

**Technical Assistance for Support to General Education Quality Improvement for Equity to be known as
Technical Assistance to Reinforce GEQIP-E Ethiopia**

Terms of Reference

1. INTRODUCTION - ‘Support to GEQIP-E programme – a partnership between DFID and MoE, Ethiopia

1.1 The Department for International Development (DFID) manages the majority of the United Kingdom’s development assistance to developing countries and leads the United Kingdom’s work to end poverty, building a safer, healthier, more prosperous world. DFID’s approach to international development is focused on working effectively with others to deliver results, transparency and value for money in British aid particularly in fragile and conflict-affected states.

1.2 The UK has developed a strong partnership with Government of Ethiopia (GoE) on education for the past 8 years by working closely with Ministry of Education and other donors. This new programme will aim to transform the **quality** of attainment in Ethiopian schools in equitable manner so children from all social groups are better equipped for the workplace.

1.3 The UK will support GoE’s four-year **General Education Quality Improvement Programme for Equity (GEQIP-E)** in improving the quality of education (including the safety and inclusiveness of their environment) children and young people receive using a results-based approach to drive performance. Technical assistance will amplify the impact of Financial Aid by focusing on key priority areas such as delivery, equitable performance, improving leadership and sustainability. DFID’s funding will be delivered through the following channels:

- (i) A **£90 million financial aid contribution** to a World Bank-managed Programme for Results Multi-Donor Trust Fund, which will release funds only upon the delivery of specific results, such as reduced drop-out, timely distribution of school grants, especially to schools supporting special needs pupils, improved gender parity in developing regions, and improved learning outcomes. Our Financial Aid will contribute to school grants, training of teachers and leaders, learning/teaching materials, expansion of pre-primary classes, expansion of inclusive schools for children with special needs, and improvement of data collection capacity.
- (ii) Up to **£19.5 package of technical assistance and analytical work, a purpose of this ToR,** is to be managed by DFID. This technical assistance aims to amplify the impact of financial aid through the trust fund. It will be procured and managed by DFID to sharpen achievement of learning outcomes through a “delivery” approach supported by the Prime Minister’s office. The school leadership development programme, based on UK and global experience, will focus on improved school performance in terms of teacher attendance, inclusion of girls and children with disabilities, and jobs guidance for school leavers. The technical assistance will also improve the efficiency of decentralised delivery structures such as regional education boards and inspectorates. Up to **£4 million of the technical assistance package** will be allocated to improved data collection and utilisation capacity and research on domestic financing, learning, equity and efficiency, and to provide verification of programme performance, on-going monitoring, , and mid-term and end-term evaluations.

1.4 Indicative outcomes of the programme;

- 1) Improved learning for all and increased transition to secondary level and work opportunities
 - **Target:** *Improved learning outcomes for **1.035 million children (500,000 girls)** and career guidance at primary and secondary schools*
- 2) Improved instructional leadership and accountability of at least **9,000 schools**
 - **Target :** ***125,000 teachers and head teachers** (gender –disaggregated) mainly in poor performing regions and schools*
- 3) Increased participation of disadvantaged learners (girls in the poor performing regions, children with disabilities, pastoralist children) especially in pre-primary and primary education.
 - **Target :** *number of inclusive schools will increase from **113 to 800**; **24,000 students with special needs** (gender-disaggregated) will be enrolled as a result of the newly established inclusive resource centres.*
 - **Target:** *Girls to Boys ratio in Grade 8, in Afar, Somali and Beneshangul Gumuz will increase from **63% to 70%**.*
- 4) Improved efficiency and performance of education system
 - **Target:** *Reduced dropout rate by **15 %** and primary repetition rate by **5 %** - gender - disaggregated*
 - **Target:** *Increase grade 8 completion rate by **24 %** - gender disaggregated*
- 5) Improved financial sustainability of the education system
 - **Target:** *Increase of Government of Ethiopia non-salary expenditure by **76% from £120 million to £230 million per annum***

2. Purpose

DFID, in partnership with the Federal Ministry of Education (FMoE), is seeking a Supplier) to deliver Technical Assistance (TA) to the FMoE, regions, Woredas (districts) and to schools to improve the impact of the GEQIP-E programme including quality, equity, efficiency of delivery, monitoring and evaluation, and financing of general education in Ethiopia. DFID encourages bids from a consortium or supplier(s) with partners or sub-contractors that can demonstrate the relevant expertise and capacity to deliver this contract. A lead supplier must be identified who has overall management and financial responsibility. In this ToR, mention of 'Supplier' refers to the Lead Supplier and, if applicable, their consortium/partners/sub-contractors, unless otherwise stipulated.

3. Objectives

DFID Ethiopia is seeking a high quality Supplier to provide technical assistance to the FMoE and its key directorates relevant to the TA programme objectives, agencies, regional education bureaus, woredas, districts and schools. Building on existing Government structures, the technical assistance is strategically linked to deepening the impact of the financial aid and the intended results to be delivered by GEQIP-E. This TA is not demand driven, but there will be a degree of flexibility to respond to needs in implementing the delivery programme, school leadership and the research, evaluation, monitoring and evaluation component.

3.1 Strengthening the delivery capacity of Federal Ministry of Education and Regional Education Boards especially in terms of GEQIP-E deliverables, supported by real-time data collection, management, and utilisation. Strong linkages with World Bank team will be necessary.

3.2. Enhancing the current **national school leadership training** and working towards gender equity by working with the 4 university centres of excellence in Mekelle, Bahir Dar, Jimma and Hawassa, regional colleges of teacher education, regional education bureaus, woredas, inspectors, cluster supervisors and primary/secondary schools to deliver an effective, decentralized, standardized, practical leadership training programme, with a strong focus on strengthening women leaders, for accreditation. This may include setting up linkages with UK-based institutions.

3.3. As part of the **school leadership training**, enhancing instructional leadership through on the job capacity building programs for supervisors, school leaders and community member. The worst performing schools initially in the developing regions of Somali, Afar, Benishugul-Gumuz and Gambella will be targeted, followed by a wider range of schools to at least 9,000, but ultimately all schools will be expected to implement the following through improved school leadership. This component will work with the FMoE, REBS, Woreda Education Offices (WEOs) to identify the worst performing schools and support and strengthen school leadership and management to improve inclusion, teacher classroom performance, career development, which as the result will help to upgrade school performance levels (1 to 4) and be able to receive increased augmented grants. This will particularly include

- a) Improving **inclusion** of rural girls, children with special needs, and pastoralist children – using workable and innovative models to improve attendance and achievement of such disadvantaged learners. This may include scaling up ‘safe spaces’ approaches for girls, girls’ clubs, Inclusive Education Resource Centres and special needs training, ensuring both girls and boys have strong role models in their lives within the school environment, working with families and communities to build a sense of ownership in children’s safe and inclusive education and addressing practical barriers to inclusion and equity. Contexts will differ between schools and geographical areas and the inputs will be tailored following analysis of the context and barriers faced by girls, children with disabilities and other at-risk groups. Useful collaboration can be developed with Finland on disability, and with USAID on girls education and Girls Education Challenge programmes being delivered by Link Community and the ChildHope/CHADET partnership.
- b) Improved impact of school and cluster-based training on **teacher performance in the classroom especially in early grade reading and writing**. Collaboration with USAID’s early grade literacy support programme will be important.
- c) Improved **engagement with communities** to build a sense of shared ownership of the schools, school management and the safety and inclusion of all children, demonstrated through inclusive school improvement planning and the more efficient use of school grants for learning. Connect with other Ministries to maximise the potential investment in schools.
- d) Stronger linkages and **career development**, especially for Grade 8 and 10 students, with the world of work and further study, e.g. industrial parks, small businesses and local technical institutions and universities

3.4. Working with the MoE Directorate of Planning and Resource Mobilisation, the FMoE and World Bank GEQIP-E team, the Education Strategic Centre in FMoE, the Ethiopian Development Research Institute, and Ethiopian RISE team (Research into Improving Systems of Education **to strengthen the monitoring and evaluation of GEQIP-E**). This research and evaluation component will also include some capacity support to the Education Management Information System, and the National Learning Assessment process (in collaboration with National Educational Assessment and

Examinations Agency), as appropriate and complementing what is provided through the delivery programme. Furthermore, support will be given to FMoE, Ministry of Finance and Economic Cooperation (MoFEC) in collaboration with the World Bank in developing a sustainable domestic financing strategy for education. ***This will be a flexible component responding to Ministry of Education needs and emerging priorities that fall within the major focus area of the TA program, namely delivery, school leadership development and review, monitoring, evaluation and research.***

3.5 There will also be **independent evaluation of the UK technical assistance itself for which £500,000 is allocated**. DFID will contract a Monitoring and Evaluation (M&E) provider to undertake baseline, monitoring and evaluation of the programme, document best practice, collate lessons learnt, and quality assure M&E reports provided by the Supplier. It will assess the overall performance of the programme which will be procured separately from these Terms of Reference through GEFA.

4. Duration and Break Points

4.1 DFID is seeking to appoint a Supplier to deliver the services outlined in this document. The contract is scheduled to commence in August 2019. The contract period is 40 months, made up of two key phases:

- i) A six month Inception phase; and
- ii) An implementation phase of up to 34 months

4.2 The contract will run until Dec 2022. If agreed by both parties, this programme may be extended up to an additional 20 months and up to an additional budget of £9.75 million. Any extension period is subject to DFID approval, and the continuing needs of the program.

4.3 At the end of 6 months from contract start date the supplier is expected to deliver an inception report, using a format that will be agreed during the 2nd month of the contract commencing. The contract will include a break clause after the six months inception phase, and annually from 12 months after the start date of the contract, following each annual review.

4.4 The contract will be issued for the full period, but will be subject to the acceptance of deliverables (to be assessed at the end of the 6 month inception phase) and satisfactory performance of the Service Provider (to be assessed after 6 months of the inception phase and on a quarterly basis thereafter).

5. Recipients

The immediate recipients of the technical assistance will be the Ministry of Education of Federal Democratic Republic of Ethiopia and decentralized units of the Education Sector. The secondary beneficiaries will be learners at pre-primary, primary and secondary level of the education system, who will have equitable access to quality education.

6. Scope of Work

6.1 The Supplier(s) is expected to work with FMoE and all 11 regional education bureaus and targeted woredas, schools, school principals and teachers on improved education delivery and school leadership and its impact on quality, equity, and accountability in schools. In addition they will work with research institutions, directorates, Education Management Information System and National Learning Assessment teams to improve data collection, monitoring and evaluation and research. Collaboration with key technical partners such as World Bank, USAID, UNICEF and Finland will also be necessary and overall some flexibility in targets and delivery based on need will be required. A wide range of skills is required in addition to generic education technical knowhow including political economy analysis, sector analysis, gender analysis, special needs education, girls' education, school leadership, community engagement, careers development and a delivery approach to performance.

6.2 A DFID managed firm will be procured to undertake independent monitoring and evaluation of the TA programme. The Supplier is expected to work collaboratively and avail information necessary for a robust independent monitoring and evaluation undertaking.

7. Key Tasks and Deliverables

7.1 Key Tasks: Overall, this assignment will be divided into inter-connected tasks. The Supplier is expected to provide effective technical assistance to the FMoE and its key directorates relevant to the core objectives of the TA support, agencies and regional bureaus for:

7.1.1 Task 1: Strengthening the federal and regional delivery teams, and related monitoring and evaluation capacity of the FMoE and REBs to achieve the Key Performance Indicators (KPIs) and Disbursement Linked Indicators (DLIs) of GEQIP-E as well as improving overall efficiency and effectiveness. Specific activities under this task will include, but are not limited to, providing technical and managerial support for:

- Identification of progress made by federal and regional delivery teams, of capacity and resource needs at same levels, and coherence between delivery plans and GEQIP-E as well as with other Ministerial priorities.
- Secondment of targeted and result oriented technical assistance for delivery, school leadership and monitoring/research, one or two located in FMoE in key directorates/Minister's offices, plus a small team covering all regions and based strategically, and in some key institutions (e.g. centres of excellence).
- **Building capacity of federal ministry and regional delivery teams based on thoroughly analyzed needs and on areas with strategic significance for the sector, in connection with the core objective of the TA support.** Some limited support to the delivery units of of the TVET and higher education will also be required. Capacity will focus

on implementation of priority actions to achieve results, strengthening data collection and reporting, policy analysis, planning, delivery, monitoring and evaluation.

- Refinement and development of existing regional delivery plans (to be made available) to have a stronger focus on key GEQIP-E deliverables – that is the KPIs and DLIs in the P4R results framework outlined in the World Bank GEQIP-E PAD ;
- Strengthening understanding of gender equity and disability sensitive planning, delivery, monitoring and evaluation in all regional education bureaus and ensuring that gender and inclusion analysis is threaded throughout the programme, with evidence that increased awareness is resulting in equitable and inclusive activity.

7.1.2 Task 2: Enhancing national school leadership training structure, ensuring special attention is paid to gender and inclusion, linked to 4 centres of excellence and colleges of teacher education, but also developing a decentralized model with REBs, woredas, clusters and schools. Specific activities under this task will include, but not limited to:

- Gendered analysis of the strengths and weaknesses of the current school leadership training programme (which is largely theoretical and not very practical at present), in terms of developing effective school principals, leaders, managers and increasing the number of women leaders. In particular, asking: Does the training enable school leaders to facilitate effective learning, advance inclusion of disadvantaged learners, rural girls, pastoralist children, children with disabilities alike? ; Does the programme serve the needs of female leaders and attract women to the educational leadership profession? This will involve identifying ways of including more women in leadership roles and preparing leaders to deliver education to Ethiopia's girls in a way that encourages them to be future leaders themselves.
- Preparing a costed implementation plan, with milestones, for developing an improved, accredited national school leadership training programme that can be delivered at national levels for the colleges of teacher education, and at decentralized levels (e.g at cluster resource centres).
- Supporting, through embedded TA, 4 'Centres of Excellence' (COE) for school leadership to develop a sustainable quality assurance model of the training, with international linkages to help improve standards, performance, certification and monitoring/validation of the training programme.

7.1.3 Task 3: Strengthening the on-the-job capacity building on instructional leadership. Working with the FMoE, REBs, WEBS and schools to identify the worst performing schools to support and strengthen school leadership and management to improved inclusion, teacher classroom performance, career development, help schools to upgrade their performance levels (1 to 4) and enable these schools to received augmented grants as a result. Specific activities will include:

- Carrying out an initial survey in collaboration with REBs, Inspectorate and Cluster supervisors (linking with World Bank's own support phasing) to identify schools, clarify the major problems and work out phasing of support over 4 years to address performance and upgrading targets (based on inspectorate assessment tool of levels 1 to 4 – 1 being the lowest and 4 the highest).

- Carry out a gendered diagnostics assessment on key barriers to access, stay and progress in the school system for pastoralist children. Implement measures to improve enrolment reduce drop-out and increase survival rates for girls (also boys from pastoralist regions) and children with special needs. Such measures will include good community collaboration, participation of children, families and communities in identifying issues and shaping activities and information gathering, data collection, effective use of teachers, and of school grants to purchase appropriate materials, improved water/ sanitation facilities and development of 'safe spaces' especially for girls, so that they feel safe and are safe both in school and in their journeys to and from school, and so that they also feel confident to speak out when that safety is breached or they want to influence change.
- Working with school and cluster-based teacher development programmes under GEQIP-E to improve instructional leadership and teachers' classroom performance, especially in early grade literacy and numeracy, focusing on inclusive approaches that promote the learning of *all* students in the classroom, including remote rural girls and learners with disabilities.
- Working with school communities to improve accountability and better utilization of school grants.
- Developing an effective careers advice / development and work-related attachments programme for grade 8 and 10 learners in particular and piloting it initially in selected schools and woredas.

7.1.4 Task 4: Operationalizing the research, monitoring and evaluation process. This will include establishing relationships with key research and monitoring institutions, identifying research priorities, and capacity gaps in data for both Education Management Information System (EMIS) and National Learning Assessment (NLA), and developing an education financing strategy. This is a flexible mechanism of the TA in terms of range of options, to respond to the emerging priorities of the government and DFID, within the major focus areas of the TA objectives.

- Carry out a gender and inclusion analysis in each of the areas below, ensuring that all partners can demonstrate capacity in, and understanding of, the areas most pertinent to girls, boys, marginalized and at-risk groups, and how to build these into the M+E work.
- Collaborate with Directorate of Planning and Resource Mobilisation, the World Bank, the RISE team, Central Statistics Agency and the Education Strategic Centre to establish the monitoring and evaluation of GEQIP-E results, including timing.
- Work with the same group and Ministers to agree on initial research priorities
- Develop additional research priorities in collaboration with RISE team, and East Africa Research Hub on areas such as regular political economy analysis, disability, corruption, girls' education.
- Initiate meetings with Ministry of Finance and Economic Development, World Bank and FMOE on undertaking a Public Expenditure Review on Education and developing a sustainable domestic education financing strategy

- Collaborate with EMIS team and NLA group (National Educational Assessment and Examinations Agency) to identify data gaps and capacity for further support

7.2. Key deliverables: These FOUR tasks will produce **the following 18 key indicative deliverables** :

7.2.1 Deliverables under Task 1: Strengthening the federal and regional delivery teams , and related monitoring and evaluation capacity of the FMoH and REBs to achieve the KPIs and DLIs of GEQIP-E as well as improving overall efficiency and effectiveness, gender equity and inclusion:

- Induction and embedding of TA in FMoE and regional education boards.
- Reporting on capacity and resource needs to ensure federal and regional delivery teams can implement their delivery plans and connect with GEQIP-E targets and results.
- Review of delivery plans in terms of impacting on GEQIP-E targets and results.
- Analysis of data needs and limitations
- Costed implementation plan for strengthening impact of MDU and RDUs
- Ensure Delivery teams achieve enhanced results for GEQIP-E and MoE national targets for general education mainly but also to some extent TVET, and Higher Education.

7.2.2 Deliverables under Task 2: Enhancing national school leadership training structures linked to 4 centres of excellence and colleges of teacher education, but also developing a decentralized model with REBs, woredas, clusters and schools.

- Diagnosis of the pre-service school leadership training, through visiting centres of excellence, colleges of teacher education, school principals to determine the strengths and weaknesses of the school leadership training system (s), with particular regard to whether it equips graduates with the appropriate knowledge and skills to lead delivery of improved learning outcomes, accountability, inclusion and its conduciveness to attract women leaders to the profession and construct report
- Costed implementation plan for rolling out improved school leadership structure and decentralized model
- Setting up improved decentralized national school leadership training system to strengthen inclusive education and improve teacher performance in the classroom

7.2.3 Deliverables under Task 3 : Working with FMoE and REBs to identify the worst performing schools to support and strengthen school leadership and management to improved inclusion, safety and safeguarding of students, teacher classroom performance, career development, help schools to upgrade their performance levels (1 to 4) and enable these schools to receive augmented grants as a result.

- Report outlining selection of schools and phasing of schools in in terms of the inspectorate assessment system of levels 1,2, 3 and 4
- Costed implementation plan for improving school performance, especially in literacy and numeracy, enrolment, attendance and retention in schools through improved in-service training, coaching and mentoring.

- Costed implementation plan for enhancing gender equity, inclusion, safety and safeguarding, teacher motivation, student participation, community engagement and accountability and careers development.
- Improved school performance levels and receipt of augmented grants based on GEQIP DLIs results in terms of increased participation of girls, children with disabilities and children from disadvantaged regions.

7.2.4 Deliverables under Task 4: Operationalising the research, monitoring and evaluation process by establishing relationships with key research and monitoring institutions, identifying research priorities based on the national and UK governments emerging development agenda, and capacity gaps in data for both Education Management Information System (EMIS) and National Learning Assessment (NLA), and developing an education financing strategy.

- Costed implementation plan for monitoring and evaluation of GEQIP-E results in learning outcomes, drop out, retention and completion, harmonized with the GEQIP-E mainstream M&E framework
- Analysis of data gaps and capacity with NLA and EMIS in collaboration with Central Statistical Agency (CSA) and National Assessment and Examinations Agency.
- Improved EMIS and NLA performance
- Education financing strategy
- Flexible responses to other research/data capacity/ evaluation needs identified with FMoE or DFID (e.g. ESDP V impact, corruption, r political economy analysis for education, disability etc)

7.3 A proposed timeline for key deliverables for the first six months is presented below; however, the Suppliers in their proposals could propose alternative timeline and/or sequencing of deliverables to maximize impact and value-for-money of this assignment.

Deliverable	Due By	Recipient
Team mobilised and in place; and, an initial plan on how and when to complete the deliverables agreed with the FMoE and DFID.	End of first month after signing of contract	FMoE and DFID
Completion of a brief political economy and sectoral analysis of FMoE and decentralized education teams to determine drivers of change and possible gatekeepers, and progress in GEQIP II. Development of risk matrix and the content of the reporting templates, including the inception report	End of second month	DFID

<p>Completion of a brief capacity assessment report of the FMoE and regional education bureaus and the quality of the delivery plans.</p> <p>Theory of Change including a costed implementation plan for strengthening impact of Ministerial and regional delivery teams and rolling out school leadership training and decentralised model.</p>	End of third month	FMoE and DFID
<p>Identification and secondment of TAs, based on a capacity gap assessment relevant to the core focus of the TA program and areas with strategic significance. This includes finalisation of detailed terms of reference for each expert with clear deliverables.</p>	End of the Fifth Month month	FMoE and DFID
<p>Initial Report on status of school leadership training – its strengths and weaknesses – and identification of key priorities and how to engage with centres of excellence, and possible UK institutions</p>	End of fifth month	FMoE and DFID
<p>Identification and selection of worst performing schools especially in developing regional states – report produced.</p> <p>Costed strategy and implementation plan for improving school performance, in literacy and numeracy, and inclusion for girls and children with special needs.</p> <p>Initial concept note on linkages between school and world of work/further education.</p> <p>Overall Inception Report finalised</p>	End of sixth month	FMoE and DFID

8. Constraints and Dependencies

Delivery

The Ministry of Education is still to fully embrace **delivery units** at federal and regional level but what will be more important is helping regional, woreda and zonal teams to develop delivery plans to support effective implementation of GEQIP-E interventions and achievement of results. The key priority will be to ensure that effective monitoring backed up by reliable and real-time data to enable monthly or quarterly stocktakes is happening. Some further support to delivery in TVET and Higher

Education may be requested, but should be on a call-down basis. General Education is the main priority.

Secondments

Where the TA is placed (whether at federal, regional or institutional level) will need to be carefully negotiated with Ministers, regional education boards (REBs) and institutions. There is a tradition of embedded TA in Ministry of Education and institutions, but the Supplier will also need to set up an administrative base that could include technical support staff.

TA Landscape : Co-ordination with World Bank and other development partners' TA

It is very important that in the inception phase the Supplier engages with other key GEQIP-E TA interventions provided by development partners in collaboration with the Ministry of Education. We expect the MoE to take the lead in co-ordinating GEQIP-E TA, but in addition the GEQIP-E Quarterly Steering Committee meetings will map TA interventions, monitor their progress and troubleshoot where necessary. Some of the proposed intervention areas and partners involved are given below :

Teachers and Leadership : World Bank, USAID, UNICEF, Colleges of Education, REBs

Girls Education : USAID, World Bank/MoE Equity Task Force, Girls Education Challenge Fund - GEC(Link Community, Child Hope , Leave no Girls Behind– 3 new projects)

Disability : Finland, World Bank/MoE Equity Task Force

Literacy and Numeracy : USAID (READ II programme), JICA (Maths/Science)

Refugees , Displaced, Marginalised Children : UNICEF, Norway, World Bank , GEC

Early Childhood Education : World Bank, GPE, UNICEF

Secondary Expansion : MoE , Global Partnership for Education (GPE)

9. Staffing Skills & Expertise

- 9.1. DFID would expect the Supplier /applicants to propose a high quality multi-disciplinary team to lead and manage the programme with expertise in: international education development, knowledge of UK and other international centres of excellence, delivery, leadership, gender equity, special needs education, research, political economy analysis, monitoring and evaluation, education financing. The team is expected to be gender balanced.
- 9.2. While the core staffing of the Supplier/ applicants is expected to be in place by the programme start, the service provider will have to demonstrate how ongoing recruitment and retention will be managed throughout the lifetime of the programme. They will also have to demonstrate how their management skills and experience will get the best out of a highly qualified and motivated team faced with complex challenges. The quality of human resources the service provider includes in their offers will be an element in the evaluation process. Any attempt to

change key personnel post-award will be regarded as a significant variation in terms of their tendered offers and may have commercial ramifications.

- 9.3. The Supplier is expected to provide a high quality Technical Assistance to the Federal Ministry of Education and decentralized education teams. DFID would therefore expect the Supplier applicants to demonstrate strong levels of expertise in effectively deploying high quality experts with skills and expertise on education delivery, school leadership, data, research and evaluation, education financing along with related skills on social development/ inclusion (gender/disability), teacher performance in literacy/numeracy, and work-related careers development. The team should ideally include a mix of full and part-time country based experts and call-down international experts, from a variety of specialist agencies, which could also include UK-based institutions. The Supplier will recruit and second Ethiopians as well as international experts to the centres of excellences and directorates that are critical and relevant to deliver the TA objectives.

10. Institutional Arrangements

- 10.1. Most of the administrative and managerial assistance team/personnel of the Supplier will be housed in their own office, ideally in Addis Ababa. The Supplier will be expected to supply their own logistic requirements including undertaking minor alteration/renovation of the office space, purchasing of office equipment, supplies (if required), and managing their transportation. If needed, a few personnel of the Supplier might have to operate from another location.
- 10.2. The Supplier will act as contract fixed term expertise for people who will be seconded to the FMoE, REBs and Centres of Excellence, and will be responsible to ensure the efficient and effective utilization of their expertise.
- 10.3. The Supplier will act as a /contractor for internal M&E undertakings of the TA programme as detailed under Task 4, that includes the reports/surveys, baseline, mid-term and end-line assessments, and will be responsible for ensuring its quality, budget utilization and value-for-money. As detailed at paragraph 3.5 there is a separate, independent M & E contract (focusing on independent verification of this contract) to be advertised most likely through the GEFA Framework which will require co-operation between both suppliers.
- 10.4. A small steering committee will be established with members including the co-chairs (government and donor) of the Education Technical Working Group (Directorate of Planning and Resource Mobilisation, Embassy of Finland, DFID, World Bank and FMoE officials as required. It will meet quarterly and feed in updates to the GEQIP-E quarterly steering committee led by FMoE and World Bank. The mandate of this committee will be to monitor progress, agree on additional needs/priorities and agree on allocation of funds.

11. Contract structure, Reporting and Governance Arrangements

11.1. Contract structure:

11.1.1. DFID is the lead donor and will hold the contract with the Supplier

11.1.2. Transition from inception to implementation will be subject to DFID approval of the Inception Phase outputs or report, satisfactory performance of the supplier, positive feedback from the

FMoE and agreement on the detailed costed work plan for the implementation phase. In the event that DFID decides to proceed to the implementation phase, a contract amendment will be issued to include details of the services to be provided in the form of updated ToRs (if necessary), milestones and detailed costs.

- 11.1.3. Due to the flexible and adaptive nature of the Research, Evaluation and M+E component of the programme, the Contract must have adequate provision for variation to adapt to changes that occur during the life of this particular component. DFID shall, as a condition of proceeding from one phase to the next, have the right to request changes to the contract, including the services, the ToRs and the contract price to reflect lessons learned, or changes in circumstances, policies or objectives relating to or affecting the programme and the contract or ToRs.

11.2. Reporting and governance arrangements

- 11.2.1. The Supplier will report to the FMoE and DFID E (i.e. Senior Responsible Owner/Senior Education Adviser, Education Adviser and Education Programme Officer). FMoE and DFID will lead on the technical aspects of the contract, and DFID will be fully responsible for the financial aspects of this contract.
- 11.2.2. The Supplier will require DFID's approval for all strategic decisions including budget reallocation, reprogramming or milestone revision, and changes in key personnel. In case of uncertainty, the Supplier will ask DFID advice for the right approach to follow.
- 11.2.3. The Supplier must work coherently at every stage of implementation with:
- a. Key directorates and units of the FMoE
 - b. Regional education bureaus, schools, training institutions, delivery units
 - c. Coordinate closely with other donors and implementers, in particular with World Bank, USAID, Finland, GEC, RISE team, and Education Strategic Centre
- 11.2.4. The Supplier will submit quarterly progress reports to the FMoE and DFID Ethiopia. The content of the report will be agreed during the first month of contract commencement..
- 11.2.5. The performance of the Supplier will be monitored by the FMoE and DFID through the joint quarterly meetings and annual reviews. This will be informed through a quarterly, bi-annual and annual reports provided by the Supplier.
- 11.2.6. In addition, independent midline and end line evaluations will inform the assessment of the project performance
- 11.2.7. If the Suppliers' performance is not satisfactory, discussion will be held between the Supplier and DFID to determine ways of improving performance, including executing performance improvement plans, in the first instance. However, if the Supplier still underperforms after the implementation of agreed upon performance improvement measures, DFID will be at the liberty to terminate the contract at no cost to DFID.

12. Budget

12.1. The total budget under this TA job should not exceed £19.5m over the 40 month duration of the requirement. From the £19.5m million, up to £4 million shall be separately allocated for the research, monitoring and evaluation sub-component (Task 4).

13. Payment and Performance

13.1 It is envisaged that 100% of the 'staff costs' (total amount of programme fees of personnel) aspect of the contract will be linked to output-based milestone payments concomitant to programme deliverables (see page 10), outputs and outcomes (page 2).

13.2 The Supplier has provided detailed milestones for the inception phase and indicative milestones for implementation. When providing indicative milestones, the supplier must include milestones for payment in direct relation to achieving indicators and target number of beneficiaries throughout the lifetime of the programme, in order to demonstrate what they realistically can achieve and indicate expected progress towards the above indicators and targets throughout the duration of the programme. Targets and indicators may be revised, if there is justification to do so, and will be agreed by DFID at inception and revised on an annual basis to allow for focused planning and to respond in changing context.

13.3 The overall total number of beneficiaries expected to be reached throughout the programme must be clear in bids, as well as the total overall value of milestone payments directly linked to this. Note, this may be only an element of your milestone payment plan, other milestones can be qualitative and as you deem appropriate to define key outputs of your programme approach.

13.4 The number of milestones and value(£) in relation to the qualitative indicators and number of target beneficiaries is at your discretion, although the supplier has been commercially evaluated on this - see Volume 2 Scoring Methodology and Evaluation Criteria and this will be an expectation as the programme develops.

13.5 All other costs will be paid on an inputs basis, therefore reimbursed for actual expenditure incurred. These reimbursable costs will be paid monthly in arrears. Reimbursement requests should be accompanied by detail of spend undertaken in alignment with forecasts.

13.6 A KPI mechanism to monitor performance, and which may or may not be linked to payment, should be proposed in bids. The KPIs, and detailed process for these, will be finalized and agreed with DFID during Inception. Performance will be measured in relation to quality of staffing, financial management, corporate social responsibility, continuous improvement and innovation, achievement of key start-up processes, reports from Ministry of Education and feedback from stakeholders as well as the technical KPIs outlined below..

13.7 The KPIs may be reviewed during the lifetime of the contract as needed and will be agreed by the FMOE, DFID Ethiopia and Supplier prior to incorporation into the contract.

13.8. DFID will consult with the FMoE and relevant federal and regional (and if deemed necessary woreda) level bodies to assess whether KPIs have been met before payment is made. Along with meeting the KPIs, the Supplier will be required to provide an appropriate level of financial information to assess expenditure incurred against each KPI. Payments will only be made on the satisfactory approval of DFID's Senior Responsible Owner /Programme Manager and the Budget Holder, to provide an audit trail of the process. Withholding a percentage of payment if KPIs are not delivered on time will be articulated in the contract agreement between DFID and the Supplier.

13.9 DFID consider the following technical KPIs to be relevant for the programme and will be developed further and will need to be adapted to the degree to which the Supplier is able to impact on them:

KPI 1: Improvement in Grade 2 to Grade 1 enrolment ratio (disaggregated by gender)

KPI 2: Improvement in survival rates to Grade 5 (disaggregated by gender)

KPI 3: Improvement in girls-boys ratio in Grade 8 in Afar, Somali, and Beneshangul-Gumuz

KPI 4: Improvement in Net enrolment ratio of grade 1-8 in the emerging regions in Afar, Somali and Beneshangul – Gumuz (disaggregated by gender)

KPI 5: Improvement in learning outcomes - Grade 2 Mother Tongue Reading and grade 8 English and Mathematics results (disaggregated by gender)

KPI 6: Improvement in Quality of learning and Inclusion in the teaching/learning process measured by index of relevant inspection standards

KPI 7: Percentage of primary and secondary schools moving from Inspection level 1 to level 2, and from level 2 to level 3 in target schools

KPI 8: Increased number of children with disabilities enrolled to benefit from new Special Needs Education services

KPI 9: Effective implementation and accomplishment of delivery plans and targets in the 9 regions and 2 city administrations.

KPI 10: Design and implementation of Education Financing Strategy Implemented

13.10. As part of the bidding process, the Supplier is expected to provide a Financial Plan. All costs associated with delivering the ToR must be detailed within the financial plan. The financial plan should be clearly cross-referenced to the proposed budget, activities and outputs related to the inception and implementation phases..

13.11. The Supplier will need to demonstrate how value for money (VfM) will be achieved over the life of the requirement. This includes providing a clear methodology for ensuring costs and expenses are in line with the market and the requirement will be delivered on time and within agreed budget.

13. Delivery Chain Mapping

13.1. Suppliers must be able to demonstrate a full and comprehensive approach and methodology for undertaking due diligence and taking on the risk management of all downstream delivery partners. DFID may request specific audits of the project and all project partners to be undertaken.

13.2. In advance of any release of funds and as part of their reports, suppliers 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 the programme. Risk maps should be reviewed and updated periodically, in line with agreed programme monitoring processes and procedures. As a minimum, it should include details of:

- The name of all 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.

14. UK Aid Branding

Partners that receive funding from DFID must use the UK aid logo in their development and humanitarian programmes to be transparent and acknowledge that they are funded by UK taxpayers. Partners should also acknowledge funding from the UK government in broader communications but no publicity is to be given to this contract without the prior written consent of DFID.

15. Transparency

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

15.2. 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 to DFID – further IATI information is available from; <http://www.aidtransparency.net/>

16. Digital Principles for Partners and Suppliers

16.1. DFID expects all partners and suppliers who manage aid programmes with a digital element to adhere to the global Principles of Digital Development. If any proposal and intervention includes a digital element this must be costed separately within the proformas and are subject to approval by DFID's digital team. Additional information and guidance on digital spend advice and controls for DFID partners and suppliers is available on; <https://www.gov.uk/government/publications/guidance-on-digital-spend-advice-and-controls-for-dfid-partners-and-suppliers>

16.2. In accordance with the Principles of Digital Development we expect suppliers to generate data through open standards, open data, open source technologies and open innovation. Any deviation from this is subject to approval by DFID's digital team.

17. Ethical Principles

It is a requirement by DFID that all partners' commissions and funds comply with the Ethics principles. Partners will be required to include consideration of ethical issues and a statement that they comply with the ethical principles.

18. Safeguard considerations

18.1. DFID requires assurance regarding protection from violence, exploitation and abuse through involvement, directly or indirectly, with DFID suppliers and programmes. This includes sexual exploitation and abuse, but should also be understood as all forms of physical or emotional violence or abuse and financial exploitation.

18.2. The programme, amongst others, targets vulnerable children and sensitive areas of work. The supplier must demonstrate sound understanding of the ethics in working in this area and applying these principles throughout the lifetime of the programme to avoid doing harm to beneficiaries. In particular, the design of interventions including research and programme evaluations should recognize and mitigate the risk of negative consequences for women, children and other vulnerable groups. The supplier will be required to include a statement that they have duty of care for informants, other programme stakeholders and their own staff, and they will comply with the ethics principles in all programme activities. Their adherence to this duty of care, including reporting and addressing incidences, should be included in both regular and annual reporting to DFID.

18.3. Appropriate policies and procedures need to be in place in the organizations/institutions that could expressly prohibit all forms of physical or emotional violence/ abuse, financial exploitation, sexual exploitation/ abuse and to address reports of such acts. This needs to ensure every child, regardless of their age, gender, religion or ethnicity, can be protected from harm. The safeguarding approach requires being inclusive of vulnerable groups such as children with disabilities, girls, children from minority groups etc. There is a need for designing capacity building programmes of the institutions in putting the grievance redress systems in place and deal with any shortage of budget for the implementation of safeguards in general.

18.4. DFID does not envisage the necessity to conduct any environmental impact assessment before the implementation of this TA programme. However, it is important to adhere to principles of "Do No Harm" to the environment.

19. Disability

For DFID disability inclusive development means that people with disabilities are systematically and consistently included in and benefit from international development. Civil Society and Private Sector partners should outline their approach to disability inclusion and how people with disabilities will be consulted and engaged throughout the project.

20. General Data Protection Regulations (GDPR)

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.

21. Procurement of Goods and Equipment

Where procurement is undertaken as part of programme activities, this must be done using robust systems which ensure best value for money for the programme and as has been indicated through the supplier's response to Selection Questionnaire 8.5 or 8.6. The Supplier must ensure that programme assets are accurately tracked, reach their intended beneficiary, and are used for their intended purpose.

22. Duty of Care

22.1. The Supplier is responsible for the safety and well-being of their personnel and third parties affected by their activities under this contract, including appropriate security arrangements. They will also be responsible for the provision of suitable security arrangements for their domestic and business property. All duty of care, transport, logistical support, office space, and insurances will be the responsibility of the Provider.

22.2. DFID will share available information with the supplier on security status and developments in-country where appropriate and upon request. DFID will provide the following:

- a) All supplier personnel will be offered a security briefing by the British Embassy/DFID on arrival. All such personnel must register with their respective Embassies to ensure that they are included in emergency procedures.
- b) A copy of the DFID visitor notes (and a further copy each time these are updated), which the Supplier may use to brief their personnel on arrival.

22.3. A named person from the contracting organisation should be responsible for being in contact with DFID to ensure information updates are obtained. There should be a process of regular updates so that information can be passed on (if necessary). This named individual should be responsible for monitoring the situation in conjunction with DFID.

22.4. The Supplier is responsible for ensuring appropriate safety and security briefings for all of its personnel working under this contract and ensuring their personnel register and receive briefing as outlined above. 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.

22.5. The Supplier is responsible for ensuring that appropriate arrangements, processes and procedures are in place for its personnel, taking into account the environment they will be working in and the level of risk involved in delivery of the contract (such as working in dangerous, fragile and hostile environments etc.). The Supplier must ensure its personnel receive the required level of appropriate training prior to deployment.

22.6. Suppliers must develop tenders on the basis of being fully responsible for Duty of Care in line with the details provided above and the initial risk assessment matrix prepared by DFID. They must confirm in the tender that:

- They fully accept responsibility for security and Duty of Care.

- They understand the potential risks and have the knowledge and experience to develop an effective risk plan.
- They have the capability to manage their Duty of Care responsibilities throughout the life of the contract.
- They will give responsibility to a named person in their organisation to liaise with DFID and work with DFID to monitor the security context for the evaluation.

22.7. If the potential delivery agents of this assignment are unwilling or unable to accept responsibility for Security and Duty of Care as detailed above, the proposals will be viewed as non-compliant and excluded from further evaluation.

22.8. Acceptance of responsibility must be supported with evidence of capability and DFID reserves the right to clarify any aspect of this evidence. In providing evidence potential Suppliers should consider the following questions:

- 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 DFID)?
- 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?
- Have you ensured or will you ensure that your staff are appropriately trained (including specialist training where required) before they are deployed and will you ensure that on-going training is provided where necessary?
- Do you have 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)?
- Have you ensured or will you ensure that your staff are provided with and have access to suitable equipment and will you ensure that this is reviewed and provided on an on-going basis?
- Do you have appropriate systems in place to manage an emergency / incident if one arises?

23 Background

- 23.1 Ethiopia has made some huge achievements in education, particularly primary school enrolment, over the past 10 years. Access to general education in Ethiopia has increased from 10 million to 26 million enrolled learners. UK has been part of this success; supporting 1.2 million children to gain a decent education over the last 8 years through provision of textbooks, teacher training, school grants, and improved inspection.
- 23.2 However rural girls and children with disabilities, have limited access to quality education; only one in four primary school children meet basic literacy and numeracy standards; and under half of all children pass Grade 8 and Grade 10 examinations. Drop-out rates remain very high and only half of primary school students enrol in secondary schools. There are major disparities by region, gender and disability. Fewer girls complete primary school in Afar and Somali regions.

Boys generally perform better than girls, and students from urban, wealthier families outperform poorer students in the remoter, rural regions.

- 23.3 To address this problem, the Ethiopian Federal Ministry of Education (FMoE), together with the World Bank and other funding partners (Global Partnership for Education, UNICEF, USAID, Norway and Finland) has developed a new 4 year Programme for Results from 2018/19 to 2021/22 called **General Education Quality Improvement Programme for Equity (GEQIP-E)**. Incentives in the form of additional financing will be provided to regions, woredas (districts), and schools using disbursement linked indicators based on results achieved.
- 23.4 DFID's support to this programme will deliver financial aid and technical assistance to the Ethiopian Federal Ministry of Education and Regional Education Bureaus (REBs) to improve learning outcomes for Ethiopian school children. This will form part of Ethiopia's Education Sector Development Plan V for Growth and Transformation.
- 23.5 The programme is targeting disadvantaged learners, addressing gender inequalities and including children with disabilities, in pre-primary, primary and secondary education, particularly in under-performing regions such as Ethiopian Somali, Afar, and Benishangul Gumuz . It will prioritise the worst performing schools in those regions through provision of better service delivery, stronger school leadership and accountability, and improved teacher classroom performance, grounded in a strong gender analysis. The programme will help provide more literate and numerate school leavers for the labour market, particularly those in the catchment area of new industrial parks.
- 23.6 The Ministry of Health has recently invested in a school health and nutrition programme for all primary and secondary schools. Together with the government's water, sanitation and hygiene programme, supported by partners, it is helping to provide separate latrines for girls, water supplies, and menstrual hygiene management to improve attendance.

24. Links to relevant projects/ initiatives

- a) The DFID funded Girls Education Challenge Project;
 - Phase I: <https://devtracker.dfid.gov.uk/projects/GB-1-202372>
 - Phase II: <https://devtracker.dfid.gov.uk/projects/GB-1-204766>
- b) DFID funded Research on Improving Systems in Education (RISE): <https://devtracker.dfid.gov.uk/projects/GB-1-204322>
- c) Global Partnership for Education (GPE): <https://devtracker.dfid.gov.uk/projects/GB-1-200765>
- d) ESPES Additional Financing PAD - ESAP is a sub-component of the PBS and now ESPES programmes <http://documents.worldbank.org/curated/en/465991505613691677/pdf/Ethiopia-PfoR-PP-08242017.pdf>

25. Annexes

- a) DFID Ethiopia's GEQIP- E Business Case and Annexes:

- b) World Bank GEQIP-E PAD
- c) Gender guidelines
- d) Inclusion Guidelines
- e) Guidelines for IERCs
- f) Responses to Technical Questions
- g) Commercial Feedback