

**Terms of Reference**

**Schools2030 Global Learning Differences Partner**

**Background on the Schools2030 Programme**:

**Schools2030 is a global movement for holistic learning and teacher leadership**. The programme brings together a diverse coalition which includes educators, school leaders, civil society, researchers, international organisations and government across ten countries and 1,000+ schools. **Our goal is to improve quality teaching and holistic learning, and to foster resilient education systems across the world**, including for those living in remote regions and those facing multiple forms of marginalisation, including children with disabilities and learning differences.

The heart of the Schools2030 programme is its focus on teacher agency– recognising educators as leaders, innovators and active agents in education reform. Schools2030 uses a three-step model – Assess, Innovate, Showcase – to drive school-level innovation towards wider systems-change. Through this cyclical model, teachers are provided with the tools and support to:

* **Assess** the holistic learning levels of their students, and the quality of the classroom environment, with simple contextualised assessment tools.
* **Innovate**, implement and test new pedagogical practices and ideas to improve holistic learning outcomes and quality learning environments.
* **Showcase** their best practices and innovations through community, national and global forums – including our flagship event, the Schools2030 Global Forum – and work multi-laterally with key education stakeholders to inspire systems-level educational change.

Over the course of 2022, Schools2030 consulted with teachers, country level programme staff and assessment experts to better understand how inclusion policies are being interpreted and enacted in the classroom across the ten programme countries – and whether teaching and learning approaches in the classroom are inclusive of children with learning differences and disabilities. The resulting report ‘[Understanding Learning Differences’ across Schools2030 Contexts](https://schools2030.org/wp-content/uploads/2023/04/LD-report_inspirart_vs03-SJ.pdf) pointed to recommendations for the sector to improve support for students with learning differences and deliver more inclusive education for children with a variety of disabilities – and other factors causing exclusion. This research has enabled us to identify clear areas for improvement in our programming, and we are committed to acting on these recommendations to ensure our programme goals are both-evidence based and directly respond to needs identified by Schools2030 stakeholders.

Schools2030 is now seeking a **Global Learning Difference Partner** who can support the expansion of our work on learning differences and inclusive education, and to address the recommendations in the Understanding Learning Differences report.

**Desired Outcomes of the Partnership**

The Schools2030 Global Learning Differences Partner will support the expansion of Schools2030’s work on learning differences and inclusive education across programme countries across a three-year timeframe. Based on the key recommendations in the Understanding Learning Differences report, Schools2030 has identified a set of desired outcomes for the Global Learning Differences Partnership:

1. Schools2030 teachers demonstrate knowledge, skills and attitudes they need to adapt their approaches to deliver more inclusive pedagogies and integrate more inclusive classroom solutions– including contextually-appropriate assessment tools that can help teachers identify and support diverse learning needs.
2. Schools2030 teachers engage directly with parents and community members to increase awareness of the value of inclusive education, the learning needs of children with learning differences and disabilities and to combat stigmatizing attitudes towards learning differences and disability.
3. Policymakers, including local and district level education authorities, have actionable guidance and tools to integrate inclusive education pedagogies/approaches into existing education policies and plans as well as into assessment tools the ministries already use.
4. Schools2030 classrooms demonstrate improved inclusivity of the classroom environment to support children with learning differences and disabilities

We imagine a phased approach for this work, beginning with a piloting and testing phase in two focal countries (tentatively Uganda and India) in year one and two, with expansion to other countries from year two and year three.

**Role of the Global Learning Differences Partner**

Schools2030 will contract a Global Learning Difference Partner to lead the achievement of the above outcomes over a three-year period. This role will encompass four workstreams that align to the Desired Outcomes above and will be led by the Global Learning Difference Partner:

**Workstream 1: Teacher Capacity Development**

* Adapt and revise Schools2030 HCD Toolkit and Assessment Tools to improve inclusivity and sensitivity to needs of students with learning differences, in partnership with local stakeholders
* Develop strategies to support teachers to identify children with learning differences and disabilities, leveraging the suite of Schools2030 tools available
* Develop new Professional Development material for teachers on inclusivity and learning differences to be integrated within Schools2030 tools and training resources

**Workstream 2: Community engagement**

* Develop new approaches within HCD cycles to engage families and community members impacted by learning differences and to ensure that issues of inclusion and learning difference are discussed with all stakeholders as a core aspect of the process
* Showcase inclusive education innovations though school and district level events, Schools2030 website, social media and other relevant communication channels to raise community awareness and combat stigmatizing attitudes
* In -country networks, including disability rights groups/advocates, are engaged to ensure alignment and broad ownership of Schools2030 inclusive education approaches and innovations

**Workstream 3: Policy engagement**

* Develop clear guidance on revising inclusive education policy and translating policies into practice that align to existing policies, tools and approaches , in partnership with in-country networks and Ministries of Education (and/or other relevant government agencies)
* Work with Ministries, Teacher Training Institutes and other relevant bodies to adapt Schools2030 inclusive education tools for wider adoption and scale
* Playbooks of inclusive education innovations, or other similar outputs, are developed and disseminated to encourage replication and uptake
* Schools2030 teachers, teams and partners engage in sector dialogue and events at district, national levels and global levels to highlight and celebrate inclusive education innovations. These will be both events hosted by Schools2030 (e.g. Schools2030 National Showcases and Global Forums) as well as other relevant education events and sector convenings

**Workstream 4: Monitoring, Evaluation and Learning**

* Develop clear indicators to allow Schools2030 and Global Learning Difference Partner to monitor and evaluate the impact of Workstreams 1-3
* Publish Annual Reports on Schools2030 Learning Differences workstreams

As noted above, we expect a phased approach to these workstreams. In brief, this phased approach may entail:

* Year 1:
	+ Adaptation of Schools2030 tools; piloting and testing of new tools and guidance in two focal countries (tentatively India and Uganda)
	+ Development of MEL framework and indicators of success; initial Annual Report published
* Year 2:
	+ Community and policy engagement events and strategies deployed in two focal countries
	+ Adapted tools and guidance materials tested in 1-2 additional Schools2030 countries
	+ 2nd Annual Report published
* Year 3:
	+ Community and policy engagement events and strategies deployed in three to four focal countries and at global level
	+ Adapted tools and guidance materials ready for use across all Schools2030 programme countries
	+ Adapted tools and guidance materials tested for use in non-Schools200 settings
	+ Final Report published

We expect the Global Learning Differences Partner to have existing relationships or identified opportunities to work with in-country partners within India and Uganda and that the Global Partner will work closely with these national partners to achieve the desired outcomes.

**Proposal Requirements and Timeline**

The consultancy is expected to commence by 1 October 2024 and to run for three years.

Applicants are requested to submit the following documents to Bronwen.magrath@akdn.org by **Friday 2 August 2024**

1. A proposal detailing approach to achieving Expected Outcomes, aligned to the workstreams detailed above
2. A workplan timeline for the three-year partnership
3. CVs of the project team members
4. Brief overview of applicant’s track record conducting similar assignments
5. Budget (not to exceed $200,000 per year)
6. A Supplier Bid Submission Form (Annex 1)

**Adherence to AKF(UK)’s policies**

The Bidder needs to agree that it will adhere to AKF(UK)’s policies on Safeguarding, Anti-Bribery and Corruption, Anti-Fraud, Anti-Slavery, or otherwise adhere to its own policies if they exist and if agreed with AKF (UK).

The Bidder must observe and uphold ethical standards in the procurement and execution of their contracts and ensure that their suppliers conform to the International Labour Organization working standards. The Bidder must be sure that their suppliers respect basic social rights and working conditions and that they do not procure goods or services from suppliers that use child labour or other exploitative practices. The Bidder must pay their employees any prevailing minimum wage applicable within their country of operations

**ANNEX 1: SUPPLIER BID SUBMISSION FORM**

I [insert individual name] as the Authorised Representative of [insert name of Bidder] (‘the Bidder’) of [insert address of Bidder]

**Confirm that:**

I have examined the information provided with the Terms of Reference:

* Section 1 – Background about Schools2030 and AKF’s role within the consortium
* Section 2 – Purpose of and Objectives of the Baseline Study
* Section 3 – Role of the Technical Expert(s)
* Section 4 – Proposal Requirements and Timeline
* Section 5 – Adherence to AKF(UK)’s policies

**And agree:**

1. That this offer and any contracts arising from it shall be subject to the Terms and Conditions of Contract and all other terms (if any) issued with the Terms of Reference; and
2. To supply the services in respect of which its offer is accepted in such quantities, to such extent and at such times as ordered; and
3. That this offer is made in good faith and that the Bidder has not fixed or adjusted the amount of the offer by or in accordance with any agreement or arrangement with any other person.
4. The Bidder certifies that it has not and undertakes that it will not:
5. communicate to any person other than the person inviting these offers the amount or approximate amount of the offer, except where the disclosure, in confidence, of the amount was necessary to obtain quotations required for the preparation of the offer, for insurance purposes or for a contract guarantee bond;
6. enter into any arrangement or agreement with any other person that either person(s) shall refrain from making an offer or as to the amount of any offer to be submitted.
7. That to the best of Bidder’s knowledge there are no conflicts of interest or any circumstances that could give rise to a conflict of interest in the performance of the proposed Contract. AKF(UK) requires that all actual or potential conflicts of interest are resolved to the satisfaction of AKF(UK) prior to the submission of Bids. In the event that any actual or potential conflict of interest comes to a Bidder’s attention, that Bidder should immediately notify AKF(UK).

The Form of Offer must be signed by an authorised signatory of the Bidder.

Name: (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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