

TERMS OF REFERENCE – PART A

FACILITY FOR SUPPORTING EDUCATION REFORM (SER PROGRAMME) IN MOZAMBIQUE

1 BACKGROUND INFORMATION

1.1 Education Sector Background

Education is a fundamental human right and is indispensable for sustainable development. It is key to unlocking all the other Sustainable Development Goals (SDGs).

Globally, there has been an unprecedented increase in the number of children and young people going to school at all levels, which has been accompanied by significant improvements in gender parity in enrolment. EU supported interventions have contributed substantially to these improvements, as well as the global debate on education through the participation in global funds such as the Global Partnership for Education (GPE) and Education Cannot Wait (ECW) or initiatives as the Gender at the Centre Initiative (GCI).

The EU policy priorities in the field of education are aligned with the 2030 Agenda for Sustainable Development and promote in particular:

- A comprehensive approach to the sector, from early childhood to tertiary education
- Strengthening systems and building capacities to provide quality education for all and to reinforce the links between education and the world of work;
- A focus on inclusive and equitable access to basic education with attention to gender issues and disadvantaged children (children with disabilities and learning difficulties, ethnic and linguistic minority children, children living in remote or unsafe areas...);
- A strong focus on girls' education/ gender sensitive education;
- Strengthening education in emergencies;
- Strengthening links with other sectors and areas that impact on the performance of education, such as nutrition, health and child protection.

In **Mozambique**, in recent decades there has been huge progress towards universal access to schooling and gender parity. Education has been a priority sector in the Government policy agenda, namely in the 5-Year National Development Plan (2020-2024). There have been consistently high financial allocations to the sector but investment per student is still low. Yet, the majority of children are leaving school without the basic literacy and numeracy skills. The system struggles with very low primary completion rates, low quality of education and high and systemic inequalities, with the Northern provinces and the rural areas being most disadvantaged and affecting in particular the most vulnerable, including girls, children with disabilities and in conflict contexts. This has been further aggravated with the security crisis in the North and the Covid-19 pandemic.

The ongoing mass schooling expansion with the extremely high population growth, coupled with the impact of the recurrent cyclones, the poor conditions of many schools, the learning crisis, limited organisational capacity and ambitious education reforms make it challenging

to ensure students gain the required competencies, knowledge and skills for long-term development of the country. Both student and teacher absenteeism are very high, which results in a huge loss of teaching time. Teacher content knowledge and pedagogical skills are low. There is ongoing work for the development of a national teacher policy as part of the broad teacher management system.

The EU has developed its **Multi-Indicative Programme (MIP)** for the next 7 years (2021-2027) to support Mozambique's transformation through economic, social and political inclusion. The MIP has three main priorities: Growing Green, Growing Youth and Governance, Peace and Just Society.

Mozambique has a remarkably young age structure but its potential is far from being reached. To overcome this challenge, under the MIP priority Growing Youth the EU will support efforts that ensure adequate nutrition and food security, more and better investment in inclusive quality education and the creation of more employment opportunities towards sustainable growth. A specific **e-Youth Team Europe Initiative** has also been envisaging putting youth at the centre stage of the country's transformation through support to their education, employment and empowerment. This includes preparing the education system to address 21st century challenges such as conflicts, the digital transition and climate change issues.

Investing in education is then essential. Within the MIP Annual Action Plan (AAP) 2022, the EU has developed a significant component on education for development cooperation in Mozambique, through the **SER Programme: Supporting Education Reform**. This programme will support the Ministry of Education and Human Development to implement the main education reforms outlined in the Education Law, translated into the Education Sector Plan (ESP 2020-29) and the 3-year Operational Plans. The ESP establishes three priority axes: (a) access, participation, retention and equity; (b) quality of learning; (c) governance. It outlines highly ambitious reforms, severely delayed due to the COVID-19 pandemic, including a major extension of early childhood education, expansion of basic education to 9 years, and a strengthening of teacher education.

The specific objectives of SER include:

- More inclusive and equitable access to quality basic education
- To improve effectiveness of teaching and learning, including learning outcomes for girls and boys
- To improve resilience of education system and school level governance

The SER programme will be implemented through two complementary components:

1. The **Education Sector Support Fund (FASE) Component**: FASE is a multi-donor pool fund that supports Ministry of Education priorities as defined in the ESP, benefiting more than 8.5 million young Mozambican girls and boys and 100 000 teachers a year, towards access to quality education and achieving learning outcomes. The EU support will focus on the policy dialogue on education quality and equity issues, including gender equity and inclusion of children living in vulnerable situations and increased focus on learner outcomes.

2. The **Equity Component** to ensure a stronger and more consistent focus on equity and service delivery for children living in vulnerable situations as a complementary measure to FASE, allowing testing some innovations and pilots that then can feed the FASE dialogue. This includes promoting equitable access to education - especially for girls, children with disabilities, and children affected by emergencies. This component will be implemented via indirect management through an International Organisation and will focus on the most vulnerable provinces particularly in the north.

EU staff in the Delegation to Mozambique will play a crucial role in the implementation and monitoring of SER, in parallel to other education ongoing actions. The education sector file at the EUD is handled by the Head of Cooperation, the Team Leader for the Governance section, and the Education Officer. With the new programme, they will need to be well equipped to fulfil the key role in the structured sector policy dialogue, to influence crucial sector reforms, while the EU becomes one of the main contributors to the FASE fund and in particular part of its governance structure.

The Framework Contract experts will be supporting these colleagues dealing with education, in particular the successful participation of EUD in FASE and in FASE Troika and its coordination with the EU Member States. They will also be involved in the complementarity with the equity component and links with other EU education support initiatives as described below. This will contribute to improve the coherence of the collective EU effort in Mozambique.

1.2 Education Sector Dialogue Structures

FASE (*Fundo de Apoio ao Sector de Educação*) is a long-standing education common fund established in 2002 to support the implementation of the Government of Mozambique strategic plans for the education sector. The overall framework of the partnership is between the Ministry of Education and Human Development (MINEDH), Civil Society and the larger group of Cooperating Partners (CPs), which includes non-FASE partners. This partnership is based on the principles of a harmonized sector-wide approach (SWAp) in support of building an effective education system that benefits all and contributes to sustainable development. It is based on mutual commitment, trust, respect, confidence and accountability. The principles and procedures of cooperation are fixed in the Memorandum of Understanding (MoU) signed by MINEDH and CPs which is a guiding document for this assignment.

Currently nine partners contribute to FASE: 5 EU Member States - France, Finland, Germany, Ireland, Portugal, one bilateral donor, Canada and 3 multilateral partners: UNICEF, World Bank (WB) and the Global Partnership for Education (GPE). WB is acting as Grant Agent¹ for the GPE. USAID plans to join in 2022.

The EU is foreseeing to enter into FASE in 2022, as well as to become part of the so-called Troika mechanism - 3 nominated donors (incoming, leading and outgoing partner) who represent FASE donors on the day-to-day operations of the sector. German Development

¹ Since Mozambique joined the GPE in 2003 it has benefited from 4 grants, all supervised by the World Bank, for a total of USD\$365.9 M.

Cooperation is the lead since the Annual Sector Review Meeting in April 2022 for a duration of 1 year. The outgoing member is UNICEF and the incoming will be the EU (currently Finland until EU joins officially). The donor leads coordinates the dialogue among the FASE partners and with the Government of Mozambique. It also acts as a coordinating agency for the Global Partnership for Education.

CPs have engaged with sector dialogue and reforms through the various Technical Working Groups for each sub-sector, with government, NGO and other partner involvement. Some of these have been more effective and have received more support than others. The detailed dialogue structures are described in the presentation enclosed (Annex 1) and the EUD is aiming at participating meaningfully in several of these Working Groups.

There are also significant bilateral programmes in support to the ESP, such as on bilingual education, teacher training, school feeding, and capacity development. Civil society organisations are quite active in supporting the ESP implementation and in particular looking into piloting new approaches and ensuring community engagement, service delivery performance, advocacy and prevention of violence and sexual abuse in schools.

Other EU programmes

The EUD is implementing a State and Resilience Building Contract in Mozambique to mitigate the socioeconomic impacts of the crisis generated by COVID 19 in the social sectors with an emphasis on the Health, Education and Social Protection sectors. In addition to the Direct Transfers to the National Treasury the programme includes complementary Capacity Building Measures to civil society organisations in monitoring the implementation of the COVID-19 response, as well as monitoring the mitigating measures against the impact of COVID-19 in key sectors. Through MFASE Project, the Education for All Movement (MEPT) is monitoring COVID-19 related funds for education and the education COVID response plan. The project aims to promote advocacy towards GoM for efficient and effective management of education funds; strengthening schools councils for active participation in school management and managing COVID-19 specific allocations; strengthening MEPT members at all levels; and promoting participation in the debate on education finance with stakeholders.

Within the **Support Programme to Non State Actors in Mozambique**: participation for inclusive growth (PAANE II) there is also a specific component to improve accountability in the education sector. The programme contributes to strengthening the voice and participation of education stakeholders in sector policies and of general citizens to claim their right to education.

Education also has a place within the **EU Spotlight Initiative** to accelerate the prevention of and response to sexual and gender based violence, including in schools, as well as early marriage of adolescent girls and women. The programme lessons learned can feed into the gender equity policy dialogue, particularly in the cross-cutting working group.

The EU had recently started a number of projects on social inclusion through civil society, with a strong focus on people with disabilities. One of the programmes specifically aims to **improve inclusive education for children and adults with disabilities**, particularly women and girls in Sofala and Manica provinces. Other important EU programmes in Mozambique namely on nutrition, anti-corruption, gender, nutrition, infrastructure and water, present opportunities for complementarity.

While the bulk of SER will focus on basic education as its foundation, the lack of skilled population is a major constraint to the inclusive growth of the country. The EU is implementing a **pilot vocational training initiative + EMPREGO** on the development of partnerships with the gas industry and their service providers in Cabo Delgado to ensure that youth acquire the knowledge, skills and competencies required for the jobs available, and it will continue expanding on skills development. Additional actions will be developed on Skills development for employment for boosted inclusive employability of youth by equipping them with labour relevant skills and accompanying their transition from school to work, complementary to education.

The EUD is also investing significantly **on digital literacy and skills** with a new action to contribute to Mozambique's inclusive growth by facilitating digital transformation (VaMoz Digital!). The objectives are to contribute to an enabling environment for an inclusive digital transformation and enhance opportunities for youth (women and men) for decent employment, innovation and digital entrepreneurship.

The EU Humanitarian Aid has various programmes in Mozambique on **Education and Emergencies**. Under the Humanitarian Implementation Plan (HIP) 2022 a new project has recently started for increased access and retention to safe, protective, quality, and inclusive learning environments for children in Cabo Delgado.

The above actions can feed into the policy dialogue and the design of both FASE and equity components of new programme SER.

2 OBJECTIVE, PURPOSE & EXPECTED RESULTS

➤ Global objective

The overall objective of this assignment is to increase the effectiveness of EU cooperation in Mozambique in the field of education with a focus on basic education.

➤ Specific objective(s)

The specific objective of the assignment is to provide advisory and support services to the EU delegation in Mozambique in the area of education:

SO 1: To contribute to the **implementation and monitoring of SER Programme** and other EU programmes in the field of education in Mozambique through technical support, participation in FASE structures and ad hoc advice;

SO 2: Support **capacity building for EUD staff** and MINEDH in the different domains of education system strengthening;

SO3: Enhance the **communication, visibility, knowledge sharing and accountability** framework of the EU support to education in Mozambique.

- Requested services, including suggested methodology²

Provision of technical expertise in the fields of:

- education, gender equality and equity

- Required outputs

From a general perspective, the contractor will carry out activities that aim at high quality and timely advice and support (technical, administrative and managerial) to EU Delegation at different stages of SER implementation. This is particularly important to the role of EU as part of the FASE Troika Team, to ensure the following objectives:

- Efficient and effective EU participation into FASE structures, both as incoming member as well as in the Troika lead (*the EU will be Troika lead as of April 2023*).
- Improved coordination of the CPs, in particular with the EU collective voice (EU and the five Member States participating into FASE)
- EU policies, strategies and positions in the field of education are informed by best available knowledge and based on relevant evidence, with a strong focus on equity.
- Improved EU leverage on Global Initiatives in Education benefiting Mozambique (GPE, ECW, GCI).
- Technical capacities in the field of education in development are strengthened at different levels.
- Knowledge sharing, communication and visibility of EU assistance to education is increased and improved.

For the specific assignment, the specific technical, administrative and management tasks may include, but are not limited to, the following:

Participation into FASE Structures

- Representing the EU in selected working groups and task forces of FASE and monitor progress in relation to the group work plans.
- Coordination, documentation and reporting of meetings between education sector partners, working group leads and other partner meetings as required.
- Assist in negotiation and transmission of messages and advocacy points based on the work of the working groups.

² Contractors should describe how the action will contribute to the all cross cutting issues mentioned above and notably to the gender equality and the empowerment of women. This will include the communication action messages, materials and management structures.

- Contribute to the revision of the new operational plan 2023-2025 in light of the current results in education, ESP and EU priorities.
- Monitor implementation of FASE MoU and in particular the new foreseen high priority level reforms.
- Support the overall consistency of activities supported by the CPs for the preparation, implementation and monitoring of the ESP, in particular the harmonization of technical assistance and resources in common areas of operations.
- Support any other tasks which might arise in connection with Troika (e.g. when the EUD becomes Troika lead such as coordinating and updating the education calendar, annual plans, implementation update for the working groups, management of education documentation tools amongst others).

Coordination and Technical Support

- Collection and review of data and documentation, and mapping of actors, resources and interventions to support analytical work on key sectoral issues and the Education Sector Strategic Plan priorities.
- Facilitating cross-sectoral work and strengthened engagement of cooperating partners, Government and civil society in the education sector dialogue.
- Maintaining efficient and effective communication between and among EU Member States, Cooperating Partners and MINEDH
- Strengthen coordination at EU level and the links with the e-Youth Team Europe Initiative, in particular the policy framework to enable education attainment.
- Contribute to policy design and EU position on key education issues and establish links with the Global Initiatives the EU is supporting in Country.
- Support on the articulation of the equity component of SER (with FASE and potential pilot initiatives).
- Ensure the flow of key sector information, communication and consultation between the government, the EU, MS and other CPs.

Communication and Visibility

- Facilitating monitoring missions and joint visits, as required and possible.
- Organisation of workshops/meetings on education on a needs basis.

- Producing advocacy paper positions and material for social media (for e.g. the EUD facebook and Instagram page) related to education, the EU Troika presidency, factsheets and support events organized by the EUD, for example during the EU Week
- Language of the Specific Contract: Portuguese and English
- Management team member presence required or not for briefing and/or debriefing

Not required

3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

5 REPORTS

All reports will be submitted in electronic form in Portuguese.

No paper copies are required.

For all other matters relating to reports/deliverables, please refer to Part B of the Terms of Reference

Thematic consultants will deliver reports as indicated in the table Part B of the Terms of Reference

6 MONITORING AND EVALUATION

- Definition of indicators

The Commission expects to be in regular contact with the selected team of experts in order to monitor the execution of the assignment: Indicatively monthly meetings will be organised.

The indicators of success for this action will be refined in the project logical framework to be elaborated by the Contractor as part of the Organisation and Methodology, and updated in the project inception report and workplan, based on the current document.

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address: ines.melo@eeas.europa.eu

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TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

Mozambique

2. Contracting authority

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

3. Contract language

English

LOCATION AND DURATION

4. Location

- **Education Specialist:**
 - Normal place of posting of the specific assignment: Maputo - Mozambique
 - Mission(s) outside the normal place of posting and duration(s): Upon request, approx. max. 20 days per year
- **Pool of Education Experts:**
 - Normal place of posting of the specific assignment: Maputo - Mozambique
 - Mission(s) outside the normal place of posting and duration(s): upon request

5. Start date and period of implementation

The indicative start date is 03/10/2022 and the period of implementation of the contract will be 731 days from this date (indicative end date: 03/10/2024).

REQUIREMENTS

6. Expertise

For this assignment, one individual expert must be proposed for each position.

The expertise required for the implementation of the specific contract is detailed below.

- **Education Specialist:**
 - General description of the position: Supporting EUD Staff dealing with education, in particular the successful participation of EUD in FASE and in FASE Troika and its coordination with the EU Member States. Support the implementation of the equity

component and links with other EU education support initiatives. This will contribute to improve the coherence of the collective EU effort in Mozambique.

- Expert category: Cat. II (>6 years of experience)
- Qualifications and skills required: At least Master's degree education in the field of education or social sciences, or equivalent professional experience. Excellent oral and writing communication skills, adaptability and social awareness. Computer literacy and proficiency, especially with Word, Excel and Outlook.
- General professional experience: At least 6 years of experience in the education sector.
- Specific professional experience: At least 3 years of experience in the education sector in Mozambique. Good knowledge of the Mozambique education system. Previous experience of working with the government is an asset. Experience in education policy, education sector analysis, financing, planning and/or programme development. Sound knowledge of national policy dialogue mechanisms. Good organizational and interpersonal skills and evidence of good working relationships with different stakeholders. Proven experience in the coordination of multi-stakeholder work. Experience in institutional capacity assessment and capacity development is an asset.
- Language skills: Fluency in both written and spoken Portuguese and English.
- Number of working days: **240** days
- **Pool of Education Experts:**
 - General description of the position: Short-Medium term support to coordination, in particular during EU FASE Troika chair. This might include specific expertise for working groups on school management and governance; public finance management in education; teacher professional development and teacher management, bilingual education, addressing equity barriers in education, amongst others.
 - Expert category: Cat. II (>6 years of experience)
 - Qualifications and skills required: At least Master's degree education in the field of education or social sciences, or equivalent professional experience. Excellent oral and writing communication skills, adaptability and social awareness. Computer literacy and proficiency, especially with Word, Excel and Outlook.
 - General professional experience: At least 3 years of experience in the education sector.
 - Specific professional experience: Previous experience of working with the government is an asset. Experience in education policy, education sector analysis, financing, planning and/or programme development. Sound knowledge of national policy dialogue mechanisms. Good organizational and interpersonal skills and evidence of good working relationships with different stakeholders. Proven experience in the coordination of multi-stakeholder work. Experience in institutional capacity assessment and capacity development is an asset.
 - Language skills: Fluency in both written and spoken Portuguese and English.
 - Number of working days: **100** days

- Additional information: mobilizing additional expertise will be done during the contracting period, but the contractor has to demonstrate in the methodology how they will select and hire other experts as required. The selected experts must be subject to approval by the Contracting Authority.

7. Incidental expenditure

The provision for incidental expenditure covers ancillary and exceptional eligible expenditure incurred under this contract. It cannot be used for costs that should be covered by the contractor as part of its fee rates, as defined above. Its use covers:

The provision for incidental expenditure for this contract is EUR 42000. This amount must be included unchanged in the budget breakdown.

If applicable, see part A of the Terms of Reference for more details on the use of the incidental expenditure.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

An expenditure verification report is required for interim and final payments.

The provision for expenditure verification covers the fees of the auditor charged with verifying the expenditure of this contract in order for the contracting authority to check that the invoices submitted are due.

Tenderers are required to indicate, in their “Organisation and Methodology”, the name and address of the proposed auditor or audit firm that will be in charge of producing the expenditure verification report(s).

The provision for expenditure verification for this contract is EUR 12000. This amount must be included unchanged in the budget breakdown.

10. Other details

No other details provided for in this contract.

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements

Title	Content	Language	Submission timing or deadline
Inception Report	Inception report to adapt the methodology if needed, plan the first-year activities, and fine-	Portuguese	Within 1 Month(s) After the project start

Title	Content	Language	Submission timing or deadline
	tune the missions and assignments' timeframe.		
Progress report	Progress report with support provided during the period and follow up activities, including guidance for further action whenever required	Portuguese	Every 3 Month(s)
Mid-term Report	Cumulative progress report including recommendations for support needed related to EU FASE Troika lead role.	Portuguese	Within 9 Month(s) After the project start
Final report	Final Report with lessons learned and recommendations	Portuguese	Within 1 Month(s) After the project end