Terms of Reference for supporting the tax power campaign to progressively fund education as the key public service

ActionAid Bangladesh seeks Expressions of Interests (EOIs) from teachers’ organization/forum/association in the sector with practical experience of working with district/sub-district level teachers association with extensive technical expertise in education financing and tax justice issues to establish potential linkage with local level teachers associations with the national level teachers platforms to strengthen the tax power campaign for adequate financing for education through progressive taxation.

**About ActionAid Bangladesh**

ActionAid Bangladesh (AAB), an affiliate member of ActionAid International Federation, works with thousands of communities countrywide to end poverty and injustice. AAB’s has entered into its Fourth Country Strategy (CSP-IV) period titled “People Challenging Poverty and Exclusion”, underpinned by its human rights based approach (HRBA) to development, transforming power relations in every community where we work.

ActionAid Bangladesh (AAB), puts quality primary education and adult literacy as an integral component in each of its community level rights based programming. Since the inception in 1983 AAB is making a consistent and effective contribution to the ActionAid global mission of eradicating poverty by overcoming the injustice and inequity that causes it. In doing so, education has been identified, rightfully, as a strategic thrust area. AAB has taken up education as one of the most powerful vehicles in addressing the issue of disparity and inequity, as it is both a right in itself and a major tool for enforcing other basic human rights. Even though ensuring quality education for all is the responsibility of the state in most cases it is the poor who are deprived of access to this. So AAB takes the position alongside the poor who are denied the right to access good quality and relevant education.

**ActionAid’s Theory of Change**

ActionAid works through a human rights based approach to development, which places a commitment to building the active agency of people living in poverty at its centre. Our approach is one that is deeply concerned about challenging unequal power, which we see as the source of rights violations and injustices visited upon those living in poverty. For the young women involved in this programme, their age, gender, class and migrant status intersect. Discrimination and inequality perpetrated on this basis gives rise to violations of their rights to decent work and sexual and reproductive health rights. Our approach asserts the indivisibility and interconnectedness of rights, recognizing that for young women to enjoy their rights we must work to challenge policies and laws, as well as practices and behaviours that perpetuate inequality. We must therefore address their access to decent work[[1]](#footnote-1) and sexual and reproductive services simultaneously in three key ways – empowerment, campaigning and solidarity:

Empowerment = the process through which we enable young women living in poverty to become rights activists. We do this by making them more aware and more critical of power relations and by strengthening their own power.

Campaigning = harnessing young women’s power through organisation, mobilisation and communication around a simple and powerful demand, to achieve a measurable political or social change.

Solidarity = the process of uniting allies in a politically supportive relationship that may cross geographies or “areas” of struggle to support and strengthen young women’s movements for change.

**Background of the assignment**

On a systemic level, ActionAid would like to achieve changes in the education sector with the active engagement of frontline workers and teachers. ActionAid’s strong links with national, regional and global education campaigners provides it with the opportunity to build strategic partnerships with teachers’ unions that could result in undertaking joint initiatives for transforming education policies and practices. In Bangladesh, they are perhaps the largest and most efficient union of education sector. Teachers’ unions might be conservative forces, defending their professional status and self-interest. But they can also become highly authorized agents of changes for wider issues concerning rights to quality education. Teachers’ Unions have proven potential to be a decidedly active to raise progressive voice for the transformation of education. Both teachers and students can become powerful advocates for a fundamental restructuring of education.

**Synergy between education and taxation**

Progressive taxation opens the door of equitable resource distribution. A stronger tax foundationpaves the way of more investment in social sectors like education, and as such the battle for quality education cannot be over without establishing strong tax foundation through progressive taxation.It is time we increased domestic financing on education, which can be ensured through revenue enhancement by progressive taxation. Tax revenue, instead of donor aid and loans, can sustainably contribute to social development, specifically, education and health. Governments opt to prefer use of tax revenueto aid or loans, to cover budget for quality teachers, because it is relatively secure and predictable. The possible best way to get more money for more efficient teachers is to expand the national tax base. Greater wage equality can be achieved through ensuring democratic and inclusive education system. We can cite the example of some of the Scandinavian countries. Progressive taxation leads to equitable resource distribution.

**Teachers’ association/organization/forum members- the key agents of change for tax power campaign**

The present trend of financing to education is frustrating particularly due to the fact that Bangladesh is still far behind achieving the global target of spending at least 20% of national budget/6% of GDP to education. In the -post recession world, the situation has been further worsening since allocation in education has slowed down and in a few cases, reversed. The existing practice frustrates both teachers and students to a significant extent, as it comes from lack of public financing in education, which restrains progressive practice in terms of child rights to education. On the other hand, the local level teachers association is neither efficiently linked with national level teachers associations nor aware of any national movement around education financing or quality education. Strong linkage with root level teachers association will positively give this movement a momentum which would not only help the national level movement to achieve the goal of adequate education financing at certain level, but also contribute to make the quality education movement sustainable.

ActionAid Bangladesh initiated working with teachers union from 2014 to demand adequate financing for education through progressive taxation. As part of AAB and Teachers union’s joint initiative, two national level policy dialogues were organized to secure progressive taxation for adequate financing involving national level teachers associations’ representatives. In addition to that a charter of demand was developed with contribution of relevant government and civil society stakeholders including teachers associations’ representatives in favour of adequate education financing through progressive taxation to ensure right to education. Throughout the work it was realized that the initiative could be more effective and stronger with the contribution of local level teachers association. Hence, the present initiative is being planned to take up to the grass root level teachers to give the movement a positive drive.

**Objectives**

* To establish prospective linkage between national level teachers association with local (sub-district/union) level bodies of teachers forums to make the initiative sustainable;
* To mobilize the local level teachers association with the support of the national level teachers association/forum/ organization to promote the issue of adequate education financing through progressive taxation;
* To strengthen root level teachers voice in demands of adequate education financing through progressive taxation
* To reinforce the national level advocacy initiative through establishing strong linkages with the collective force of local level teachers forums;

**Coverage area:**

Working area will cover Dhaka and 11 LRP[[2]](#footnote-2) areas of AAB. To ensure micro-macro linkagefor bringing sustainable change through this initiative, it is essential to follow up the intervention, so linking it with AAB’s existing programme framework would serve the purpose. In addition the collective demands from different areas of diverse geographic and socio-economic features will strengthen the national level demands and help to make it more evidence based. The areas are identified as following based on the partner organizations expertise and experience of education and governance works.

|  |  |  |  |
| --- | --- | --- | --- |
|  | LRP no | partner org | Location |
|  | 25 | USS | Harinakundo, Jhinaidaha |
|  | 32 | SAP BD | SirajgonjSadar, Sirajgonj |
|  | 34 | BNKS | Bolipara, Thanchi, Bandarban |
|  | 35 | USS | Chilahati, Nilphamary |
|  | 36 | Bhumija | Tala, Shatkhira |
|  | 38 | MuktiNari | Doulotpur, Kushtia |
|  | 40 | SAP BD | Galachipa, Potuakhali |
|  | 41 | BITA | Chitagang district, Chittagong |
|  | 42 | DRRA | Shyamnagar, Shatkhira |
|  | 42 | Dalit | Keshobpur, Jessore |
|  | 43 | VARD | Bishwambharpur, Sunamgonj |
|  | 46 | BACE | Madargonj, Jamalpur |

**Duration of the Assignment:**

The duration of the contract is June 15, 2015 to December 15, 2015 unless further extension is made by AAB.

**Indicative time frame**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Actions** | **Activities** | **Time line** | | | | | | |
| **June** | **July** | **Aug** | **Sept** | **Oct** | **Nov** | **Dec** |
| To establish prospective linkage with national level teachers association with local (sub-district/union) level bodies of teachers forums to make the initiative sustainable; | Finalize the campaign strategy of promoting adequate financing for education for national level teachers association/forum/organization | Teachers union will finalize the campaign strategy in support of Education and Governance team of AAB |  |  |  |  |  |  |  |
| Engage with teachers of local schools to create linkages of teacher’s union at field and facilitate an active agency of teachers through the process | one two day long workshop involving local level representative (one teacher from our targeted school for PRS work[[3]](#footnote-3) and one from Sub district level teachers union) to orient and mobilize to take forward the campaign at local level |  |  |  |  |  |  |  |
| * Introduce the teachers from targeted school with upazila level teachers' union body * Mobilizing Local level teachers of targeted schools and teachers forum | Organise meetings with teachers from five targeted schools (for PRS intervention) at 12 union/ Upazilla level. these meeting will be facilitated by the participants who receive the orientation from AAB and national level teachers association/forum/organization |  |  |  |  |  |  |  |
|  | Organize district/sub-district level consultation meetings/workshop/seminar/awareness initiative on progressive taxation and education financing | 12 Sub-district/district level workshop/public hearing awareness initiative on progressive taxation and education financing involving different stakeholders including government officials, peoples’ representatives, teachers, parents, youth groups, peer and community |  |  |  |  |  |  |  |
| To reinforce the national level advocacy initiative through root level evidence based initiative by local teachers forums; | Compile local level experience of mobilizing teacher to promote adequate education financing | experience and challenges and possibilities at local level will be documented and shared with national level teachers union body (documentation of the consultation of 12 meeting/consultation) |  |  |  |  |  |  |  |
|  | Arrange consultation meetings, advocacy events involving policy makers and peers to disseminate the core messages from the charter of demand | Prepare a policy brief adequate financing for education and right to quality education (1 policy brief) |  |  |  |  |  |  |  |
| organise a meeting with policy makers to lobby the issue of adequate education financing through taxation (1 national level meeting) |  |  |  |  |  |  |  |
| To strengthen root level teachers voice in demands of adequate education financing through progressive taxation | Disseminate the knowledge and experience of tax justice campaign for education financing and support the local level advocacy initiative of teachers | develop and publish advocacy tool/guideline based on the local level consultation with union/upazilla based teachers association (1 publication) |  |  |  |  |  |  |  |
| launching and disseminating the advocacy tool/guideline through a national level sharing involving local level representative of teachers union (1 national level event) |  |  |  |  |  |  |  |

**Expected outcomes:**

* Campaign strategy of teachers union/forum/organization is developed to promote adequate education financing through progressive taxation;
* Minimum 24 teachers (one from sub-district/district level teachers union representative and one from targeted schools for PRS work) are oriented and acquire knowledge regarding national level movement and education financing and tax justice issues;
* 12 sub-district level workshops are facilitated (by the teachers who have received the orientation from national level workshop) to disseminate the knowledge of education financing and tax justice issue and develop an action plan for teachers union to mobilize the local level teachers;
* 12 community level consultation to take the movement up to community level;
* One national level policy dialogue organized to share draft policy brief on adequate financing for education and right to quality education;
* One national level event with policy players to launch the advocacy guideline for members of local teachers forums to promote education financing through progressive taxation.

**Deliverables:**

1. At least one thousand copies of Policy brief printed on 100 gsm mat paper on adequate financing for education and right to quality education (1000 copies);
2. 1 advocacy guideline to promote adequate education financing through progressive taxation for teachers forums;
3. Compiled report of local level consultations consist of experience, challenges and learning;

**Reporting:**

The focal person for this contract will be the Manager –Education from AAB

**Mode of payment**

The payment will be done according to the following time frame/arrangement:

|  |  |  |
| --- | --- | --- |
| Instalments | Amount | Time line |
| 1st instalment | 30% of the total amount | 05 working days after signing the Agreement and also need to be submitted the revised final proposal |
| 2nd instalment | 40% of the total amount | After submitting the reports of 12 sub-district/district level workshops teachers union and 12 community level consultation |
| 3rd instalment | 30% of the total amount | After submitting the draft advocacy guideline and project completion report demonstrating satisfactory completion of the task |

The payments will be made in A/C payee cheques in the name of the consultant/firm**.** AAB will deduct income tax and VAT at source as per the rules of GoB and it will be deposited to treasury of GoB. Besides no other benefits shall be admissible beyond what is stipulated in the contract, nor does it guarantee a regular position in AAB.

**General**

1. All documents prepared throughout the assignment will be treated as ActionAid Bangladesh property;
2. All documents/contents prepared throughout the assignment will be checked/reviewed by concerned teams and committee/s as applicable;
3. Assignment will not be sub-contracted to anyone/organization;
4. In the event that, additional time is required to complete the contract, over and above that previously agreed to, without changing the scope of work, then it has to be agreed by ActionAid Bangladesh in writing;
5. In case of any change made, in the scope of work by ActionAid Bangladesh because an increase or decrease in the cost or time required for performance or any part of the work under the contract, equitable adjustment in the contract price, delivery schedule, or both will be amended in writing;
6. Confidentiality of all the assignment will be assured at all times.

**Expiry of agreement and negotiable flexibility**

Considering the initiative as proactive and responsive, activities can be amended and elaborated based on the properly documented negotiation between the two parties.

The Agreement will be invalidated after expiry of duration unless further extension is made by AAB. AAB also reserves the right to amend or change or cancel the Agreement at any time.

For any clarifications, please write to Md. Nurunnabi ([Nurunnabi@actionaid.org](mailto:Nurunnabi@actionaid.org)),Manager –Education, AAB

**Preparation of the Proposal**

The consulting firm/bidder shall bear all costs associated with the preparation and submission of the proposal. The consulting firm/bidder shall submit **two (2)** copies of technical and **two (2)** copies of financial proposal in a single envelope. The technical and financial proposals should be marked properly and should include the name and detail of the consultant/team.

1. **Validation of the Proposal**

All cost should be quoted in BDT and will remain valid up to **Forty Five Days (45)** from the day of proposal submission.

1. **Withdrawal/Termination**

This agreement shall be effective between dates mentioned in agreement, unless otherwise earlier terminated.

ActionAid may terminate this agreement with immediate effect on occurrence of any irregularities, anomalies relating to review and non-compliance of any terms and conditions as agreed upon in this agreement.

In the event of a major natural disaster, war or major civil or political unrest this agreement may be renegotiated and jointly revised between the two parties recognizing any consequent change in the environment for implementation.

1. **Outline of the Technical Proposal**

It is mandatory that the proposal should maintain the following format:

|  |
| --- |
| Topic |
| Title of the intervention |
| Understanding of the Task |
| rationale/ why the organization should be selected for this particular task |
| Operational plan |
| Tentative budget for the assignment (including field visit cost and video documentation) |
| Curriculum vitae of the consultant/relevant members of the organization who will be directly involved with the assignment at field and national level |
| Submitted by: (with contact details) |

Detailed CV’s of the team members should be included in the annexure of the technical proposal. It is desirable that the proposal should contain the above mentioned sections only. No company informal/brochure/list of previous assignments should be included in either the body or the annex of the proposal.

1. **Competence Required:**

Qualification and Experiences

* Must have minimum 10 years’ of experience working with teachers association of local level as well as national level education coalition and/or network;
* Must have good understanding on right based programmes and national education issues particularly education financing, tax justice and progressive taxation including challenges and the impact of inadequate education financing on ensuring quality education for all.

Knowledge and skills

* Excellent analytical communication and reporting skills;
* Excellent technical knowledge on development context in Bangladesh;
* Should be competent to examine right to education issues.

Note: consulting organization/bidder must submit the necessary documentation to substantiate above eligible criteria. Those who do not meet the minimum eligibility criteria shall not be considered for further evaluation

1. **Supervision:**

Consultant/firm will report and maintain day to day activity related relationship with Manager –Education.

1. **Confidentiality:**

All the outputs e.g. baseline reports, data base, etc produced by this assignment will be treated as the AAB’s property. So the above mentioned outputs or any part of it cannot be sold, used or reproduced in any manner by the assigned consultant/team without prior permission from AAB.

**How to apply**

Interested consultant/organizations are requested to read and strictly follow the detailed Terms of Reference and the circular and submit both technical and financial proposals by no later than **June 27, 2015**. The proposals should be placed in separate sealed envelope, marked with the assignment title and addressed to Mr. Md. Iqbal Hossain, Director - Human Resources and Organizational Development, **ActionAid Bangladesh, House # 8, Road # 136, Gulshan-1, Dhaka-1212**. You are also requested to send Technical and Financial Proposal to [**aab.jobs@actionaid.org**](mailto:aab.jobs@actionaid.org).

1. We hope to build on the extensive work and experience of ILO who sees productive employment and decent work as a key development goal. Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. [↑](#footnote-ref-1)
2. Local rights programme of ActionAid Bangladesh where AAB implements issue based projects through long term partnership with local organizations. [↑](#footnote-ref-2)
3. Promoting Rights in School is a rights based framework of education intervention through which it is being observed whether 10 core rights being secured at school to ensure quality education. Currently this initiative is being implemented in 60 schools of 12 districts of AAB’s 12 LRP areas [↑](#footnote-ref-3)