

## CALL DOWN CONTRACT

<b>Framework Agreement with:</b>	<b>Oxford Policy Management Ltd</b>
<b>Framework Agreement for:</b>	<b>Global Evaluation Monitoring Framework Agreement (GEMFA)</b>
	<b>Lot 3 – Monitoring, Evaluation and Learning, High Value Lot</b>
<b>Framework Agreement ECM Number:</b>	<b>4751</b>
<b>Call Down Contract For:</b>	<b>Independent MEL contract for the What Works Hub for Global Evaluation (WWH GE) 2024-2028</b>
<b>Contract ECM Number:</b>	<b>ITT_6680</b>

I refer to the following:

1. The above-mentioned Framework Agreement dated 1<sup>st</sup> February 2023;
2. Your proposal of **04/11/2024** and I confirm that FCDO requires you to provide the Services (Annex A, Terms of Reference), under the Terms and Conditions of the Framework Agreement which shall apply to this Call Down Contract as if expressly incorporated herein.

### 1. Commencement and Duration of the Services

- 1.1 The Supplier shall start the Services no later than 10<sup>th</sup> of January 2025 (“the Start Date”) and the Services shall be completed by 30<sup>th</sup> of May 2029 (“the End Date”) unless the Call Down Contract is terminated earlier in accordance with the Terms and Conditions of the Framework Agreement.

### 2. Recipient

- 2.1 FCDO requires the Supplier to provide the Services to the FCDO (the “Recipient”).

### 3. Financial Limit

- 3.1 Payments under this Call Down Contract shall not, exceed **£999,885.00** (“the Financial Limit”) and is inclusive of any government tax, if applicable as detailed in Annex B.

When Payments shall be made on a 'Milestone Payment Basis' the following Clause 22.3 shall be substituted for Clause 22.3 of the Section 2, Framework Agreement Terms and Conditions.

## 22. PAYMENTS & INVOICING INSTRUCTIONS

- 22.3 Where the applicable payment mechanism is "Milestone Payment", invoice(s) shall be submitted for the amount(s) indicated in Annex B and payments will be made on satisfactory performance of the services, at the payment points defined as per schedule of payments. At each payment point set criteria will be

defined as part of the payments. Payment will be made if the criteria are met to the satisfaction of FCDO.

When the relevant milestone is achieved in its final form by the Supplier or following completion of the Services, as the case may be, indicating both the amount or amounts due at the time and cumulatively. Payments pursuant to clause 22.3 are subject to the satisfaction of the Project Officer in relation to the performance by the Supplier of its obligations under the Call Down Contract and to verification by the Project Officer that all prior payments made to the Supplier under this Call Down Contract were properly due.

#### **4. FCDO Officials**

4.1 The Project Officer is:

[REDACTED]

4.2 The Contract Officer is:

[REDACTED]

#### **5. Key Personnel**

5.1 The following of the Supplier's Personnel cannot be substituted by the Supplier without FCDO's prior written consent:

[REDACTED]

#### **6. Reports**

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

#### **7. Duty of Care**

7.1 All Supplier Personnel (as defined in Section 2 of the Agreement) engaged under this Call Down Contract will come under the duty of care of the Supplier:

- I. The Supplier will be responsible for all security arrangements and Her Majesty's Government accepts no responsibility for the health, safety and security of individuals or property whilst travelling.
- II. The Supplier will be responsible for taking out insurance in respect of death or personal injury, damage to or loss of property, and will indemnify and keep indemnified FCDO in respect of:
  - II.1. Any loss, damage or claim, howsoever arising out of, or relating to negligence by the Supplier, the Supplier's Personnel, or by any person employed or otherwise engaged by the Supplier, in connection with the performance of the Call Down Contract;

- II.2. Any claim, howsoever arising, by the Supplier's Personnel or any person employed or otherwise engaged by the Supplier, in connection with their performance under this Call Down Contract.
- III. The Supplier will ensure that such insurance arrangements as are made in respect of the Supplier's Personnel, or any person employed or otherwise engaged by the Supplier are reasonable and prudent in all circumstances, including in respect of death, injury or disablement, and emergency medical expenses.
- IV. The costs of any insurance specifically taken out by the Supplier to support the performance of this Call Down Contract in relation to Duty of Care may be included as part of the management costs of the project and must be separately identified in all financial reporting relating to the project.
- V. Where FCDO is providing any specific security arrangements for Suppliers in relation to the Call Down Contract, these will be detailed in the Terms of Reference.

## 8. Call Down Contract Signature

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

No payment will be made to the Supplier under this Call Down Contract until a copy of the Call Down Contract, signed on behalf of the Supplier, returned to the FCDO Contract Officer.

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

Name: [REDACTED]

Position: [REDACTED]

Signature:

Date:

Signed by an authorised signatory  
for and on behalf of the Supplier

Name:

Position:

Signature:

Date:

**Foreign, Commonwealth and Development Office**

**Terms of Reference**

**Independent Monitoring, Evaluation and Learning (MEL)  
of the What Works for Global Education (WWHGE) Programme**

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## Acronyms list

1. BSG – Blavatnik School of Government (University of Oxford)
2. CMP – FCDO Centrally Managed Programme
3. ECE – Early Childhood Education
4. EdGE – Education, Gender and Equality Directorate
5. EQUALS – Evaluation, Quality, Assurance and Learning Service
6. FCDO – Foreign, Commonwealth and Development Office
7. GED – Girls' Education Department
8. GEEAP – Global Education Evidence Advisory Panel
9. GDPR – General Data Protection Regulation
10. GPE – Global Partnership for Education
11. IIEP – UNESCO International Institute for Educational Planning
12. IR – FCDO Implementation Role(s)
13. LICs and LMICs – Low Income Countries and Lower-Middle Income countries
14. MEL – Monitoring, Evaluation and Learning
15. ODA – Official Development Assistance
16. PM – Programme Manager
17. PRO – Programme Responsible Owner
18. RED – Research and Evidence Division
19. RISE – Research on Improving Systems of Education
20. SCALE – Scaling Access and Learning in Education
21. SP – Strategic Partner
22. SRO – Senior Responsible Owner
23. TA – Technical Assistance
24. TARL – Teaching at the Right Level
25. TPD – Teacher Professional Development
26. ToC – Theory of Change
27. ToR – Terms of Reference
28. VfM – Value for Money
29. WWHGE – What Works Hub for Global Education

## 1. Introduction

FCDO is seeking a Supplier to provide Monitoring, Evaluation and Learning (MEL) services for the What Works Hub for Global Education (WWHGE) programme between 2024 and 2029. WWHGE is FCDO's flagship education research programme, and learning from WWHGE has the potential for broad impact on similar education research programmes in future, within FCDO and beyond. The MEL services will be commissioned through FCDO's Global Evaluation and Monitoring Framework Agreement (GEMFA).

The Foreign, Commonwealth and Development Office (FCDO) Education, Gender Inclusion Research (EGIR) team within the Research and Evidence Directorate (RED) leads the UK's efforts to generate robust evidence to support improved education outcomes at scale.

The FCDO Girls' Education Department (GED) within the Education, Gender and Equality (EdGE) Directorate leads on the delivery of the Government's commitment to stand up for the right of every girl around the world to 12 years of quality education.

This Terms of Reference (ToR) details the requirements and responsibilities for these MEL Services. The Contract will run for up to 4 years and 4 months between December 2024 and 31<sup>st</sup> March 2029, with the potential for extension of 2 x 12 month periods up to an additional value of £500,000 in total.

The Contract budget is up to a maximum of £1,000,000 inclusive of all local Government Taxes and exclusive of any UK VAT. This includes an allocation for a flexible, responsive pot of £100,000.

To support the information set out in this ToR, a list of publicly available relevant documentation has been included in Annex 1. Throughout the text, acronyms have been written out in full in the first time of use, and a list of acronyms has been included at the start of the document.

## 2. Outline of the WWHGE programme

The WWHGE programme is a centrally managed programme (CMP) that will provide up to £55m over 8 years (2021-2029) to improve the effectiveness of education financing in low and lower-middle income countries. It recognises that UK Official Development Assistance (ODA) is just a small fraction of education financing and is therefore working with partners to influence domestic and other ODA spend on education. WWHGE is an innovative model comprising a main contract with the Blavatnik School of Government, six funded strategic partnerships (World Bank, British Council, Learning

Generation Initiative, GEEAP/BE2, UNICEF Innocenti, UNESCO IIEP) and three programme funded FCDO ‘Implementation roles’ (IRs), which are FCDO staff working directly on programme delivery.

The core WWHGE initiative is currently funded by FCDO (£55m) and the Gates Foundation (£1.6m), though other institutional donors and/or foundations may come on board during the programme. Meanwhile the WWHGE and other education research funders are increasingly aligned around the vision to support more effective implementation of policies and reforms at scale with high-quality implementation evidence and institutionalisation of evidence use in government.

WWHGE will be central to the UK’s commitment to women and girls as set out in the International Development Strategy<sup>1</sup> and the Women and Girls Strategy<sup>2</sup>. It will contribute to Sustainable Development Goal 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) by accelerating country-led action to get more girls into school and learning.

WWHGE will bring together UK-led expertise, funding, support, and influence. It aims to increase the uptake of cost-effective interventions that deliver foundational learning outcomes for all, especially disadvantaged girls and boys.

The programme will draw on rigorous evidence, including from the Global Education Evidence Advisory Panel’s (GEEAP) Education Smart Buys<sup>3</sup> and other sources. This will include supporting the scale-up of evidence-based interventions that improve the quality of teaching and learning (in-school and out of school), as well as interventions that tackle the barriers that keep children from accessing and regularly attending school.

The programme will work across Low Income Countries (LICs) and Lower-Middle Income (LMICs) countries. The four primary focus countries are: India, Pakistan, Rwanda and Tanzania, where support includes both implementation research at scale (pillar 3) and support to EdLabs (pillar 2). Secondary focus countries are Bangladesh, Botswana, Ghana, Kenya, Nigeria, Sierra Leone, and South Africa, which will involve a mix of smaller-scale studies and support to government EdLabs and capability. A shortlist of WWHGE countries were selected based on demand articulated to the World Bank and GPE (see [Business Case](#)). BSG and strategic partners have proposed to work in specific countries, the majority of which fall within the shortlist. The table below sets out a high-level problem analysis in the “evidence to implementation” ecosystem that the programme seems to intervene in.

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<sup>1</sup> [International Development Strategy](#)

<sup>2</sup> [Women and Girls Strategy](#)

<sup>3</sup> [Global Education Evidence Advisory Panel](#)

**Table 1: High level problem analysis**

<b>System delivery for learning</b>		
<ul style="list-style-type: none"> <li>Education systems don't deliver for girls and boys because policy doesn't reflect the best evidence. What we know (e.g. RISE, J-PAL, Young Lives) is not yet translating into learning gains</li> </ul>		
<b>Evidence synthesis</b>	<b>Evidence use</b>	<b>Implementation research</b>
<ul style="list-style-type: none"> <li>Evidence is produced but not packaged and communicated well to inform decisions.</li> <li>Hard to judge quality of evidence – no body that coordinates/sets the bar for evidence</li> <li>Syntheses are produced but not updated</li> <li>Duplication of effort in searching and extracting</li> </ul>	<ul style="list-style-type: none"> <li>Decision-makers have limited capacity/resources to use, invest in and undertake research.</li> <li>Research isn't available at the right time in the policy cycle.</li> <li>Limited/absence of enabling environment to be evidence led</li> <li>Advice delivered in many different ways, varying quality and impact.</li> <li>No established support for diagnosing, testing, iterating</li> </ul>	<ul style="list-style-type: none"> <li>The sector lags behind evidence production with significant gaps in the body of knowledge:</li> <li>Limited implementation science</li> <li>Limited replication studies</li> </ul>
<b>Evidence production</b>		
<ul style="list-style-type: none"> <li>Frequent duplication of effort, yet also many gaps</li> <li>Researchers are incentivised to publish, not to think about application.</li> <li>Evidence is dominated by global North contexts and producers</li> <li>Important research remains unused</li> </ul>		

The programme will be delivered through three pillars:



**Table 2: Geographic scope of each WWHGE pillar**






<b>Pillar 1 - Evidence Synthesis, Translation and Curation:</b> This includes synthesis and amplification existing and new evidence for decision makers, demand-driven country level synthesis, and the production of new global reports from the Global Education Expert Advisory Panel (GEEAP).	Global, with some country-specific and/or responsive work
<b>Pillar 2 - Institutionalising Evidence Use:</b> Strengthening governments' use of data and	Support to Ed Labs in Ghana, Rwanda, Tanzania,

evidence for reform. This includes embedded education evidence labs (EdLabs) in ministries of education to strengthen government's evidence use, and building and supporting networks of government, researchers and practitioners at the country level to collaborate and use evidence.	South Africa, Pakistan, and India.  Global offers for government staff capability.
<b>Pillar 3 - Implementation Science:</b> Delivery of at-scale implementation science studies looking at how to implement best practice education approaches to improve learning, using a 'diagnose, test, learn and adapt' cycle.	Large-scale implementation research studies underway in India, Pakistan, Tanzania, and Rwanda.  Smaller-scale studies in Bangladesh, Botswana, Kenya, Ghana, Sierra Leone and South Africa.

While this particular set of funding agreements is being led by the FCDO, the WWHGE is a joint initiative with a range of strategic partners who have an aligned interest in evidence-based policymaking for at-scale transformation of learning outcomes. These include the Gates Foundation, Jacobs Foundation, British Council, Learning Generation Initiative (previously the Education Commission), UNESCO IIEP, UNICEF & Innocenti, USAID, the World Bank, the Global Education Evidence Advisory Panel (GEEAP) and the Building Evidence in Education (BE2) network. These strategic partners include a mix of partners that are i) funded (by FCDO and Gates) and ii) funders that are aligned with the vision and mission of the WWHGE. Funding agreements already in place or expected to be in place before the start of the MEL contract are:

**Table 3: Scope of each funded partner**

<b>Blavatnik School of Government</b> 	<ul style="list-style-type: none"> <li>• Pillar 1: Synthesis and translation of existing and new evidence on what works (how, why, when) to improve learning outcomes at scale</li> <li>• Pillar 2: Building capability of governments to generate and use evidence (EdLabs, Executive Education, Community of Practice, Micro-masters); and institutionalising government evidence use</li> <li>• Pillar 3: Conducting implementation research / science to improve implementation of learning-focussed reforms at scale.</li> </ul>
<b>British Council</b> Pillar 2 	<ul style="list-style-type: none"> <li>• Evidence use convening and coordination in four focus countries (India, Pakistan, Tanzania, Rwanda) and regional support roles in Kenya, South Africa and Ghana.</li> <li>• Technical evidence exchanges and strengthening the aid architecture through coordination of stakeholders in focus countries behind government lead. Provide linkages into FCDO regional research hubs.</li> </ul>

<b>GEEAP and BE2</b> Pillar 1, 2 	<ul style="list-style-type: none"> <li>• Secretariat support to GEEAP to produce “smart buys” cost-effectiveness reports, thematic reports and tailored country synthesis for technical dialogue with governments.</li> <li>• BE2: Strengthen coordination of education research and the production of tools and guidance on research standards.</li> </ul>
<b>Learning Generation Initiative</b> Pillar 1, 2 	<ul style="list-style-type: none"> <li>• Champions of change for political engagement and better use of data in government evidence labs.</li> <li>• Translate research into education plans at country level, with a focus on workforce and delivery, resulting in more effective education reforms.</li> </ul>
<b>UNESCO IIEP</b> Pillar 1, 2 	<ul style="list-style-type: none"> <li>• Evidence on the role of the government middle-tier in improving learning outcomes (Kenya, Pakistan)</li> <li>• Support to government to use administrative and learning data to improve learning (Kenya).</li> <li>• Development of sector simulation tools to support governments with prioritisation of expenditure to strengthen the education system (TBC multi-country).</li> </ul>
<b>UNICEF Innocenti</b> Pillar 1, 2, 3 	<ul style="list-style-type: none"> <li>• Implementation research in focus countries</li> <li>• Strengthen the generation and use of evidence in UNICEF education programmes, with regional support in West Africa, East and Southern Africa and South Asia.</li> <li>• Synthesis of implementation research and dissemination through Foundational Literacy and Numeracy (FLN) hub.</li> <li>• Strengthened use of evidence in UNICEF education programmes.</li> </ul>
<b>World Bank</b> Pillar 1, 2, 3 	<ul style="list-style-type: none"> <li>• New implementation research science grants fund for country teams to drive delivery at scale.</li> <li>• Synthesis and capacity building of governments through the Education Policy Academies (EPA)</li> <li>• Education system diagnostics: Global Education Policy Dashboards (GEPD)</li> <li>• The accelerator Initiative to strengthen country capacity to design and implement effective FL programmes.</li> </ul>

1. A key driver of the WWHGE is partnerships: The programme seeks to support global and national evidence ecosystems to achieve their maximum potential. This means influencing and supporting partners to better communicate, coordinate and collaborate to maximise the uptake of evidence, including new implementation research. FCDO has built strong strategic partnerships with the founding WWHGE partners: World Bank, Gates Foundation, UNICEF, and Global Partnership for Education.

2. The programme's Theory of Change is below (figure 1). This is supported by figure 2, a normative pathway to improve learning at scale, designed by the FCDO education teams (GED & EGIR). This figure explains how the different components / outputs contribute to the intermediate and long-term outcome of sustained scaling. This pathway is closely linked to the programme's Theory of Change, which includes outputs contributing to different stages of the normative pathway to scale.

### **Box 1: WWHGE Theory of Change**

WWHGE will produce evidence on how to improve implementation of foundational learning at scale through studies with governments, implementers and other research partners, as well as evidence synthesis, translation, and development of common metrics and methods. It will also support governments, implementers and other stakeholders to better generate and use evidence through Ed Labs, Community of Practice (COP) and various capability activities.

As a result of these activities, BSG aims to ensure that better quality evidence is available on foundational learning at scale, and that these key stakeholders are better able to access, use and generate evidence on these topics.

This work is expected to contribute to wider changes in global and national education evidence systems, including the adoption of methods and metrics by the broader field of researchers, policymakers, and implementors, as well as the increased generation and use of high-quality evidence to support transformative policies related to foundational learning at scale.

At a higher level, these changes are intended to play a role in building a movement to support transformed learning for millions of children through increased use of evidence related to implementation at scale. This is intended to support decision making by the global education community, catalyse the field of implementation science research in education globally, and contribute to the development, funding and better implementation of government policies based on improved use of evidence and better practice at scale.

Overall, these changes are intended to contribute to the implementation of evidence-based reforms in strategic priority countries with the aim of improving learning outcomes for girls and boys. These reforms are expected to contribute to the wider aim of improving learning outcomes globally, including the FCDO corporate goal that 20 million additional 10-year-old girls in at least 15 countries are able to read a basic paragraph.

Figure 1: WWHGE Theory of Change (updated June 2024)

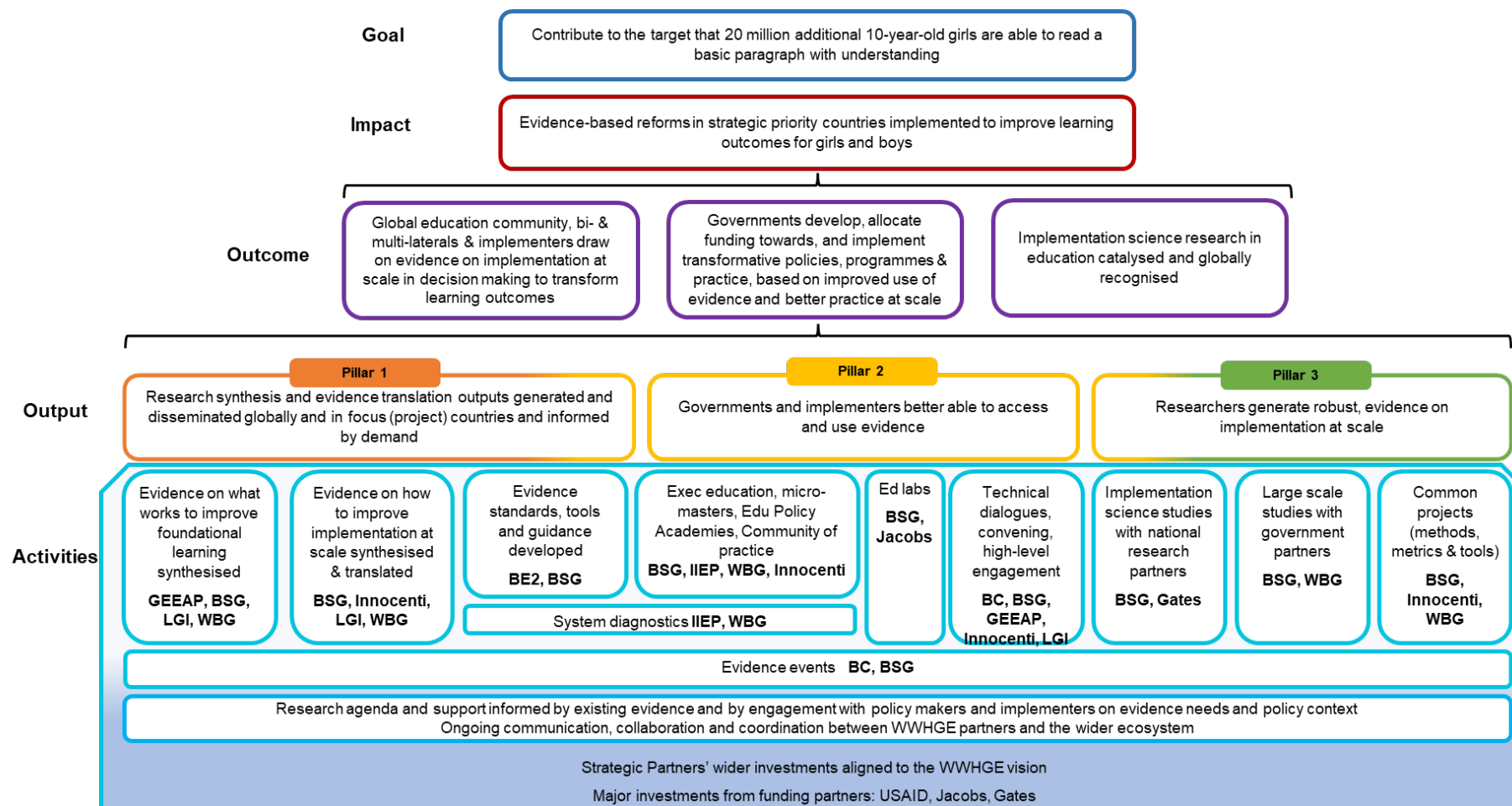
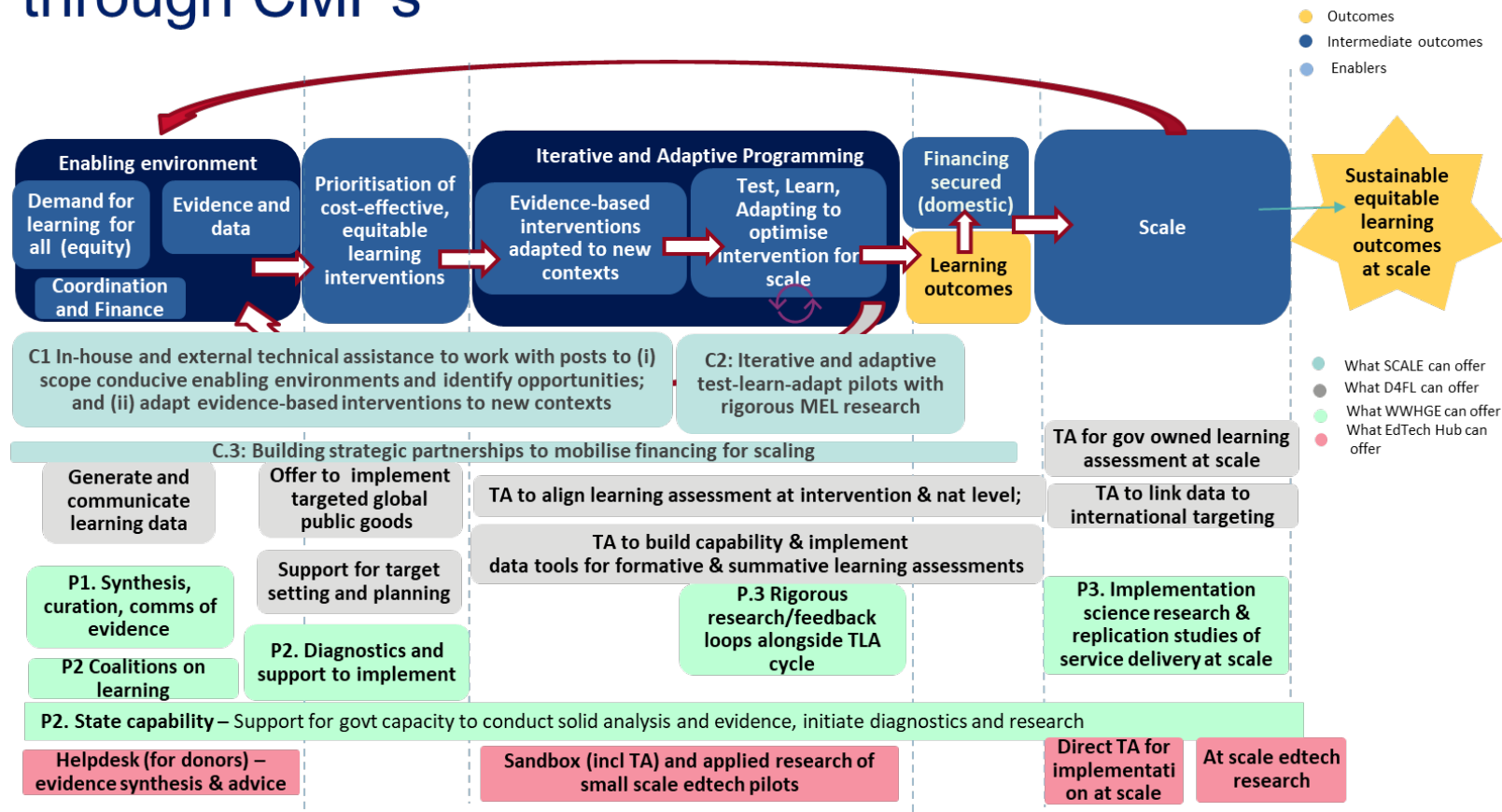


Figure 2: FCDO Pathway for Scaling Learning Outcomes

# FCDO's support to the learning at scale pathway through CMPs



The WWHGE programme is currently developing a gender and inclusion strategy. Below are outlined some of the key ambitions across the programme results chain through to the implementation of more equitable and inclusive implementation of large-scale reforms.

1. **Research management and delivery:** WWHGE research teams at global and country, across levels of seniority, have a balance of gender, social diversity, age and geographical diversity.
2. **Research Outputs:** WWHGE research identifies feasible, cost-effective ways that reforms can be implemented in a more equitable or inclusive way, including reaching and achieving better outcomes for marginalised boys and girls; WWHGE ensures a significant focus on these issues in engagement and technical dialogues.
3. **Conceptual Outcomes:** Decision and policy makers agree with and are motivated to implement these changes; and demonstrate leadership in driving forward these changes.
4. **Implementation Outcomes:** As a result of government-led policy and implementation changes: 1) reforms reach marginalised boys and girls, 2) content of reforms is more responsive to the needs and characteristics of more marginalised boys and girls, 3) teaching/pedagogy/classroom practices are more inclusive.
5. **Impact (Learning):** Learning gains achieved by reforms and investments are more equitable at national, sub-national and classroom levels.

### 3. Purpose and Objectives

The purpose of this Contract is threefold: 1) to contribute to maximising the impact of the WWHGE programme within its lifetime and beyond by informing and catalysing ongoing adaptation and optimisation; 2) to contribute to the global evidence base on how “research-into-implementation” programmes like WWHGE can successfully improve learning outcomes at scale for future investments by FCDO and others; and 3) to provide accountability for the use of British Taxpayer’s money. to provide services in both monitoring and evaluation of the WWHGE programme. These will combine to build a strong evidence base for programme learning, improvement and accountability.

The overall objective is to assess the extent to which the design and implementation of the WWHGE programme achieves the outcomes and impact set out in the WWHGE Theory of Change and Logframe - as well as FCDO’s normative Pathway for Scaling Learning Outcomes (Figure 2). The Supplier will do this by assessing achievements of the programme and its implementers against the Logframe indicators and by providing robust and evidenced responses to the evaluation questions.

There is relatively limited evidence on how to effectively implement education interventions at scale in low-income and lower-middle income contexts. While the WWHGE-funded implementation research (pillar 3) will generate new such evidence, this MEL Contract will help to build a body of knowledge on how supply-side evidence work (e.g. evidence synthesis and new implementation research) can be combined with demand side work (capability for evidence use, and institutionalising evidence use in government).

The contract will include 4 specific objectives:

**Monitoring:** Under the monitoring activities, the Supplier will monitor the delivery of specific areas of the WWHGE Theory of Change at outcome and intermediate outcome level, using indicators defined in the programme logframe. Monitoring will include verification, evidencing and elaboration of impact stories reported by WWHGE implementers (BSG, SPs, FCDO IRs) and providing beneficiary analysis based on reported impact examples, including robust estimations of WWHGE beneficiary reach using a methodology developed by FCDO's RED. The MEL Service provider will not duplicate the monitoring efforts of implementers, which will include output-level monitoring, generation of provisional impact stories as well as measurement of policy implementation through implementation research (pillar 3).

**Evaluation:** The evaluation activities will include both formative/process evaluation and summative evaluation.

- The formative and process evaluation will be critical for FCDO and the programme partners to ensure opportunities for reflexive learning and genuine improvement and adaptation. The programme is long and thus there is significant opportunity to establish feedback loops and learning.
- The summative activities will require the Supplier to evaluate the extent to which WWHGE has achieved the overarching outcomes and impact goals, centrally/globally and at the country level, with a focus on the 4 WWHGE focus countries which have had the most substantial FCDO investment: India, Pakistan, Rwanda and Tanzania. This should also include consideration of the relevance, coherence, efficiency, effectiveness and sustainability of the programme and its results.

**Learning:** Identify lessons learned and key principles of a global education research programme, which can support improved programme performance and that are relevant to other programmes, particularly those in the area of education research. This would involve examining key aspects of the WWHGE model, including cost, complexity, partnerships, cross-disciplinary working, localisation of research production and use, responsiveness to equity challenges in government systems. Learning activities should build on the

BSG-led learning activities which focus more narrowly on the BSG consortium.

**VfM:** The Supplier will also monitor Value for Money (VfM) of the overall WWHGE programme and its different components. These data will feed into FCDO monitoring and reporting requirements and the summative evaluation. VfM activities should draw from the VfM self-assessments that will be conducted by implementers against selected indicators, and also include an emphasis on cost-effectiveness.

FCDO views the programme evaluation as being particularly important given the scale, profile and perceived potential impact of the WWHGE programme, both in terms of ensuring independent scrutiny and accountability, as well as the potential for FCDO to utilise lessons in setting up and managing other research programme consortiums. We would like the MEL provider to explore the scope for linkages through context mapping during the inception phase.

We would expect learning from the MEL Contract to link directly to and impact other research programmes, including those commissioned by FCDO's soon to be launched Research Commissioning Centre, and:

- FCDO's Education Technology research programme (**The EdTech Hub**) is a global evidence hub to provide decision makers with cost effective solutions to spread and scale education technology interventions to deliver learning outcomes for all children.
- FCDO's **Education Research in Conflict and Protracted Crises** research programme (ERICC) aims to expand and strengthen the evidence base for education in crisis-affected contexts, building a global hub for research to spark bold reform of education policies and practices in conflicts and protracted crises.
- FCDO's Unlocking Children's Potential to **THRIVE** is a research programme aimed at taking promising early childhood development interventions to scale in LMICs.

There is also potential to link with other non-FCDO research programmes, such as USAID's SHARE and DECODE programmes, and GPE KIX (USAID and GPE KIX are strategic partners of WWHGE) .

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

Programme and MEL contract timelines: Procurement of a MEL service provider has been delayed due to the time taken onboarding implementation phase implementing partners between January 2023 and May 2024. The MEL

contract inception phase will take place at the end of programme implementation year 1 (i.e. Jan-Mar 2025). The MEL contract implementation is expected to commence at the beginning of year 2 of the programme implementation phase (i.e. May 2025), this will be around the same time that new research investments on the programme will begin to generate research findings.

#### 4. Recipients & Beneficiaries

The formal recipient for the evaluation will be FCDO.

The primary audiences within FCDO are the Education, Gender and Inclusion Research Team (EGIR), the Girls' Education Department (GED), and relevant FCDO country offices. As a co-funder of the core WWHGE initiative, the Gates Foundation will also be a primary audience. The other primary audience will be the WWHGE implementers (BSG and Strategic Partners), who will be tasked with learning from and acting on the findings and recommendations of the MEL services, during the programme and beyond.

The secondary audiences include other teams in the FCDO Research and Evidence Directorate (RED) who may be commissioning large scale systems or implementation research, and other funders who may consider investing in similar education or implementation research programmes. There are other potential audiences, such as the wider research community, development consultancies and NGOs, who could learn from lessons arising from an evaluation of WWHGE and testing its underlying assumptions.

The ultimate beneficiaries of the Contract are disadvantaged children, especially marginalised girls, who will be reached through the MEL Contract's contributions to the wider programme's ability to achieve impact.

#### 5. The Scope of the Contract

**Countries:** The WWHGE is a global programme, with country-specific investment in 10-11 countries in sub-Saharan Africa and South Asia. More intensive work will take place in the 4 focus countries (India, Pakistan, Rwanda, Tanzania). The country-level work related to delivery of MEL activities under this Contract will be required in the four focus countries as well as lighter-touch work in 2 of the other project countries (to be agreed during inception phase). We would expect this evaluation to conduct analysis in the specified WWHGE countries to see to what extent the programme has had an impact on the thinking and decision making of national policymakers. Bidders should set out their approach to in-country work in their proposal, including how they will manage logistics including policies and practices on duty of care and safeguarding.

**Funding flows:** While the WWHGE programme is also being funded by the Gates Foundation (£1.6m via BSG), and new funders may come on board later in the programme, the MEL Contract will not focus on these other funding flows. The primary focus will be on the FCDO-funded components of the WWHGE initiative. The Supplier will engage and work with WWHGE implementers: BSG and its consortium, British Council, LGI, World Bank, UNICEF Innocenti, UNESCO IIEP, GEEAP/BE2. The secondary focus would be on the linkages, synergies and coherence between FCDO-funding and other aligned investments and activities: Gates Foundation, GPE KIX, USAID, Jacobs Foundation.

The Supplier will **not** work directly with ultimate beneficiaries (children, teachers or communities in LICs and LMICs); this will be the focus of the pillar 3 implementation research. The Supplier will however be expected to engage with national governments, sub-national governments (where policy and major decision making happens at that level), evidence and policy actors outside of government, and other key partners and stakeholders.

**Outcomes and Impact:** FCDO will have overall responsibility for the WWHGE programme logframe and the supplier will only be required to review, refine and monitor a sub-set of logframe indicators specified by FCDO (outcomes, intermediate outcomes, impact), and where necessary to further define these. This Contract does not substitute or replace the monitoring and reporting requirements of the implementing partners working on individual WWHGE components.

**Disaggregation:** The focus of the programme is to improve access to quality education that delivers foundational learning outcome improvements for all, with the focus on the most marginalised. Data disaggregated by sex, disability status, location, income quantile and other relevant marginalisation-related characteristics will be collected wherever relevant through all WWHGE-funded research. This also applies to the MEL activities, though the MEL service provider is not expected to collect any primary data for children, teachers, or communities.

A suggested timeline is presented in Table 4.

**Table 4: Indicative Timeline**

<b>Expected timeframes</b>	<b>Key Activities</b>
December 2024 – May 2025	<ul style="list-style-type: none"> <li>• Inception Phase (including evaluation framework, Logframe review)</li> </ul>
May 2025 – March 2026	<ul style="list-style-type: none"> <li>• Verification of 3 impact/outcome stories (from pilot phase)</li> <li>• Baseline summative evaluation (May 2025 – August 2025)</li> </ul> <p>Formative evaluation 1 (covering year 1 of implementation phase i.e. 2024/25) Annual reports: Monitoring, VfM, Learning</p>
April 2026 – March 2027	<ul style="list-style-type: none"> <li>• Formative evaluation 2</li> <li>• Midline summative evaluation (July 2026 to Dec 2026)</li> <li>• Annual reports: Monitoring, VfM, Learning</li> </ul>
April 2027 – March 2028	<ul style="list-style-type: none"> <li>• Annual reports: Monitoring, VfM, Learning</li> </ul>
April 2028 – March 2029	<ul style="list-style-type: none"> <li>• Annual reports: Monitoring, VfM, Learning</li> <li>• Endline summative evaluation (July 2028 – March 2029)</li> </ul>

## 6. Monitoring

Monitoring under the Contract will focus on quantitative and qualitative logframe indicators against the WWHGE outcomes and intermediate outcomes. The Supplier will be responsible for monitoring only those areas of the logframe specified by FCDO, which is not expected to include output indicators. Table 5 presents key impact and outcome indicators from the current logframe that the Supplier will help to monitor. A number of outcome and intermediate outcome indicators are based on the number of impact stories.

The Supplier will review the current logframe including indicators during the inception phase and recommend changes to improve programme ability to monitor and evaluate. The Supplier is expected to also need to identify additional indicators, methods and data collection tools in the inception phase to support monitoring and evaluation against outcomes, intermediate outcome and impact, including more quantitative indicators to complement the impact stories.

WWHGE implementers will have primary responsibility for output indicators. WWHGE implementers will support the MEL Supplier's monitoring of intermediate outcome and outcome indicators, including through the provision of their own impact, outcome and intermediate outcome-level data, evidence, analysis and reporting.

**Table 5: WWHGE Logframe impact, outcomes and indicative indicators within scope for monitoring under the Contract:**

Logframe outcome	Current indicator
<b>IMPACT:</b> Evidence-based reforms in strategic priority countries implemented to improve learning outcomes for girls and boys	Learning outcomes of girls and boys in focus and project countries.  (Source: learning data will come from the country research teams and secondary sources)
<b>Outcome 1:</b> Global education community, multilaterals, bilaterals & implementers draw on evidence on implementation at scale in decision-making to transform learning outcomes.	# (and significance) of examples of WWHGE evidence being used by global education community and implementers to support decision-making related to programming, policymaking, and funding
<b>Outcome 2:</b> Governments develop, allocate funding towards, and implement transformative policies, programmes and practice based on improved use of evidence and better practice at scale	# (and significance) of examples of funding allocations influenced by work produced by the WWHGE
	# (and significance) of examples of WWHGE contribution to practice or programming at scale based on improved use of evidence
<b>Outcome 3:</b> Implementation science research in education catalysed and globally recognised	Evidence of new research related to implementation science in education being catalysed by the programme (beyond FCDO funding)

## 7. Value for money

A draft set of VfM indicators were originally included in the WWHGE business case. A majority of these have been included or adapted in BSG's VfM Framework. The MEL Supplier will review the BSG VfM framework, and work with FCDO, BSG and Strategic Partners to finalise remaining indicators and data collection and aggregation methods. Some additional indicators will be needed to assess VfM of components that are specific to the SPs. The MEL Supplier will also develop a methodology for assessing the cost-effectiveness of the programme's investments at country and global level.

The Supplier will use the VFM framework to assess and track WWHGE's VfM annually, drawing on the different implementers' self-assessment against the

relevant indicators. Cost effectiveness will be a focus of VFM assessment conducted alongside midline and endline summative evaluations.

Table 6 below summarises the BSG VfM indicators as well as a number of possible additional indicators that could support comprehensive assessment of VFM. The Supplier will further develop these as part of finalising a VfM framework for final submission in May 2025. The MEL provider will not receive any commercially sensitive information from implementers. New indicators and some existing indicators will require consultation with BSG and SPs to finalise and operationalise. Some indicators below may be more suitable for inclusion in the Logframe.

22. Some indicators will require consultation with BSG and SPs to finalise and operationalise

**Table 6: Indicative Value for Money Indicators**

5Es	Indicators
Economy	Fees as a proportion of total cost
	Average (mean) person day cost for annual conference
	Administration and management charges, overhead/ indirect costs of partners
	Daily rate per BSG researcher (including employee benefits/employer taxes and contributions) are reviewed regularly
	Cost and effectiveness of FCDO implementation roles
Efficiency	Unit costs per research output
	Unit costs for programme events (including WWHGE annual conference, engagement at UKFIET/CIES, support to national evidence events)
	Additional funding leveraged, as % of FCDO funding
	Number of government requests responded to as a measure of demand met. To capture the responsiveness and record requests that cannot be met e.g. are out of scope for funding.
	Progress against logframe output indicators relative to budget performance
Effectiveness	Progress against logframe outcomes relative to budget performance
	(Outcome 1) Examples of WWHGE evidence being used by global education community and implementers to support decision-making related to programming, policymaking, and funding
	(Outcome 2) Identifiable influence (e.g. number of examples of) of evidence on government decision making, policy making, funding allocations or implementation / service delivery
	(Outcome 3) Increase in studies measuring cost
	(Outcome 3) Increase in studies measuring implementation
	(Impact) Improvements in foundational learning outcomes (reading and numeracy benchmarks)

	(Impact) Improvements in primary school grade progression and completion rates
	(Impact) Improvements in capacity or practices of teachers
Cost-effectiveness	Cost-effectiveness of the programme at global, country, pillar, partner levels (e.g. Cost-to-Outcome and/or cost-to-impact ratios)
	Cost per child reached with improved (or expanded) implementation
Equity	(Delivery) Diversity and representation of partner teams, leadership and governance (e.g. number of women, number of staff from the global south)
	(Delivery) MEL plan (and reporting) is reviewed regularly and includes data disaggregation for programme participants
	(Outputs) Women authored outputs
	(Outputs) Southern authored outputs
	(Outputs) Papers produced with disaggregated data by gender, disability and any other forms of disadvantage
	(Outcome 2) Improvements in the equitability of implementation of reforms and programmes in focus countries
	(Impact) Example indicators: <ul style="list-style-type: none"> <li>• Contribution of programme to equitable improvements in learning, or improved learning for the most marginalised</li> <li>• Gender equity ratio of children reaching basic competency levels in literacy and numeracy (in countries and areas that are the focus of WWHGE activities)</li> <li>• Proportions of those completing primary in each wealth quintile and differences in learning outcomes by socio-economic background</li> <li>• Inclusiveness of education delivery and learning outcomes of children with disabilities.</li> </ul>
Environment	Policies are in place and maintained during the life of the contract to reduce carbon emissions
	Travel policies reduce carbon footprint
	Office running policies reduce carbon footprint

## 8. Evaluation Questions

The formative and summative evaluation work will focus on responding to evaluation questions; though will also require assessment against logframe indicators. The table below provides a limited set of broad evaluation questions that the Supplier will focus on, divided into formative and summative. The Supplier will work with FCDO during the contract inception phase to finalise the main evaluation questions and elaborate sub-questions, as well as the methodologies to address each. Both the formative and summative evaluation will look at all DAC evaluation criteria, however the

emphasis of each will be different, with summative placing more emphasis on effectiveness and sustainability.

At each of the three summative evaluation points, the Supplier will include an assessment of the current status of each outcome area, including the implementation status of the target reforms in each focus country (4) and project country (2). This will involve working with WWHGE country research teams and strategic partners to identify and compile the relevant data on the status of reforms targeted by the research, institutionalisation of evidence use in country, capability of governments to generate and use evidence.

**Table 7: Formative/process and summative evaluation questions**

	<b>Formative evaluation (Pilot Phase + Y1 of implementation FY24/25)</b>	<b>Summative (inc. Baseline, Midline, Endline)</b>
<b>Overarching</b>	<ul style="list-style-type: none"> <li>How well are the different aspects of the WWHGE programme being implemented and working together?</li> </ul>	<ul style="list-style-type: none"> <li>Did the WWHGE programme produce the intended results? To what extent did the WWHGE model facilitate this? Did the programme represent good value for money?</li> </ul>
<b>Relevance</b>	<ul style="list-style-type: none"> <li>Are WWHGE initiatives under each pillar providing the right kind of support to enable positive change in national education systems and the global evidence architecture?</li> </ul>	<ul style="list-style-type: none"> <li>To be developed during inception</li> </ul>
<b>Internal coherence</b>	<ul style="list-style-type: none"> <li>To what extent is the structure of the WWHGE programme, including governance arrangements and selection of implementers, supporting the delivery of the programme and achievement of its objectives?</li> <li>To what extent and how are implementers working together to contribute to delivery of outputs and</li> </ul>	<ul style="list-style-type: none"> <li>To what extent is the programme internally coherent and how has this contributed to greater coherence in the wider ecosystems at global and national levels?</li> </ul>

	achievement of outcomes?	
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• How successfully are the three WWHGE pillars working to achieve outputs?</li> <li>• What is causing any observed variation in delivery of the components and has programme implementation varied by country, partner or modality?</li> <li>• Are there more or less successful models of implementation?</li> </ul>	<ul style="list-style-type: none"> <li>• To be developed during inception</li> </ul>
<b>Effectiveness &amp; Impact</b>	<ul style="list-style-type: none"> <li>• To what extent is the WWHGE programme making best use of its resources to maximise the chance that programme outcomes will be achieved?</li> <li>• What might be changed to increase the likelihood that the programme will be effective in contributing to outcomes?</li> <li>• To what extent is the programme supporting improved functioning of national evidence ecosystems?</li> <li>• To what extent has learning from FCDO's Research on Improving Systems of Education (RISE) programme transferred over to WWHGE?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent has WWHGE led to improvements in the implementation of reforms, policies and programmes at national or sub-national level?</li> <li>• What impact is the WWHGE programme having on strengthening education systems and driving more cost-effective expenditure by governments and development partners?</li> <li>• To what extent has WWHGE led to the development of strategic partnerships and the mobilisation of finances that support the scale up of pilot interventions and other education system reforms?</li> <li>• To what extent and how have each of the three WWHGE outputs contributed to three outcomes?</li> <li>• And to what extent have each of the three outcomes contributed to the WWHGE impact?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• To be developed during inception</li> </ul>	<ul style="list-style-type: none"> <li>• How likely to be sustained are the changes that WWHGE has contributed to? (e.g. in relation to institutionalising evidence use, changes to</li> </ul>

		<p>education systems, changes to teaching, improvements in learning outcomes)</p> <ul style="list-style-type: none"> <li>• What is WWHGE programme teaching education stakeholders about the best enabling environments and processes to take interventions to scale?</li> <li>• What are the success criteria for development partners and government stakeholders buying-in to WWHGE interventions and taking them to scale?</li> </ul>
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## 9. Approach and Methodologies

FCDO is not prescribing any specific overarching methodologies for the MEL Services, but services provided should adhere to two key principles as well as two specific methodologies for beneficiary counting and impact stories.

**Principles:** All services should be utilisation-focussed and Evaluation specifically should be theory-based:

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

FCDO would expect use of multiple methods and systematic triangulation of evidence. Bidders should spell out as fully as possible the evaluation design and methodology they propose to use. This should include modes of data capture, as well as methods for data analysis and synthesis. The successful bidder will then refine this proposal as part of the inception phase. These will build on the definitions and methodologies set out in the current Logframe, the BSG MEL Plan and the SPs' indicator frameworks. FCDO is committed to quality and rigour in line with international good practice in evaluation.

FCDO requires that the formative and summative evaluation take a theory-based approach using multiple methods suited to the evaluation objectives and questions. The formative evaluation is expected to include but not be limited to methods such as document review, interviews, surveys and observation. The Supplier will determine and apply suitable approaches to the summative evaluation including but not limited to contribution analysis, utilisation-focused evaluation, and realist evaluation. Outcome mapping and outcome harvesting approaches and methods, amongst others, may also be suitable to fulfil the monitoring and evaluation requirements.

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

- *Review of programme documents.* An initial list of programme and project documents will be prepared by FCDO and implementers and provided for the evaluator, in order that they may access these during inception and then in the main phase.
- *Review of secondary data:* For example, implementation or learning data generated by WWHGE country research teams, partner governments, or strategic partners.
- *Review of government documents or dialogues:* For example, those pertaining to policy or funding positions and changes.
- *Face-to-face meetings and interviews* with WWHGE donors, implementers, principal staff, partner government staff, and other stakeholders and users in the UK and focus countries. The following is an indicative, non-exhaustive list we expect to see representation among interviewees: relevant Ministries of Education and Finance, donors and international agencies, UK/US and Southern universities and academics, district officials, local education groups, NGOs, and community groups.
- *Surveys or other methods of data collection* to solicit input from additional participants and/or stakeholders. If surveys are used to produce estimates, these should be rigorously designed with appropriate sampling methods and expectation of acceptably high response rates. Alternative or complementary approaches may be considered, including use of tools to collect feedback from those not selected for interview and/or online moderated discussions.
- *Case studies (of observed policy and implementation changes and so forth), building on impact stories,* could well be a suitable means to provide the depth expected from high quality evaluation, recognising that comprehensive examination of outcomes and impacts may not always be practical.

FCDO does not prescribe a methodology for conducting the evaluation and asks bidders to propose appropriate methodologies in their tenders.

The Supplier's approach to monitoring and evaluation at intermediate outcome, outcome and impact level is expected to incorporate the following aspects:

1. Defining, characterising and categorising outcome and impact level changes.
2. **Assessing "significance"**: Assessing the significance of outcome and impact level changes, for example, in terms of:
  - a. the "breadth" of impact (actual or potential) for children (related to reach)
  - b. the "depth" of impact (actual or potential) for the average child benefitting (related to effect sizes)
  - c. the equitability in the reach of reform and programme implementation
  - d. The likelihood of impact (given the current status of a reform between e.g. initial recognition of an issue to full scale and effective implementation in schools)
3. **Assessing relative contribution** of WWHGE programme inputs, activities and outputs to achievement of the claimed outcome or impact. This could be, for example, in terms of whether WWHGE contribution was necessary (or even sufficient) to the outcome change achieved.
4. **Assessing the quality, breadth and depth of evidence** gathered to support the claimed outcomes and FCDO's contributions to these.

The Supplier will not conduct any assessments of children's learning but will instead identify relevant existing or planned sources of learning data to support assessment of programme contribution to outcomes.

**Impact stories:** FCDO RED-funded programmes, including WWHGE, are required to regularly record impact stories (primarily at intermediate and outcome level) using a standard template and guidance. FCDO and BSG are currently logging all impact stories in an Impact Log with the most significant stories then written up into impact stories (using a standard template). The Supplier should propose an approach to selecting impact stories recorded in the Impact Log, and then verifying, further evidencing and elaborating these impact stories. There may be additional impact stories that the Supplier identifies which should be recorded in the impact log.

**Beneficiary counting:** FCDO RED has also developed a methodology for counting beneficiaries of FCDO research and evidence programmes. The MEL Supplier will apply this approach to provide estimates for WWHGE. Individuals are counted where they: (i) interact with, or are recipients of, the outputs and outcomes of RED programmes; (ii) are expected (under reasonable assumptions) to have benefitted from this interaction and (iii) where the RED programme(s) can reasonably be viewed as the cause of this

benefit (or at least as a necessary condition of the benefit). Beneficiary counts are scaled according to the proportion of FCDO's funding share in cases where FCDO programming was not the sole research and evidence investor (as well as policy work in the case of WWHGE).

### Available datasets and monitoring systems

The Supplier will leverage data and evidence that will be routinely collected by WWHGE programme implementers and activities (BSG, SPs, FCDO IRs). This data will be made available and shared with the Supplier. The Supplier will be expected to engage with implementers to ensure that data and evidence they collect is sufficiently robust to support programme monitoring and evaluation. The supplier will also identify other relevant data sources required for the monitoring and evaluation. Data sharing agreements and processes will need to be put in place between the Supplier and implementers, including consideration of timeliness of data sharing and collection throughout the programme cycle. It will be important for the Supplier to set out expectations and design principles early on with implementers.

Pillar 3 implementation research projects being conducted by the BSG consortium, World Bank and UNICEF Innocenti will generate data on the implementation of reforms and programmes (e.g. fidelity, uptake, coverage, equity, costs, learning outcomes).

Many of the research projects are experimental or quasi-experimental and will therefore include treatment and control/comparison groups. Where the intervention being researched is funded by the WWHGE (e.g. RCTs), FCDO contribution to impact may be clear. However, where policy implementation at scale is being researched, a key role for the MEL provider will be to understand the contribution the research is having to changes in the policy implementation, and ultimately learning outcomes.

Quantitative datasets that the MEL provider may be able to draw from are included in the table below. Some of these will be generated by WWHGE implementers and others by partner governments. Availability and quality is expected to vary by country. Data produced by BSG country research teams and strategic partners is expected to achieve a significant degree of quality, comparability, and reliability. Datasets produced by partner governments will require quality assessment. BSG datasets will be disaggregated along key dimensions of marginalisation; and will include measurement of cost, implementation of reforms and learning results.

**Table 8: Expected availability of data for the MEL to draw on**

Impact	<ul style="list-style-type: none"> <li>Learning data – nearly all pillar 3 research work will include learning assessment data</li> </ul>
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	<ul style="list-style-type: none"> <li>Government learning assessment and examination data may be available</li> </ul>
Outcome 1	<ul style="list-style-type: none"> <li>Organisational data from global and national education partners</li> <li>Organisational or portfolio evaluations (e.g. WB IEG education portfolio evaluations)</li> <li>Annual reports (e.g. the WB FLC Trust Fund annual report to donor partners)</li> </ul>
Outcome 2	<ul style="list-style-type: none"> <li>Implementation data – BSG is developing implementation measurement tools to be applied across pillar 3 research projects to provide information on changes in coverage, fidelity, uptake, of reform implementation</li> <li>Costing data – BSG is developing cost measurement tools to be applied across pillar 3 research to provide costing of reforms</li> <li>Government administrative data on service delivery, implementation, enrolment, teachers, etc.</li> <li>Government budget and spend data</li> </ul>
Outcome 3	<ul style="list-style-type: none"> <li>Data on % of studies that include implementation information or measurement (baseline available)</li> <li>% of studies that include costing information for intervention (baseline available)</li> </ul>
Pillar 2 Capability	<ul style="list-style-type: none"> <li>Capability change data expected for some EdLabs being supported</li> <li>Data from WWHGE funded global capability offers (e.g. BSG Executive Education, WB Policy Academies)</li> <li>Data on quality and outcomes of technical dialogues with government</li> </ul>

## 10. Outputs and Requirements

The Contract will consist of two phases: an inception and implementation phase. A provisional set of outputs, activities and indicative timings are set out below in Table 9. The final set of implementation outputs, activities and timetable will be finalised in agreement with FCDO during the inception period.

The table is not intended to be exhaustive of all deliverables / outputs that the service provider will be responsible for. Bidders are asked to propose other types of products that could be developed around the key outputs. Products, including page counts, will then be initially agreed during inception phase.

**Table 9: Deliverables / outputs, activities and timelines for the Contract Implementation phase**

Deliverables / Outputs	Activities	Timeline / frequency
<b>Inception Report</b>	Draft and final inception reports	<ul style="list-style-type: none"> <li>Final inception report at end of inception period, May 2025</li> </ul>
<b>Workstream 1: Monitoring</b> Collection of monitoring and evaluation data for WWHGE logframe indicators.	Refine and strengthen indicators as needed.  Data collection against allocated indicators.  Online workshops with MEL reference group  Annual Monitoring reports (4)	<ul style="list-style-type: none"> <li>Monitoring Plan</li> <li>Annual monitoring report, with data collection completed by end of April of each year, in time to feed into the WWHGE Annual Review completed in July of each year.</li> </ul>
<b>Workstream 2A: Formative and process evaluation</b>	Conducting two formative evaluations using agreed methods and reporting on formative evaluation questions.  Facilitating workshops to support adaptive management.	<ul style="list-style-type: none"> <li>Two written reports (first report expected July 2025, last report December 2026).</li> <li>Workshops in the first two years of the Contract, in line with written reports.</li> </ul>
<b>Workstream 2B: Summative evaluation</b>	Conducting baseline (lighter touch), midline and endline summative evaluations using agreed methods and reporting on summative evaluation questions.	<ul style="list-style-type: none"> <li>Summative Evaluation Plan submitted May 2025.</li> <li>Baseline Evaluation report by July 2025.</li> <li>Midline Evaluation Report by December 2026 or January 2027</li> <li>Endline Evaluation Report by March 2029 (pending Business Case extension).</li> </ul>
<b>Workstream 3: Value for Money</b> Develop and implement a VfM framework, including collection of VfM data.	Refinement of the VfM framework, including VfM criteria, indicators, data requirements, data collection methods and timetable.  Data collection against allocated indicators.	<ul style="list-style-type: none"> <li>VfM framework and plan submitted May 2025.</li> <li>Annual VfM progress reports, with data collection complete by end of April of each year, in time to feed into the WWHGE Annual Review completed in July each year.</li> </ul>

Deliverables / Outputs	Activities	Timeline / frequency
	VfM progress and recommendations reports (4)	
<b>Workstream 4: Learning</b>	Learning Plan (drawing from BSG's learning plan) Updated programme learning log (4) Learning meetings (4) Annual Learning report (4) Other learning products	<ul style="list-style-type: none"> <li>• Programme Learning Plan submitted May 2025</li> <li>• Annually updated programme learning log and monitoring of lessons (feeding into ARs)</li> <li>• Learning meetings – annually (feeding into ARs)</li> <li>• Annual Learning Report (April, feeding into ARs)</li> <li>• Other learning products - to be agreed annually</li> </ul>

### **MEL Inception Phase: December 2024 – May 2025**

During the inception phase the Supplier will deliver the following key outputs and activities. Please note that this is not an exhaustive list of activities (see also reporting requirements for inception report).

The inception report will be the main inception phase deliverable and will need to be approved by the FCDO WWHGE programme Senior Responsible Owner (SRO) before the Contract moves to implementation. Building on the MEL provider's technical proposal, the inception report should address all elements of these ToRs and specify the design and conduct of the MEL activities. This should include detailed descriptions of methodology and analysis. Some stakeholder mapping will likely be necessary to inform this detail. The FCDO will hold a kick-off meeting to detail what is required from this report. The reporting requirements section lists the expected contents of the report, which also acts as a guide to activities that will need to be completed in this phase.

A plan for communications and use of the evaluations must be included. This should focus on identifying key audiences and their current levels of interest as well as plans for engagement and how learning can be best communicated.

Engagement and joint planning with the implementers of the three WWHGE components will be required during the inception phase.

FCDO recognises that detailed planning for the summative evaluation will be further developed and adapted during implementation.

### **Formal Break Point**

The Contract will have a formal break point at the end of the inception phase to determine whether the Contract should proceed to its implementation phase. This will take place after receiving the final inception report. Continuation of the Contract beyond the break point will be subject to Supplier's performance and acceptance of Inception phase deliverables by FCDO.

### **MEL Implementation Phase (May 2025 – March 2029)**

Implementation phase is expected to begin in May 2025 and will continue until the programme closure in 2029.

Monitoring and evaluation outputs are likely to be of interest to and used by governments and development partners with whom the Supplier will interact to collect data and share learning.

FCDO expects reports will include, but not be limited to: 3 summative evaluation reports, 2 formative / process evaluation reports, 4 annual monitoring reports,

4 learning reports and 4 VfM assessment reports. The Supplier should budget for one presentation to FCDO for each report, and additional meetings and presentations with programme implementing partners to support programme learning.

### **Workstream 1: Monitoring**

Collection of monitoring and evaluation data for WWHGE logframe indicators within the Supplier's areas of responsibility. Activities under this workstream will include:

- a. Design data collection methods for outcome and intermediate outcome indicators specified by FCDO (see table 5 indicative examples).
- b. Lead the programme-level collection of data against these indicators, leveraging data and evidence collected by implementers (BSG, SPs and FCDO IRs)
- c. Data collection and reporting against logframe indicators will be on an annual basis and in line with FCDO's annual review process which for WWHGE begins in March/April and ends in June/July each year.
- d. A number of indicators are based on the number of examples of impact, to be captured in the form of impact stories (or stories of change). The supplier will conduct selection, elaboration and verification of impact stories through the programme's duration; and assess their significance against a set of criteria.
- e. Immediately after inception phase, the supplier will begin with the selection and verification of three impact stories from the programme pilot and inception phases (i.e. 2021 to May 2024), to be agreed with FCDO.
- f. Continue to refine and update logframe indicators throughout the programme lifecycle (in line with LF review points).

Monitoring of intermediate outcomes and outcomes will be used in routine programme monitoring by FCDO, including mandatory programme annual reviews (which will be cover annual periods from April to March each year).

### **Workstream 2A: Formative and Process Evaluation**

**The Formative & Process Evaluation** will provide evidence to FCDO and partners on the degree to which implementation of the WWHGE programme to date is working as intended, and making recommendations for how programme delivery may be improved. The formative evaluation outputs will be used by the FCDO WWHGE programme team and delivery partners to adapt the delivery of the programme, if required.

This will comprise three categories of activities and deliverables:

- a. Two written reports to FCDO against evaluation questions set for the formative evaluation. These will be delivered in the first two years of the MEL contract delivery as the WWHGE components mobilise and begin to mature. This will enable FCDO and partners to act on emerging findings as necessary.
- b. Organise and facilitate learning and reflection workshops that draw on the reports and which facilitate adaptive management of the programme. These will involve FCDO, BSG and SPs, and other stakeholders as required.

Immediately after inception phase, the Supplier will conduct the first phase of **Process and Formative Evaluation** of the programme to date, covering the programme pilot phase, inception phase (2023/24) and year 1 of implementation phase (2024/25), and addressing the finalised formative evaluation questions. The Process and Formative Evaluation will evaluate the extent to which the structure, organisation and delivery of the programme is working as intended, making recommendations for how it may be adapted to perform better.

## **Workstream 2B: Summative Evaluation**

The **summative evaluation** will explore the extent to which the programme has been successful in achieving its impact, outcomes and intermediate outcomes.

The main deliverables will be:

- Final Summative evaluation plan including evaluation framework, questions, design, method, and data requirements. This will be submitted in May 2025.
- Baseline evaluation report. A report establishing the baseline status of outcome areas in primary and secondary focus countries (primarily Outcome 1 and 2) and at global level (primarily Outcome 1 and 3)
- Midline evaluation report. A learning-focused report describing progress made toward the achievement of programme outcomes and impact and making recommendations. This will be submitted by December 2026.
- Final summative evaluation report. This will be submitted in 2029.

Immediately after inception phase, the Supplier will conduct a **Summative Baseline Evaluation** of the impact, outcomes and intermediate outcomes. This will focus on baselining the status of the outcome and impact areas, where possible focusing on their status as they were at the start of the full programme implementation (May 2024) to enable comparison at midline and

baseline. To the extent feasible, the Supplier will collect information pertaining the start of the full implementation phase (May 2024), proposing methods and risk mitigation for this retrospective data collection.

The summative evaluation outputs will be published and used by FCDO to help it fulfil accountability requirements and for learning by FCDO and other stakeholders.

As well as formal evaluation reports, we would also like to see focused learning or knowledge products that can be delivered and absorbed quickly – for example short (1-2 pages) briefing papers and/or slide sets.

With respect to the formative and summative outputs, presentations to the MEL Management Group and/or the MEL Reference Group will be required to accompany each substantive report (For details on these Groups, see Governance and Quality Assurance Arrangements.) Additional presentations or other participation in internal and external learning and dissemination events is also required. The Supplier will also be required to produce a short summary of the summative and formative evaluation reports for publication on FCDO's website (2 page limit).

### **Workstream 3: Value for Money (VfM)**

Support the refinement and implementation of the WWHGE VfM framework.

Activities under this output will include:

- a. Refinement of the initial VfM framework and periodic strategic review of how the VfM framework is being applied across the programme.
- b. Development of a methodology for assessing the cost-effectiveness of WWHGE with consideration of cost-effectiveness at country, pillar, partner and outcome levels. The Supplier should develop a methodology for assessing (and potentially quantifying) the significance of the outcomes (or combined outcomes) and WWHGE contribution achieved (e.g. in each country) and relate this to the overall investment.
- c. Annual, mid-term and final assessment of VfM of the programme and provide FCDO with annual recommendations for improving WWHGE's VfM. This should draw from the VfM self-assessments conducted by implementers against selected VfM indicators. The Independent MEL will not have access to implementers detailed financial records and should avoid duplication.

Data collection and reporting against VfM indicators will be on an annual basis and timed for inclusion in FCDO's annual review cycle for WWHGE (indicatively, to be provided by end of April annually). BSG and SPs are

expected to capture VFM data and report annually on VfM and the Supplier will be expected to leverage this data and reporting.

FCDO anticipates most activities will be desk based or remote, with travel required to the four WWHGE primary focus countries and a selection of secondary focus countries to collect data and inform evaluations. The Supplier should budget for travel / accommodation and subsistence costs to cover travel to a maximum of 6 countries for field visits at each evaluation point.

#### **Workstream 4 Learning:**

The WWHGE programme represents an enormous opportunity for learning; not only on what works to improve learning outcomes at scale and how (which is the core focus of the funded research and synthesis), but also what works to strengthen government capability, to institutionalise evidence use and to achieve evidence uptake for implementation at scale. There will be a wealth of data, evidence and lessons being generated by programme implementers (BSG, SPs, FCDO IRs) and also the chance to further build an evidence base through aggregation, synthesis and sharing between and across the programme partners.

FCDO's ambition for the MEL contract is for the provider to support the embedding of a learning culture across and between programme partners. This should initially be focussed on the FCDO-funded activities, but could later evolve to support learning across other relevant themes.

FCDO and BSG have already established a programme learning log, and lessons are identified in partner reports and annual reviews.

FCDO is not prescribing any outputs for this workstream. Instead, bidders should propose activities and outputs that could support the achievement of an embedded learning culture across the programme funded partners, aligned funders (Jacobs, Gates, USAID, GPE/KIX) and beyond.

**Flexible Pot:** Commercial bids should include £100,000 for a flexible pot for conducting responsive evaluation work. Bidders should budget for three small thematic evaluative and/or learning pieces that could focus on specific programme components (e.g. government capability or national coalition building), themes (e.g. gender and inclusion), or outcomes (e.g. establishing causal relationships between FCDO implementation research and improvements in learning outcomes at larger scales)

#### **Cross-cutting requirements**

**Impact stories:** Several of the LF indicators are based on the number of impact stories (or stories of change) identified. A key role of the MEL provider will be

to elaborate and verify impact stories and to assess their significance. Impact stories will support both monitoring and evaluation objectives.

**Wheel of impact:** Impact stories should be collected for outcomes and impact across the WWHGE theory of change and also across the four parts of the [wheel of impact](#) (which can be mapped on to the WWHGE ToC).

**Participatory MEL:** The MEL services, where most beneficial, should be designed and delivered in a participatory way, ensuring that implementers, government staff (including EdLabs), and other stakeholders are treated as both participants and beneficiaries of the services. Participants could for example be involved in defining evaluation or learning objectives or questions, identifying changes and assessing their significance and different actors' contributions made.

**Integration of gender equality and social inclusion:** The UK is committed to promoting gender equality in all its development and humanitarian assistance as outlined in International Development (Gender Equality) 2014. The MEL services must therefore mainstream gender equality and social inclusion (GESI) across data collection processes and analysis to ensure that GESI remains visible and appropriately addressed in activities, outputs and improvements to the programme. The evaluation's approach to GESI has drawn on gender (and other) disaggregated data to conduct a gender analysis of impact and effectiveness. Evaluation Questions will need to address issues of equity, inclusion and gender equality specifically.

## 11. Constraints, Dependencies and Risk Management

We expect that there will be a number of risks and challenges that the MEL team will encounter. A full risk assessment should be conducted during inception phase. Ongoing risk management will be needed throughout the Contract, with any high or severe risks flagged to FCDO immediately.

The supplier will be expected to demonstrate and implement a robust and adaptive approach to risk management. This should include: Clear and robust processes and approach to identifying, managing, reporting and mitigating risks by outlining potential risks associated with this contract, their likelihood, impact and mitigation, to ensure successful delivery of outcomes. Strong and robust processes toward contingency planning to ensure ToR and timelines are met.

We have listed a few of the more significant challenges below and bidders are invited to comment on and extend this list. Proposals should set out how they will mitigate against these risks as well as specifying a system for identifying, managing, reporting and escalating risks during the delivery of the MEL

services. We have listed a few of the more significant challenges below and bidders are invited to comment on and extend this list.

Amongst the risks identified by FCDO and which the Supplier must build into their approach to the evaluation and address:

- Acquiring and retaining sufficient knowledge of WWHGE, given its diverse components, partners and activities, including operating in up to 11 countries.
- Building relationships at the right levels across WWHGE implementers and stakeholders to collect data and supply the evidence required for monitoring, evaluation and learning activities; including effective mechanisms for engagement and coordination.
- Ensuring personnel with key responsibilities for delivering the activities under this Contract have the specific required skills and expertise.
- Difficulties in accessing policymakers and other relevant stakeholders to collect data necessary to assess outcomes and impacts.
- Retaining continuity in the monitoring and evaluation team, given the duration of the services and Contract.
- Limited capacity of WWHGE implementing partners in monitoring and evaluation, potentially meaning that their data is not reliable or timely enough to monitor or evaluate performance.

## 12. Governance and Quality Assurance Arrangements

MEL activities under this Contract will be overseen and managed by a FCDO MEL Management Group likely comprising the WWHGE Programme Responsible Owner (PRO), Programme Manager (PM), the WWHGE MEL Lead, and the Girls' Education Department (GED) Evaluation Adviser. The Management Group will invite the WWHGE SRO and other internal experts to participate in oversight activities as it deems necessary.

The MEL Management Group will provide first-line quality assurance of outputs under this Contract. The inception report, and major evaluation reports will be quality assured by FCDO's Evaluation Quality Assurance and Learning Service (EQUALS). The Management Group may use EQUALS to quality assure other products.

A separate MEL Reference Group comprising the MEL Management Group, the WWHGE SRO and representatives from the WWHGE implementers (BSG, Strategic Partners and FCDO Implementation Roles) will meet periodically in

full or partially to discuss and respond to evaluation outputs and participate in programme reflection and adaptation workshops as required.

### 13. Performance Requirements

FCDO will monitor the Supplier's performance continuously throughout the duration of the Contract.

The FCDO WWHGE MEL Management Group will meet with the Supplier every 2-4 weeks during the Inception Phase and then, in general, quarterly during the implementation phase; though frequency may vary depending on intensity of MEL activity. At the Management Meetings, the Supplier will provide updates against the agreed deliverables and report on these in quarterly and annual progress reports. An outline of the content of these reports is included in the Reporting Requirements section. The exact format of the progress reports will be discussed and agreed during the inception phase.

#### **KPIs for Implementation Phase**

FCDO will assess the performance of the supplier against agreed work plans and key performance indicators (KPIs). Indicative KPIs are outlined in Annex 3. KPIs will be scored out of 500. Weightings will be applied to each KPI, which will then be scored out of 1- 5 each quarter.

<b>Scoring Methodology</b>	<b>Score</b>
Poor – often below requirements	1
Unsatisfactory – sometimes performs below requirements	2
Satisfactory – meets requirements	3
Good – meets and sometimes exceeds requirements	4
Very Good – meets and often exceeds requirements	5

In line with the maximum total score of 500, the proposed payment % structure shall be as follows:

<b>Total Score</b>	<b>Payment</b>
400 – 500	100%
300 – 399	75%
200- 299	50%
199 and below	0%

The methodology will be further refined and agreed by FCDO during contract award.

The supplier will demonstrate to FCDO at specific review points, to be refined with FCDO during the inception phase, its performance against these KPIs. Together with final agreement of the relevant KPIs, the Supplier and FCDO will also agree an effective system to monitor their achievement over time.

This system will include a process whereby any disputes concerning achievement of the KPIs or otherwise can be dealt with effectively.

Quarterly invoices will be reimbursed with a proportion of fees linked to successful delivery of KPIs. There will be an opportunity to reimburse a percentage of performance-related payments that were withheld for missing KPIs on an annual basis. This will be dependent on the Supplier demonstrating significant sustained improvement (moving up through the scoring bands) in relation to the specific KPI and on the Annual Review Score awarded. The intention is to give the Supplier additional incentive to recover any slippage incurred for Hub outputs throughout the contract.

FCDO reserves the right to review and refine the weighting of KPIs for the implementation phase based on the more defined workplans and budgets agreed in the inception phase, in consultation with the supplier. The evidence required to assess achievement of KPIs will also be refined in the inception phase.

#### Indicative KPIs (to be reviewed during inception)

KPI Ref. No.	KPI title	Frequency	What is being measured	Indicative Performance Target (no./%) <sup>34</sup>	Source of KPI measurement data
KPI0 01	Effective Financial management	Quarterly report based on monthly submissions	Timely submission of accurate forecasting and invoices by the 3 <sup>rd</sup> Friday of every month	e.g. Pass/Fail	Supplier to provide quarterly reports detailing the deliverables completed against the target set for the period
KPI0 02	Achievement and timeliness of Milestone deliverables	Quarterly	Quarterly deliverables and reports submitted within agreed timetable to be agreed with FCDO by end of month one. Early communication and agreement from FCDO also required for any requests to adjust output timelines. Agreement will only be given where there is strong justification and the impact on delivery is outside the control of the supplier.	e.g. 90%+ submitted on time	Supplier to provide quarterly reports detailing the deliverables completed against the target set for the period
KPI0 03	Quality, relevance and utility	Quarterly	Assessment of MEL products in terms of appropriate methods, relevant scope,	e.g. 90%+ of submitted MEL products are assessed by	FCDO assessment of MEL products

	of MEL products		credibility of findings / conclusions, feasibility and actionability of recommendations.	EQUALS 'good' or better	
KPI004	Building effective relations with programme partners	Quarterly	Evidence that the MEL supplier is effectively engaging and coordinating with partners in the delivery MEL activities and in engaging to support uptake for programme adaptation and improvements.	Target TBC during contract award	1.Feedback from partners. 2.Supplier to provide quarterly reports and evidence detailing the deliverables completed.
KPI005	Gender and inclusion	Quarterly	Evidence of effective integration of gender and social inclusion into the MEL delivery and outputs, in line with FCDO's 3 E-framework (education, empowering women and girls and championing their health and rights, and ending violence)	Target TBC during contract award	Evidence that: 1) the supplier is set up to be diverse and inclusive (policies and data is available e.g. number of women, number of staff from the global south employed in team); 2) Gender and inclusion are built into activities, products and engagement.

### **Milestones for Inception Phase**

Milestones for the inception phase are 1) the draft inception report and 2) the final inception report, including all annexes.

### **Milestones for Implementation Phase**

Milestones for the Implementation phase will be agreed during the inception phase. They will include as a minimum:

	25/26	26/27	27/28	28/29
Formative / Process Evaluation	Report 1	Report 2		
Summative Evaluation	Baseline Report	Midline report		Endline Report
Monitoring	Annual Monitoring Report	Annual Monitoring Report	Annual Monitoring Report	Annual Monitoring Report
VFM	Annual VFM report	Annual VFM + CE report	Annual VFM report	Annual VFM + CE report

Learning	Annual Learning report	Annual Learning report	Annual Learning report	Annual Learning report
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## 14. Reporting Requirements

All reports are to be submitted to the WWHGE PRO with the rest of the MEL Management Group in copy (Arial font size 12).

FCDO will have unlimited access to the material produced by the supplier (as expressed in FCDO's general conditions of contract), except for personal information within datasets or other measures to protect the privacy of individuals (this will be agreed as part of data management plans).

Reporting requirements, which may be adjusted during the inception phase, include:

### Inception Report

**Submission:** A draft report is to be submitted no later than 3 months following the Contract commencement date. The final report submitted no later than 4 months following the Contract commencement date. (No longer than 30 A4 pages, excluding annexes).

**Content:**

- Summary of progress and achievement against the Inception Phase deliverables.
- Detailed Financial methodology, which should include the methodology for ensuring expenses incurred during the life of the Contract represent value for money and that appropriate procedures are in place to capture economies of scale and eliminate waste.
- Detailed Financial/ Payment Plan, which should include: A Financial / Payment plan which transparently demonstrates (using an open book methodology) the costs of each objective, including the methodology for accurately forecasting costs, capturing economies of scale, and ensuring value for money for all costs in addition to standing capacity fees. The plan should identify any key financial risks identified for this programme; detailing the likelihood, impact and cost associated with each risk and how each risk will be mitigated and managed
- Detailed Contract Management Plan, which should include: A plan to effectively measure performance against objectives incentivise high performance through payment by results, provision of robust key performance indicators, reporting on operational issues and integrating with the Key Supplier Management Programme

- Detailed costed workplan for the first year and indicative costed workplan for the remainder of the contract (structured according to workstreams), including timetable, budget forecasts and financial management plan. The costed workplans should be linked to the payment milestones which will act as triggers for payment - i.e. FCDO should be able to understand the budgeted and actual costs for each output and major areas of work
- Proposed updated programme logframe based on the Supplier's logframe review. This should also indicate the Supplier's monitoring and evaluation work, capturing the Supplier's own performance, VfM and milestones.
- Monitoring plan detailing the finalised WWHGE logframe indicators that the Supplier is responsible for and the data collection method and timetable for collection, analysis and reporting
- VFM framework and plan: Review of the WWHGE VFM framework and recommended changes, including any new indicators and plan for monitoring, including how the supplier will leverage the VFM data being collected by BSG and SPs. This should also include a methodology for assessing cost effectiveness at the programme and country level.
- Evaluation plan and evaluation matrix detailing the final questions and approach for the summative and formative evaluations, including methodologies for addressing all evaluation questions.
- Learning Plan, including format and timetable for learning and reflection workshops.
- Governance and quality assurance processes.
- Risk Matrix with specific mitigation measures (initial and ongoing)
- Delivery Chain Risk Map
- Stakeholder map and stakeholder influencing strategy.
- Data sharing plans and agreements.
- Approach to ethics and safeguarding.
- Dissemination and use plan for monitoring and evaluation outputs.
- Communications strategy outlining how the Supplier will represent themselves to FCDO and work alongside other WWHGE partners.

### **Quarterly progress report**

Submission: Submitted each quarter. 10-15 A4 pages.

Content:

- Narrative report on progress across the preceding quarter, including progress against the workplan and, when appropriate, results framework indicators.
- Planned activities for the coming quarter.

- Updated annual workplan.
- Risk management update to include an updated Risk Matrix.
- Lessons Learned.
- Financial update to include:
  - Reconciliation of previous quarter's expenditure against forecast.
  - Justification for variances of actual spend against the forecast.
  - Update of forecast for the remainder of the year.
  - Finance narrative (Brief explanation of finance report e.g., the extent to which planned spend is on track and plans until the end of the financial year).
  - Draft Quarterly Invoice for approval prior to submitting for processing. This must provide a breakdown of actual spend of fees and expenses.

### **Annual progress report**

Submission: Submitted in April each year. This is timed to feed into the WWHGE Annual Review. No longer than 20 A4 pages.

Content:

- Summary of progress against the workplan and logframe / results framework for the previous year.
- Lessons learned on activities and adaptations made to the MEL approach, if appropriate.
- Progress against WWHGE Annual Review recommendations relevant to the MEL Contract.
- Work plan for following year.
- Update on stakeholder engagement/influencing.
- Updated Risk Matrix including Supply Chain and mitigations.
- Financial update, setting out actual expenditure to date and revised forecast for the following quarters.
- Annual Costed Workplan (which will need to be submitted and approved before the start of the financial year)

### **Annual monitoring and learning reports**

Submission: Submitted in April each year. This is timed to feed into the WWHGE Annual Review.

Content:

- Assessment of WWHGE progress against the logframe for the previous year (intermediate, outcomes, impact).
- Lessons learned from programme implementation and how these lessons are being translated into practice.
- Recommendations for improving programme performance against indicators.
- Recommendations for new indicator milestones.

**VfM framework & reports**

Submission: VfM framework submitted in March 2025. No longer than 15 A4 pages. VfM progress reports submitted in April each year (4 years). This is timed to feed into the WWHGE Annual Review. No longer than 20 A4 pages.

Content:

- VfM framework: detailed description of WWHGE VfM approach, criteria, indicators, data collection methods and workplan.
- VfM progress reports:
  - narrative report detailing WWHGE's performance against the VfM indicators.
  - analysis of WWHGE's VfM based on the VfM framework.
  - recommendations for how VfM may be improved.
  - proposed refinements to the VfM framework and indicators, as required.
  - Where assessment is done alongside midline and endline evaluation, VfM report should include emphasis on cost-effectiveness.

**Formative Evaluation Reports**

Submission: Emailed to the WWHGE PRO as follows:

- Two formative evaluation reports submitted in July 2025 and December 2026 (Timing may be adjusted to align with the quarterly reporting and annual reporting cycle.)
- First report no longer than 30 A4 pages, excluding annexes; Final formative evaluation report no longer than 60 A4 pages, excluding annexes.

Content:

- Each formative report will cover the relevant formative evaluation objectives and questions, the methodology, findings, conclusions, and

recommendations, and will have an executive summary. The exact content and format of these reports will be established in the inception phase.

## Summative Evaluation Reports

Submission: Emailed to the WWHGE PRO as follows:

- Final summative Evaluation Plan, submitted in May 2025. No longer than 20 A4 pages.
- Baseline evaluation report submitted July/August 2025. Mid-term summative evaluation report submitted no later than December 2026 and final summative evaluation report submitted in March 2029. Timings may be adjusted to align with the programme budgeting and reporting cycles. Each report no longer than 50 A4 pages excluding annexes.

Content:

- The evaluation plan will include the evaluation framework, questions, design, method, data requirements and workplan.
- The baseline, mid-term and final reports will cover the relevant evaluation objectives and questions, the methodology, findings, conclusions, and recommendations, and will have an executive summary. The exact content and format of these reports will be established within the Evaluation Plan.

All evaluation reports will be presented at MEL Management Group meetings and to the MEL Reference Group.

## 15. Skills and Competency Requirements

The MEL team will have the following experience, skills and expertise in order to deliver the requirements of the Contract:

- Expertise in education programming.
- Expertise in qualitative monitoring and evaluation methods and techniques
- Expertise in working on education reforms in LICs and LMICs
- Expertise in adaptive management in programme delivery
- Track record of delivering high quality formative and summative international development evaluations, including evaluating single- and/or multi-country international development research programmes.
- Demonstrable capability for high quality evaluation work in WWHGE focus countries (India, Pakistan, Tanzania, and Rwanda)

- Experience and understanding of the education systems in WWHGE focus countries (India, Pakistan, Tanzania, and Rwanda)
- Capability to collaborate with a wide range of stakeholders in LICs and LMICs, including FCDO officers, experts in education, international development programme implementers, and policy makers.
- Gender equality and social inclusion expertise
- Skills and expertise in assessing value for money.
- Excellent written and oral communication skills in English.

The Supplier MEL team will demonstrate gender balance. The Supplier will engage local staff for the country visits and participation of local evaluators is expected.

The Supplier will have to demonstrate the independence of the MEL team members from the programme delivery partners.

#### 16. Budget and Timeline

The Contract budget is up to a maximum of £1,000,000 inclusive of all Government Taxes and exclusive of VAT. This should include an allocation for a flexible, responsive pot of £100,000.

The Supplier will commence the services under this Contract within 5 working days from the Contract award date. The expected Contract commencement date is December 2024, with a total contract duration of up to 4 years and 4 months, including a 5-month inception phase.

#### 17. Payment Mechanism

**Inception Phase:** The inception phase payments will be output-based and linked to the successful delivery and acceptance of the inception phase deliverables. Payment Milestones for the inception phase are 1) the draft inception report plus 100% expenses based on actuals and 2) the final inception report, including all annexes plus expenses based on actuals.

**Implementation Phase:** The contract will be based on a Hybrid Payment model: (i) 100% of expenses will be paid quarterly in arrears on actuals; (ii) 75% of fees will be paid quarterly in arrears on actuals; (iii) 25% of fees will be linked to satisfactory delivery of key milestones/deliverables as listed in the table under the Outputs section, and to be agreed during inception.

#### 18. Scale Up / Scale Down

FCDO reserve the right to scale up or scale down or discontinue this programme at any point in line with the Terms and Conditions. Scaling Down is at FCDO's discretion and may occur for reasons including but not limited to Supplier performance or shortage of funds.

## 19. Review Point

The Contract will be subject to a break point at the end of March 2026 (i.e. 1 year after commencement of the contract's implementation phase). Continuation of the Contract beyond that point will be subject to satisfactory performance and progress against the agreed workplan, outputs and performance indicators. This will involve a light-touch review 6 months before the break point to determine whether performance and achievements to date are sufficient to continue and the Supplier will be notified no later than 2 months before the break point whether the Contract will continue into the next Spending Review period or be terminated at the break point.

## 20. Contract Management Arrangements

FCDO will manage Supplier performance primarily through a logframe or alternative results framework, and progress against the agreed workplan.

The Contract will have a dedicated FCDO contract manager (WWHGE PRO), alongside the FCDO WWHGE team, who will be the primary contacts for agreeing workplans and who will be responsible for the day-to-day management of the Contract. In addition, the Supplier will liaise with other FCDO staff during the Contract, including FCDO country education advisers in WWHGE countries.

For each agreed output the Supplier will discuss the scope of work and methodology with FCDO and set these out in brief written scopes of work. Draft scopes of work for all year 1 deliverables should be included in the inception report (see governance section above). Scopes of work will be updated and approved before work can commence.

WWHGE is a global partnership as well as an FCDO-funded programme and therefore communication with partners is a crucial part of this Contract. Therefore, once the Contract is awarded various introductory meetings will be set up, including between FCDO and the Supplier, to formally present the Supplier to programme partners, and meetings with individual partners.

Contact between the Supplier and implementing partners and partner governments will be carefully managed. The Supplier will copy relevant FCDO contacts on significant correspondence with partners. The Supplier will copy relevant FCDO contacts on significant correspondence with partners. However, The Supplier is required to engage in correspondence with each

WWHGE's partners directly to conduct data collection activities and arrange the logistics of country visits. Where an issue arises, the Supplier is required to inform FCDO within a reasonable timeframe to resolve.

Supplier staff may be associated with an "agent" hired on behalf of British authorities and this could have serious safety and security implications for them, partners, beneficiaries, and the continuation of projects. The communication strategy included in the inception report must explain how the Supplier plans to represent themselves to FCDO partners, their downstream partners and beneficiaries (e.g. government staff).

Each year FCDO will produce an annual review of the WWHGE programme, which will include a brief review of the MEL Supplier's performance (up to end of March) and progress, as per FCDO's standard rules. All reports mentioned in the above reporting section will be used as the basis for assessing Supplier's performance.

## 21. General Data Protection Regulation (GDPR)

Please refer to the details of the GDPR relationship status and personal data (where applicable) for this project as detailed in Annex 2 (Annex 2 Schedule of Processing, Personal Data and Data Subjects).

## 22. Ethics and Safeguarding

Proposals should outline bidders' view of the ethical considerations for this evaluation and articulate how they plan to address these. Suppliers will be expected to have an ethics policy/code (consistent with FCDO's [Ethical guidance for research, evaluation and monitoring activities](#)) and apply ethical clearance protocols, where appropriate. Bids should set out how they propose to uphold the principle of 'Do no harm' and to ensure the confidential treatment and secure storage of documentation and data collected throughout the MEL Services.

The successful supplier will need to be fully cognisant of the importance FCDO attaches to Safeguarding and understand and follow relevant guidance throughout the conduct of the MEL Services. This includes [Enhanced Due Diligence – Safeguarding for External Partners](#) and UKCDR's research specific [guidance](#).

## Annex 1

1. [WWHGE Business Case](#)
2. WWHGE Logframe
3. [WWHGE Annual Review 2022/23](#)
4. [WWHGE Annual Review 2023/24](#) (to be published 16 Sept 2024)
5. [WWHGE Website](#)
6. [FCDO Evaluation Policy](#)

## Annex 2

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

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

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

Description	Details
Identity of the Controller and Processor for each Category of Data Subject	<p>The Parties acknowledge that for the purposes of the Data Protection Legislation, the following status will apply to personal data under this Call-down Contract:</p> <ol style="list-style-type: none"> <li>1. <b>FCDO is the Controller and the Supplier is the Processor</b> in accordance with Clause 33 (Section 2 of the contract) of the following Personal Data: <ul style="list-style-type: none"> <li>• Names</li> <li>• Email addresses</li> <li>• Job titles</li> </ul> </li> </ol>



## Foreign, Commonwealth & Development Office

### Annex 3: Draft KPIs for implementation phase

KPI Ref. No.	KPI title	Frequency	What is being measured	Indicative Performance Target (no./%) <sup>34</sup>	Source of KPI measurement data
KPI001	Effective Financial management	Quarterly report based on monthly submissions	Timely submission of accurate forecasting and invoices by the 3 <sup>rd</sup> Friday of every month	e.g. Pass/Fail	Supplier to provide quarterly reports detailing the deliverables completed against the target set for the period
KPI002	Achievement and timeliness of Milestone deliverables	Quarterly	Quarterly deliverables and reports submitted within agreed timetable to be agreed with FCDO by end of month one.  Early communication and agreement from FCDO also required for any requests to adjust output timelines. Agreement will only be given where there is strong justification and the impact on delivery is outside the control of the supplier.	e.g. 90%+ submitted on time	Supplier to provide quarterly reports detailing the deliverables completed against the target set for the period
KPI003	Quality, relevance and utility of MEL products	Quarterly	Assessment of MEL products in terms of appropriate methods, relevant scope, credibility of findings / conclusions, feasibility and actionability of recommendations.	e.g. 90%+ of submitted MEL products are assessed 'good' or better	FCDO assessment of MEL products



## Foreign, Commonwealth & Development Office

KPI Ref. No.	KPI title	Frequency	What is being measured	Indicative Performance Target (no./%) <sup>34</sup>	Source of KPI measurement data
KPI004	Building effective relations with programme partners	Quarterly	Evidence that the MEL supplier is effectively engaging and coordinating with partners in the delivery MEL activities and in engaging to support uptake for programme adaptation and improvements.	Target TBC during contract award	1.Feedback from partners.  2.Supplier to provide quarterly reports and evidence detailing the deliverables completed.
KPI005	Gender and inclusion	Quarterly	Evidence of effective integration of gender and social inclusion into the MEL delivery and outputs, in line with FCDO's 3 E-framework (education, empowering women and girls and championing their health and rights, and ending violence)	Target TBC during contract award	Evidence that: 1) the supplier is set up to be diverse and inclusive (policies and data is available e.g. number of women, number of staff from the global south employed in team); 2) Gender and inclusion are built into activities, products and engagement.