



Foreign, Commonwealth & Development Office

CALL DOWN CONTRACT

Framework Agreement with:	Tetra Tech International Development
Framework Agreement for:	Global Evaluation Monitoring Framework Agreement (GEMFA) Lot 3 – Monitoring, Evaluation and Learning, High Value Lot
Framework Agreement ECM Number:	ECM_4752
Call Down Contract For:	Monitoring, Evaluation, Research and Learning for the GIRL Rwanda Programme.
Contract ECM Number:	ECM_7075

I refer to the following:

1. The above-mentioned Framework Agreement dated 1st February 2023;
2. Your proposal of 19th August 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 23rd December 2024 (“the Start Date”) and the Services shall be completed by 30th June 2030 (“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 £3,899,858 (“the Financial Limit”) inclusive of all local taxes but exclusive of UK VAT, if applicable as detailed in Annex B. FCDO reserves the option to extend the Call Down Contract by up to 36 months and Contract budget by up to £3 million.

22. PAYMENTS & INVOICING INSTRUCTIONS



Foreign, Commonwealth & Development Office

- 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.

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;



Foreign, Commonwealth & Development Office

- 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:

Position:

Signature:

Date:

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

Name:

Position:

Signature:

Date:

Volume 2: Terms of Reference (ToR)

Monitoring, Evaluation, Research and Learning for the GIRL Rwanda Programme

ITT: 6456

GEMFA FRAMEWORK CALL DOWN, LOT 3

Table of Contents

1. Introduction	4
2. Objectives of the Contract.....	5
3. Recipient and Beneficiaries	5
4. Contract budget and timeframe	6
5. Scope of Work.....	6
a. Programme Management.....	6
b. Programme Delivery Services	7
6. The Requirements: Inception, Implementation and Exit Phases	10
8. Skills and Competency Requirements	12
9. Performance Management.....	12
a) Reporting Requirements	13
b) Financial Management Requirements	15
c) Payment Structure	15
d) Key Performance Indicators.....	16
e) Contract Management Requirements	19
10. Contract Oversight Requirements.....	20
11. Governance	20
12. Essential Requirements	21
Annex A – Context.....	23
Annex B: Education in Rwanda.....	23
Annex C: GIRL Theory of Change	25
Annex D: Expected Results.....	25
Annex E: Overview of Implementation Approach	26
Annex F: Further Methodological Considerations and Data Availability.....	28
Annex G: Proposed Impact Evaluation Questions	30
Annex H: Development Partners’ Funding to Rwanda’s Education Sector	31
Annex F: Governance Structure for the GIRL Programme	34
Appendix G: Schedule of Processing, Personal Data and Data Subjects	35

List of Acronyms

BHCK – British High Commission Kigali
BLF – Building Learning Foundations
CM – Contract Management
CPD – Continuous Professional Development
FCDO – Foreign Commonwealth and Development Office
GIRL – Girls in Rwanda Learn
GoR – Government of Rwanda
GPE – Global Partnership for Education
KPIs – Key Performance Indicators
MEL – Monitoring, Evaluation and Learning
MINALOC – Ministry of Local Government
MINECOFIN – Ministry of Finance and Economic Planning
MIGEPROF – Ministry of Health, Ministry of Gender and Family Promotion
MINEDUC – Ministry of Education
NCPD – National Council for People with Disabilities
PI – Programme Implementation Supplier
OPDs – Organisations for People with Disabilities
REB – Rwanda Basic Education Board
R&E – Research and Evaluation
TA – Technical Assistance
ToC – Theory of Change
VfM – Value for Money
WROs – Women’s Rights Organisations

1. Introduction

Girls in Rwanda Learn (GIRL) is the UK's new flagship programme (seven years, £60m) to improve learning opportunities for girls and boys in Rwanda, including highly marginalised out of school children. The GIRL Business Case sets out an ambition to improve learning outcomes in English and maths for 700,000 children in lower primary girls and boys (Component 1), ensure 20,000 girls and boys are retained in school through targeted efforts (Component 2), support 28,000 out of school girls and boys to return to school or access other learning opportunities (Component 3) and support a more inclusive school environment in 30 inclusive education model schools and up to 400 mainstream schools (Component 4). Strategic technical assistance (TA) and advocacy (cross-cutting Component 5) will support policy reform and behaviour change for a more effective and inclusive education system.

Overview of Programme Outcomes, Components and Expected Results

Problem statement: Many children in Rwanda, especially girls and those with disabilities, are not acquiring foundational skills, not progressing through school, not achieving their potential and are unable to thrive.

There are two programme **outcomes**:

- 1) Improved foundational learning outcomes in English and maths for girls and boys,
- 2) Reduced dropout rates and improve transition to lower secondary/other learning pathways, particularly for girls and children with disabilities.

GIRL will contribute towards achieving these outcomes through **five programme components**:

#	Component	Target
1	Foundational learning: Improve foundational learning outcomes in English and maths in P1-P3.	700,000 children with improved learning outcomes.
2	Girls in school: Target at-risk girls and boys in P4-P5 with additional support to stay in school and learn.	80,000 girls and boys supported.
3	Girls out of school: Target marginalised out-of-school girls and boys with support to return to school or access other learning opportunities.	28,000 girls and boys (10,000 returned to school and 18,000 accessing other learning opportunities).
4	Children with disabilities: Reduce the barriers to education for in- and out-of-school children with disabilities by enhancing the inclusivity of the school environment.	30 inclusive model schools and 400 mainstream schools supported.
5	Technical Assistance (TA) and advocacy (cross-cutting): Ensure impact at scale for foundational learning and opportunities for girls and children with disabilities.	At least 2 policy reforms adopted.

See Annex C for the GIRL programme Theory of Change (ToC), Annex D for further details on expected results as set out in the business case and Annex E for an overview of the programme's implementation approach.

Overview of partners

GIRL will be implemented by three partners:

- 1) **UNICEF** will deliver components 2 – girls in school – and 4 – children with disabilities. They will also lead on the cross-cutting component 5 – technical assistance and advocacy – with a thematic focus on girls and boys in school, and children with disabilities/inclusive education.
- 2) **A TA Contract – GIRL Rwanda Supplier** will deliver components 1 – foundational learning – and 3 – girls out of school. They will also lead on the cross-cutting component 5 – technical

assistance and advocacy – with a thematic focus on foundational learning and girls and boys out of school.

- 3) **A Research and Evaluation Supplier** Providing monitoring, evaluation, research and learning outputs and leadership across programme components.

This Terms of Reference (ToR) sets out the requirements for Tetra Tech International Development Limited to deliver **Monitoring, Evaluation, Research and Learning (MERL) services** for the GIRL Rwanda programme, overseen by the FCDO Rwanda.

2. Objectives of the Contract

This Terms of Reference outlines the objectives, requirements and, expectations of the Supplier to successfully deliver the following:

- a. Programme quality assurance and MERL activities
- b. Impact evaluation
- c. Test-learn-adapt activities
- d. Research
- e. Process evaluation.

The overall objective of this Contract is to drive programme impact of the Girls in Rwanda Learn (GIRL) Programme by ensuring that evidence informs programme adaptation, responds to programme or policy needs, and contributes to the global evidence base on what works. The Supplier will provide leadership on MERL through championing the production, use and engagement with high-quality and robust evidence across the programme and drive a culture of learning, that considers latest global evidence from the education sector and best practices. The Supplier will achieve this by providing:

- programme-wide and project-level monitoring feedback on the quality of activities, outputs, and outcomes (and/or the signal of process towards outcomes);
- generation of learning which supports FCDO staff and implementing partners to drive programme adaptations and improvements (drawing on lessons learned);
- generation of evidence for FCDO, implementing partners and the wider sector on context and “what does” and “does not work” in education.

The outputs for this contract are:

- a. **Quality assurance and accountability:** To quality assure MERL outputs and hold implementing partners to account on delivery against planned activities, outputs, and progress toward outcomes of GIRL Rwanda programme.
- b. **Evaluation** of programme impact on learning outcomes for children in P1-P3 in Rwanda and contribution to the evidence base of “what works” to improve learning.
- c. **Learning and adaption** at the partner, programme, and portfolio level to drive adaptation, reflection, and impact.
- d. **Research** to inform policy and programming to both enhance the impact of FCDO’s investments and engagements, as well as other investments in the education sector by GoR or other stakeholders.
- e. **Evaluation** of the delivery model to support improved programming and policy influencing.

3. Recipient and Beneficiaries

The primary recipient of the services will be FCDO Rwanda. Other beneficiaries include direct FCDO implementing partners.

Secondary recipients include the Government of Rwanda (GoR), MINEDUC and REB, wider FCDO Rwanda stakeholders, other HMG government departments, other donors working in Rwanda, wider humanitarian and development agencies, and other British Embassies and High Commissions

operating in similar contexts who may benefit from thence lessons. The list of recipients and beneficiaries includes but is not limited to:

- Key GoR institutions directly involved in the delivery of basic education at national, regional and district level, such as the Ministry of Education (MINEDUC), the Rwanda Basic Education Board (REB), District and Sector Education Offices and the Ministry of Finance and Economic Planning (MINECOFIN).
- Other GoR institutions, including but not limited to: Ministry of Health, Ministry of Gender and Family Promotion (MIGEPROF), the Ministry of Local Government (MINALOC), and the National Council for People with Disabilities (NCPD).
- Teacher education institutions and regulators.
- Teachers, head teachers and other school-based staff.
- Students, parents, and community members.
- Non-governmental organisations, civil society organisations and women's rights organisations.

4. Contract budget and timeframe

The Contract will run for up to 66 months between 23rd December 2024 until 30th June 2030. The Contract Financial Limit is up to a maximum of £3,899,858 , inclusive of all local taxes but exclusive of UK VAT. The Contract has an option to extend by up to £3 million and the duration by up to 36 months. Full details of extension options are set out at paragraph 9g.

The contract will comprise the following phases:

- a. Inception Phase – 3 Months
- b. Implementation Phase – 60 Months
- c. Exit Phase – 3 Months

5. Scope of Work

a. Programme Management

The Supplier will provide appropriately skilled staff and systems to ensure the successful day to day management of the Contract, this includes the implementation of the interconnected Contract outputs, ensuring they inform each other, financial management, delivery of required reports, effective management of downstream partners including related due diligence, risk management, internal monitoring, logistics and administrative duties, training and capacity building of the team to ensure a uniformed approach and standardised methods and principles are adhered to.

High quality programme, financial and risk management

The Supplier must ensure the successful day to day management of the Contract including programme leadership, financial management, risk management, logistics, and administrative duties. Activities include:

- a. Plan, deliver and monitor activities in line with pre-approved annual workplans.
- b. Provide regular and high-quality reporting to FCDO as set out in Section 10.
- c. Ensure accurate, timely and robust financial management.
- d. Develop robust risk management and mitigation strategies, including undertaking due diligence on any downstream partners, and regular reporting and escalation in line with FCDO's risk management approach. Keeping and maintaining risks must be presented in a risk matrix, including the level of risk and how partners plan to identify, monitor, mitigate and respond to these challenges.
- e. Carefully manage safeguarding risks based on in-depth safeguarding risk assessment and localised mitigation strategy.
- f. Management of core and associate sub-partners.
- g. Establish and maintain effective working relationships with GoR and relevant stakeholders.
- h. Drive innovation and continuous improvement across all Supplier's responsibilities.
- i. Any additional areas of programme, financial and risk management oversight required for successful implementation, as requested by FCDO.

Communications

The Supplier must include its own objectives for research dissemination and uptake in the Communications and Policy Influencing Strategy, developed by the GIRL Supplier and UNICEF. This includes proactive participation in national and international conferences and events to learn from global best practice, showcase GIRL achievements, and share evidence and lessons learnt from the programme. See Output 1.b below for further details.

b. Programme Delivery Services

The Supplier will provide the appropriately skilled personnel, services, and systems to deliver the following outputs:

Output 1: Programme quality assurance (approximately 35%)¹

The Supplier will provide the GIRL programme with quality assurance of all programme monitoring, evaluation, research and learning outputs, including, but not limited to the programme-level and component-level ToCs and logframes. The Supplier will also develop the Monitoring, Evaluation and Learning (MEL) Strategy.

a) A Monitoring, Evaluation and Learning (MEL) Strategy

Refine and finalise the MEL Strategy in the inception phase, which the Supplier will lead on and the GIRL Supplier and UNICEF will feed into. The final version of the MEL Strategy will be shared with the GIRL programme Steering Committee and will be reviewed and updated on a quarterly basis.

During the inception phase, the Supplier will provide technical advice to UNICEF and FCDO on the most suitable approach to assess learning outcomes as a result of remedial education activities under GIRL Component 2.

The Supplier is responsible for quality assuring the quarterly updates on milestones for all output logframe indicators for all implementing partners, and annual updates on outcome and impact indicators to feed into the Annual Review. The table below provides a high-level summary of responsibilities for key MEL deliverables and activities, which will be further defined during the inception phase.

The table below outlines the division of responsibilities between partners.

Product/Activity	GIRL Supplier	UNICEF	MERL Supplier
MEL Strategy	Lead on the MEL approach for GIRL components 3 and 5.	Lead on the MEL approach for GIRL components 2, 4 and 5.	Lead on the MEL approach covering outputs under this contract. Overall lead on the MEL strategy, including quality assurance of implementing partner contributions. This includes quality assurance of output and outcome level programme data and monitoring/data collection approaches across all programme components, to ensure robustness.
Theories of Change (ToCs)	Lead on producing first draft of programme and component-level ToCs.	Lead on producing first draft of component-level ToCs	Quality assurance.

¹ The percentage notes the approximate expected budget dedicated to each output.

Logframe & programme monitoring	<p>The GIRL Supplier will produce a draft logframe, including indicators and targets for impact, outcome and outputs, based on available data.</p> <p>All output level indicators (methodologies, milestones and data collection) will be managed by the GIRL Supplier and passed to the Supplier for review.</p> <p>The GIRL Supplier is responsible for day-to-day monitoring of implementation and ensuring that outputs and outcomes for the components are met.</p> <p>The GIRL Supplier will assess outcomes for Component 3 (Girls out of school) and 5 (TA and advocacy).</p>	<p>UNICEF will produce a draft logframe, including indicators and targets for impact, outcome and outputs, based on available data.</p> <p>All output and outcome level indicators (methodologies, milestones and data collection) will be managed by the UNICEF and passed to the Supplier for review.</p> <p>UNICEF is responsible for day-to-day monitoring of implementation and ensuring that outputs and outcomes for the components are met.</p> <p>UNICEF will assess outcomes for components 2 (Girls in School, including e.g., learning, retention, transition), 4 (Children with disabilities) and 5 (TA and advocacy, particularly outcomes of behaviour change campaigns).</p>	<p>The Supplier will have overall quality assurance responsibility for the programme logframe, working closely with the Implementing Partner and UNICEF to gather all milestone updates and ensure the logframe remains fit for purpose through the programme lifecycle, including ensuring the appropriate level of disaggregation.</p> <p>The Supplier will have specific responsibility for managing the outcome level indicators and populating the logframe accordingly.</p> <p>Quality assurance of all monitoring activity, including providing technical assistance to the Implementing Partner and UNICEF to ensure appropriate outcome-level assessment of components 2, 3, 4 and 5.</p>
Political Economy Analysis	<p>The GIRL Supplier will develop a Political Economy Analysis in the inception phase, to inform stakeholder engagement and the Communications and Policy Influencing Strategy.</p>		<p>The Supplier is responsible for quality assuring the Political Economy Analysis.</p>

b) Drive a culture of MEL

The Supplier will champion the use and engagement with high-quality and robust evidence across the programme and drive a culture of learning, that considers latest global evidence from the education sector and best practices. FCDO wish the GIRL programme to be at the forefront of education policy and effectively tell the story to wide audiences of what has worked and what has not across primary education and for out of school girls and boys in the country.

Output 2: Evaluation of Component 1 (Foundational Learning (25%))

The Supplier will design and conduct a baseline, midline and endline assessment of Component 1 results/outcomes along with any other assessment points to inform adaptation. The assessments will be led by the Supplier but designed in collaboration with the GIRL Supplier. The Supplier shall deploy appropriate methodologies to measure learning.

The draft evaluation questions are outlined in Annex G and will be refined and agreed during the inception phase, with final evaluation questions submitted by the end of the inception phase (see Section 11). These cover the OECD DAC criteria Relevance, Effectiveness, Impact and Sustainability. Annex F provides further information on data sources and methodological approach. Note that the term 'impact' in the evaluation questions refers to both intended and unintended (positive and negative) impact. Where possible data should be disaggregated by sex (male/female), as well as disability and location.

Output 3: Test-learn-adapt (approximately 15%)

The Supplier will support the GIRL Supplier and UNICEF by advising and quality assuring proposed test-learn-adapt delivery approaches under components 1, 2 and 3. The Supplier will work with the GIRL Supplier and UNICEF in the inception phase to identify the best approaches and paths to scale, with predetermined decision points when to stop, continue, adapt, or expand interventions, based on emerging lessons and evidence.

The Supplier will provide technical quality assurance across Component 3 and provide technical quality assurance to the GIRL Supplier in the design of the Innovation Fund grant requirements, grant monitoring and the approach to distilling cost-effectiveness of grants.

Output 4: Research (approximately 10%)

The Supplier will commission and produce research studies to support GIRL programme objectives upon demand and based on needs of programme partners and the Steering Committee, including:

- a. Policy-related research to inform nationwide advocacy and influence relevant policies/implementation.
- b. Qualitative programme-related research to dig deeper into certain topics and assist programme adaptation.
- c. Other ad-hoc and demand-led evidence synthesis pieces.

The supplier is required to design an appropriate mechanism to identify, prioritise, agree budgets, commission, deliver and disseminate research outputs.

Output 5: Process evaluation (approximately 15%):

The Supplier will and conduct two process evaluations with formative and summative elements. The process evaluation will set out what the interventions have achieved so far, what worked, why and under what circumstances. The process evaluations focus on the OECD DAC Efficiency and Effectiveness criteria.

Formative evaluation questions

The Supplier will evaluate what is working well, less well, and why, to foster continued learning and adaptation of GIRL's delivery approach with focus on (not an exhaustive list, to be refined during inception phase):

- a. Governance structure: How are implementing partners working together? Are they effectively working with government and other stakeholders? Is there complementarity across components with learning shared between implementing partners?
- b. Innovation Fund: How is the Innovation Fund model working in practice? Is it fit for purpose, namely, building capacity of local NGOs and CSOs and utilising test-learn-adapt approaches?
- c. Test-learn-adapt: How are the test-learn-adapt approaches working in practice across Components 1, 2 and 3? Are they enabling the interventions to pivot to achieve programme outcomes?
- d. Value for money: Which components are cost-effective?

Summative evaluation questions

The Supplier will evaluate the effectiveness of GIRL's delivery approach with focus on (not an exhaustive list, to be refined during inception phase):

- a. Governance structure: How effectively did partners work together and share learning across programme components?
- b. Innovation Fund: How effectively was the Innovation Fund run? Did it represent value for money? What can be effective in building capacity of local organisations through an Innovation Fund?
- c. Test-learn-adapt: How efficient and effective were the test-learn-adapt approaches at achieving the outcomes?
- d. Policy influencing: How efficient and effective was the programme at attracting external funding and scaling interventions? What worked to influence policy reform?
- e. Communications: How efficient and effective was the programme at communicating learning and evidence from the programme with GoR, development partners, the broader education sector in Rwanda and internationally?
- f. Behaviour change: Which interventions are effective in changing harmful social norms at scale?
- g. Value for money: Which components were cost-effective?
- h. Sustainability: Did the programme approach (including test-learn-adapt with a focus on scaling interventions) encourage sustainability?

The Supplier shall monitor progress against Implementation deliverables and capture learning on what is and is not working and feed this back into implementation through the Steering Committee. The Quarterly Steering Committee meetings (see Section 10 for further detail on reporting requirements), provide an opportunity for review of progress. Where there is strong evidence of a change in circumstances, changes can be proposed for approval by FCDO.

6. The Requirements: Inception, Implementation and Exit Phases

Phase	Duration	Indicative Activities
Inception	3 months December 2024 – February 2024	<ul style="list-style-type: none">• Make all the necessary administrative, logistical and management arrangements, including mobilising the team.• Establish relationships with programme partners and relevant government counterparts and ensure all key programme governance mechanisms are fully in place.• Final design of the MEL strategy. This includes working with the GIRL Supplier and UNICEF to quality assure the programme's overall ToC, logframe (including quality assuring individual logframes and ToCs), identifying the best test-learn-adapt and monitoring approaches and paths to scale across components.• Final evaluation design and questions for the impact and process evaluation. These may be further refined during the implementation phase, given the programme's adaptable design, if there is no impact on measurability.• Provide technical advice and quality assure the design of the Innovation Fund grant requirements, decision points and cost-effectiveness measurements.• Conduct the impact evaluation baseline (Component 1).• Agree with FCDO on reporting timelines for the duration of the programme, including key dates for report submissions.• Ensure any due diligence has been completed for downstream partner(s).• Submission of the inception report (detailed in reporting requirements).

Implementation	March 2025 – March 2030	<ul style="list-style-type: none"> • Manage partnerships with programme partners, government counterparts, any downstream partners, and key stakeholders. • Provide quality assurance of all programme monitoring, evaluation and learning outputs. • Provide technical advice and quality assurance of proposed test-learn-adapt delivery approaches under components 2 and 3. • Technical quality assurance of Innovation Fund grant monitoring and technical advice on the approach to distilling cost-effectiveness of grants. • Monitor and analyse the programme's progress and results and communicate these in a clear and simple way to FCDO and stakeholders through agreed channels. • Contribute to the FCDO monitoring arrangements, such as progress reports, Annual Reviews, and the Project Completion Review, • Deliver the impact evaluation midline and endline, share reports with FCDO and present findings to the Steering Committee. • Deliver the formative and summative process evaluation, share reports with FCDO and present findings to the Steering Committee. The summative evaluation report should consolidate findings from both the formative and summative evaluations. • Proactively manage, mitigate, and report programme risk to FCDO.
Exit Phase	3 months April 2030 – June 2030	<ul style="list-style-type: none"> • Work closely with programme partners to communicate programme results. • Arrange for any transfer of services, including comprehensive handover of project activities to government counterparts and/or other programmes. • Engage with FCDO regarding Programme Completion final reporting and ensure all final reporting has been submitted prior to the deadline. • Conduct any necessary financial audit. • Ensure all FCDO reporting concern cases have been resolved. • Carry out other exit deliverables as per the agreed exit plan.

7. Stakeholder Engagement, Communications & Research Dissemination/ Uptake

The Supplier must include its own objectives for research dissemination and uptake in the Communications and Policy Influencing Strategy, developed by the GIRL Supplier and UNICEF. This includes open discussions with a range of stakeholders (including Government) on “what works” in education in Rwanda, to influence evidence-based reforms. The Supplier must consider and budget for proactive participation in national and international conferences and events to learn from global best practice, showcase GIRL achievements, and share evidence and lessons learnt from the programme to inform the global evidence base.

The Supplier must consider all possible avenues to build the GIRL brand and learn from others, be that through academia, international conferences and debates or national level dialogue, bringing lessons and perspectives back into the programme for consideration and testing.

8. Skills and Competency Requirements

The Supplier must provide appropriately skilled personnel and implement systems to ensure strategic and effective day to day management of the Contract and effective delivery of the outputs. The team must be lean, agile, multidisciplinary and deploy staff with relevant experience, expertise, and skills at different stages of programme implementation and across all outputs.

The Supplier must provide a Core Team who will be responsible for strategic leadership on MERL, oversee operations and provide project management functions for the duration of the Contract. The Supplier is expected to consider the best mix of both long and short-term expertise and ensure availability of skilled personnel to deliver the full scope of requirements under this Contract.

The proposed team must demonstrate a mix gender balance. The Supplier must combine national/regional and international expertise and prioritise the use of national/regional experts/MEL experts.

The team must have a mix of the following skills, competency, and expertise to deliver the requirements of this contract:

- A team leader with experience of delivering similarly complex education MERL projects.
- Expertise in education systems, including foundational learning, out-of-school children and youth, challenges faced by girls and children with disability.
- Expertise in social and behavioural change approaches to address harmful social norms.
- Expertise in policy influencing approaches.
- Capability to design mixed methods evaluations.
- Expertise in quantitative research methods including experimental and quasi-experimental methods.
- Expertise in qualitative research methods, including community and participatory research methods.
- Expertise in the application of mixed methods.
- Expertise in value for money and in particular cost effectiveness analysis.
- Expertise in political economy analysis.
- Capability in high quality presentation of reports, data visualisation, and synthesising findings.
- Capability to collaborate with a wide range of stakeholders.
- Expertise in research and evaluation dissemination and uptake.
- Competency or expertise in gender, disability, poverty and minority group analysis and equity and social inclusion analysis.
- Expertise in research ethics and safeguarding.
- Expertise in financial and programme management (including managing value for money and efforts to minimise costs), commercial and financial reporting skills, safeguarding, and management of fiduciary risk.

The team must demonstrate ability to communicate complex studies and findings in an accessible way for non-technical audiences, including presentation of data in visually appealing ways, highly structured and rigorous summaries of research findings and robust and accessible synthesis of key lessons from across different studies.

9. Performance Management

FCDO required at least 10 working days to review and comment on any deliverables/outputs produced by the Supplier. Draft reports delivered under this Contract will need to be externally quality assured by FCDO EQUALS service and full feedback will take longer (Expected to be 15 working days, but potentially up to 20). The approval processes and timelines for all products will be defined and agreed between FCDO and the Supplier during the Inception Phase.

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

a) Reporting Requirements

The Supplier will provide the following as a minimum:

Reporting	Detail
Inception Report:	The inception report should cover all requirements outlined in Section 11. Maximum 25 A4 pages (minimum font size 11).
Submission	By email to programme SRO on the last calendar day of the inception phase (month 3).
Quarterly Reports	
Quarterly Reports	<p>The quarterly report will be a concise Power Point presentation (maximum 25 slides). The Supplier, the GIRL Supplier and UNICEF will prepare their own slides as part of the slide pack, and the Supplier will quality assure the presentation from a MERL perspective.*</p> <p>The report must cover the following:</p> <ul style="list-style-type: none"> • Overall performance summary – key MERL contract achievements and challenges in the preceding quarter; progress against key KPIs** and outcome-level changes. • Analysis by GIRL components – progress towards workplan, MEL activities, key achievements/challenges. • Financial overview – key points from financial reporting, e.g., explanation for variances, slower-than-expected rate of spend, etc. • Key risks and mitigations. • Programme changes – any changes in activities, locations, downstream partners, key staff. • Lessons learnt. • Overview of key activities in the next quarter. <p><i>* A presentation will be prepared for all quarters, and for the final quarter of the year, it should reflect the content of the annual report.</i></p> <p><i>**Full log frame reporting will be on an annual basis. For a shorter list of KPIs and agreed priority indicators (agreed during inception), the GIRL Supplier and UNICEF will email the latest indicator data on a quarterly basis to the Supplier for quality assurance. These will be included in the quarterly report alongside KPIs for the Supplier.</i></p>
Workplan	Proposed workplan and budget for the next quarter. Workplans will be submitted individually by partners but must have been discussed and agreed prior to sharing with FCDO to ensure coherence and dependencies between the partners are clear and understood.
Financial Report	Maximum of 6 A4 pages or Excel worksheets (excluding annual audited accounts) minimum font size 11, including spend disaggregated by workstreams and covering all requirements outlined in Section 7 to be delivered throughout the inception, implementation and exit phases.
Submission	By email to Programme SRO within 14 working days following the end of the reporting quarter.
Annual Reports	
Annual Reports	<p>The annual report will contribute to the wider GIRL programme's Annual Review. The report will be prepared by the GIRL Supplier and UNICEF, and the Supplier will quality assure all MERL aspects and lead on the Summary of MERL activities and MERL-related risks, finances etc.</p> <p>The report will be maximum 25 pages and cover the following:</p>

	<ul style="list-style-type: none"> • Overall performance summary – key programme achievements and challenges of the year; progress against key KPIs and outcome-level indicators, analysis of any changes to the theory of change and its assumptions. • Analysis by GIRL component – progress towards workplan, achievements/challenges. • Summary of MERL activities and how findings will be used to improve delivery of the programme. • Summary of communications activities. • Financial performance – summary of financial expenditures for the reporting period, compared to the approved budget and explanation of any significant variances. • Programme management achievements and challenges. • Key risks during the year and mitigating actions taken. • Programme changes – any major changes in activities, locations, downstream partners, key staff. • Summary of VFM over the year outlining economy, effectiveness, efficiency, equity, including cost-effectiveness assessments. • Lessons learnt. • Priorities for the next year.
Submission	The annual reporting schedule will be aligned with FCDO's financial year of April to March. By email to programme SRO no later than one month following the end of each year of the programme (i.e., 30 April each year).
Workplan	Proposed workplan and budget for the next year will be submitted individually by partners but must have been discussed and agreed prior to sharing with FCDO to ensure coherence and dependencies between the partners are clear and understood.
Financial Report	Maximum of 6 A4 pages or Excel worksheets (excluding annual audited accounts) minimum font size 11, including spend disaggregated by workstreams and covering all requirements outlined in this ToR to be delivered throughout the inception, implementation and exit phases.
Risk register	Using FCDO-provided template.
Logframe	Complete programme logframe updated with the most recent data. Detailed logframes for the GIRL Supplier and UNICEF will be quality assured by the Supplier prior to submission to FCDO.
Delivery Chain Mapping	Using FCDO-provided template.
Exit Plan	
Exit Plan	The exit plan should cover all requirements outlined in Section 7 to be submitted within three months. The plan will be updated nine months before the end of the implementation phase (12 months before the end of the programme) to guide programme closure.
Final Report	
Final Report	<p>The final report covers the results and lessons learned over the life of the contract in a format agreed with FCDO. The final report will be prepared by the GIRL Supplier and UNICEF, and the Supplier will lead on the Overview of MERL results and lessons learnt and will quality assure all MERL aspects of the report.</p> <p>The report will be a maximum of 40 pages and include the following:</p> <ul style="list-style-type: none"> • A 2-page summary ("evaluation digest") of the finalised evaluation report. FCDO's template for publication be used, available on FCDO's website.

	<ul style="list-style-type: none"> An asset disposal plan guided by the UK asset disposal guidelines will also be required if any assets were procured with the programme funds.
Submission	By email to Programme SRO no later than one month after programme closure.

Ad-hoc reporting to FCDO is expected on a regular basis (verbal and written), including to fulfil any central FCDO commissions or to report on any arising contractual or commercially sensitive issues.

b) Financial Management Requirements

The Supplier shall be responsible for:

- Producing monthly financial forecasts showing projections for current and following quarter. Produce quarterly and annual financial returns (in FCDO's financial year period) showing funds disbursed, broken down as agreed with FCDO.

The Supplier will be required to deliver effective financial management and will need to demonstrate value for money at all stages of the contract delivery. This will include demonstrating that administrative costs can be minimised and that activities are designed to maximise cost effectiveness. The Supplier will report on value for money measures undertaken during the reporting periods and this will be assessed by FCDO during the GIRL programme annual reviews.

An indicative budget split by years:

Financial year	24/25	25/26	26/27	27/28	28/29	29/30	30/31	Total (£m)
Total	0.35	0.79	1.19	0.79	1.44	0.14	0.3	5

c) Payment Structure

I. Inception Phase Payments

During the Inception Phase payment will be based on the achievement of deliverables set out in the Inception Phase table. The inception phase payment(s) will be output-based and linked to the successful delivery and acceptance of the inception phase deliverables as per Commercial ProFormas Tab 4.0-Payment. The invoicing shall be quarterly in arrears based on deliverables achieved and accepted by FCDO. The value of payment for each deliverable should be based on the realistic requirement of staff input and associated expenses in line with the payment as per Section 5 Schedule of Payments, Tab 4.0 ProFormas. The deliverables will become eligible for inclusion in invoice upon FCDO's acceptance and approval.

During the inception phase the Supplier will deliver the following deliverables.

Deliverables due on the last calendar day of the last month of the inception phase	
Deliverable 1	<ul style="list-style-type: none"> <u>Inception Report.</u> To include: <ul style="list-style-type: none"> <u>Narrative Report</u> of inception phase activities, outputs and outcomes, including final programme design, as agreed by programme partners. Plans for management and implementation of the project, including roles and responsibilities of team and governance arrangements, ethical approvals and study visas required. <u>Mapping</u> of relevant stakeholders and plans for stakeholder engagement.

	<ul style="list-style-type: none"> ○ <u>Workplan</u> for the implementation phase, including detailed workplan for Implementation Year 1 and high level workplan for the full implementation phase, ○ <u>Results Framework and Logframe</u>. Including a ToC for the whole programme as agreed with partners and how the various components fit into this. ○ <u>Risk Register for MERL activities</u>. This should include fiduciary risk management approach, delivery chain risk maps, and clarify monitoring and reporting mechanisms. ○ <u>Finalised value for money plan for the MEL activities</u> against all four Value for Money (VfM) categories (equity, effectiveness, efficiency and economy). ○ <u>Expenditure Report</u> and expenses for the inception phase and indicative budgets for subsequent work by FCDO financial year.
Deliverable 2	<ul style="list-style-type: none"> ● <u>Exit Plan</u> as per the Terms and Conditions.
Deliverable 3	<ul style="list-style-type: none"> ● <u>Refined Monitoring, Evaluation and Learning Strategy</u>. This should be aligned with a Theory of Change, results framework and logframe, VfM indicators (covering economy, efficiency effectiveness, equity, and cost-effectiveness) and other core monitoring tools, and completed in collaboration with the GIRL Supplier and UNICEF. ● <u>Final Evaluation Design</u>. Design and develop evaluation questions for both the impact and process evaluations. Note that these may be further refined during the implementation phase, given the programme's adaptable design, if there is no impact on measurability.
Deliverable 4	<ul style="list-style-type: none"> ● <u>Communications and Policy Influencing Strategy</u>. This should outline the programme's communications and policy influencing approach and objectives, with milestones and targets to measure impact. The Strategy should be completed in collaboration with the GIRL Supplier and UNICEF.

ii. Implementation Phase Payments

Payment will be based on the input fees and the actual expenses incurred in the quarter. The Key Performance Indicators will be used to formally assess the Supplier's performance in the delivery of the Implementation Phase with 20% of gross fees linked to the achievement of the KPIs. This will be managed on a "service credit" basis whereby for the first year of the Implementation Phase FCDO will pay in full all compliant quarterly invoices. After one year of the Implementation Phase and every year thereafter FCDO will verify the Supplier's performance against the KPIs and where any of the KPIs are not met in full a service credit equal to the KPIs set out below will be applied to the next invoice. There will be no opportunity to recoup the service credit for the failed CM KPIs at subsequent KPI reviews.

iii. Exit Phase Payments:

During the Exit Phase, payment will be in arrears based on fees and expenses incurred in the quarter.

d) Key Performance Indicators

ID	Contract management KPIs & Weighting	Description & Weighting	Assessment Methodology
----	--------------------------------------	-------------------------	------------------------

Delivery KPI	MEL Products (10%)	100% of individual reports submitted on time and accepted by FCDO. This includes: the impact evaluation baseline, midline and endline, the formative and summative process evaluation. EQUALS rating is linked to gross fees	Description	% linked to gross fees	EQUALS explanation
			Excellent	100%	The criterion was fully met (or exceeded) and there were no shortcomings
			Good	80%	The criterion was met with only minor shortcomings.
			Fair	50%	The criterion was partially met with some shortcomings.
			Unsatisfactory	0%	There were major shortcomings in meeting FCDO's standards.
CM KPI 1	Reporting (5%)	100% of individual reports submitted on time and accepted by FCDO. This includes: quarterly and yearly reports, financial report and workplans; the exit plan; and final evaluation digest (to be agreed with FCDO). Reports must achieve a minimum rating of 'good' rating on review from EQUALS	100% of reports [Pass/Fail]		
CM KPI 2	Financial management (5%)	Management of annual budget; Adherence to monthly forecast (under 5% variance)	Adherence to monthly forecast with variance below 5% [Pass/Fail]		

The CM KPIs should not be seen as locking in delivery against a set timeline if circumstances change. The KPIs may be revised, subject to mutual consent throughout the programme and changes to business needs.

The KPIs will be assessed as follows:

Implementation: The 20% gross fees linked to supplier performance will be released against the following KPIs:

- a. 10% Delivery KPI
- b. 10% Contract Management KPIs

Assessing Output KPIs Year 1 Implementation

The Supplier will link an element of payment to the successful achievement of KPIs. The maximum value of this element at risk will be equal to a fixed percentage of the aggregated value of all gross fees during the KPI assessment period.

The total percentage will be 20% of gross fees in any given quarter – split as follows

- ii. 10% Delivery KPI
- iii. 10% Contract Management KPI (CM KPI1 and CM KPI2 split equally 50%/50%).

The sample calculations below demonstrate how each KPIs value shall be calculated and the mechanism to reducing the invoice for the amount of failed KPI.

Worked Example Implementation Year 1 KPIs	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 1 Year 2
Total Fees and Expenses	278,000	278,000	278,000	278,000	278,000
Expenses	69,500	69,500	69,500	69,500	69,500
Gross Fees	208,500	208,500	208,500	208,500	208,500
10% Delivery KPI	20,850	20,850	20,850	20,850	20,850
10% CM KPI	20,850	20,850	20,850	20,850	20,850
KPIs linked Gross FEES value	41,700	41,700	41,700	41,700	41,700

Gross FEES breakdown by KPIs	Weighting %	Quarter 1 FEES at RISK	Assessment outcome	Q1 year 2 invoice reduced by
Delivery KPI MEL Products	10.0%	20,850	PASS (Achieved "Fair" rating)	10,425
CM KPI 1 Reporting	5.0%	10,425	PASS	-
CM KPI 2 Financial Management	5.0%	10,425	PASS	-
	20.0%	41,700		
Gross FEES breakdown by KPIs	Weighting %	Quarter 2 FEES at RISK	Assessment outcome	Q1 year 2 invoice reduced by
Delivery KPI MEL Products	10.0%	20,850	PASS (Achieved "Excellent" rating)	-
CM KPI 1 Reporting	5.0%	10,425	PASS	-
CM KPI 2 Financial Management	5.0%	10,425	FAIL	10,425
	20.0%	41,700		
Gross FEES breakdown by KPIs	Weighting %	Quarter 3 FEES at RISK	Assessment outcome	Q1 year 2 invoice reduced by
Delivery KPI MEL Products	10.0%	20,850	PASS (Achieved "Good" rating)	4,170
CM KPI 1 Reporting	5.0%	10,425	PASS	-
CM KPI 2 Financial Management	5.0%	10,425	PASS	-
	20.0%	41,700		
Gross FEES breakdown by KPIs	Weighting %	Quarter 4 FEES at RISK	Assessment outcome	Q1 year 2 invoice reduced by
Delivery KPI MEL Products	10.0%	20,850	PASS (Achieved "Excellent" rating)	-

CM KPI 1 Reporting	5.0%	10,425	PASS	-
CM KPI 2 Financial Management	5.0%	10,425	PASS	-
	20.0%	41,700		

The example above demonstrates how the value of each KPI during Year 1 Implementation phase shall be calculated by FCDO. The Supplier shall invoice FCDO fees and expenses in areas on actuals on a quarterly basis e.g., Quarter 1 = £278,000; Quarter 2 = £278,000. A quarterly Supplier's performance review against the stated KPIs shall take place immediately upon completion of year 1. In quarter 1, the outcome on the KPI assessment shows Supplier achieving a "Fair" rating on EQUALS on the Delivery KPI. In quarter 2, the outcome on the KPI assessment shows that the Supplier failed the CM KPI 2. In quarter 3, the outcome on the KPI assessment shows that the Supplier achieving a "Good" rating on EQUALS on the Delivery KPI and in quarter 4, the KPI assessment shows the Supplier passing all KPIs.

Therefore, the value of **Q1 year 2 Implementation** invoice shall be as follows:
£278,000 – (£10,425 + £10,425 + £4,170) = £252,980

e) Contract Management Requirements

Review Points

The Contract will be subject to a review point at the end of March 2025. Continuation of the Contract beyond that point will be subject to satisfactory performance and progress against the agreed outputs.

The contract will have two formal review points:

- I. **At the end of the inception phase:** progression to the Implementation Phase is subject to FCDO's acceptance of inception phase outputs/deliverables including satisfactory performance of the Supplier, and FCDO's agreement to work-plans; and
- II. **Quarter 2 – 2027/2028 Financial Year:** Performance will be assessed through a formal mid-term review undertaken by FCDO. This will be based on the Supplier's performance against KPI Indicators, progress assessments at Steering Committee Meetings and any relevant Supplier Relationship Management performance issues.

f) Quality Assurance

FCDO will manage the Supplier's performance primarily through a logframe, key performance indicators and a workplan.

All reports due to be published must be quality assured by FCDO's Evaluation, Quality Assurance and Learning Service (EQUALS 2). This includes the midline, and endline, as well as the final report. All reports must achieve a "Good" rating from EQUALS.

g) Scale Up/ Extensions

FCDO may scale up or extend the Contract budget by up to £3 million and the duration by up to 36 months in any of the following circumstances:

- a. Additional funding has become available
- b. The project has demonstrated strong impact and has the potential to yield better results.
- c. The Scope of work is expanded in duration, geography or the number of research and evaluations

h) Scale Down

FCDO reserves the right to scale down or terminate this contract in line with the Terms and Conditions. Scaling down is at FCDO's discretion and may occur for various reasons including but not limited to:

- the project not achieving intended objectives
- a change in the security and/or political circumstances of Rwanda
- political economy reasons
- a shortage of funds.

10. Contract Oversight Requirements

The Contact for the day-to-day running of the Project will be the GIRL Senior Responsible Owner (SRO) and GIRL Programme Responsible Officer (PRO) based at the British High Commission Kigali. A Monitoring and Evaluation Adviser will also work with the team and the Supplier on quality assurance of deliverables and outputs.

11. Governance

The Supplier will work closely with the GIRL Supplier (including its sub-contractors where necessary) and UNICEF in the delivery of the full scope of work outlined in this ToR and to ensure the successful achievement of GIRL outcomes. The mechanisms and processes for collaborating with the GIRL Supplier and UNICEF will be determined during the inception period, with the FCDO having the ultimate decision-making power.

The Supplier will be responsible for managing agreements with downstream partners and conducting effective due diligence on all downstream delivery partners/sub-contractors, internal monitoring and reviews, financial management, (including safeguarding and fraud), logistics/operations, administration, procurement. Due diligence record of downstream partners/sub-contractors must be made available, on request, to the FCDO.

Coordination

- a. The Supplier will draw on lessons learnt from the BLF programme.²
- b. The Supplier will work closely with all programme partners for smooth implementation of GIRL outcomes. Partners are expected to meet monthly for regular implementation and operational catch ups, and quarterly for more in-depth thematic discussions. Ways of working shall be agreed during the inception phase.
- c. The Supplier will collaborate with and support MINEDUC, REB, MIGEPROF and other relevant institutions in delivery of outputs, including by keeping relevant Government institutions up to date on GIRL MERL plans and activities. Ways of working with the Government will be agreed during the inception phase.

Active role in the GIRL Steering Committee

The Supplier will be an active member of the programme Steering Committee, alongside other partners, FCDO and MINEDUC. The Steering Committee will provide high level programme monitoring, oversight, and steer the direction of the programme. The Supplier will report to the Steering Committee and provide expert advice, opinion and recommendations on all MEL activities and outputs. All proposed MEL activities, including workplans, must be approved by the programme Steering Committee before implementation. Ways of working with the Steering Committee will be agreed during the inception phase (See Annex F).

There will be quarterly meetings with the Steering Committee where the Supplier, GIRL Rwanda Supplier and UNICEF must present progress, workplans and secure agreement on key decisions. Formal reporting to GoR will take place through the Steering Committee.

² [DevTracker Programme GB-1-204463 Documents \(fcdo.gov.uk\)](#)

12. Essential Requirements

a. Ethics Principles

It is a requirement that all FCDO evaluation and research complies with [FCDO's Ethical Principles for Research and Evaluation](#). Proposals to conduct evaluation or research should include consideration of ethical issues and a statement that the data collectors will comply with ethics principles. Treatment of ethics will be included in the assessment of bids. In practice this will involve:

- Considering whether external ethics approval is needed. The Supplier may need to seek appropriate ethical research board approval in some cases and should be prepared and capable to do this.
- Ensuring that the research will not cause harm to participants.
- Ensuring participation is voluntary.
- Ensuring confidentiality is protected.
- Taking account of international and local legislation.
- Ensuring that research and evaluation designs respect gender and cultural sensitivities.
- Ensuring data is stored securely and safely.
- Publication of research findings (unless security/sensitivity issues preclude this).
- Protecting the independence and credibility of research and evaluation.
- Seeking to ensure participation of marginalised groups.

The Supplier must demonstrate a sound understanding of the ethics in working in Rwanda and applying these principles throughout the lifetime of the programme to avoid doing harm to beneficiaries. In particular, the design of interventions including research and programme evaluations should recognise and mitigate the risk of negative consequence for women, children, and other vulnerable groups.

b. Safeguarding

FCDO's aim across all its programming is to avoid doing harm by ensuring that their interventions do not sustain unequal power relations, reinforce social exclusion and predatory institutions, exacerbate conflict, contribute to human rights risks, and/or create or exacerbate resource scarcity, climate change and/or environmental damage, and/or increasing communities' vulnerabilities to shocks and trends. FCDO seek to ensure their interventions do not displace/undermine local capacity or impose long-term financial burdens on partner governments, therefore, require partners to lead and robustly consider environmental and social safeguards through its own processes and to live up to the high standards in safeguarding and protection which FCDO requires.

The Supplier will be required to produce a robust risk analysis ahead of implementation, including setting out mitigating safeguarding measures. A clear reporting and whistle blowing procedure to ensure reporting of any cases of misconduct to FCDO should be put in place.

The Supplier will be expected to ensure that systems are in place to ensure that any reported safeguarding issues are managed appropriately including ensuring enumerators are trained on Sexual Exploitation and Abuse and Sexual Harassment (SEAH) issues, how to interact with beneficiaries that may declare SEAH concerns and how to escalate concerns. Any allegations of safeguarding should be reported immediately to

reportingconcerns@fcdo.gov.uk and to the GIRL SRO.

c. Risk Management Requirements

The Supplier is required to monitor and actively mitigate any identified risks associated with the delivery of GIRL programme. A risks register should be maintained and reported on at least on a quarterly basis.

d. Beneficiary Engagement

Beneficiary engagement is about upholding dignity of agency of people that the FCDO aims to support through its interventions. It is also about the right of beneficiaries to have a say over decisions that affect their lives. Beneficiary engagement is a process of thoughtfully finding ways to help beneficiaries have more agency in a meaningful and safe manner. The FCDO's approach to beneficiary engagement is based on four principles:

- Do no harm – beneficiary engagement should be designed with care to ensure that beneficiaries are not harmed through their engagement, that they feel safe to share their views and that the information they provide is kept safe.
- Engage early – beneficiary engagement should be planned at the outset of the evaluation to ensure that their input is meaningful, and the resources required are available. It can also help to mitigate the risk of harm.
- Leave no one behind - beneficiary engagement should reach every beneficiary, including those beneficiaries who are the most marginalised, such as disabled people, the elderly, women and girls or others facing discrimination. They can be the hardest beneficiaries to identify, reach and engage.
- Close the loop – ensure that beneficiary engagement is respectful by acting upon feedback gathered and updating beneficiaries on what action is taken.

The Supplier is required to give due consideration to engaging with beneficiaries, according to what is practical and relevant to the activities being delivered or assessed. The Supplier must consider at what stages beneficiary engagement can go beyond one-way extractive processes and include two-way engagement between beneficiaries and researchers. This should, always, consider the best combination of methods for gathering reliable data from beneficiaries (for example, avoiding elite capture and bias, ensuring diverse views, robust sampling protocols, etc) and sourcing evidence from other sources.

Annex A – Context

UK's support to the Education Sector

In March 2023 the UK published its 'International Women and Girls Strategy 2023-2030' outlining three priority themes (the 3 E's) of: Educating girls, Empowering women and girls and championing their health and rights and Ending gender-based violence³. This is at the centre of the UK's drive to tackle poverty, promote gender equality, boost economic growth, and reduce conflict. This strategy aligns with the new White Paper on International Development and the UK's Girls Education Action Plan 2021-2026⁴ and its commitment to working with partners to ensure that by 2026, 40 million more girls are in school, and 20 million more girls are reading by age ten.

The UK has been a longstanding supporter of education in Rwanda and is committed to stand up for the right of 12 years of quality education for every girl and boy. Through our significant investments in education programmes, our role as co-chair of the education sector working group, and as coordinating agent for the Global Partnership for Education (GPE), we are a key partner to the Government of Rwanda (GoR) in the education sector. We work closely with the GoR and other development partners to advance initiatives and to strengthen the policy environment around foundational learning, girls' education, inclusive education, out-of-school children, and the use of data and evidence.

The GIRL programme (2023 – 2030) is the successor to the UK's Learning for All (LFA) programme (2015-2023). The LFA programme worked to improve learning outcomes in English and Mathematics in all government and government-aided schools in Rwanda, with a special focus on girls and including children with special educational needs. It combined non-budget support financial aid (NBSFA) to the Government of Rwanda (GoR), with a programme of technical assistance, called Building Learning Foundations (BLF). To date, 5 million primary school children have been reached by the programme and the endline results show that the proportion of P1-P3 students meeting grade proficiency in English and Maths increased by 35% points and 23% points from baseline, respectively.

GIRL has been designed to build upon BLF's success by continuing to focus on foundational learning outcomes in English and Mathematics in primary education, including support for out-of-school children, with an even stronger focus on girls' education and inclusive education. It will work to reduce school drop-out and improve transition to lower secondary or other learning pathways, particularly for highly marginalised girls and boys and children with disabilities. The programme will fund up to £60 million across 5 innovative components. It is expected to operate in up to 50% of the poorest performing Rwandan schools with the aim to improve learning outcomes for up to 700,000 children.

Please see Annex B for background on education in Rwanda.

Annex B: Education in Rwanda

Despite impressive development gains since the Genocide against the Tutsi in 1994, 44% of Rwandans live below the international poverty line, and an estimated 500,000 additional Rwandans were pushed into poverty because of Covid-19 (Census, 2022). A large proportion of the population is under 18 years (44.5% according to the census), which presents opportunities for the future workforce if they are able to attain the necessary education and skills training.

However, the global Human Capital Index (HCI) ranks Rwanda 160 out of 189 countries. Low secondary level enrolment and retention along with poor learning outcomes present bindings constraint to improve human capital, and consequently inclusive growth. Access to secondary education remains low (40% gross secondary attendance rate) and the recent Census highlights that only 15% of the Rwandan population over 15 years old have been educated to secondary-level. And 3% to tertiary-level. Overall, 19% of the population have never been to school.

³ [International women and girls strategy 2023 to 2030 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/international-women-and-girls-strategy-2023-to-2030)

⁴ [Every girl goes to school, stays safe, and learns: five years of global action 2021 to 2026 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/every-girl-goes-to-school-stays-safe-and-learns-five-years-of-global-action-2021-to-2026)

Whilst Rwanda has achieved high enrolment in primary education, there are high drop-out rates and slow progression across grades. The latest Education Statistical Yearbook highlighted that only 37.5% of students reach P6 in 6 years, and the primary school repetition rate is 24.6%, with a primary school dropout rate of 7.8%.

Evidence shows that low levels of learning, particularly insufficient foundational skills, is a key reason for drop out and repetition. The 2021 Learning Achievement in Rwandan Schools (LARS) data indicated that only 10% of P3 students met minimum grade proficiency in English and only 16% in maths when assessed in English (the official language of instruction). The recent BLF endline study shows a more positive picture, with 59% and 46% of P3 students achieving proficiency in English and maths respectively. However, this still demonstrates that approximately half of P3 students are not meeting the minimum grade proficiencies. It is also important to note that these assessments are not comparable, and the use of different assessments makes it difficult to get a complete picture of the status of foundational learning in Rwanda.

According to the latest Statistical Yearbook, girls are outperforming boys in terms of attendance and progression through school up to through secondary education. BLF endline data also showed parity in learning outcomes for English and Maths for P1-P3 pupils and girls have outperformed boys on the national primary school leaving examination for the past five years. At secondary level, the net attendance rate of girls aged 12 to 17 is significantly higher than for boys, 25.8% compared to 18.8% (Census, 2022).

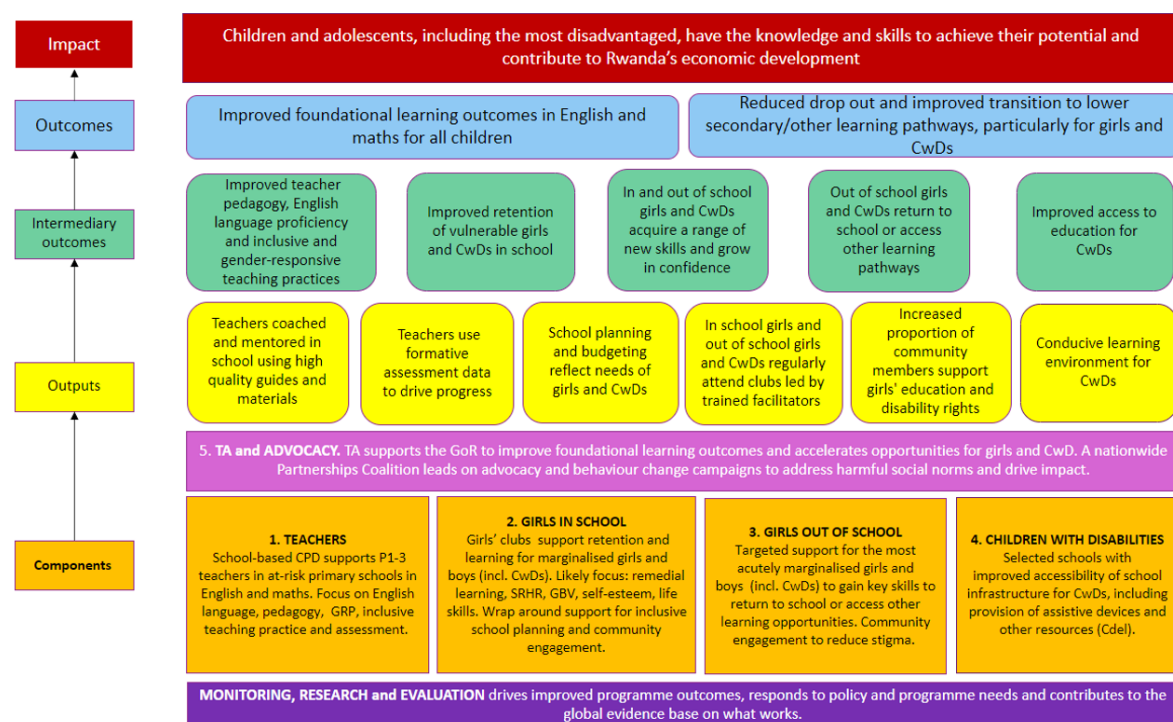
However, the gender dynamics are complex, and intersectionality is important. Female students in urban areas are more likely to drop out of school compared to males (Census, 2022). Girls also fare more poorly than boys as they get older, and in upper secondary level, females are less likely to pass the national examination exam than boys in S3 and in S6 and are more likely to repeat from S3 compared to boys (Education Statistical Yearbook). The 2022 Rwanda Labour Force Survey (NISR 2022) found that young women (16-30 years) are significantly more likely to be neither in employment nor education or training (NEET) than young men.

Furthermore, the most marginalised children are falling the furthest behind. The 2021 LARS data showed that only 2.9% of P3 students in the bottom income quintile meet proficiency benchmarks in English, compared to 10.1% for the P3 cohort. In addition, the 2022 Census data shows that only 65% of school-age children with a disability are attending school compared with 81% of school-aged children without a disability.

The foundational learning crisis, recently exacerbated by Covid-19, and the exclusion of marginalised groups are interconnected and mutually re-enforcing issues: children often fail to progress through school because they are not learning, and children who face multiple barriers to accessing education are least likely to acquire foundational learning skills in the first place.

A recent DP mapping funded by FCDO highlights that there are currently 75 ongoing DP interventions supporting primary education in Rwanda. This makes up approximately 40% of all DP funding to education. The Supplier must ensure that any proposed interventions are complimentary and don't duplicate existing efforts.

Annex C: GIRL Theory of Change



Annex D: Expected Results

Indicator	Target	
Number of children with improved learning outcomes, disaggregated by location, wealth quintile, gender, and disability	700,000	A majority of children in target schools are estimated to benefit over four implementation years, however only 50% are expected to see improved learning outcomes. This is based on evidence from USAID's Soma Umenye programme (reduction on 0 scores in reading in P1-P3). Population size based on a calculation of the total P1-P3 population (700,000) plus a new cohort (233,000) for three years = 1.4 million children. Population growth not accounted for.
Improved transition to secondary education	TBC during inception phase	As national data on transition is not available disaggregated by district or school this must either be measured through a) estimates based on national level data and GIRL's contribution to this, or b) sample-based data collected by the programme. The latter will be costly so there will be a trade-off between data accuracy and costs.
Additional girls reading by age 10 (G7 Global Objective / Key Performance Indicator, KPI), disaggregated by location, wealth quintile, gender, and disability	100,000	This is an estimation based on the number of children currently not able to read by age 10 in supported schools. An additional 100,000 girls at or above benchmark would be the equivalent of 79% of girls in target schools being able to read by age 10 (using BLF baseline data of 49%). Important to note that LARS data is significantly lower so methodology matters.

Additional girls in primary or lower secondary education (G7 Global Objective / KPI), <i>disaggregated by location, wealth quintile, gender, and disability</i>	30,000	This indicator counts additional girls of primary and lower secondary school age in school. This is an estimation based on number of girls who will be supported to return to school (approx. 10,000) and the number of girls who will be retained through in-school clubs (approx. 25% of supported girls = 20,000).
Number of out-of-school girls supported to access other learning opportunities, <i>disaggregated by location, wealth quintile, gender, and disability</i>	18,000	This is the total number of out-of-school girls supported by Component 3 (see Appraisal Case) to access different learning opportunities.
Number of policy reforms adopted	At least 2 (to improve opportunities and support for children with disabilities and out of school children).	
Number of approaches adopted or scaled by other actors.	TBC during inception phase	

Annex E: Overview of Implementation Approach

Component 1: Foundational learning – TA GIRL Supplier

Improve foundational learning outcomes in English and maths in P1-P3, through changing the way teachers teach English and maths in P1-P3 and strengthening delivery capacity at school, district, and national levels.

Component 1 of GIRL provides school-based continuous professional development (CPD) to teachers in 50% of the poorest performing primary schools across the country, to better deliver English and maths classes to children in years P1 to P3, with a focus on English language, pedagogy and inclusive teaching practices and assessments. Intervention schools will be selected based on based on vulnerability criteria, to be agreed between the GIRL Supplier, FCDO and GoR in the inception phase. The interventions in Component 1 will aim to improve learning outcomes in English and maths for girls and boys in P1-P3 as well as strengthening the delivery capacity of schools, local government, MINEDUC, REB and/or other relevant institutions. This component will be led by the GIRL Supplier..

The interventions must follow a test-learn-adapt approach, with regular assessments informing adaptation and scaling of interventions. The Supplier will collaborate with the MERL Supplier who will be responsible for designing and conducting baseline, midline and endline assessments of the foundational learning component.

The TA GIRL Supplier shall deliver cost-effective interventions, identify resources for scaling (GoR, other DPs, private sector resources or other innovative solutions) and support the embedding of the interventions within the education system.

The required interventions are listed below. The package of support will depend on needs identified during school mapping and may include the following:

- Implement a sustainable approach to school-based continuous professional development (CPD) for P1-P3 teachers in line with evidence and global best practice. The approach must be well aligned with recent policy reform efforts through the SFL and other GoR and partner interventions.

- The approach must incorporate evidence and best practices on non-mother tongue instruction, such as Content and Language Integrated Learning and Translanguaging, with particular attention to ways to strengthen teaching of maths through English.
- The approach must incorporate inclusive and gender-responsive pedagogy and build capacity of teachers and students for more inclusive and gender-sensitive school and classroom environments.
- Provision of appropriate teaching and learning materials for teachers and students, considering inclusive and gender-responsive pedagogy and accessibility of materials. Where possible, the Supplier should avoid producing completely new materials but build on or align with available resources and systems developed by BLF, GoR and other partners.
- Provide English language training to teachers with limited English language proficiency. The Supplier will propose a relevant modality that represents value for money, ensuring alignment with previous and existing interventions (e.g., BLF, GPE, British Council and World Bank funded support).
- Determine what supporting school, sector, district, and national level structures must be in place to achieve the desired outcomes, such as Communities of Practice, Professional Learning Communities, engaged head teachers and *responsables*, well-equipped inspectors etc. Identify where to align with other interventions/partners and existing gaps to be filled by the Supplier.
 - a. Work closely with UNICEF's support under Component 4 (Inclusive Education) to provide assets (such as assistive devices) and support teachers and other school staff to ensure appropriate training management of any assets (managed and funded by UNICEF).
 - b. Consider other support required to ensure successful implementation, such as addressing behaviour change and social norms in schools and communities, and how to best collaborate with UNICEF on their support to girls, remedial learning and inclusive education.

Component 2: Girls in school - UNICEF

Target at-risk girls and boys in P4-P5 with additional support to stay in school and learn.

UNICEF will design and implement a remedial learning programme for P4-P5 girls and boys at risk of dropping out, in 800 GIRL intervention schools (approximately 25% of primary schools in Rwanda). They will also establish Girls Clubs focusing on developing marginalised girls' and boys' knowledge and skills around sexual and reproductive health and rights (SRHR), gender-based violence (GBV), life skills and self-esteem. Clubs complemented by wrap-around support for inclusive school planning and raising community awareness of girls' education and the rights of children with disabilities.

UNICEF will also work to strengthen the teaching and learning of comprehensive sexuality education (CSE) in schools. In close collaboration with the Rwanda Education Board (REB), UNICEF will review the curriculum and provide teacher with materials and skills to effectively engage learners.

Component 3: Girls out of school – TA GIRL Supplier

Target marginalised out-of-school girls and boys with support to return to school or access other learning opportunities.

The GIRL Supplier will create and manage an Innovation Fund to support 28,000 highly marginalised out of school girls and boys to return to school (10,000) or access other learning opportunities (18,000) (including marginalised groups such as LGBTQ+). This includes using an evidence-based approach to the design and management of an Innovation Fund, building on learning from other such funds and co-designing with civil society actors. It is anticipated that it will entail providing grants to a range of organisations through a competitive process for interventions that have high potential to be cost-effective, based on global and local evidence, in up to six districts. The focus of the grants will be determined based on detailed mapping during the programme's inception phase, led by the GIRL Supplier. The mapping will identify beneficiaries, their needs, existing support services and gaps.

The GIRL Supplier will be responsible for ensuring that selected projects address beneficiary needs (it is envisioned that different communities will require tailored interventions to support different needs), and for defining a timeline for selected grantees to demonstrate cost-effectiveness. Grants that reach a set threshold of cost-effectiveness will continue to be funded and refined by the Supplier or scaled by other pre-identified partners, while less cost-effective grants will be adapted or discontinued. A suitable threshold will be proposed by the Supplier in the inception phase, and quality assured by the Supplier.

The GIRL Supplier will provide hands on support to build organisational capacity of local NGOs and CSOs to apply for grants and design, implement and monitor interventions. This is to ensure that the grant application process does not exclude local organisations, that local knowledge informs interventions, and that national capacity is strengthened.

All interventions will follow a test-learn-adapt approach, with regular assessments informing programme adaptation. The Supplier will work with the grantees, supported by the Supplier to identify a proposed approach and path to scale, with predetermined decision points when to stop, continue, adapt, or expand interventions, based on emerging lessons and evidence. Grantees are responsible for activity, output and outcome monitoring of their intervention, while the Supplier is responsible for close monitoring and oversight of the Innovation Fund as well as generating cost-effectiveness data and determining required adaptations, with support from the Supplier. This should be set out in the Monitoring, Evaluation and Learning (MEL) Strategy.

The GIRL Supplier must prioritise external funding for scale up of interventions and will identify resources for further scaling (GoR, other DPs, private sector resources or other innovative solutions) and support the embedding of the interventions within the education system.

Component 4: Children with disabilities –TA UNICEF

Reduce the barriers to education for in- and out-of-school children with disabilities by enhancing the inclusivity of the school environment.

This component will be implemented by UNICEF and will include support for up to 30 Inclusive Education Schools to serve students with disabilities and up to 400 mainstream schools (these will overlap with schools supported under components 1 and 2). UNICEF will improve the accessibility of school infrastructure and provide of inclusive teaching and learning materials and assistive devices to help strengthen access and learning for children with disabilities.

This includes conducting needs assessments, working stakeholders to ensure alignment with other initiatives, and providing the relevant training to teachers and school staff to manage the procured devices and materials.

Component 5: Technical Assistance (TA) and advocacy (cross-cutting) –TA GIRL Supplier and UNICEF

Ensure impact at scale for foundational learning and opportunities for girls and children with disabilities.

TA will be used to support and drive policy reforms on the thematic areas based on evidence, and to build capacity of the system to implement and scale programme approaches. This component will be implemented in collaboration with UNICEF who will lead on TA and advocacy for girls' education (Component 2) and children with disabilities (Component 4), whereas the Supplier for this ToR will lead on foundational learning (Component 1) and out of school children girls and boys (Component 3). Despite leading on different thematic areas, both partners are expected to jointly drive these policy change and advocacy on these topics. UNICEF will also establish a Partnership Coalition for Education Inclusion, co-led by the Ministry of Education (MINEDUC) and FCDO. The Coalition is likely to focus on bringing together actors on data and evidence around issues of inclusion, such as gender and geographical dynamics, and children with disabilities. In collaboration with the Coalition, UNICEF will implement nationwide advocacy and behaviour change campaigns, which will result in tangible actions, including e.g., monitoring the implementation of the Girls' Education Implementation plan under the Girls' Education Policy.

Annex F: Further Methodological Considerations and Data Availability

Methodological Considerations

These Terms of Reference are **guiding**; the supplier shall use the most suitable methodology for the delivery of the outputs, which will be refined during the inception phase. Additional (and non-exhaustive) background on evaluation considerations is set out below.

An impact evaluation aims to establish causal attribution between an intervention and its effects. To establish causation, the evaluation must establish a counterfactual: what would have happened in the absence of the programme? The most straightforward and increasingly common approach is to use randomisation to establish attribution; if treated individuals are selected entirely at random, then observed results can be assumed to be entirely due to the intervention being studied. However, in practice, full randomisation is often not possible, either for logistical, ethical or policy reasons. In the case of GIRL, there are many factors that inhibit a randomised evaluation approach from the outset, including the desire for the programme to start with the poorest sectors (administrative subdivision) of each of the 30 districts. Selection into the programme is also not random, as the aim is to include the poorest performing schools.

In the absence of full randomisation, it is expected that use of 'quasi-experimental' approaches for the evaluation may be considered. Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics.

Additional data sources and qualitative methodologies will collect in-depth knowledge to complement and explain quantitative results.

Both the impact and the process evaluations will cover the period from 2024 to 2029. The specific evaluation questions will be developed by the Supplier as part of the inception phase; however, a proposed set of evaluation questions have been included in Annex G.

The Supplier must work closely with MINEDUC to agree on timing for data collection in schools, and to share and present findings. This will mitigate risks around lack of access to schools, teachers and officials.

Data Availability

The Supplier will mainly draw on primary data gathered by the TA GIRL Supplier, UNICEF, and themselves. Secondary quantitative data sets available include the Education Statistical Yearbook the Learning Achievements in Rwandan Schools (LARS), data from National Examinations, which are generally considered credible and data from the Continuous Assessment Management Information System (CAMIS).

The Education Statistical Yearbook draws on data from the School Data Management System (SDMS) to provide data for all levels of education including Early Childhood Education, Primary, General Secondary, Technical and Vocational Education and Training (TVET), and General Higher Education. It includes key statistics as well as updates on students, teachers, and school infrastructure. Data is typically aggregated with some disaggregated data (gender, district, education level and grade) available generally but this is inconsistently applied. The LARS is an educational assessment that aims to study the state of "learning" in literacy and numeracy in selected grades in primary schools in Rwanda. It is a tool developed by the Rwanda Education Board to monitor the quality and equity of learning in the primary schooling system. CAMIS is an online system used by schools in Rwanda to directly input learning and assessments data of students. This has an impact on the credibility and reliability of the data as it is not subject to any quality assurance checks.

Although GIRL aims to use data from national data systems rather than establishing parallel reporting systems; establishing causality will be difficult without primary data collection. The Supplier will need to consider how they collect data needed to establish causality without undermining national reporting systems. The Supplier will also need to analyse how data from national systems can complement their research and analysis. Primary data collected will also need to be held and used responsibly in line with Data Protection guidelines.

Annex G: Proposed Impact Evaluation Questions

Please note this section is for guidance only:

The impact evaluation questions will be proposed by the Supplier and discussed and refined during the inception phase. However, the table below provides an overview of suggested evaluation questions and methods of data collection, linked to each of the evaluation criteria. Note that the term 'impact' in the evaluation questions refers to both intended and unintended (positive and negative) impact. Where possible data should be disaggregated by sex (male/female) of household head and respondent, as well as disability and location.

Please note that OECD DAC Efficiency criteria are not included here as they are covered by the process evaluation.

OECD criteria	Questions	Data collection methods
	Programme design questions (what and how is the delivery designed?)	
Relevance	1. To what extent do the interventions address the needs, priorities, and context of foundational learning in Rwanda?	<ul style="list-style-type: none"> - Desk-based review of policies / strategies, annual reviews, and reports - Qualitative research
Effectiveness	Programme implementation questions (how is delivery achieved, and what is delivered?)	
	2. To what extent did teachers' knowledge in literacy and numeracy improve because of the intervention?	- Quasi-experimental evaluation
	3. To what extent and how did teachers adjust and change their classroom practices because of the intervention?	- Quasi-experimental evaluation
	4. What is the correlation between improved teaching practices and learning outcomes?	- Quasi-experimental evaluation
	5. What is the correlation between other factors (TBD in the inception phase) and learning outcomes.	- Quasi-experimental evaluation
Impact	Programme outputs and immediate outcomes questions (how does the delivered intervention produce change?)	
	6. Number/percentage how many P1-P3 girls and boys did GIRL contribute to improved learning outcomes (literacy and numeracy)?	- Quasi-experimental evaluation
	7. How many additional boys and girls are reading by age 10 as result of GIRL?	- Quasi-experimental evaluation
	8. To what extent did GIRL contribute to better learning outcomes for the most marginalised groups (including girls, children with disabilities, overaged children, urban vs. rural)?	- Quasi-experimental evaluation
	9. To what extent did GIRL contribute to reduced repetition in P1-P3?	- Quasi-experimental evaluation
	10. What is the impact of repetition on student progression and learning outcomes at the point of primary graduation?	- Quasi-experimental evaluation
	11. What were the key factors contributing to improved learning outcomes?	- Quasi-experimental evaluation
	12. To what extent did GIRL support contribute to a more efficient and effective national education system (at school, sector, district, and national	<ul style="list-style-type: none"> - Desk-based review of policies / strategies - Qualitative research - TBC, depending on PI

OECD criteria	Questions	Data collection methods
	levels).	<i>delivery approach.</i>
	13. Number/percentage of P1-P3 teachers meeting teaching competency benchmarks in English, maths, inclusive teaching practices.	- <i>Quasi-experimental evaluation</i>
	14. Number/percent of P1-P3 English teachers with intermediate (B1) level of spoken English.	- <i>Quasi-experimental evaluation</i>
	15. To what extent did GIRL contribute to improved teaching competencies and English language proficiency?	- <i>Quasi-experimental evaluation</i>
Sustainability	Programme context questions (how does context affect implementation and outcomes?)	
	16. Sustainability of practices for sustained improved learning outcomes.	- <i>Qualitative research</i>
	17. To what extent do schools, government and other stakeholders have the capacity to continue the interventions without UK support?	- <i>Qualitative research</i>
	18. How well embedded are the interventions in schools and government structures? How well owned are the interventions by decision makers in government?	- <i>Qualitative research</i>
	19. Does the government have realistic plans in place for the long-term maintenance of learning outcomes within schools?	- <i>Desk-based review of policies / strategies</i> - <i>Qualitative research</i>
	20. What provisions have been or could have been made to ensure long-term sustainability of results?	- <i>Desk-based review</i> - <i>Qualitative research</i>
Lessons learnt	Programme lessons learnt	
	21. How and to what extent have contextual factors beyond the implementers' control facilitated or hindered achievement of the intervention outcomes?	- <i>Desk-based review</i> - <i>Qualitative research</i>
	22. What lessons have been learnt to inform improvements in learning outcomes?	

Annex H: Development Partners' Funding to Rwanda's Education Sector

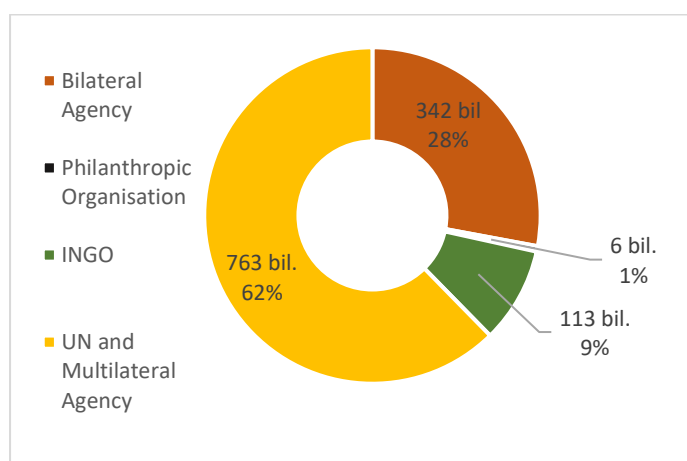
Overview of DPs' funding to Rwanda's education sector over 2012-2028 and FY 2022/23

There are currently 75 on-going DP interventions in support of Rwanda's education sector. They cover the period 2012 to 2028 and their total funding amounts to RwF1,224 billion. While the average amount of interventions is about RwF16 billion, the variation is wide, ranging from RwF26million (Global Civic Sharing Rwanda) to RwF352 billion (World Bank Human Capital Development Project). The average duration is relatively high (3 to 5 years), a temporality consistent with planning good practices, which call for predictable long-term finance as a key factor to strengthen education sector planning. However, individual durations vary greatly across all categories of DPs.

Table 1: On-going DP interventions: Total budget (2012-2028) and duration

DP category	Budget (bil.Rwf)	Nb of interventions	Average amount (bil.Rwf)	Min budget (bil. Rwf)	Max budget (bil. Rwf)	Average Duration	Min Duration	Max Duration
UN and Multilateral Agencies	763	13	58.7	0.20	352	5	1	8
Bilateral Agencies	342	19	18.0	0.12	116	5	2	9
INGOs	113	39	2.9	0.03	17	4	1	14
Philanthropic Organisations	6	4	1.6	0.10	4	3	2	4
Grand Total	1,224	75	16.3	0.03	352	5	1	14

Chart 1: Total budget of all DPs' on-going interventions (in bil. RwF)



UN and multilateral agencies represent 62% of the total funding over the period, followed by bilateral agencies (28%), INGOs (9%) and philanthropic organisation (1%). Among (public and private) donors, the World Bank and the British High Commission constitute the top two funders of the sector. Among INGOs, interventions by the African Institute for Mathematical Sciences (AIMS) and World Vision International appear to be the best funded over the period.

Chart 1: Top 10 Donors - Total budget of on-going interventions (2012-2028)

⁵ The 'donor category' includes philanthropic organisations.

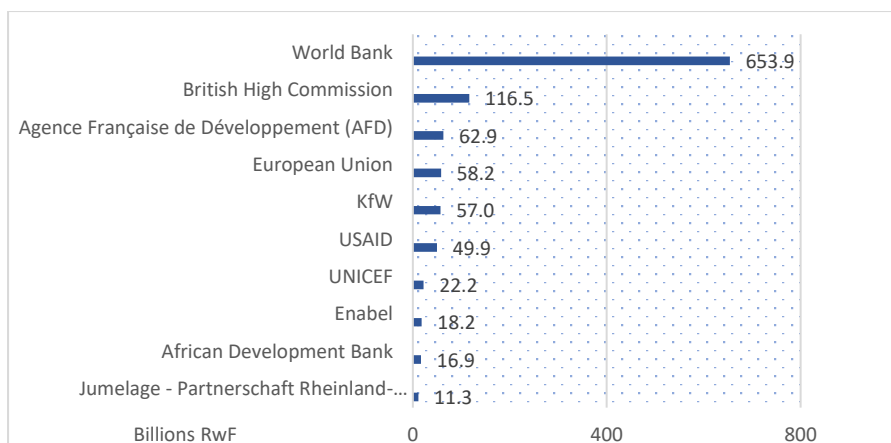
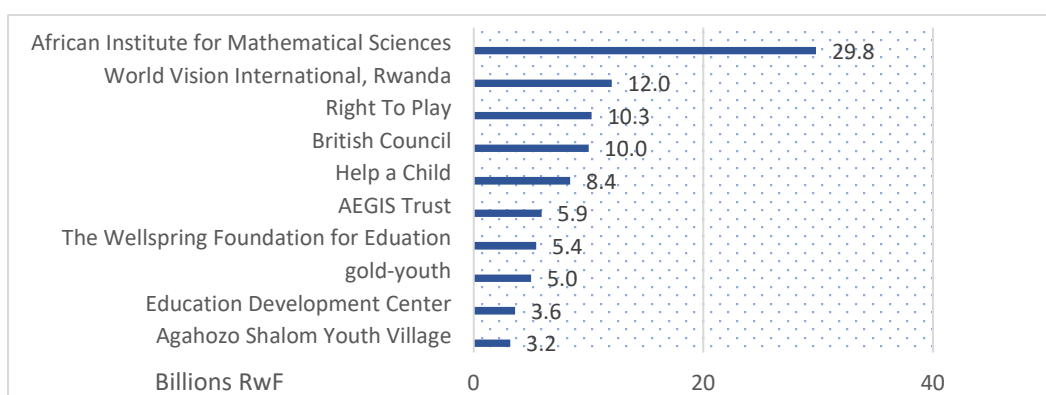
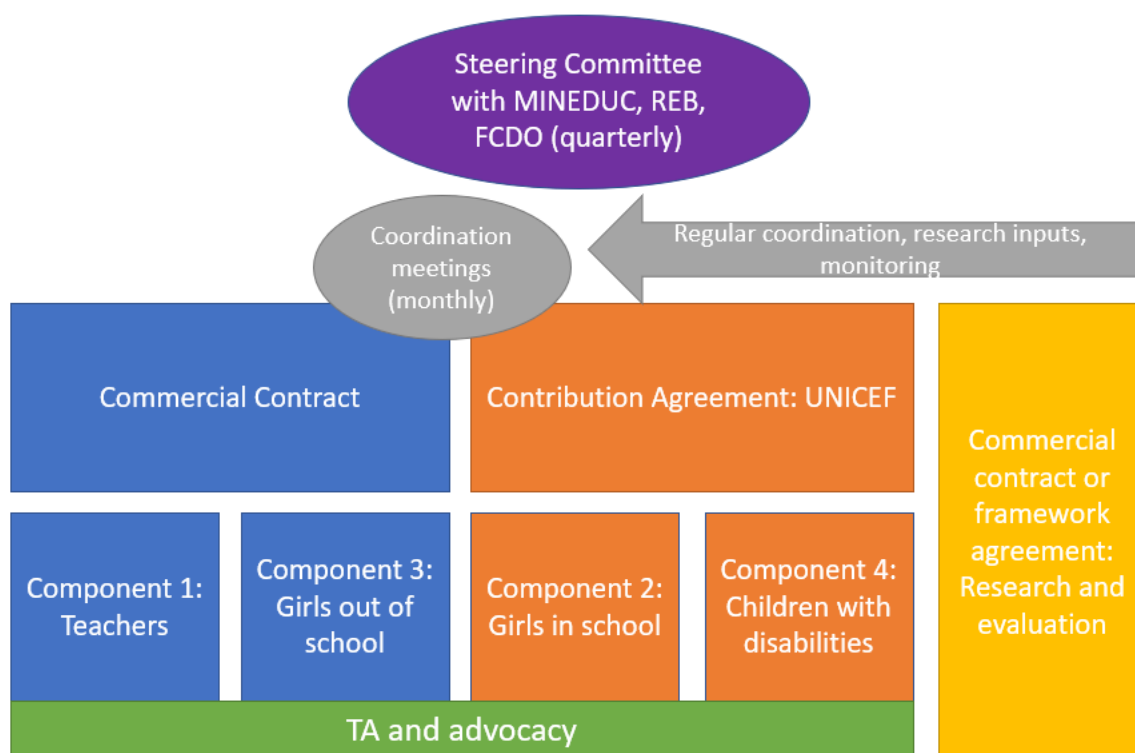


Chart 2: Top 10 INGO - Total budget of on-going interventions (2012-2028)



Annex F: Governance Structure for the GIRL Programme

The below image demonstrates the proposed governance structure, however, this will be further defined and agreed with all programme Partners during the inception phase.



The Steering Committee

- The Steering Committee will be established during the programme's inception phase and will include representatives from all programme partners, FCDO, MINEDUC and other relevant agencies, such as REB and MIGEPROF.
- Responsibilities include strategic oversight and monitoring of GIRL implementation and setting the strategic direction of the programme.

Responsibilities of UNICEF

- Delivering Components 2 and 4.
- As outlined in the business case, leading the Partnership Coalition for Education Inclusion, through its secretariat function. The Coalition will be co-chaired by MINEDUC and FCDO.
- Jointly leading on TA and advocacy with a particular focus on girls and children with disabilities. The precise division of this work to be agreed in the inception phase.

Responsibilities of the TA GIRL Rwanda Supplier

- Delivering Components 1 and 3.
- Jointly leading on TA and advocacy with a particular focus on foundational learning and girls and boys out of school. The precise division of this work to be agreed in the inception phase.

Appendix G: 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 Contract:</p> <p>1) The Parties acknowledge that Clause 33.2 Protection of Personal Data and 33.4 Section 2 of the contract shall not apply for the purposes of the Data Protection Legislation as the Parties are independent Controllers in accordance with Clause 33.3 in respect of the following Personal Data:</p> <ul style="list-style-type: none">• Personal Data necessary for the administration and / or fulfilment of this contract.