**TERMS OF REFERENCE: DEVELOPING ADVISORY SERVICES**

**SUMMARY**
STiR Education seeks to appoint a suitably qualified consultant – or team of consultants - to undertake a scoping exercise exploring the development of an advisory service. Grounded in our desire to explore the highest impact ways to achieve our organizational vision of a world where teachers love teaching and children love learning, this service would add to and complement – rather than replace - STiR’s core programmatic work as a donor-funded NGO.

**ABOUT US**

**OUR VISION:** A world where teachers love teaching and children love learning.

**OUR MISSION:** We support education systems to reignite intrinsic motivation so that every child, teacher and official is motivated to learn and improve.

Education and learning are not the same thing. Despite greater investment in government schools and huge improvements in attendance, children in low- and middle-income countries are still not learning. More than half of the world’s students are not on track to gain the most basic skills they need to get a job or participate in society (Theirworld). A lack of access to quality teaching is preventing quality learning.

We believe that there is no greater education intervention than a teacher who loves teaching. We’ve been investing in teachers since 2012, starting with a small pilot for 25 teachers in Delhi. We have since grown to reach more than 550,000 teachers and 12 million children across India, Uganda, Indonesia and Ethiopia. Working with and through governments, we support the design and delivery of cutting edge professional development for teachers, school leaders and education officials at scale.

**BACKGROUND**
Our model uses peer networks to motivate and support teachers in government education systems. Through our monthly peer network meetings, they see that their decisions matter, they see themselves improving, they feel connected to their peers and they feel accountable to the children that they teach. Classrooms brim with possibility, so that every child’s potential can be unleashed, and their aspirations realised, to develop a lasting love of learning. We believe that working through government is crucial to achieving these things at scale. Focusing only on classrooms is not sufficient: the entire system needs to be designed to create these conditions in which teachers can thrive. This work is currently donor-funded, in order to ensure that we are independent from government.

While we remain committed to working through large-scale government partnerships, we have also been considering our organizational growth strategy in the light of the post-pandemic educational funding landscape. We are a highly ambitious organisation, with plans to ensure our work impacts 25 million children in the coming years. We also pride ourselves on being adaptable, ensuring we follow the highest impact and most efficient channels to scale.

Interest in our work is growing. Large multilateral groups such as the World Bank and Global Partnership for Education have recently increased their emphasis on the importance of teacher intrinsic motivation. Despite this, intrinsic motivation receives little explicit attention in educational programming. We believe we are the only global organisation with an explicit focus on intrinsic motivation at scale. As a result of demand, we have seen increased interest in our work from a variety of organisations, who have requested our assistance in advising on intrinsic motivation. We have started to explore this through a fee-for-service model, keeping our core objective of fostering motivation at the centre and have already begun projects in Ghana and Brazil.
We believe the time is right to formally diversify our programmatic offer and that, given demand, the development of an advisory service presents an exciting avenue for doing so. We have started this work at a country level and have hired staff members to support demand for our services in India and Uganda, but we are in need of a clear global approach and practical framework for its successful execution.

THE OPPORTUNITY
We are excited to explore how we might develop a high impact advisory service that both makes an important contribution to the global education sector whilst supporting STiR’s long-term sustainability. At this stage, we wish to explore the viability of developing an advisory service arm, and identify the concrete steps required in doing so. This is new territory for us as an organisation, and so we would like to work in collaboration with the consultant to develop and agree a detailed scope of work, to ensure that we are focusing on the right areas. There are three broad sets of questions that we think will be critical to explore. The exact questions below are suggestive and the precise focus areas will be agreed with the consultant upon appointment:

Strategic fit
- How do we ensure that an advisory services arm is both consistent with and actively advances STiR’s organizational vision, mission and strategy?
- How might the advisory services affect our reach numbers?
- How do we ensure that an advisory service will promote STiR’s long-term financial health?

The advisory services offer
- What should our key offer be, and what are the parameters for this (for example, should we only be thinking about intrinsic motivation, or also some of our other organisational strengths such as working at scale or with governments, should we focus on traditional, standalone consulting projects or create ‘products’ that can be sold etc)?
- What, if any, are our geographical parameters?
- Who should be our target clients? How do we market ourselves effectively?
- What is the current market landscape, and how would our offer add unique value?
- How do we measure success?

Operational implications
- How does the advisory services need to be set up (eg as a global entity, or separate in each of our existing geographies)? Is it part of STiR’s existing legal entity, or does it need to be set up separately? Should this be as a charitable or for-profit entity, and what are the implications of each?
- If the service parameters are beyond education, what will be the implications to the current structure? For instance, would we need specialist staff?
- What does the governance structure look like? Who will lead and oversee the service?
- What does staffing look like? Should they be taken from our programmatic staff, or do we need dedicated consultants? How can we use the advisory services to provide development opportunities (e.g. secondments) for our existing staff?
- Given this is a for-fee model, what are the potential tax implications?
- What are the up-front and ongoing costs of running the service?
- What are the most likely scenarios in terms of demand? What return should we expect to see? How does this affect operational planning?
- What are the key risks to developing this work, and how can these be mitigated?

DELIVERABLES
We would expect the consultant(s) to deliver the following:
A detailed inception report, with a detailed plan for how the project will be undertaken, including methodology and agreed set of questions to be answered
- An interim progress report, outlining key opportunities and challenges based on market analysis and other key mutually agreed areas
- A final report with clear recommendations on the way forward with developed business plan including a scalable operational framework

Each deliverable will be subject to iteration and updating upon feedback from the STiR team.

**TIMELINE**

We expect this consultancy to run for a period of no more than 5 months. Tentative milestones are as follows:

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<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>30 November 2023</td>
<td>Identification and onboarding of consultant</td>
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<tr>
<td>15 December 2023</td>
<td>Delivery of inception report</td>
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<tr>
<td>15 February 2024</td>
<td>Delivery of progress report</td>
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<tr>
<td>15 May 2024</td>
<td>Delivery of final report</td>
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**PERSONNEL CRITERIA**

- Experience of advising charities on developing fee-for-service models
- Experience of creating detailed but clear business plans
- Expertise in issues pertaining to international tax
- Experience in undertaking market research globally
- Highly curious and excellent listeners
- Ability to quickly assess existing business models
- Ability to write clearly and concisely
- Openness to feedback
- Identification and alignment with STiR organisational values
- Knowledge of the international education sector is an advantage

**APPLICATION PROCESS**

If you are interested in applying for this consultancy, please provide a short proposal (no more than three pages) setting out your recommended approach and a full summary of costs. Please also provide CVs of all consultants, which should be clear on how their experience links to the personnel criteria (these are not subject to the three page-limit).

Proposals will be evaluated according to the following:

- Relevance of the proposal, including clear reference to 'The Opportunity' section of this document
- Value for money
- Fit of consultants with the personnel criteria

Please submit proposals by 1st December 2023 [here](#).