



TERMS OF REFERENCE

Request for proposals for innovative solutions seeking to build capacity for lower primary school teachers

A. Initiative background and context

The education sector in Rwanda has improved over the last decade, most notably with increased enrollment rates. As of 2019, the total number of learners registered in Rwanda was 3,756,942, with 97,954 staff/teachers at 13,466 schools. Primary level education reported the highest enrollment rate, at 99%. Nursery and tertiary education levels had the lowest participation rate, at 36.8%, and 14.2%, respectively. Additionally, the total budget allocated to the education sector has increased over time. In 2021/2022, the Government of Rwanda (GoR) allocated \$421 million to the Ministry of Education, a 91% increase from the 2016/2017 budget of \$220 million.

Despite this commendable progress, there remain challenges to overcome as the country pivots to enhancing the quality of education to improve learning outcomes. Some of the challenges identified are lack of adequate foundational skills, limited teacher capacity, and insufficient facilities and tools for STEM subjects. These are exacerbated by the fact that entrepreneurs and the government often build education solutions in siloes, therefore, limiting scalability and impact.

Specifically on foundational skills, one of the key bottlenecks is **inadequate teacher training, both pre-service** i.e., for students at Teacher Training Colleges (TTCs) being trained to become teachers, **and in-service** i.e., for teachers while on the job. Many graduates of Teacher Training Colleges (TTCs) go into the workforce without being job-ready. They often have no mastery of the basics i.e., modern pedagogy, basic English for teachers, content delivery, etc. This then translates into a lower capacity to teach effectively. Additionally, in-service teachers do not receive adequate professional development. Most professional development opportunities for teachers come in form of one-off, in-person trainings which are often costly and without a clear follow-up strategy – limiting the impact. Additionally, there are no formal avenues for teachers to learn from one another.

To address these issues, the Government of Rwanda, through the Ministry of Education (MINEDUC), has partnered with Dalberg Advisors and Hempel Foundation to set up Elimu-Soko Rwanda – an initiative to serve as a stimulant and a clearinghouse for innovative solutions in the public education system. Through this initiative, GoR is committed to co-designing innovative solutions with education entrepreneurs, enabling their success through effective policy and procurement procedures, and providing them with technical expertise and financing to scale. Additionally, this will enable entrepreneurs to align their priorities with those of the government, increasing the chances of uptake and scaling.

For its inaugural project, Elimu-Soko Rwanda will select, pilot, and support the scaling of 1 innovation that addresses the challenge of teacher training (either pre-or in-service). The initiative will provide innovators a unique opportunity to not only co-design the piloting of innovations but to also accompany them every step of the way as they iterate on their solution. It will offer financial support to conduct the pilot, technical support in pilot implementation and MEL, as well as policy support and access to government. To ensure alignment and ownership, the pilot will be co-designed between the Ministry of Education, the funder, and the innovators.

B. Objective of the initiative

Elimu-Soko Rwanda is looking for quality proposals for **innovations that could improve foundational learning outcomes through improving teacher training (either pre-or in-service)**. The ideal innovation will stretch and have an impact across the two. The innovations can be high-tech, low-tech, or non-tech.



For Elimu-Soko Rwanda, success after the pilot will lead to:

1. Improved training for lower primary teachers, either pre-or in- service
2. An innovation with product-market fit and ready to be scaled for adoption across the country
3. A proven model that can raise external funding – either philanthropic or commercial – on its own

C. Scope of the initiative

The selected innovators will work with Elimu-Soko Rwanda to co-design a 6-month (can be extended to 12 months) pilot project for their proposed innovation and work closely in administering the pilot. Key tasks will include:

- **Co-design the pilot.** The innovator, Elimu-Soko Rwanda, and the MEL partner will co-design the pilot, creating evidence-based experiments, tailoring the results framework to their individual solutions, as well as identifying tools and systems to be used to carry out the pilot. They will also identify KPIs that will help track progress and quantify the impact of the innovation
- **Identify pilot geographies.** In collaboration with MINEDUC, the innovator will select pilot geographies to test the innovations. The exact scope of the pilot will be determined once innovations have been selected but ideally, the pilot will be conducted in one or more districts outside of Kigali
- **Implement the pilot.** The innovator will work with MINEDUC, district education officers, and headteachers among target geographies to implement the pilot, aligning on the day-to-day implementation of the innovation. Additionally, the innovator will work with these stakeholders to measure gains in learning outcomes
- **Conduct M&E.** The innovator will lead the collection and analysis of data on an ongoing basis to track changes in relevance, effectiveness, efficiency, and sustainability of the innovation. The innovator will receive ongoing support from the MEL partner to ensure this is done efficiently and correctly
- **Report progress.** The innovator will work with the MEL partner to identify the frequency of reporting depending on the type of data and scale of the pilot. The innovator will be expected to regularly communicate progress with Elimu-Soko, on time
- **Produce a pilot report.** The innovator will support the MEL partner to produce a comprehensive report on the pilot. The report will include the following:
 - Executive summary
 - Introduction of the innovation
 - Description of the approach to piloting including populations/geography selection
 - Description of the evaluation methodology
 - Key findings, including best practices and lessons learned
 - Conclusions and recommendations

D. Criteria for selection

Elimu-Soko Rwanda is looking for quality proposals of solutions that address the above-mentioned challenge. Both Rwandan and non-Rwandan innovators, whether for-profit or not-for-profit are encouraged to submit their applications. However, the following minimum requirements should be satisfied:

Innovators

1. Innovators should have a deep understanding of the challenges in teacher training as well as the education sector in Rwanda as a whole



2. Innovators should possess a proven track record of implementing a similar solution in another African country
3. Innovators should have the right capabilities (i.e., a qualified team, enough boots on the ground, a ready technology for tech-enabled solutions, etc.) to execute the pilot within the timeframe specified in these ToRs
4. Innovators, if foreign, should be willing to collaborate with local players to build their capacity and clearly articulate how they will do that

Innovations

1. Innovations should be deeply rooted in evidence research and be pedagogically sound
2. Innovations should holistically consider other key success factors to achieve learning outcomes i.e., an innovation that trains teachers while considering the fact that there are limited teaching materials
3. Innovations should be structured in a way that leverages the delivery chain (e.g., work through district education officials) and seeks to build its capacity in the long run (i.e., the officials can run and manage the innovation without the innovator)
4. Innovations should be beyond proof of concept and should ideally have been tested and implemented in emerging markets. Preference will be given to innovations that were tested in African countries

To evaluate the proposals, a selection committee comprised of officials from the Ministry of Education, Dalberg, and Hempel Foundation will use a comprehensive framework to select 1 proposal. The judging criteria are as per the below:

Criteria	Description	Score
Innovation	The innovativeness of the proposed solution and its approach to delivering improved teacher training outcomes	40
Scalability and transferability to the government in the long run	The innovation's cost competitiveness, scalability beyond the pilot geographies and populations, and transferability to the government to run	30
Execution capacity	The innovator's proven capability to execute on the proposed innovation	30
TOTAL		100

E. Bidding

Innovators should submit a technical proposal clearly explaining their innovation, their beneficiaries, expected impact, approach to piloting, and the MEL plan among others. The technical proposal will also provide details on their capabilities to execute the pilot within the timeframe including their past work and team. The technical proposal should be a PowerPoint document with **not more than 15 slides** and structured this way:

Section	Description
Executive summary	A brief narrative summarizing the proposal. This should include a summary of the innovator's capabilities, a summary of the gap and need, proposed plan and approach, proposed cost, and resources to be dedicated toward the pilot
Innovator history and experience	A description of who the innovator is and a summary of relevant experience. In the event, of a joint proposal, provide a brief explanation of the partnership



Description of the innovation	A detailed description of the innovation. This should include how the innovation addresses the challenges identified, who it targets, its feasibility, lessons from contexts where it has been tested, and the expected results and impact after the pilot, particularly improvement in learning outcomes
Piloting approach and work plan	An overview of the proposed 6-month work plan highlighting the approach to piloting the solution, proposed populations/geographies, and the needed support. This should also include key milestones and deliverables
Monitoring and Evaluation plan	A comprehensive framework for tracking and monitoring progress throughout the pilot period. This should include the overall Theory of Change for the innovation, a robust set of KPIs, the systems and tools to be used to track these indicators, and key checkpoints with Elimu- Soko to provide updates, problem-solve and iterate on the innovation
Team structure	An overview of the proposed team and detailed CVs and bios for the team members
References	3-5 references that can attest to the information provided in the proposal

Additionally, innovators should submit a financial proposal detailing costs and including disbursement schedules. The cost structure should be very comprehensive and broken down to the level of cost per teacher (or to the lowest level possible).

F. Application process

Innovators are encouraged to consider these:

- Proposals (technical and financial) must be sent as separate files in a folder to julie.mithika@dalberg.com by July 30th, 2022. The email subject line should be **“Innovation proposal for Elimu-Soko Rwanda initiative”**
- All documents must be saved as PDF
- Innovators must not mention price anywhere in the technical proposal
- All costs in the financial proposal must be in USD, and VAT inclusive
- Innovators should disclose any actual or apparent conflict of interest that may exist between Elimu-Soko or its partners and any of their team members or any party that the innovator seeks to engage in the provision of services and/or materials for the pilot

All inquiries and communications regarding these ToRs shall be directed to Julie.mithika@dalberg.com. If the question is prompted by an item in these ToRs, the bidder must cite the section and page number for each question. Every attempt will be made to answer all inquiries from each bidder. To ensure consistent interpretation of the ToRs, a consolidated written response will outline each question/clarification and Elimu-Soko’s response and be communicated to all bidders.

Key dates to consider:

Activity	Deadline
Issuing Terms of Reference	1 st July 2022
Submitting questions/clarifications	8 th July 2022
Responding to questions/clarifications	15 th July 2022
Submitting proposals	30 th July 2022
Announcing winning proposals	12 th Aug 2022