Shule Bora Consultancy Terms of Reference

Summary information

Position	Consultant to Conduct Baseline Survey
Component	A
Output	Management, Oversight and Coordination
Intervention	Programme baseline survey
Overall objective	To conduct the programme baseline survey in nine (9) Shule Bora Regions
Expected results	A high-quality baseline survey report
Reporting to	Deputy Team Leader
Location	Remote and across the nine Shule Bora regions in Tanzania
Timeframe of inputs (s)	24th January – 15th March 2023
No. of Days	20 days
Workplan reference	AA04

Introduction

Cambridge Education (CE) is the technical assistance delivery partner for the FCDO-funded Shule Bora programme which runs from August 2021 to March 2027. The programme will be implemented with core partners Action on Disability and Development (ADD), Plan International, and the International Rescue Committee (IRC) and a number of associate partners. The programme will work in partnership with the Ministry of Education, Science and Technology (MOEST), President's Office for Regional and Local Government and Administration (PO-RALG) and related agencies to achieve its outcomes.

Context

Tanzania has made significant development progress over the last decades becoming a middle-income country in 2020, but it cannot afford to stand still. Despite a steady reduction in poverty and average GDP growth of 6.6% over the last 10 years, the country continues to face significant development challenges, not least rapid population growth, with an average fertility rate of 5.2 children per woman, and population numbers expected to more than triple over the next 50 years, from 55 million currently. Other challenges include widespread poverty, with more than half of the

population living below the international poverty line, and 34% of children under-5 chronically malnourished.

In regards to education, Tanzania has made strong progress in expanding access to basic education. Since the implementation of the Fee-Free Basic Education Policy (FFBEP) in December 2015, enrolment has increased substantially. According to Basic Education Statistics (BEST), the net enrolment at primary level increased from 85.8% in 2016 to 95.7% in 2020. However, only around two-thirds of students in the last grade of primary successfully pass the leaving examination and enrol in lower secondary. The impressive increase in access to basic education led to a corresponding increase in Pupil Teacher Ratios, exacerbating the effects of an inadequate number of teachers and infrastructure on the quality of learning. In 2020, the national average Pupil:Teacher: Ratio (PTR) in government primary schools is 61:1, The national average for Pupil:Classroom ratio is 75:1, with extreme regional variance, and two regions having Pupil:Classroom ratios of over 119:1.

There is variance in the primary completion and transition to secondary. In 2020, 77.4% of pupils transitioned from Standard 7 into Form 1. However, primary completion rates show that 79.1% of girls completed primary compared to 71.9% of boys in 2020, a Gender Parity Index (GPI) of 1.10. While more girls than boys reach the end of primary school, a similar number of boys and girls continue on to secondary school, with male and female transition rates of 78.2% and 76.7% respectively, an equitable GPI of 0.98. Though given the higher numbers of female grade 7 students this still results in more females than males entering lower secondary. At Lower Secondary level the overall enrolment and retention rates for females again appears significantly better than for males resulting in a Gross enrolment GPI for Lower secondary of 1.10   However, beyond lower secondary the number of female students decreases sharply and results in a GPI for Upper secondary GER of 0.76. The trend appears to be more males drop out before completing the primary cycle and during lower secondary while more females fail to transition from lower to upper secondary.

Although the influx of students following FFBEP put a strain on the education system, learning outcomes have been steadily increasing on national exams. The pass rate for the national Primary School Leaving Exam (PSLE) for the year 2020 is 82.68%, which shows an increment of 1.18 compared to 81.50% who passed in the year 2019; while the pass rate for the Form IV Certificate of Secondary Education Examination increased by 3.09% compared to 2019. In the 2019 Standard Two National Assessment (also known as the "3Rs" assessment), the proportion of pupils who could read 50 Correct Words Per Minute (CWPM) remained unchanged relative to the baseline (4.7% in 2013, against 5.2% in 2019); however, ORF improved to 26.18 CWPM. Moreover, the proportion of proficient readers, marginally decreased by 0.8 percent between 2016 and 2019 studies.

Due to the pressures from increased enrolment, population growth and the need to continue improving learning outcomes, there is a need to ensure basic inputs and to continue improving the quality of teaching and learning as targeted by the current ESDP.

Shule Bora is aligned with Government of Tanzania strategic plans and priorities as set out in the Tanzania Education Sector Development Plan (ESDP) and will be delivered alongside and in

coordination with other development partner programmes in the education sector, as well as the FCDO Centrally Managed Programmes and multilateral commitments.

Programme Overview

The UK aid funded Shule Bora programme aims to improve the quality of pre-primary and primary schools in Tanzania. The programme's Impact Statement is: *Shule Bora will deliver improved quality, inclusiveness, and safety of learning for boys and girls.* There are four outcomes:

1. Learning: All children* are learning in school.
2. Teaching: UKAID supports the strengthening of Tanzania's teaching workforce.
3. Inclusion: All children are in schools that are safe, offer an environment conducive to learning and that this enables children to complete primary education and progress to secondary education.
4. Systems building: UKAID supports government in strengthening the value for money** of education provision at school, local and national level.

The term 'all children' infers particular attention to the most disadvantaged: girls, the disabled and those living deprived areas
***Value for money is defined as a composite of economy, efficiency, effectiveness and equity*

This programme:
1. Works with Ministry of Education, Science and Technology (MOEST) and the President's Office Regional Administration and Local Government (PO-RALG) to test, adapt and implement at scale quality, gender-transformative, disability-inclusive and safe to learn education approaches in nine regions, generating learning and evidence on how to achieve these outcomes affordably and at scale. The nine regions that have been selected for Shule Bora support are: Dodoma, Katavi, Kigoma, Mara, Pwani, Rukwa, Simiyu, Singida, and Tanga.
2. Supports GoT with the timely and effective implementation of the Payment for Results (PforR) mechanism through technical assistance and capacity building, with a strong focus on data verification, financial management and risk management. Support lesson learning processes from PforR so that these can be embedded into government processes and shared with development partners and other key stakeholders. Ensure that lessons and best practice from (1) are used to inform the PforR mechanism.
3. Manages and coordinates programme activities, with a strong focus on (i) ensuring a high quality programme and financial and risk management oversight, (ii) working with an independent Learning and Evidence (L&E) provider on establishing regular, rigorous and community-driven monitoring and evaluation activities, and (iii) developing and implementing a strategy for effective communication of Shule Bora objectives, results, and lessons learned to a range of target audiences.

The programme is to work in accordance with FCDO's Shule Bora Operating Principles at all times (see Annex A).

The programme has five programme outputs which are focused on behaviour change to support improvements in learning from community to classroom to school to district to national level. The outputs are:

1	Parents and communities support learning of all primary-age children and hold primary schools to account.
2	Primary teachers are supported to improve the inclusion, safety and learning of all children.
3	Primary schools are well-managed and accountable to their stakeholders.
4	Education authorities at the local and regional levels are supported to better plan, manage, and support primary schools and teachers.
5	National institutions with responsibilities for primary education are supported to improve education service delivery.

Following a consultative process, the programme co-created with government priority interventions for Year 1. These interventions are:

OP1a: Support to parent teacher partnerships to improve community engagement in supporting inclusive schools

OP1b: Increase community awareness on importance of access to and attendance in quality inclusive schools

OP2a: In-service Instructional Support and CPD

OP2b: Improved learning in early grades

OP2c: Student teachers are prepared to teach well

OP3a: Capacity building to WEOs and HTs to strengthen school management, supervision, and accountability

OP3b: Strengthening safety of pupils in schools

OP4a: Strengthening EMIS, Data analysis, and use in Regional and LGAs

OP4b: Strengthening LGA management & supervision systems

OP4c: Review, popularise and disseminate ESRAC guidelines for supporting Identification and Assessment of CwSNs.

4

OP5a: Strengthening TSC through popularisation and dissemination of teacher's service professional Code of Ethics and Conduct, building capacity to TSC staff and improve TSC Information Management System (TSC-MIS).

OP5b: Support communications units to better communicate and disseminate education achievements

OP5c: Other EPforR support and systems strengthening

All of the interventions have a learning and adaptation plan.

Assignment rationale and objective

The primary purpose of the Shule Bora baseline is to identify and articulate the starting point for the full suite of indicators that are captured in the programme logframe. Many of the logframe indicators are based on government Education Management Information System (EMIS) data, in which cases the baseline report will describe the data using the latest available data, including analysing the differences between regions and disaggregation by gender and disability. Other indicators require the primary collection of data, and these data collection exercises will stem from the baseline survey. The baseline report will present the findings of these primary data collection exercises alongside the presentation of the EMIS data.

The baseline report will provide a reference point for the programme moving forwards. The logframe indicators will be revisited periodically through the programme. For logframe indicators that are based on EMIS data, it should be possible to update them annually and this will be presented in the annual reviews. For logframe indicators that require primary data collection, the resource requirements to collect the data may mean that the indicator is updated less often. For this reason, the updated position on the full suite of logframe indicators will be provided in the form of one or more mid-programme reports and the end-of-programme report.

The logframe is made up by:

1. Three impact indicators
2. Four outcomes, that together comprise 11 outcome indicators
3. Five outputs, comprising nine output indicators

All three impact indicators as well as 5 of the 11 outcome indicators are based on government EMIS data. The remaining outcome indicators will be monitored through primary data collection exercises managed by CE Team. Five of these require data collection at baseline. Of the nine output indicators, only one require the collection of data at baseline. In the case of the other eight output indicators, the baseline position is either zero or not applicable because of the nature of the indicator.

Table 1 below lists the programme logframe indicators that requires primary data collection.

Table 1		
Level / Reference	Indicator	Method
Outcome		
1.1	Proportion of standard II pupils meeting benchmarks in 3Rs assessment, in (1) oral reading fluency, (2) reading comprehension and (3) addition/subtraction level II	Learning Assessment (utilising EGRA/EGMA methodology)
1.2	Proportion of Standard II pupils achieving a zero score in 3Rs assessment, in (1) oral reading fluency, (2) reading comprehension and (3) addition/subtraction level II	Learning Assessment (utilising EGRA/EGMA methodology)
2.1	Average School Quality Assurance (SQA) score for the 'Quality of Teaching for Effective Learning' domain	Special survey of schools (quantitative)
2.2	Percentage of districts that monitor in-school CPD across their schools	Special Survey of Shule Bora regions (quant)
3.1	Percentage of primary-age children and parents/caregivers who feel (a) that children with disabilities should be given equal opportunity to access, learn and progress in mainstream schools and (b) the school and the authorities are making investments to improve the opportunities for children with disabilities to access, learn and progress in mainstream schools	Special Survey of Schools [1] and Communities in Shule Bora Regions(qualitative)
Output		
3.1	Number/Percentage of schools achieving at least 5 out of 10 management performance indicators	Special Survey of Schools in Shule Bora Regions (quantitative

Methods

The baseline data collection will follow a mixed-methods approach, utilizing both quantitative and qualitative tools. This will include electronic questionnaires to capture quantitative data from children, parents/caregivers, head teachers, and district education officers (DEOs), in addition to qualitative data from face-to-face interviews and focus group discussion to triangulate quantitative findings. We will additionally conduct classroom observations to assess teachers' classroom performance and management. We anticipate that field work will cover 12 days (travel days inclusive).

---

[1] Please note that the selection of schools will include a mix of special and mainstream schools to ensure the views of children with disabilities are represented in this analysis.

A multistage sampling technique, described in Figure 1, will be used to select survey participants, namely a) students b.) parents, and c.) head teachers, as well as d.) teacher classrooms in which classroom observations will be conducted.
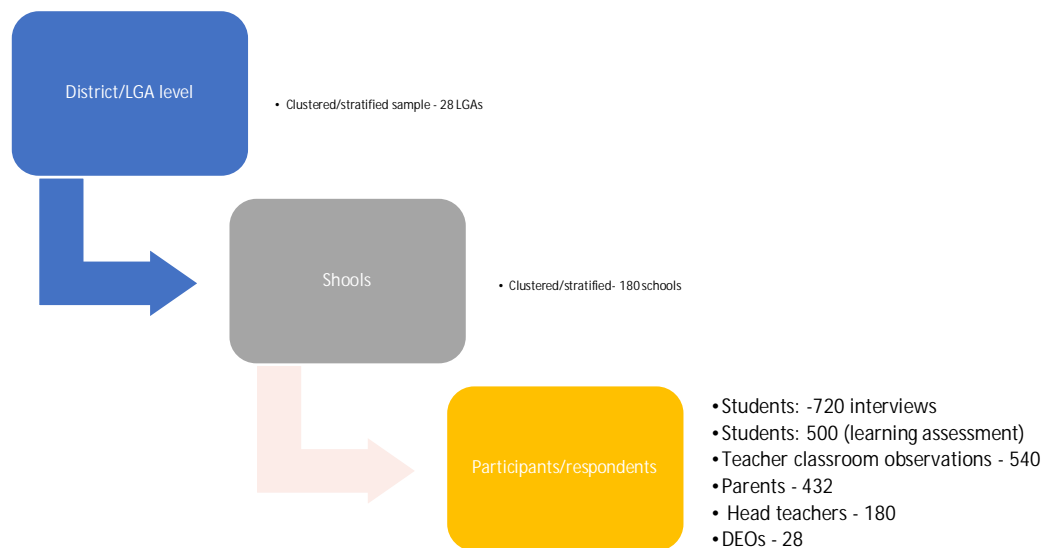

Figure 1: Stages to be followed in the study

Key stakeholders

Cambridge Education, Regional and District Education Offices, Director of Basic Education (PO-RALG), Director of Public Policy (MOEST) and FCDO

Relevant documents

Shule Bora Logframe

Shule Bora MEL strategy

Scope of work / Tasks

The consultant is expected to undertake the following tasks:

- Review key documents related to the project MEL.
- Work with Cambridge Education (CE) to calculate the sample and eventually identify the sampled units
- Identify, recruit and train enumerators to collect the baseline data
- Visit the sampled units to collect the data including quality assuring of the work of enumerators.
- Analyse the data and write the baseline survey report

The client (CE) will undertake the following tasks:

- Avail the consultant the sampling frame and sampling methodology
- Avail survey tools
- Provide contacts of education officials in the nine Shule Bora regions
- Financial resources as will be agreed with the consultant through a contract

Eligibility and Application

The specifications section below outlines the specifications of the consultant (Firm) needed for this assignment. For application, the Firm should provide the following:

- Company Profile outlining experience of conducting similar assignments in Tanzania (maximum of 2 pages)
- Technical application (2-4 pages) that clearly demonstrate the Firm's understanding of the task, methodology and workplan.
- A detailed financial proposal
- Evidence of Company Registration/incorporation.
- Evidence of Tax Compliance for 2020/2021 Financial Year of the Revenue Authority of the country the supplier is registered.
- Postal address and verifiable contact telephone / cell phone numbers.
- Physical address of the vendor.

Tenderers may request further information concerning the bid through the e-mail(s) provided.

Working modality

Shule Bora is managed by Cambridge Education and a number of partners. While working on the project, all consultants are expected to work in accordance with ways of working defined for the programme. The programme aims to have consistent messaging across all activities and towards our stakeholders.

Shule Bora has a number of Operating Principles which should be followed during the consultancy. These are included in Annex A.

The programme will be implemented in partnership with the Government of Tanzania. All consultants are to work in line with government requirements at all times and work with programme staff to ensure ownership of all interventions. The Activity Lead or a member of the senior leadership team can be approached for advice when a given situation is unclear.

The programme seeks to be inclusive and gender transformative. This means ensuring that all language, activities and reports are inclusive and promoting positive change. Reasonable adjustments can be considered e.g. for those with disabilities or breast-feeding mothers. All reports are to provide disaggregated statistics.

We have a strong commitment to the welfare of our staff, partners and the people we serve. We understand that working with children, women, disadvantaged households and disabled persons presents significant safeguarding risks. We have a zero-tolerance approach to sexual harassment and to all forms of abuse and exploitation throughout our supply chain. Training is provided to all staff on safeguarding and reporting concerns. Consultants are encouraged to raise any concerns too.

The programme will seek to build capacity of less experienced staff and also those within government where relevant. We expect that all consultants will work in an open and transparent way and will support others when asked during the course of the assignment.

Any presentations, documents, training materials etc that are used in the course of the assignment are required to comply with FCDO's branding requirements. This means ensuring that UKAID is acknowledged. Programme templates must be used for all communications and all documents are to be dated and contain version numbers.

Each document, presentation, training material etc is required to go through a quality assurance process prior to external circulation. This involves 1) checking that the material meets the TOR and has been edited, proofread and formatted; and 2) approving the materials for distribution. The checker will usually be the team member that commissioned the consultant and the approver will be a member of the senior leadership team. No unapproved material can be shared externally.

The programme is digital by default. This means that all activities are to utilise technology as much as possible. The programme has a Sharepoint site. All programme documents are to be saved to Sharepoint. Permission-based access to certain folders will be granted as necessary. It is expected that all consultants are able to work with the site, but guidance will be provided to anyone that needs support. Microsoft Teams is used for programme meetings.

Finally, all activities should seek to minimise environmental impact e.g. through virtual meetings, digital documents, double-sided printing when printing is necessary, purchase of bio-degradable materials and use of refillable water bottles and glasses.

Deliverables

The following deliverables are expected in the Shule Bora format provided:

- An inception report, highlighting methods, timetable.

- Draft survey report.
- Raw data sets (quantitative and qualitative).
- Final baseline survey report

Deliverables are to be sent to the activity lead for checking and onward transmission for quality assurance. No deliverables are to be sent directly from the Sub-consultant to an external party.

Reports

In addition to deliverables, there is a requirement for the Sub-Consultant to report back at regular intervals using the Shule Bora reporting template as follows:

1. at the end of each consultancy visit;
2. specific reports as required; and
3. a final report.

Throughout this assignment, the Sub-consultant will report to Deputy Team Leader within the Shule Bora team. Externally, the Sub-consultant will also report to EPforR Coordinators at MoEST and PO-RALG.

Logistics

Office support, facilities and services will be provided by Shule Bora to the sub-consultant. Travel support and accommodation will be provided by Shule Bora where necessary.

Person Specification

Skills

The Firm that will conduct this activity should possess the following:

#	Description/requirement
1.	At least 10 years' experience in Monitoring, Evaluation and Research. The Firm must have conducted at least five (5) large scale surveys of mixed methods
2.	Must demonstrate experience of conducting learning assessments in Tanzania utilising the EGRA/EGMA methodology.
3.	The Firm should present a team of experts in the following fields: a) Project Management: The Specialist must posses at least a master's degree in management and five years' experience in leading large surveys. A track record of publications in peer reviewed journals a plus. b) Education: The Specialist must posses at least a masters' degree in education with 15 years' post-qualification experience. Experience in managing/supervising large scale mixed method surveys and a publication record in peer reviewed journals a must. c) EGRA/EGMA specialist: track record is leading/managing learning assessments in Tanzania. d) Statisticians: The expert should posses at least a bachelor's degree in statistics and 5 years of solid experience in data analysis and report writing.
4.	Excellent report writing skills evidenced by three recent progress reports of similar magnitude

5.	The Consultant must be proficient in qualitive and quantitative survey and
6.	Proficient in data analysis software such as SPSS, Epi-info or STATA
7.	Ability to mobilise the key staff by the 27th January 2023

In addition, these experts should demonstrate:

- Ability to prioritise and work under pressure
- Ability to work in a collaborative team setting
- Understanding of and sensitivity to cultural differences
- Proficient in using MS packages, particularly Word, Excel, PowerPoint, Teams, Sharepoint
- Strong organisational skills, reliability, and adherence to ethical standards
- Excellent verbal and written communication skills
- Fluency in written and spoken English, Kiswahili preferred

Experience
- Experience in qualitative data analysis and evaluative research
- Experience in capacity development
- Experience in large-scale, international development projects
- Experience with stakeholder engagement from schools to government levels

Knowledge
- Educated to a degree level, Masters preferred in relevant discipline (as shown under the skills section) or related subject
- Good understanding of the Tanzanian education system

Annex A – Shule Bora Operating Principles

FCDO developed seven Shule Bora Operating Principles which it expects us to demonstrate throughout programme implementation. The following are those that are included in the Shule Bora overall ToR. These Operating Principles will shape our approach to implementation.

1. Politically smart and agile, underpinned by good quality political economy analysis

Many countries, including Tanzania, have made huge progress over past decades in improving access to education, but few have managed to expand their education systems at the same time as enhancing learning outcomes. Whilst this partly reflects the increasingly complex technical and operational challenges in ensuring that schools, teachers and students are equipped and motivated for teaching and learning, it also reflects the nature of political incentives for investing more in the quantity and visibility of provision rather than more difficult and longer-term task of improving the quality of provision. Focusing on quality may involve challenging the interests of groups with significant power and which benefit from the status quo in a way that quantity and visibility do not.

Contemporary scholarship on the politics of education (Grindle 2004, Pritchett 2013, Barrera-Osorio, Paglayan and Jorrat 2010), including that funded by FCDO through the RISE and ESID research programmes[12] (Levy and Walton 2013, Hickey and Hossain 2019, Pritchett 2018), highlights the importance of politics in shaping the commitment and capacity of elites to promote reforms, and therefore the need to better understand the conditions under which reforms likely to shift education provisioning towards higher quality learning pathways are undertaken. Evidence tells us that getting the politics right is just as important as the technical design of reform if we want to improve outcomes for learners.

Understanding the political context and commitment is underpinned by political economy analysis (PEA) (see FCDO 2009, 2017, World Development Report 2017). Good quality PEA can help to unpack the distribution of power between and within organisations, which helps to explain how effectively particular institutions can be enforced, and the ways in which they are informally modified (Khan 2010). This can involve, for example: analysis of informal and formal institutional processes; how ideas and incentives shape choices and behaviour; key agents and stakeholders at all levels; governance arrangements and relationships within the state, as well as between state, the private sector and citizens; and global and local dynamics. In doing so, PEA helps to identify the conditions under which quality learning outcomes can be successfully and sustainably implemented; under which broad-based, pro-reform coalitions come about; how to unlock political will for necessary reforms (and how to move past 'political won't); and how information about education performance translates into functioning mechanisms of accountability – including at the national and sub-national level.

Political economy analysis of Tanzania's education sector (building on existing studies, e.g. Opalo 2017, Kelsall 2018) must underpin Shule Bora interventions. More specifically, political economy analysis (at the appropriate level) should be built into problem identification and change space and analysis in order to assess the feasibility and sustainability of technical reforms, as well as in theory of change and assumptions. It is also integral in the analysis of unintended consequences.

Politically smart approaches recognise the complexity of development challenges and the integral role of politics in this. Evidence shows that these approaches should be underpinned by strong political analysis, insight and understanding; detailed appreciation of, and response to, the local context, including brokering relationships with key stakeholders in order to build coalitions for reform and enhance accountability within the system; and allow for flexibility in programme design and implementation ([Dasandi, Laws, Marquette and Robinson 2019](#)). The technical assistance delivery partner will need to demonstrate their ability to 'think and work politically' (TWP)[13] and embed this into all Shule Bora workstreams. This includes, but is not limited to, development of the theory of change and design of proposed interventions; communications and stakeholder engagement strategies and ways of working with Government of Tanzania and other Shule Bora implementing agencies and beneficiaries; and ongoing monitoring, evaluation and lesson learning processes, all underpinned by good quality, ongoing PEA built into the programme cycle.

2. Based in a systems thinking approach

The global learning crisis has highlighted that in many cases education systems are poorly aligned with learning goals, and many elements of an education system are often incompatible or incoherent. For example, roles and responsibilities of different system actors are unclear, resulting in limited accountability; accurate and credible information is lacking and therefore unable to support monitoring and evaluation of interventions aimed at improving outcome; financing can be allocated in ways inconsistent with the goal of providing equitable opportunities; and the motivations and incentives of system actors are weakly linked, or even counterproductive, to student learning (World Development Report 2018).

This has highlighted the need to take a systems approach to improve learning. Rather than focusing on individual outcomes, a systems approach takes into account the various interactions between parts of an education system, including interdependencies and sub-systems – and in doing so, applies both a technical and political lens to better understand the underlying drivers of system performance and incoherence to support better alignment and ultimately inform more impactful and sustainable policy design and programming at scale.

The technical assistance delivery partner will be expected to demonstrate how they will apply 'systems thinking' to programme design. This may include, but is not limited to, developing various frameworks and interventions to capture: interdependencies and contingencies of different learning outcomes and reform efforts; institutional arrangements, rules and norms; key stakeholders and their incentives; accountability mechanisms; cross-cutting factors that influence service delivery (such as public financial management, operation of the civil service, and human resource management); processes of policy development and implementation; and how political incentives and social norms affect these.

3. Problem driven, outcomes focused, and responsive to lessons learnt

The purpose of Component C is to a) support government-led basic education sector reforms and systems strengthening at the national level and b) support GoT with the delivery of quality, gender-transformative, disability inclusive and safe to learn education in nine regions, generating learning and evidence for the GoT on how to achieve these outcomes affordably and at scale. This requires a combination of demand-driven technical assistance and capacity building and testing and delivery at scale to support GoT achieving in the PforR DLIs and overall Shule Bora outcomes.

Learning and adaptation is integral to the vision of the Shule Bora programme in order to maximise efficiency and effectiveness of the programme. All interventions will need to be outcomes focused and problem driven and must respond and adapt to changes in context, as well as the results of any evidence generated during design and implementation. This will range from demand-driven technical assistance and capacity building where there is already existing evidence on what works, but which nevertheless create opportunities for learning, to more Flexible and Adaptive/Problem Based Iterative Adaptation (PDIA) approaches.[14] The latter require problems to be broken down into root causes and engaging in a dynamic process to identify entry points, search for and design possible solutions appropriate to the local context and implement, assess, learn and adapt, taking to scale only those interventions which are proven to be effective (which will likely require 'failing fast' and learning what doesn't work).

THE PDIA PROCESS

1. Initial problem analysis
Constructing, deconstructing, and sequencing your problem.

2. Identify action steps
What can we do first to start solving the problem?

3. Take action
Local agents take action and are held accountable.

4. Check-in
Reflect on action taken. What results were achieved? Lessons learned? Challenges encountered? How were they overcome?

5. Sustain authority and legitimacy
Communicate quick wins and lessons to sustain and expand existing support.

6. Adapt and iterate
Based on lessons learned adapt potential solution designs and iterate.

▲ NO
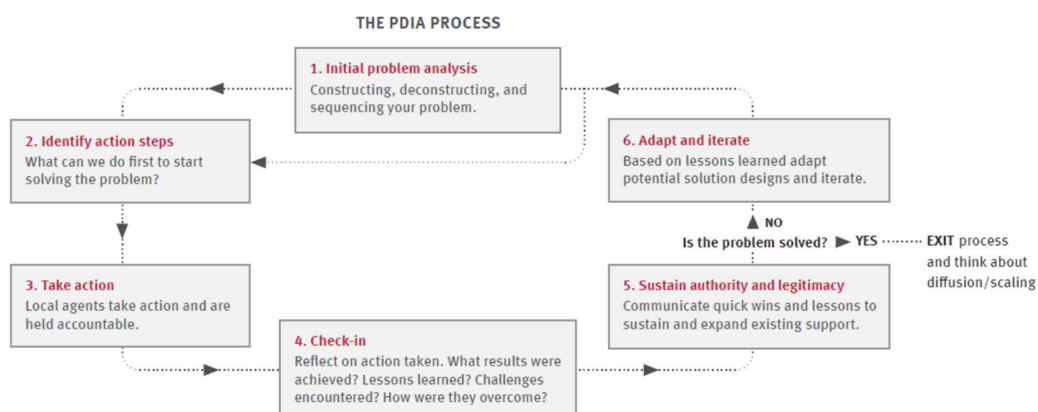Is the problem solved? ► YES ········ **EXIT** process and think about diffusion/scaling

Figure 1: PDIA process, Building State Capability

The technical assistance delivery partner will be required to produce a Learning and Adaptation Plan (LAP) for each proposed intervention. The LAP must articulate how their preferred programming modality and theory of change is problem driven; how they will be able to adapt and iterate in response to lessons learnt; and how they will integrate innovative and good quality political economy analysis into their approach. The LAP will also include ongoing self-assessment and reflection on progress towards outcomes, the tools that will be used to support lesson learning, and any plans for external communications.[15] The analytical framework for each LAP will be at the discretion of the technical assistance delivery partner . the technical assistance delivery partner is also able to propose a template for the LAP, which when completed, will be quality assured by FCDO and the L&E Provider.

The technical assistance delivery partner and L&E Provider will also be jointly responsible for the Monitoring, Evaluation and Learning Strategy to support lesson learning and adaptation.
The technical assistance delivery partner will be expected to deliver scalable interventions to achieve Shule Bora outcomes in the nine regions in a way that can be implemented at a national scale. The scale and scope of technical assistance delivery partner interventions in the nine regions should depend upon the availability of evidence (both in terms of technical merit and administrative/political feasibility). All interventions should be scalable, effective at scale, and designed for affordable scale with clear costing. The technical assistance delivery partner will have the discretion to apply their own approach to scaling, which will be quality assured by the L&E Provider.

14

Figure 2 below sets out one possible model of taking new ideas and interventions to scale.

Figure 2: Source: International Development Innovation Alliance scale, from "GOOD PRACTICE GUIDES FOR FUNDERS Scaling Innovation". Available [here](#).

4. Gender-transformative and inclusive

The technical assistance delivery partner should ensure that no student is left behind through the Shule Bora interventions. This will involve taking an inclusive approach to delivery and paying attention to dimensions and intersections of marginalisation, including gender and disability (which are standalone outcomes but should also be considered through all programme outcomes and outputs) as well as geographic differences and demographic changes including rural-urban migration. Figure 3 below sets out FCDO's holistic theory of change for disability.

The programme ambition is to be gender transformative (on a scale from gender blind, sensitive, responsive, transformative) at all levels. Gender transformative programming aims to tackle the root causes of gender inequality and reshape unequal power relations. The FCDO How to Guidance Note on Gender Equality sets out 5 foundational areas of focus to empower women and girls and work towards achieving gender equality. i) girls' education, ii) SRHR, iii) VAWG, iv) WEE and v) Women's Political Empowerment.
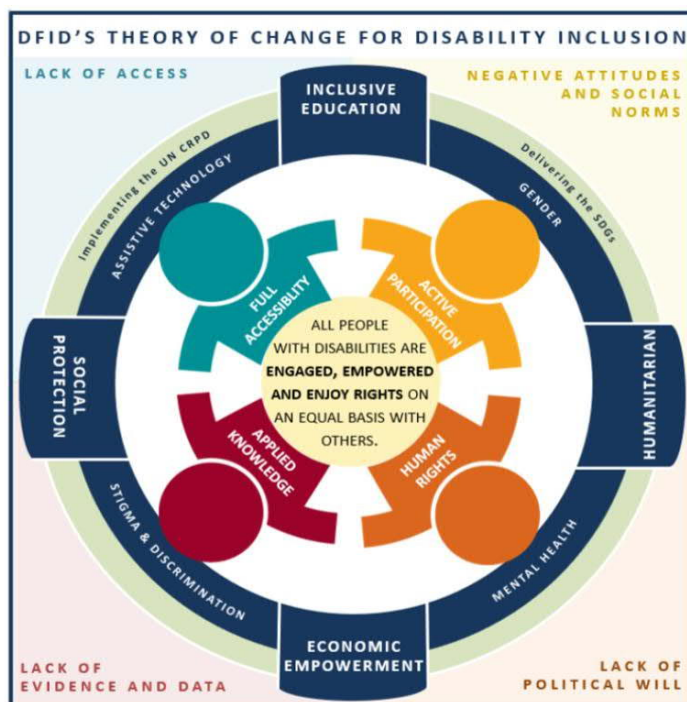
Standard TOR information last updated: 23 May 2022

Figure 3: FCDO's theory of change for disability inclusion

5. Aligned to the GoT Education Sector Development Plan (ESDP)

This plan is likely to be refreshed in 2020 (and may also be refreshed over the lifetime of the programme), taking into account the changes in the education sector since the introduction of fee-free basic education.

6. Problem driven use of Education Technology

FCDO expects the technical assistance delivery partner to integrate the potential of education technology as a cross cutting enabler to deliver results across all programme outcomes and outputs. Use of technology in the programme should be problem-driven and based in solid design thinking approaches. All education technology solutions should respect the principles for digital development (https://digitalprinciples.org/) and we encourage specific and up-to-date expertise to advise on scalable, user-based interventions concerning education technology. The FCDO Digital Strategy 2018-2020 (https://www.gov.uk/government/publications/FCDO-digital-strategy-2018-to-2020-doing-development-in-a-digital-world) and the FCDO-funded Ed-Tech hub webpage (https://edtechhub.org/) can provide further insights on this operating principle.

7. Taking a holistic approach when intervening in schools

A holistic approach to education simultaneously intervenes at different levels of the school environment to maximise effectiveness, specifically: teaching, management and leadership, and community. Figure 4 below sets out a 'matrix approach' to the Shule Bora outcomes, demonstrating that for each outcome (each row in the matrix), all interventions should cover the

Standard TOR information last updated: 23 May 2022

platforms of teaching, community and school and district management, and consider the use of data and ICT (e.g. a package of interventions for girls is expected to consider working at teaching, community and school and district management levels, and also to make effective use of data and technology). Likewise, for each of the platforms (each column in the matrix), all Shule Bora outcomes should be considered (e.g. an intervention on teaching should pay attention to the specific needs of girls and boys, as well as children with disabilities, and opportunities to reduce teachers' reliance on violent classroom practices, not only learning).
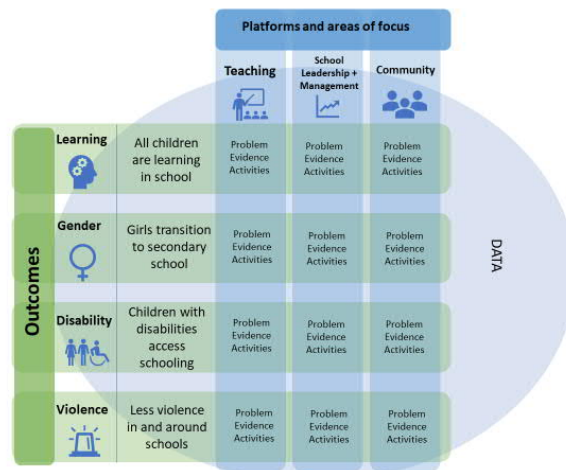

Figure 4: A holistic approach to schools in Shule Bora

Standard TOR information last updated: 23 May 2022