising evidence across CRT and ILT working papers, and commissioning new work to fill evidence gaps.

Equity and Marginalisation in Country Research Teams

All of the CRTs are required to report on their work on equity and marginalisation, with a particular focus on girls. Most of the CRTs have incorporated research which explicitly explores the impact of national education reforms on women and girls, for example the women's diary study in Punjab. The Ethiopia CRT is focussing their research programme on understanding how education reforms are reaching the most marginalised, including girls, children with disabilities, rural children, and children who speak minority languages. The Nigeria CRT is looking at girls' education, using historical data to understand why girls remain disadvantaged.

Equity in Working Papers and in RISE Communications

RISE ILT members have published papers which explore issues of equity (examples include a paper on the [lowest acceptable goal for education systems](#) and a [conceptual framing of equitable learning](#)). RISE has also explored these issues with a wider group of stakeholders through workshops in the margins of conferences.

RISE are also required to report against equity issues in the logframe. For example:

- The impact statement for the RISE programme states that RISE will improve learning outcomes for *all* children. While the equity element of this is not made explicitly, this was the original intention of the programme.
- The logframe monitors how many RISE datasets have been collected which disaggregate data by key equity themes (Output 1.1), and how many working papers include equity as a central focus (Output 1.2).

Annex 5: RISE 5x4 grid

Four design elements of each relationship of accountability (Principal (P) to Agent (A))	Principal-agent relationships			
	Politics: Citizens to "the state"/politicians (many P to one A)	Compact: "The state" to organizations (one P to one A or one P to many A with non-state providers)	Management: Organizations to front-line providers (one P to many A)	Voice/ Client power: Service recipients (parents/children) direct to FLP/Organizations (many P to one A)
Delegation: Specification of what P wants from A				
Finance: Resources that P provides to A (either in advance or contingent)				
Support: P helps A to perform				
Information: P collects information on performance of A				
Motivation: How is A's well-being contingent on performance? Change to motivation? i) Intrinsic; ii) Extrinsic; iii) Exit (force out)				
Performance of agent (endogenous)				

Annex 6: Assumptions underpinning Theory of Change (including both internal and external – e.g. gender, value for money, country level demand)

This theory of change rests on some assumptions:

Output level

- RISE undertakes high quality research that is cross-disciplinary, in-depth, and at-scale.
- CRT and PET outputs are on time and on budget. Data collection takes place as planned and working papers are produced accordingly. Assumes that no significant risks impact the work, which include political and security risks.
- RISE ILT-CRT meetings and interactions support the research endeavour and catalyse a common vision and ambition, unlocking opportunities for collaboration and innovation across the RISE team.
- RISE research outputs are published in leading peer-review journals and working paper series and are widely used and cited. Datasets generated under RISE are widely accessible under the open access policy, data is disaggregated by gender and other equity indicators. CRT projects give due consideration to equity, whether defined by gender, disability, language, socio-economic background, while seeking to understand what works to improve learning for all children.
- CRT and PET work stream research generates sufficient new evidence for synthesis and policy insights that is cross-disciplinary, in-depth and at-scale. Conclusions are sufficiently clear-cut to lend themselves to policy insights, and are underpinned by RISE tools and approaches, including the RISE conceptual framework.
- RISE is successful at making products widely available and accessible by different audiences, with the appropriate range of outputs (policy briefs, blogs and Insight Notes) for different target groups supported by the right communication and engagement channels: website, social media, partner websites and networks.
- The RISE team is able to develop a meaningful diagnostic for assessing system incoherence – we know that a number of organizations have tried to do that. The RISE diagnostic is taken up more widely and is used as the basis for identifying priorities for change to address system incoherence.
- RISE is successful at external communications, including around the Annual Conference, support key stakeholder engagement. RISE evidence and findings are featured in press articles.
- The broader RISE endeavour is supported by strong management processes.

Outcome level

- At the global level, RISE products and events are successful at engaging policy makers. RISE builds and maintains strong relationships with relevant global actors: influential champions of change and global actors, the academic community and national governments. RISE builds a strong recognizable brand as the go-to source for the latest and most relevant on education systems.
- RISE evidence informs influential global reports that inform decisions and practice at the top of the pyramid of education actors.
- At the country level, the CRTs, the partnerships and gap filling research strands are able to develop strong partnerships and collaborate with relevant stakeholders so that the research has local resonance and remains relevant, the evidence and findings are accepted and used to inform policy and practice.

- The RISE diagnostic is taken up more widely and is used as the basis for identifying priorities for change to address system incoherence.
- At the research level, RISE is successful at propagating a systems approach to education reform and initiatives that emphasize a focus on quality learning outcomes for all.

High order outcome level

- RISE is and remains a strong voice in a multi-actor environment with numerous influences behind policy and practice change.
- We are able to trace and attribute direct and indirect influence of RISE evidence and messaging.
- RISE and the systems approach more generally lead to positive findings for improving learning outcomes.
- RISE is successful at driving a change in mindsets and behaviours of key decision makers, from focusing on linear inputs to understanding education systems.

Impact level

- Policy changes are implemented so that they lead to meaningful improvements in learning outcomes. This is outside the scope of direct influence of RISE and that this is likely to incur beyond 2023.

Annex 7: Schedule of Processing, Personal Data and Data Subjects

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>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 Personal Data:</p> <p>For the avoidance of doubt the Supplier shall provide anonymised data for the purposes of reporting on this project and so FCDO shall not be a Processor in respect of this data as it does not constitute Personal Data.</p>

Annex 8: Key Performance Indicators

Proposed KPI	Success Criteria	Evidence Required	KPI Pass
Adherence to Schedule	The Supplier submits agreed outputs within the agreed schedule (including raising and agreeing any changes to the schedule in a timely manner).	FCDO will acknowledge receipt of outputs, noting whether delivery is on schedule.	100% of deliverables meet the success criterion.
Quality of outputs	Draft reports are complete and suitable for submission to EQUALS. EQUALS' reviewers overall scores equate to good or excellent rating. Draft outputs reviewed solely by FCDO are judged complete and at least satisfactory; final versions are considered to be of good quality.	Management group (MG) decisions on submitting draft reports to EQUALS. Formal EQUALS reviews FCDO feedback.	All reports and 85% of other outputs meet the success criteria.
Timeliness and quality of communications	Presentations are well structured, of agreed duration, with focus on findings, learning and recommendations. The Supplier provides regular updates of progress, succinctly covering key points. Queries are answered promptly and adequately, reflecting the nature of the queries (within 3 working days for straightforward factual queries).	Positive feedback on delivery Email chains confirming prompt, sufficient responses.	90% rate of meeting the success criteria.
Flexibility and Value for Money	The Supplier will work with FCDO in a cooperative and flexible manner (within the scope and terms of the contract) The Supplier actively seeks opportunities to maximise the Value for Money of the evaluation, discussing these with the Management Group.	Proactive engagement with MG. Responsiveness to reasonable (within scope) requests. Evidence of close control of costs, and efficient and effective use of resources,	MG group reports positively on evaluation process, for instance in programme completion review.
Risk Management	The Supplier will employ robust procedures to identify and manage project risks, and report on these regularly to FCDO.	Maintenance of a risks log to be shared with FCDO before and during each phase, which will capture and report any risks, and the actions taken to mitigate them.	100% of known, material and non-negligible risks specific to the evaluation (rather than 'global' risks) are recorded in the log.