

**USAID/ETHIOPIA  
DRAFT STATEMENT OF WORK FOR COMMENT  
663-P-08-013  
IMPROVING THE QUALITY OF PRIMARY EDUCATION IN ETHIOPIA  
(IQPEP)  
February 28, 2008**

**Please note that this is not a request for proposals (RFP) but a presolicitation synopsis and notice being used by the Government to develop interested sources.**

**This draft statement of work and proposed evaluation criteria are provided by USAID/Ethiopia to generate comments on their understandability comprehensiveness. Interested parties should address their written comments to Getachew Wondimagegnehu at [gwondimagegnehu@usaid.gov](mailto:gwondimagegnehu@usaid.gov) and Michael Rossman at [caddis@usaid.gov](mailto:caddis@usaid.gov).**

**USAID requests all written comments by 11:30am, Ethiopia time, on Friday, March 14, 2008. USAID will not entertain oral or in-person comments on the statement of work or evaluation criteria.**

**Further, USAID issuance of this statement of work for comment does not constitute a commitment on the part of the Government to make a future award. Please be advised that the Government will not pay for costs incurred in the preparation and submission of comments.**

**USAID/Ethiopia thanks you for your interest in their work.**

**Sincerely,**

**Michael Rossman  
Contracting Officer  
USAID/Ethiopia**

**USAID/ETHIOPIA**  
**DRAFT STATEMENT OF WORK FOR COMMENT**  
**IMPROVING THE QUALITY OF PRIMARY EDUCATION IN ETHIOPIA**  
**February 28, 2008**

**1. PURPOSE OF REQUEST**

Basic Education is one of the program elements of the Education Program under the USAID objective of Investing in People. The objective of the USAID/Ethiopia basic education program is to improve access to and quality of primary education and adult functional literacy. Under the Basic Education Program, USAID/Ethiopia has two program sub-elements, or major areas of interventions. These are: a) Primary Education, and b) Literacy and Numeracy for Adults. The intervention in primary education, focuses on: 1) capacity building in 22 teacher education institutions (TEIs) and strengthening the linkage between Teacher Education Institutions (TEIs) and primary schools; 2) enhancing the professional capacity of primary school teachers through cluster-based teacher in-service training; 3) strengthening decentralization of education planning and management through capacity building at regional education bureaus, woreda (district) education offices (WEOs) and lower-levels; 4) empowering communities to enable them manage their school development; and 5) expanding the delivery of alternative basic education (ABE) to reach out-of school children. Activities under the second area of intervention, literacy and numeracy for adults, also include adult functional literacy.

The first two activities under primary education are categorized under one major component, teacher development. The teacher development component together with capacity building in educational planning, management and finance will be known as Improving Quality of Primary Education Program (IQPEP). The fourth major activity stands on its own and forms the Community-School Partnership Program (CSPP). The fifth activity and the adult functional literacy under the second area of intervention constitute the non-formal education program.

The purpose of this statement of work is to obtain proposals from qualified and eligible institutions for a technical assistance contract to implement the Improving Quality of Primary Education Program (IQPEP) in selected primary schools and woredas in Ethiopia. The proposed contract will focus on improving the quality of primary education through:

- a) enhancing the professional capacity of primary school teachers and principals through pre-service and in-service teacher training; and
- b) improving the planning and management of primary education.

The objective of both sub-components of teacher development (pre-service and in-service trainings) is to improve the retention and learning achievements of pupils through fundamental changes in the teaching-learning processes. The emphasis will be on using active-learning and child-centered teaching/learning methodologies and other innovations to increase pupils' engagement and development of critical thinking skills, thereby enhance their learning.

The capacity building component aims at improving the educational planning and management capacity of the education system ranging from kebele (community) level to the Federal Ministry of Education. The component also intends to improve educational planning, administration and financial management at the school level. This technical support will include: development of training materials, provision of training and facilities, and assessment of individual and organizational capacities, to enhance the efficiency of the education offices/bureaus and schools.

It is necessary to note possible factors that might affect the implementation of the IQPEP. Capacity at all levels of administration is poor; staff turnover is endemic throughout the system; and overall education infrastructure is below minimum standards. It is therefore critical for the offerors to build on previous USAID-supported innovations and results as well as identify innovative program approaches that involve teacher training colleges, schools, and government offices/bureaus in their design and implementation, all toward the aim of improved quality of primary education.

Offerors are advised that another key factor in the evaluation of proposals is the presence of an explicit "exit strategy" that demonstrates how impact and critical processes will be continued after the contract termination date.

Funding available for a contract under this request is not expected to be in the range of \$33-35 million over a five-year period.

Offerors should develop program descriptions for a five-year period to begin on or about October 1, 2008 and to end no later than September 30, 2013.

## **2. BACKGROUND**

USAID, through this statement of work, is seeking to continue the teacher development and decentralized capacity building efforts made in the last twelve years.

### **2.1 Brief overview of primary education in Ethiopia**

The Ethiopian education system has shown remarkable growth in primary education enrollment in the last ten years. Primary school (Grades 1-8) enrollment has been increasing at an average annual growth rate of 13.5 percent since 1996. Total primary school enrollment, which was 3,787,919 in 1996, grew to 13,474,674 in 2006, an increase of nearly ten million children in ten years. As a result, the gross enrollment rate (GER) has increased from 30.1 percent in 1996 to 91.3 percent in 2006. Despite this significant achievement, primary education in Ethiopia is still characterized by high gender and regional disparities and low quality and efficiency.

The gender gap in gross enrollment rate (GER) in 1996 was 13.9 percentage points in favor of boys. The gap increased to 20.8 percentage points in 1998 and was hovering around 20 percentage points up until 2003. Although it declined to 14.7 percentage points by 2006, it was still higher than the gender gap ten years ago. The regional gap in primary school enrollment is also getting wider; indicating that access to education is still low in some regions. In 1996, the gap between the lowest and highest performing

regions in GER for primary was 74.5 percentage points. The gap between Addis Ababa (high performing) and Afar (low performing) regions had increased to 123.4 percentage points by 2006.

The quality of primary education is low from both ends, i.e., in terms of input and output. From the input side, class sizes, availability and qualification of teachers, and availability of textbooks show that the education system has not been able to provide the necessary inputs at the required level. The pupil section ratio<sup>\*</sup> at primary level in 1996 was 52, which was a little above the national standard of 50. However, the ratio has been increasing steadily and reached 74 in 2004, which showed that the expansion of learning space has not kept up with the rapidly expanding enrollment. In 2006, it showed a small decrease and stood at 69, which is very high compared to the national standard.

The total number of primary school teachers has increased from 102,121 (25.7 per cent female) in 1996 to 203,040 (35.7 per cent female) in 2006, an increase of almost a hundred percent in ten years. Although the number of teachers has increased significantly, the national pupil teacher ratio in 2006 was 61, which was well above 50, the standard set for primary school. In addition to the shortage of teachers, some of the teachers are not qualified for the grade levels they teach. For instance, in 2006, only 59.4 percent of the second cycle primary (Grades 5 – 8) school teachers were qualified for the level. Moreover, most of the primary school teachers lack skills in student-centered teaching methods, continuous assessment, large class management, etc., which are crucial for improving student learning in the Ethiopian context.

Although there are no accurate data on the availability of textbooks, the different estimates show a shortage of textbooks in primary schools. For instance, the Ministry of Education (MOE) reported that the pupil/textbook ratio at primary level in 2001 was 2.5:1, which means two sets of textbooks were shared by five pupils. On the other hand, the Joint Review Mission (JRM) of the Education Sector Development Program (ESDP), which consists of a team of experts from the Government of Ethiopia and donors, reported different figures. According to the 2003 JRM report, the field observation revealed that the pupil textbook ratio was 5:1 or higher. It also indicated that the pupil textbook ratio in the visited schools varied from 1:1 to none. Although lack of accurate data on availability of textbook in primary schools has made it difficult to come up with a reliable pupil textbook ratio, both reports show the scarcity of textbooks.

From the output side, the quality of education could be measured in terms of students' achievement. To date, only three national assessments on student learning have been carried out in Ethiopia. USAID supported all three learning assessments both technically and financially. The first learning assessment on students' achievements in Ethiopia was carried out in 2000 at the end of the first cycle (Grade 4) and second cycle (Grade 8) of primary school on a sample basis in four subjects. This assessment serves as a baseline since there was no similar survey that preceded it. The Second National Learning Assessment (ESNLA) was carried out after four years, in April 2004. The Third

---

<sup>\*</sup> Pupil/section ratio is the average number of pupils that meets a teacher in one room at a time. Pupil/section ratio is considered instead of pupil/classroom ratio since one classroom is used by different groups of students on the same day due to the practice of double shift schooling.

Ethiopian National Learning Assessment (ETNLA) was then undertaken after three years, in 2007.

In the Ethiopian Baseline National Learning Assessment (EBNLA), the mean scores for Grade 4 students in three subjects were below 50 percent while the mean for all subjects was 47.94 percent, which is less than the minimum requirement of 50 percent to pass from one grade to the next per the Ethiopian Education and Training Policy (ETP).

In the Ethiopian Second National Learning Assessment (ESNLA) of Grade 4, the mean scores for Reading and Mathematics have shown improvements though the changes were not significant. The pupils' performance improved significantly only in Environmental Science. However, the mean for all subjects (composite) was 48.48 percent, which is below the minimum requirement. In fact, the pupils' mean score in English in the ESNLA dropped to 38.67 from 40.46 in the EBNLA.

In the Third Ethiopian National Learning Assessment (ETNLA) of Grade 4, the mean scores for English and Environmental Science and the mean for all subjects (composite) were lower than the corresponding figures both in the first and second learning assessments. Although the pupils' performance has slightly improved in Mathematics, the decline in the mean scores for English and Environmental Science has pulled down the mean for all subjects (composite) to 39.8, which is far below the minimum requirement (50) of the Ethiopian Education and Training policy.

Grade 8 students' performance in English and Mathematics was improved in the Ethiopian Second National Learning Assessment (ESNLA), though the mean scores still did not approach the minimum requirement. In fact, the mean score for all subjects (composite) decreased to 39.7 percent from 41.1 percent in the Ethiopian Baseline National Learning Assessment.

The students' achievements in all five subjects in the Third Ethiopian National Learning Assessment (ETNLA) of Grade 8 were lower than that of the first and second learning assessments. The mean for all subjects (composite) decreased to 35.6 percent in the Third Ethiopian National Learning Assessment (ETNLA) from 39.7 percent in the Second Ethiopian Learning Assessment.

In summary, the quality of primary education has been suffering from both ends. The system was unable to provide an adequate number of qualified teachers, and a sufficient number of textbooks and classrooms. In general, the inputs are inadequate and the achievements are unsatisfactory. Currently, the shortage of classrooms is a serious problem in Ethiopian primary schools. However, lack of textbooks coupled with low qualification and skill of teachers is the major factor contributing to the low quality of education in Ethiopian primary schools.

Repetition rate at primary level has been on a constant decline since 2003. It decreased from 9.7 percent in 2002 to 3.8 percent in 2005, which is significant. However, in absolute numbers, it is high. The total number of grade repeaters in primary schools in 2005 was 423,241, incurring extensive wastage to the system. Therefore, there is a need to bring down the repetition rate further.

The dropout rate increased from 16.2 percent in 2001 to 19.2 percent in 2003 but declined thereafter and reached 11.8 percent in 2005. The decrease in the dropout rate

between 2003 and 2005 was significant, 7.4 percentage points in two years. However, the dropout rate is still high. In absolute numbers, out of a total of 11.2 million students in 2005, over 1.3 million children did not return to school in 2006.

## **2.2 USAID's assistance to primary education to date**

The rapid expansion of enrollment has had a profound effect on the quality and efficiency of education as a result of the severe inadequacy in all critical education inputs. USAID saw the danger a decade ago and did what it could to mitigate the dangers of the rapid expansion and concurrent decrease in quality. USAID has been supporting the government and communities over the last twelve years to enhance equity, quality and efficiency of primary education. USAID has invested over \$160 million in financial, technical and managerial resources to support the Basic Education Program in Ethiopia. The support has included sustained capacity building of teachers, strengthening decentralized planning and management at all levels, introducing inter-active radio instruction, the development and distribution of supplementary reading materials, empowering communities through the capacity building of parent teacher associations (PTAs) and provision of school incentive awards, and expansion of non-formal education for out-of-school children and adults.

USAID never intended to be able to single-handedly ensure the quality of education under such rapid expansion. However, it has been on the cutting edge of educational quality improvement over the last twelve years. Given the difficult working environment under which its support has been implemented, successive evaluation reports have indicated that USAID's support has made an impact through the major capacity it helped build for effective decentralization; the planning, management and information systems it helped establish; and the innovations and initiatives introduced to the learning-teaching processes through the teacher education and training programs. Some of the major achievements are the following:

- USAID assistance helped to improve the quality of teacher training and primary education in 1,324 schools organized in 289 cluster centers in nine regions and two city administrations;
- The linkages established between teacher education institutions (TEIs) and cluster primary schools have reached 434 primary schools and 10,569 primary school teachers;
- Continuous assessment and active-learning methods are practiced in all of the 22 TEIs;
- The professional capacity of 77,306 (24,627 females) teachers, school heads and education officers was improved through in-service trainings;
- A total of 105 Ministry of Education and regional state education bureau (RSEB) officers received higher level training in educational planning, management and supervision;
- The capacities of 3,491 woreda education office (WEO) personnel from all woredas of the country and 1,096 kebele education and training board (KETB) members were strengthened;
- Computerized personnel management information system (PMIS) has been installed in all eleven education bureaus of the regions and city administrations;

- 35,000 copies of supplementary materials and 87,996 school kits, and grade 1-4 and 5-8 teachers' kits were developed, printed and distributed to WEOs and cluster resource centers;
- Grades 1-4 English interactive radio programs were developed, recorded and transmitted. Teachers were also trained on how to use the programs;
- A total of 2,292 female teachers were trained in instructional leadership;
- The USAID-initiated community empowerment program has been implemented in 3,700 schools. The program built the capacity of over 45,000 Parent-Teacher Association (PTAs). A total of Birr34.6 million incentive grants were provided to schools and this was matched by community contribution amounting to Birr70.4 million in terms of labor, material and cash. Both supports (capacity building and incentive awards) have helped communities to manage their own educational development. The program resulted in significant increases in enrollment, especially for girls, due to greater local investments in needed education inputs and special support to girls;
- USAID is providing non-formal basic education to a target of over 200,000 children and adults in 52 pastoralist and predominantly Muslim inhabited woredas. Currently, a total of 68,354 children (30,416 girls) and 21,477 adults (12,211 female) are enrolled in 518 alternative basic education centers (ABECs). The capacity of 634 Woreda education officers from 181 woredas has also been strengthened.

Background on Ethiopia and USAID programs in Ethiopia is available at "Ethiopia" in USAID's Development Experience System (DEXS) at [www.dec.org](http://www.dec.org).

## **2.3 USAID's support to primary education in the coming years**

### **2.3.1 Major areas of intervention**

USAID/Ethiopia has identified four major objectives to achieve the goal of its education program:

- 1) improving the quality of primary education;
- 2) strengthening community-school partnerships;
- 3) enhancing access to education for disadvantaged children and adults; and
- 4) enhancing access to and retention in primary education for orphans and vulnerable children.

All four objectives are in line with the objectives and goals of the Third Education Sector Development Program (ESDP-III) of the Ethiopian Government. Moreover, objectives one, two, and four directly support the General Education Quality Improvement Program (GEQIP) of the Ministry of Education, which it developed based on ESDP-III. The third objective, enhancing access to education for disadvantaged children and adults, addresses the other ESDP-III goal, which is not part of the GEQIP.

***Improving the quality of primary education.*** This objective focuses on two major areas of intervention. These are: a) enhancing the professional capability of teachers, and b) improving planning and management of the primary education system. Quality has been a major problem in the education system as a result of inadequate educational inputs and

the poor quality of the teaching-learning processes. USAID will focus on transforming the teaching-learning processes and improving educational planning and management. The aim is to reach 800 woreda education offices, 22 teacher education institutions and 2,000 primary schools, and about 40,000 primary school teachers (both through the pre-service – in-service linkage and school cluster approach) in five years. The activities to achieve this objective include:

- Strengthening woreda cluster resource centers in 200 woreda offices;
- Strengthening resource centers and the use of information technology in teacher education institutions (TEIs) to enrich learning-teaching;
- Improving pre-service teacher training through comprehensive staff development activities, introduction of state-of-the art learning-teaching and assessment methods and approaches and practicum;
- Enhancing the understanding and use of interactive-teaching methodologies that enhance the engagement of students and development of critical thinking and problem solving skills in primary schools through the cluster model;
- Enhancing the capacity of school principals, administrators and unit leaders to enable them to provide efficient school management and instructional leadership;
- Strengthening linkage between pre-service – in-service teacher training;
- Developing, printing and distributing syllabi and materials in critical areas such as HIV/AIDS, nutrition, gender, family planning, environment, etc;
- Establishing and strengthening school clubs that focus on anti-HIV/AIDS, reproductive health, population, environment, etc;
- Conducting organizational and individual capacity assessment in woreda education offices, regional education bureaus and Ministry of Education;
- Undertaking students’ learning assessment at primary level;
- Providing training, necessary manuals and equipment; and
- Improving monitoring and evaluation mechanisms to track the effectiveness of the education system.

***Strengthening community-school partnership.*** This objective focuses on empowering communities. As USAID envisions genuine community participation, it requires communities to shift from mere use of social services to their active engagement in the support and management of the services, which includes assessment of the development environment, planning development activities and programs, decision making, and implementation of reforms at school level. Involving the community in the management and delivery of primary education is essential to attain the desired results in terms of access, equity and quality.

The community-school partnership program (CSPP) will provide technical and managerial strengthening support to 1,800 primary schools and communities in Afar, Benishangul Gumuz, Gambella, Somali , Oromia, Southern Nations Nationalities and Peoples region (SNNPR), Tigray and Amhara regional states. The PTAs’ active engagement will, in the target schools, help reduce dropout rates, increase enrollment (especially girls) and improve the school environment. The major activities include:

- Strengthening local level capacity to manage educational services;
- Enhancing access for girls to quality primary education through the active involvement of the PTAs;
- Increasing awareness in school children and the community of health, HIV/AIDS and education issues;
- Increasing awareness in school children and the community of nutrition issues;
- Developing and implementing education and health linkage community projects and initiatives;
- Strengthening community education and health data collection, dissemination and use;
- Establishing water points in critical schools and communities; and
- Emphasizing the use of basic sanitation and hygiene services and practices.

***Enhancing access to education for disadvantaged children and adults.*** This objective aims at expanding non-formal education. The rigidity of the formal school system's scheduling tends to reduce interest in formal education amongst rural and pastoralist populations. Families and communities are forced to make sacrifices to educate their children, either by giving up their children's labor or by giving up their traditional nomadic or semi-nomadic lifestyles. Moreover, a number of socio-economic and cultural factors inhibit equitable access to primary education. Location and religion are also other factors that keep children away from school.

Therefore, bringing schools closer to the children through alternative basic education centers (ABECs), introducing a curriculum that meets the needs and interests of the learners, and using flexible approaches to teaching that respond to communities' economic and cultural realities, can play a pivotal role in achieving universal primary education within the targeted time frame.

The program called TEACH (Transforming Education for Adults and Children in the Hinterlands), a five-year program up to 2009, is working to enhance access to marginalized children, youth and adults in 52 disadvantaged woredas of the country. TEACH will establish about 500 ABECs and upgrade 50 ABECs to serve over 200,000 children and adults by the end of its project period.

The major activities to achieve this objective include:

- Establishing and strengthening alternative basic education centers (ABECs);
- Strengthening woreda education office capacity to effectively manage the non-formal education program;
- Promoting the adult functional literacy program;
- Developing and distributing materials on HIV/AIDS, gender, environment, and family planning and nutrition to adult learners; and
- Integrating adult literacy programs with other programs such as a micro-finance schemes to improve livelihoods of families.

***Enhancing access to and retention in primary education for orphans and vulnerable children.*** This objective focuses on enhancing access to and retention in primary education for orphans affected by HIV/AIDS. Education, health and other assistance are provided to 5,000

children from 100 primary schools in three regions, where the rate of HIV/AIDS infection and related deaths is the highest.

The major activities to achieve this objective include:

- Increasing access for HIV/AIDS orphan and vulnerable children (OVCs) to primary education;
- Providing essential education services and materials for OVCs to succeed;
- Strengthening parent teacher associations (PTAs) and the general school communities to identify and support OVCs; and
- Facilitating OVCs' access to other services.

### **2.3.2 Instruments for Basic Education Program activities**

Of the four objectives discussed above, instruments are in place for two objectives. PACT is implementing the TEACH project under a cooperative agreement continuing to September 2009, to enhance access to education for disadvantaged children and adults. World Learning Inc. (WLI) is implementing the program on Support to Orphans and Vulnerable Children, commonly known as CASCAID, and will continue until September 2008, to increase access to and retention in primary education for orphans and vulnerable children. The Community-School Partnership Program was awarded in February 2008 and USAID is anticipating a new contract for the other objective.

The proposed instrument to implement the program on Improving Quality of Primary Education will be a contract awarded competitively to a qualified and eligible institution that has a strong track record in working on teacher development and capacity building.

### **2.3.3 Geographic focus**

The problem of equity in and quality and efficiency of primary education exists all over the country. Therefore, USAID's support to the education sector focuses on all nine regional states and two city administrations. However, the different programs have identified specific regions for intervention. Transforming Education for Adults and Children in the Hinterlands (TEACH) works in selected pastoral and remote woredas of the eight regions of the country, i.e., Afar, Amhara, Benishangul Gumuz, Gambella, Oromia, SNNP, Somali and Tigray regions. The program on Support to Orphans and Vulnerable Children program is working in urban areas of Amhara, Oromia and SNNP regions, where HIV/AIDS infection rates and related deaths are high.

The Community-School Partnership Program (CSPP) will also work in eight regions, namely, Afar, Amhara, Benishangul Gumuz, Gambella, Oromia, SNNP, Somali and Tigray regional states. On the other hand, Improving Quality of Primary Education Program (IQPEP) will target all nine regional states and two city administrations in the country. The planning and management component targets selected woredas and kebeles from all regional states and city administrations. Similarly, the pre-service teacher training component will reach public teacher training colleges (institutions) from all regional states and Addis Ababa City Administration. The focus for the in-service teacher

training component will be all nine regions, i.e., Afar, Amhara, Benishangul Gumuz, Gambella, Oromia, SNNP, Somali and Tigray regional states and the two city administrations, namely, Addis Ababa and Dire-Dawa.

### **3. THE SCOPE OF WORK**

Quality has been a major problem in the Ethiopian primary education system as a result of inadequate educational inputs and the poor quality of the teaching-learning process. The capacity for planning, managing and monitoring the education system is inadequate at all levels, and weakest at the woreda level. Those problems are most critical in emerging regions like Afar, Benishangul Gumuz, Gambella, Somali and in pastoralist and rural remote areas in other regions. This program will focus on improving the planning and management of primary education and transforming the teaching-learning processes.

Improving the Quality of Primary Education Program (IQPEP) of USAID/Ethiopia will consider support to the General Education Quality Improvement Package (GEQIP) as central to its efforts, and will enhance the effective realization of the School Improvement Program (SIP) of the GEQIP. This will involve, among capacity building activities and other support at other levels:

- Strengthening the capacity of school leadership for firm and participatory school management;
- Building a learning environment that is orderly and attractive;
- Promoting teaching and learning that maximizes learning time, productive student engagement and positive reinforcement, discipline and feedback;
- Building strong and continuous monitoring of student and school progress;
- Helping establish a learning organization with a school-based staff development to support it; and
- Strong home-school partnerships.

IQPEP will reach about 40,000 primary school teachers in 2,000 primary schools, with focus on the disadvantaged areas of the country that are mostly pastoralist and predominantly Muslim, through the teacher in-service program. Other activities will also include strengthening the teacher pre-service program, infusion of education technology into teacher-training curricula, strengthening pre-service and in-service linkages and improving the efficiency of education offices through capacity building. The pre-service and in-service linkage program will reach an additional 5,000 primary school teachers. The program will improve the teaching learning processes in the short-term and the educational achievement of children in the medium-term.

Therefore, IQPEP will work in the target schools, teacher education institutions (TEIs), woredas and regions to achieve two major goals. These are:

- a) Enhanced learning achievement of primary school students, and
- b) Improved planning, management and monitoring of primary education at various echelons of the education system.

IQPEP will mainly target 200 woredas, which will be identified from all nine regions and two city administrations, for its activities in in-service teacher training and capacity building in planning and management.

**Indicators:**

The following are indicators for the overall achievements of the above two goals:

- Mean scores of standard achievement tests for pupils in different grades in USAID supported primary schools;
- Percentage of a cohort of pupils expected to reach Grade 5 in USAID-supported primary schools;
- Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings;
- Number of educational administrators and officials trained;
- Percent of woreda education offices that have adequate plan documents;
- Percent of woreda education offices that have improved personnel management; and
- Number of regional education bureaus using improved systems for a) planning, b) personnel management, and c) monitoring and evaluation.

There are three contract outputs that are considered essential for the achievement of the above two goals. These are elaborated in sections 3.1 – 3.3 that follow, and are:

- 1) Strengthened pre-service teacher training;
- 2) Enhanced in-service teacher training; and
- 3) Improved decentralized educational planning and management.

Offerors are expected to propose activities with defined milestones and targets to achieve the three contract outputs. The contractor will provide assistance to help USAID achieve the output and goals presented above through the types of activities described in the following sections.

**3.1 Strengthened pre-service teacher training**

The pre-service teacher training program will be strengthened in 22 public teacher training institutions. The focus will be on strengthening the capacity of the teacher education institutions and enhancing the linkage between the TEIs and primary schools. The following major activities shall be undertaken during the contract period:

- Centers of excellence will be established/strengthened in 12 TEIs;
- Resource centers will be strengthened and the use of information technology will be enhanced in the 22 target TEIs;
- The linkages between the TEIs and cluster primary schools will be strengthened;
- The professional capacity of instructors in 22 public and 10 private TEIs will be strengthened;

- The understanding and use of active learning methodologies in TEIs and primary schools will be enhanced;
- The use of continuous assessment in TEIs and linkage primary schools will be strengthened;
- Syllabi and materials in critical areas such as HIV/AIDS, nutrition, gender, family planning, environment, etc., will be developed and training on how to use the materials will be given;
- Student clubs that focus on anti-HIV/AIDS, reproductive health, population, environment, etc.; will be strengthened.

**Indicators:**

- Average grade points (GPA) of students in USAID assisted teacher training institutions.
- Average percent of teaching time using active learning methods in USAID-assisted teacher training institutions;
- Number of student lessons produced in the teacher training institutions using educational technology.
- Number of face-to-face trainings provided to linkage primary school (cluster centers and satellite schools) teachers by teacher training institutions.
- Number of primary school teachers who received and completed a package of training through a face-to-face training disaggregated by sex.

**3.2 Enhanced in-service teacher training**

Strengthening site-based cluster teacher in-service program is the second component in the teacher development effort. This program will cover a cohort of about 400 cluster centers with a total of at least 2,000 primary schools. The program will aim at helping the education sector change the traditional teacher-centered teaching methodology to a more student-centered mode, accompanied with appropriate student continuous assessment techniques and use of locally available resources.

The following major activities shall be undertaken during the contract period:

- Improving teacher in-service training through site-based school cluster training model;
- Developing training materials including self instructional kits that respond to the needs of primary schools;
- Organizing and equipping school cluster centers with necessary equipment and materials to improve the training of teachers and operation of schools;
- Establishing or strengthening at least 200 woreda cluster resource centers;
- Provision of face-to-face training (using core trainers) to primary school teachers from the school cluster centers and satellite schools;
- Establishing and strengthening teachers' study groups;

- Provision of face-to-face training (using core trainers) to school principals, and woreda and regional education officers;
- Establishing and equipping woreda cluster resource centers with the necessary training resources.

**Indicators:**

- Average percent of teaching time using active learning methods in USAID-assisted primary schools.
- Average percentage of teachers using continuous assessment in USAID-assisted primary schools.
- Number of face-to-face trainings provided to primary school (cluster centers and satellite schools) teachers by core trainers.
- Number of primary school teachers who received and completed a package of training through a face-to-face training, disaggregated by sex.
- Number of woreda cluster resource centers established.
- Number of primary school principals and woreda and regional education officers who received and completed a package of training through a face-to-face training, disaggregated by sex, and
- Number of woreda cluster resource centers organized and equipped with the necessary equipment and materials.

**3.3 Improved decentralized educational planning and management**

USAID, through its Basic Education Services Office (BESO), was a pioneer in helping to enhance the GOE's decentralization drive through the years. Also, due to the enormity of the task, USAID has working in close collaboration and coordination with other donors. The capacity building of Kebele Education and Training Boards (KETBs), Woreda Education Offices (WEOs), Regional State Education Bureaus and the Ministry of Education, and the establishment of management information system to WEOs will continue.

The following major activities will be undertaken during the contract period:

- Building the capacity of at least 5,000 Woreda Education Officers from 800 woreda education offices;
- Establishing computerized personnel management system in 200 woreda education offices and providing training and facilities for the same woredas;
- Strengthening the capacity of 10,000 Kebele Education and Training Board (KETB) members from at least 2,000 kebeles;
- Building the capacity of at least 10,000 school principals in educational planning, administration, supervision, and financial and property management;
- Enhancing the planning and management capacity of education officers from regional state education bureau (RSEB) and the MOE;

- Strengthening the management information system at RSEBs and the MOE.
- Provision of limited commodities related to the objectives of this support to WOE, RSEBs, and the MOE;
- Conducting at least four policy studies on primary education and disseminating the findings of the studies; and
- Undertaking two national learning assessments.

**Indicators:**

- Number of woreda education offices that have an adequate education plan.
- Number of woreda education offices that have functional personnel management information systems.
- Number of schools that have improved school management.
- Number of education officers trained at woreda, regional and federal levels, disaggregated by sex.
- Number of persons trained at kebele levels, disaggregated by sex.
- Number of schools principals trained, disaggregated by sex.
- Number of policy studies completed, and
- Number of learning assessments undertaken.

**3.4 Gender issue**

As clearly indicated in Section 2, the gender gap in primary enrollment is as high as 14.7 percentage points in favor of boys. Data disaggregated by region show a similar picture except for Addis Ababa and Tigray. In Addis Ababa girls' enrollment rate is higher than boys by 25.8 percentage points while the gender gap in Tigray is 0.1 percentage point in favor of girls. The share of female teachers out of the total teaching force is also very low. For instance, in 2006, female teachers accounted only for 35.7 percent. The situation is even worse when one looks at the share of females in leadership positions.

In general, girls are in disadvantaged position in primary school enrollment and women are not equally represented in the teaching force and leadership positions. This situation needs to be corrected. As the objective is to expand equitable quality primary education, special attention will be given to increase the enrollment of girls in primary schools and teacher education institutions. To this end, the following activities will be carried out:

- Establishing/strengthening girls' education advisory committees (GEACs) in primary schools that work closely with parent teacher associations, to increase girls' enrollment and improve retention and the achievements of girls;
- Establishing/strengthening girls' clubs in teacher education institutions (TEIs) to address problems girls face;

- Provision of tutorial and mentoring service to girls in TEIs in order to improve the achievements of girls;
- Building the capacity of female teachers in management and leadership to prepare them for leadership positions; and
- Ensuring fair representation of women in all kinds of training, i.e., in-service teacher training, training in educational planning and management, etc.

**Indicators:**

- Share of girls enrollment in USAID-assisted primary schools.
- Average grade promotion rate of girls in USAID-supported primary schools.
- Grade points average (GPA) of girls in USAID-assisted TEIs (public and private).
- Number of female teachers who participated in management and leadership training, and
- Share of women out of total number of trainees who participated in different types of trainings.

**3.5 Target beneficiaries**

The target teacher education institutions will be all 22 public and 10 selected private teacher education institutions. Accordingly, the public TEIs from Afar, Amhara, Benishangul-Gumuz, Gambella, Harari, Oromiya, SNNP, Somali and Tigray regional states and Addis Ababa City Administration will benefit from this program. Ten private teacher training institutes/colleges from different regions that train first cycle primary school teachers will also receive limited training and technical support from the project.

A total of about 2,000 primary schools and about 1,500,000 students, who will be enrolled in those target schools, will benefit from the program. IQPEP will be working all over the nation though with more focus on pastoralist communities in Afar, Benishangul Gumuz, Gambella, Oromia, SNNP and Somali regions and will target 200 woredas, which will be identified from all nine regions and two city administrations, for its activities in in-service teacher training and capacity building in planning and management.

Offerors shall identify in their proposals the woredas and zones (which should be distributed fairly based on the objective of IQPEP) in which they plan to implement the program. The successful offeror will work with the regional state and city administration education bureaus to confirm or revise the identified woredas and zone education offices and to identify schools.

The Ministry of Education, all regional state and city education bureaus, and a total of 800 woreda education offices across the country, will benefit from the project's support for the planning and management component. The offerors shall also identify in their proposals the woreda education offices that will be supported by the project, from all regions and two city administrations.

The contractor will be required to obtain approval from the regional state and city administration education bureaus on the selected zones and woredas later during the preparation of an implementation plan.

#### **4. DELIVERY REQUIREMENTS**

##### **4.1 Program deliverables**

The key outputs that the contractors shall be responsible for by the end of the third year are:

- Mean scores of standard achievement tests for pupils in grades 4 and 8 in USAID-supported primary schools reached 51 percent;
- Percentage of a cohort of pupils expected to reach Grade 5 in USAID-supported primary schools increased to 65 percent;
- Percent of woreda education offices that have an adequate plan document from USAID assisted woredas increased to 85 percent
- Personnel management improved in 200 woreda education offices;
- All regional state/city education bureaus use improved systems for a) planning, b) personnel management, and c) monitoring and evaluation;
- Average percent of teaching time using active learning methods in USAID assisted primary schools increased to 85 percent;
- Average percent of teaching time using active learning methods in USAID-assisted teacher training colleges increased to 85 percent;
- Number of primary school teachers who received and completed a package of training through a face-to-face training (disaggregated by sex) in the TEI-primary school linkage program reached at least 5,000;
- Number of primary school teachers who received and completed a package of training through a face-to-face training (disaggregated by sex) through the school cluster approach increased to 40,000;
- Number of woreda education officers who received and completed a package of training through a face-to-face training (disaggregated by sex) reached at least 5,000;
- Number of education officers at the Federal Ministry of Education and regional/city administration education bureaus who received and completed a package of training (disaggregated by sex) reached at least 70;
- Number of primary school principals who received and completed a package of training through a face-to-face training (disaggregated by sex) reached at least 10,000;

- Number of kebele education and training board (KETB) who received and completed a package of training through a face-to-face training (disaggregated by sex) reached at least 10,000;
- Girls' clubs established and functional in all the 22 teacher education institutions (TEIs);
- Girls' education advisory committees (GEACs) established and functional in all 2,000 focus primary schools;
- Number of woreda cluster resource centers organized and equipped with the necessary equipment and materials reached 200;
- At least three policy studies completed and disseminated; and
- Number of learning assessments undertaken.

#### **4.2 Monitoring results**

The successful contractor will be required to develop a performance monitoring plan with baselines and targets within six months of the award. The implementer will also be responsible for providing activity and financial report to USAID/Ethiopia on a quarterly basis. Moreover, an evaluation will be undertaken at the end of the second year to assess the overall implementation of the program.

The specific data required for monitoring of the program are of two types: a) those that report on progress toward milestones and targets under this contract; and b) those that measure the program indicators, such as learning achievements, children's school retention rates to grades 5 and 8, etc.

The contractor should describe data collection and verification strategies to ensure reliability and accuracy of progress toward expected accomplishments. The contractor will be encouraged to collaborate in monitoring efforts to assure that monitoring and evaluation systems are as cost-effective as possible. The methodologies for collection and actual data collected under the contract resulting from this request will need to be harmonized for ease of aggregation for USAID's reporting needs. The contractor will also be expected to work with USAID and its other implementing partners to assure all data it is collecting and providing use harmonized systems. Such harmonized systems are essential if data collected by different partners in different districts/zones is to be aggregated for USAID's reporting purposes. The contractor will be expected to provide USAID the requested data for its reporting no later than September 1 of each year, for the preceding school and/or current US fiscal year.

#### **4.3 Branding strategy and marking requirements**

USAID policy is to require exclusive branding in USAID direct acquisitions. Marking under this contract shall comply with the USAID "Graphic Standards Manual" available at [www.usaid.gov/branding](http://www.usaid.gov/branding), or any successor branding policy.

The project under this contract will be known as the USAID Improving Quality of Primary Education Program (IQPEP).

USAID/Ethiopia envisions that this program will be promoted among targeted audiences to increase awareness that 1) the program is improving the quality of primary education in target schools and 2) that this assistance is from the American people. The target audience includes schools, students, teachers and parents, the Ministry of Education, regional state education bureaus, teacher education institutions, woreda education offices, and prospective beneficiaries. Proper branding of the program is essential in order to market or position the program among the target audience.

The USAID identity should be of equal or greater prominence than all other logos and symbols.

The USAID identity must be used on all reports and printed materials. All study reports and materials through these contracts are the property of USAID and the host government.

### **Branding Implementation Plan and Marking Plan**

Branding Implementation Plans (BIP) and Marking Plans (MP) are unique, and should address the specific circumstances, implementation challenges and working environments that each USAID award faces.

The prospective contractors will prepare the plans concurrently and will submit them as an annex to their technical proposals. The BIP will describe how the contractor will implement its branding strategy and should detail how the program will be promoted to beneficiaries and host-country citizens. It should outline the events and materials the contractor will organize and produce to assist USAID in delivering the message that the assistance is from the American people. More specific instructions on the BIP can be found in USAID ADS 320.3.2.2 and should be followed closely in preparing the document.

MP will enumerate all of the public communications, commodities, program materials and other items that will be marked with the USAID identity. More specific instructions on the BIP can be found in ADS 320.3.2.3 and should be followed closely in preparing the document.

Both plans will be evaluated for sufficiency, not competitively, as part of the technical evaluation of the proposal.

## **5. PROGRAM MANAGEMENT**

### **5.1 Provision of technical direction**

As clearly indicated under 5.2, the Contractor shall work closely with the Ministry of Education, regional state education bureaus (RSEB), other host government institutions, and other USAID implementing partners. However, the contractor shall only receive technical direction from the USAID Cognizant Technical Officer (CTO) or Contracting Officer. The CTO shall arrange various meetings with the contractor to discuss progress of implementation and to ensure quality of outputs.

## **5.2 Roles and relationships**

The Contractor shall receive direction from USAID and work closely with the Ministry of Education, regional state or city administration education bureaus and other relevant government institutions, and other USAID's implementing partners.

**5.2.1 Relationships with USAID/Ethiopia.** The Contractor shall be responsible for ensuring achievement of outputs and for all products and reports required under this contract. The Chief of Party shall be authorized to represent the Contractor in all matters pertaining to the execution of the statement of work. The Chief of Party will serve as the Contractor's representative in Ethiopia for the purposes of this contract, and will be responsible for the activities of all long- and short-term personnel under the contract.

The Chief of Party shall notify CTO prior to departing the country for periods exceeding five working days.

**5.2.2 Relationship with the Ministry of Education, Regional State Education Bureaus, and other relevant Government of Ethiopia Institutions:** The Contractor will establish a very close work relationship with relevant government entities. It shall obtain approvals of plans and share progress and financial reports as required. The Basic Education Program Technical Working Group (BEP TWG) will be a key instrument to ensure that the contractor's relationship with the GOE is maintained to the satisfaction of both USAID and GFDRE. USAID values its established partnership with the federal and regional governments of Ethiopia and will maintain and strengthen these partnerships in the coming years. In accordance with USAID protocols and subsequent to USAID introductions, the Contractor shall coordinate closely with regional, zonal and woreda governmental offices in its areas of intervention.

**5.2.3 Relationships with Other Implementing Agencies.** The Contractor shall work closely with the key Ethiopian, American, and international partners of USAID to assure that all activities are collaboratively programmed.

In accordance with USAID protocols and subsequent to USAID introductions, in its regions of intervention, the Contractor shall coordinate with PVO/NGOs, international organizations; grassroots organizations; and other contractors receiving USAID funds from, or otherwise collaborating with, the education team of USAID. The Contractor shall work closely with these organizations to assure improved coordination of Ethiopian, American, and international partners in delivery of resources, and program-related monitoring and evaluation of impact.

### **5.3 Annual implementation plans and reports**

The successful contractor will develop and present the first plan to USAID within 60 days of the award and the successive annual plans on the first week of July of each year to fit to the planning cycle of the Government of Ethiopia. The plan will be for a five-year period to begin on or about November 1, 2008 and to end no later than September 30, 2013. The annual plan must include detail on estimated deployment of Contractor's resources (personnel, equipment, budget) necessary to achieve proposed milestones and targets. The Contractor shall submit concurrence letters from beneficiaries (MOE, RSEB, etc) along with its implementation plans.

The Contractor is also required to submit quarterly progress reports to USAID and host government partners, namely, the Ministry of Education (MOE), regional state education bureaus (RSEB), etc., not later than thirty days after the close of each quarter. Similarly the Contractor shall submit an annual report covering activities of the previous Ethiopian fiscal year to USAID and host government partners not later than July 31 of each year.

The Contractor shall be required to present both the implementation plans and reports to the USAID Basic Education Program Technical Working Group meeting. The TWG shall discuss the implementation plans and reports and may give suggestions for improvement.

## **6. INSTRUCTIONS, CONDITIONS, AND NOTICES TO OFFERORS**

### **6.1 Technical Approach**

The offeror should demonstrate a sound analytical basis for proposed approaches, strategies and interventions to improve the quality of primary education in selected regions. Proposals shall clearly state:

- the contract outputs that will be achieved with realistic milestones and targets defined;
- innovative, cost-effective, technically and culturally sound approaches, which can be endorsed by the respective regional education offices, that will be used to achieve the contract outputs, milestones and targets;
- local and international expertise required to achieve the contract outputs; and
- mechanisms to be used to integrate its activities effectively with GFDRE, other donors and other implementing partners of USAID.

### **6.2 Key Personnel**

The offeror's proposal must define technical qualifications and experience, and position descriptions for any key personnel that are necessary to undertake the proposed strategies and interventions to achieve the goals of IQPEP. USAID/Ethiopia strongly encourages the employment of host country nationals who can provide language and cultural experience.

Offerors are advised that a key technical evaluation criterion is " Achieving representative gender balance in hiring and retention of professionals throughout the life

of contract," and are encouraged to propose staff accordingly. Further, offerors should include a discussion of proposed headquarter supervision.

Prior to diverting any key personnel to other duties the Contractor shall notify the USAID Contracting Officer in advance and will submit a justification and explanation including proposed substitutions in sufficient detail to permit evaluation of the impact on the contract (including budget implications). No diversion or replacement of key personnel will be made by the Contractor without prior written consent of the Contracting Officer.

The Contractor will also indicate a staffing structure that includes other full-time or regular part-time project positions in specific priority technical areas that are clearly defined by the contractor and accepted by USAID within the contract.

Among the key personnel, the Chief of Party and the Deputy Chief of Party for Programs/Technical should have the following qualification and experience:

### **Chief of Party**

- A minimum of a Ph.D. level degree and ten years of experience working in African education or other field directly related to the tasks in the SOW;
- Extensive experience in teacher development, and development and production of teaching/learning materials in developing countries;
- A minimum of eight years of overseas experience in managing and providing technical, administrative and financial guidance and supervision for a group of professionals;

### **Deputy Chief of Party for Programs/Technical**

- The candidate must have an advanced degree with at least eight years experience working in education, human capacity development and educational research;
- Experience in managing teacher development program interventions, especially in primary education;
- Understanding of Ethiopia's education sector, planning and management, and education issues in Ethiopia. Knowledge of MOE, RSEBs, TEIs and woredas. Good writing and communication skills in English. Good knowledge of Amharic (the Federal working language) is an advantage;
- Understanding of quality and gender issues in basic education is essential.

### **6.3 Management/Institutional Capacity**

Identification of innovative approaches and strategies that will lead to the achievement the program goals is very important. But those strategies will not be implemented unless there is adequate management/institutional capacity. Therefore, the offerors shall include in their proposal an organizational chart that is appropriate to undertake the proposed strategies and interventions. The organizational chart that will be proposed should also demonstrate lines of authority and staff responsibility, and a brief position description for each member of the technical staff.

## **6.4 Past Performance**

The offeror should provide references for similar work completed during the past three years that includes the type of contract/agreement, name of organization, program/project manager contact information, dollar value, period of performance and summary description of the work performed. It should also demonstrate past collaboration with host country governments at the national, regional and local levels.

The following past performance of the offeror will reviewed by the TEC:

- Developing, implementing, managing and evaluating similar teacher development and capacity building activities;
- Promoting and coordinating participation of beneficiaries; and
- Collaborating closely with various levels of host country education systems.

## **6.5 Requirement for written REB Endorsement**

During the planning stage, the successful offeror will be required to submit to USAID written support letters from the regional state or city administration education bureaus that concur with the selected woredas and schools for the operation of the program. USAID also requires that each implementation plan be accompanied by written support from the education bureaus of the regional states or city administrations in which the project will be operational.

# **7. TECHNICAL EVALUATION CRITERIA FOR AWARD**

## **7.1 Evaluation Procedures**

Contract award will be made to the offeror providing the best value to the Government. All evaluation factors other than cost or price, when combined, are significantly more important than cost or price.

The technical portion of proposals will be evaluated by a Technical Evaluation Committee composed of USAID/Ethiopia and GFDRE staff in accordance with the technical evaluation criteria. The business management portion of proposals will be reviewed and costs will be evaluated for general reasonableness, allowability, and allocability.

## **7.2 Technical Evaluation Criteria**

Proposals must demonstrate technically, culturally, and economically sound, appropriate, cost effective and feasible approaches to achieve the objective of the contract, i.e. *Improving Quality of Primary Education Program (IQPEP)*. Specific weighted criteria are provided below.

**CRITERIA FOR PROPOSAL EVALUATION**

<b>TECHNICAL CRITERIA</b>	<b>SCORE</b>
<b>A. Quality and Responsiveness (55 points)</b>	
<p><b>1. Technical Approach (25 points)</b></p> <ul style="list-style-type: none"> <li>• Sound analytical basis for proposed approaches, gender analysis, strategies and interventions, including an understanding of the cultural, demographic, and socio-economic factors that contribute (positively and negatively) to the provision of quality primary education.</li> <li>• Clear summary of what is to be accomplished: <ul style="list-style-type: none"> <li>➤ which contract outputs will be achieved, with realistic milestones and targets defined, and linkages with program goals demonstrated; and</li> <li>➤ how the contract outputs, milestones and targets will be achieved, demonstrating innovative, cost-effective, technically and culturally sound approaches that can be endorsed by the respective regional education offices.</li> </ul> </li> <li>• A plan that clearly shows the number of woredas and primary schools to be served per project region.</li> <li>• Overall quality and ability of the offeror to effectively bring various skills, disciplines and data-informed choices to the local context, i.e. regional, woreda and school context.</li> <li>• Ability of the offeror to build on the work currently being done by the GFDRE, other USAID partners, other donors, local NGOs and schools.</li> </ul>	
<p><b>2. Management Plan (20 points)</b></p> <ul style="list-style-type: none"> <li>• Appropriate plan for coordinating, managing and integrating offeror's approach with other ESDP and USAID education partners' inputs engaged in promoting teacher development and capacity building of education officers.</li> <li>• Appropriate systems to manage diverse activities expeditiously, soundly and at reasonable cost.</li> <li>• Appropriate systems to incorporate and nurture participation of the host government institutions (Ministry of Education, regional state education bureaus, woreda education offices, etc) in planning, implementing and managing the program</li> <li>• Explicit "exit strategy" that demonstrates how impact and critical processes will be continued after the contract termination date.</li> </ul>	
<p><b>3. Monitoring and Evaluation Plan (10 points)</b></p> <p>The overall quality of the monitoring and evaluation plan will be made. Factors of review will include the appropriateness of milestones and targets and data gathering activities for monitoring contract outputs within in the context of USAID Basic Education Program</p>	

<p><b><i>B. Qualifications and Experience of Proposed Personnel and Staffing Pattern (20 points)</i></b></p>	
<ul style="list-style-type: none"> <li>• Ability to effectively bring disciplines, functional skills, and experiences of proposed staff to bear on the proposed program</li> <li>• Qualifications of proposed personnel and appropriateness for the responsibilities of each position</li> <li>• Achieving representative gender balance in hiring and retention of professionals throughout the life of contract</li> </ul>	
<p><b><i>C. Institutional Qualifications &amp; Experience (15 points)</i></b></p>	
<p>Documented evidence (within the past 3 years) of working experience in:</p> <ul style="list-style-type: none"> <li>• developing, implementing and managing and evaluating similar teacher development and capacity building programs;</li> <li>• promoting and coordinating participation of beneficiaries; and</li> <li>• collaborating closely with various levels of host country education system.</li> </ul>	
<p><b><i>D. Past Performance (10 Points)</i></b>  Relevant information for source selection purposes regarding the contractor's actions under previously awarded contracts (within the past three years), including the contractor's record of conforming to specifications and standards of good workmanship, record of containing and forecasting costs on cost-reimbursable contracts, adherence to schedules, history of reasonable and cooperative behavior, commitment to customer satisfaction, and concern for the interest of the customer.</p>	