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Department for International Development  
Abercrombie House  
Eaglesham Road  
EAST KILBRIDE  
Glasgow  
G75 8EA

File Ref: PO 6514

Your Ref:

Date: 31 August 2015

Contract Amendment No: 3

**CONTRACT FOR: Transforming Teaching and Learning (T-TEL) Programme in Ghana (formerly G-PASS)**

**CONTRACT NUMBER: PO 6514**

With reference to the contractual letter dated 20 October 2014 (as most recently amended by the letter dated 02 June 2015) whereby your firm was engaged to provide the services described at Section 3 of the Contractual letter and with reference to subsequent clarification discussions, I confirm that the UK Government wishes to make the following further amendments to the letter of 20 October 2014:

**SECTION 1**

Paragraph 3, Line 2

DELETE "30 June 2015" and INSERT "31 December 2018"

Paragraph 4, Line 1

DELETE "£2,013,786" and INSERT "£17,530,906"

**SECTION 3**

DELETE Section 3 in total and INSERT the revised Section 3 attached

**SECTION 4**

DELETE Section 4 in total and INSERT the revised Section 4 attached

**SECTION 5**

DELETE Section 5 and INSERT the revised Section 5 attached

2. These amendments relates to:

- i. An initial extension to 31 July 2015 to permit full completion of the Inception stage, and agreed early Implementation stage work, - with no changes to the already agreed financial provisions for this element of the Contract.
- ii. The incorporation of the Agreed Implementation stage deliverables into the Contract involving:
  - a. The extension of the Contract period to 31 December 2018 – To reflect a 3.5 year Implementation period (Starting 1 June 2015)
  - b. The revision of the terms of reference effective from June 2015
  - c. The revision of the Special Conditions of Contract
  - d. The revision to the agreed schedule of Prices and payment schedule
  - e. A revision of the financial provisions to reflect a total Contract financial limit of £17,530,906 split as Inception stage costs (actual) of £1,571,831 and Implementation (provision available) of £15,959,075
  - f. The increase of £15,517,120 to the overall financial limit of the Contract

3. Please confirm in writing by signing and returning one copy of this letter, within **15 working days** of the date of signature on behalf of DFID that you accept the amendment[s] set out herein.

4. Please note the provision in the contractual letter that the financial limit of the UK Government's liability to the Supplier under this engagement shall not exceed the sum specified unless the amount of any such excess has been agreed by the Department for International Development in writing before the Supplier takes any action which might result in the financial limit being exceeded.

For and on behalf of the  
Secretary of State  
for International Development

Name:

Position: Procurement & Commercial Manager

Signature:

Date: 31 August 2015

For and on behalf of

**Cambridge Education**

Name:

Signature:

Date:

Enc

CB11 (March 2014)

## **SECTION 3**

**(Revised from 1 June 2015)**

### **Girls - Participatory Approaches for Student Success (G-PASS)**

#### **Terms of Reference for a Service Provider**

#### **For**

#### **Output 3 – Transforming Teacher Education and Learning in Ghana (T-TEL)**

##### **Introduction**

1. The Girls–Participatory Approaches for Student Success (G-PASS) programme supports the achievement of improved retention, completion and attainment rates, particularly for girls, and better quality teaching and learning in Ghana.
2. The UK Government, through the Department for International Development (DFID) wishes to appoint a Service Provider to support the Government of Ghana to implement the G-PASS programme. The Service Provider’s primary responsibility will be the achievement of better quality teaching and learning (output 3), working in liaison with other agencies with lead responsibility for outputs 1, 2 and 4.
3. The beneficiaries of the services are the Government of Ghana, Ministry of Education and Ghana Education Service, Colleges of Education, and selected schools and school-children, including girls receiving scholarships.
4. The Service Provider will work closely with the Ministry of Education and the Ghana Education Service (particularly the Girls’ Education Unit and the Teacher Education Division), the National Teaching Council, the National Council for Tertiary Education, the National Council for Curriculum and Research, the National Accreditation Board, the Teacher’s Professional Board, University of Cape Coast, the University of Education Winneba, Colleges of Education, Regional and District Offices of Education, selected schools, relevant stakeholders identified during the inception phase and in the course of implementation.
5. The T-TEL programme (Output 3) has just completed an 9-month inception phase and submitted an inception report which lays out the plan for implementation. These terms of reference relate to the implementation phase of T-TEL only.

##### **Context**

6. Ghana has made significant progress in increasing access at all levels of education. Primary enrolment has increased from 2.6m children in 2002 to 4.5m in 2012, largely as a result of the abolition of school fees. Primary completion rates have steadily improved - 92% of those who start grade 1 now complete the six year primary stage. Enrolment in junior high schools (grades 7–9) has also increased, from 0.87m in 2001-2 to 1.43m in 2011-12. Participation in kindergarten is also increasing, as is enrolment in senior secondary.

7. Despite this progress, Ghana is unlikely to achieve the Millennium Development Goals of universal primary completion (MDG2) and gender parity (MDG3) by 2015. In recent years primary and junior secondary gross enrolment rates have stabilised, while primary net enrolment rates have declined, from 88% in 2008 to 82% in 2011. There are estimated to be over 540,000 children of primary school age not in school.
8. Girls' and boys' access to primary education has improved and gender parity now stands at 0.97. However, in adolescence, girls begin to leave school early so that boys outnumber girls in secondary school, with the disparity increasing as students grow older. The current gender parity index for junior high school and senior high school are 0.92 and 0.45 respectively, with stark regional disparities.<sup>1</sup>
9. The Government of Ghana is committed to improving the quality of teaching, including by strengthening teacher management and accountability; training untrained teachers; facilitating in-service training and professional development; improving the enabling environment (school leadership, school facilities, textbooks and other materials, and circuit supervisors support and monitoring); and enhancing the role of assessment in monitoring and promoting learning.
10. Efforts to improve the quality of teaching are not yet reflected in improvements in learning outcomes. A lack of basic teaching and learning resources, a dependence on rote learning, inadequate professional development, high teacher absenteeism and low time on task mean many children have less than half of the international norm of 900-1000 teaching/learning hours per year. As a result, many leave school without mastering the most basic skills that are the foundation for further learning.
11. In the biennial National Education Assessment (NEA), a large proportion of Primary 3 and Primary 6 students show negligible learning in Mathematics and English. For example, 43% of Primary 3 students scored a 0 or 1 (out of six) on the reading comprehension section on the 2011 NEA English exam. Less than a quarter of Primary 3 students score proficiency in English and only 18% in Maths. By Primary 6, Maths proficiency has fallen to a mere 16%, whilst English has improved to 35%. In the past two international student assessments that Ghana participated in, the country was ranked 47<sup>th</sup> among the 48 participating countries.
12. The Government of Ghana's priorities are identified in the Education Strategic Plan 2010-2020 and the most recent progress report provided in the Education Sector Performance Report June 2014. The Plan is supplemented by a range of specific policies and strategies such as the GES Gender Strategy, a Policy Framework for Pre-Tertiary Teacher Professional Development and Management, and the forthcoming Complementary Basic Education Policy. The Government has also put in place a range of initiatives to address specific challenges. These include:
  - an Untrained Teacher Diploma in Basic Education to improve the pupil to trained teacher ratio, currently over 150:1 in some schools;
  - school report cards ('score cards') to monitor and improve teacher attendance;
  - a large scale distribution of textbooks and teacher guides to address serious shortages that have developed over the last few years;
  - a revised programme of scholarships to enable disadvantaged girls to attend and complete secondary education, with support from the G-PASS programme.
13. The approved Policy Framework for Pre-Tertiary Teacher Professional Development and Management aims to develop standards, core values and ethics for the teaching profession and

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<sup>1</sup> 2012 National Education Sector Performance Report

teachers' ability to adopt effective teaching approaches to enhance the quality of lessons and of learning outcomes. The Policy Framework stipulates that the provision of pre-service training, in-service training and short courses to upgrade teachers' qualifications will focus on developing:

- Communication and Interpersonal Skills – Teachers are expected to demonstrate instructional and social skills to assist students to interact constructively with their peers; to develop trusting and supportive relationships with students; and to demonstrate ability to share students' progress with parents and others.
- Technical Skills – Teachers are expected to be able to select, adapt and/or develop pedagogical materials to meet instructional objectives and student learning needs. Teachers are also expected to demonstrate adequate mastery of their teaching subjects and to develop skills in assessment to monitor and evaluate learning.
- Management and leadership skills – Teachers are expected to develop appropriate classroom management skills that avoid dehumanising the child (e.g. caning), and to demonstrate willingness and ability to take on school management responsibilities.

14. There is a wealth of global and Ghanaian experience and research demonstrating the value of investing in girls' education. The G-PASS programme recognises this by putting a strong emphasis on enabling girls to access and complete quality secondary education in schools that are welcoming and safe, and have a strong focus on improving learning.

15. Research in Ghana suggests a strong focus on pre-service training, particularly on the practical application of content and skills can improve the quality of teaching and raise student achievement levels. The G-PASS programme will help achieve this by strengthening:

- links between Colleges of Education and schools;
- pre-service training, by promoting a better balance between theory and practice;
- teachers' knowledge, understanding and skills in relation to the needs of learners, particularly for success in reading, maths and the sciences;
- measures to promote girl-friendly and learning-enabling schools.

### **The G-PASS programme – Overall Objective**

16. The overall objective of DFID's support under G-PASS will be a better educated female population in Ghana. The outcome of DFID's support will be improved retention, completion and attainment rates, particularly for girls, demonstrated in selected junior and senior secondary schools. This outcome will be achieved through four outputs:

17. Output 1: Scholarship packages for disadvantaged girls:

- CAMFED Ghana will disburse scholarships to 31,000 junior and senior secondary girls in Upper West, Upper East, Northern and Central regions.
- The Girls' Education Unit will disburse scholarships to 55,000 junior secondary school girls in 75 deprived districts.

18. Output 2: Enhanced GES capacity for gender sensitive data gathering and analysis, policy-making, planning, monitoring and promoting improvements in girls' scholarship programmes and other support for girls' education.

19. Output 3: Better quality teaching and learning.

20. Output 4: Better evidence of factors affecting quality education, particularly for girls, in Ghana.

21. The attached interim log-frame provides indicators and milestones for each output which the basis for monitoring and reporting of progress. These will be finalised following an indepth baseline study which will be completed by November 2015.

## Scope of Work

22. The Service Provider will be responsible for the achievement of Output 3, namely improving the quality of initial teacher training; strengthening teaching practices in selected schools; promoting girl-friendly and learning-enabling schools; and securing better learning outcomes. In addition, the Service Provider will:
- Stay abreast of developments across the programme and build coherence with all G-PASS components - CAMFED and GEU scholarship schemes any commissioned operational research or evaluation processes and findings.
  - Provide additional technical and specialist support to strengthen the management and operational capacities of the Girls' Education Unit to promote national policy, interpret data and research to inform decision-making, improve the targeting of disadvantaged girls and implement the scholarship programme and monitor its effectiveness. This may, for example, involve helping the assessment of the relative merit of different scholarship packages and/or working with Girls' Education Officers to strengthen their ability to promote and monitor the effectiveness of the programme, including with data compilation, analysis, communication and use.
  - Contributing to programme-wide data collection activities and reporting on progress, including for the DFID annual review report.

## Output 3: Better quality teaching and learning

23. The Service Provider will work with a range of national level organisations to strengthen pre-service training in all Colleges of Education. This will involve promoting coordination, learning and consensus on key issues by the various bodies responsible for the provision of pre-service education. Key stakeholders include the Ministry of Education; the Ghana Education Service (GES), the National Council for Tertiary Education (NCTE), the National Teaching Council, the Universities of Winneba and Cape Coast, Colleges of Education (including Vice Principals, tutors and Teaching Practice Coordinators), district level staff (including circuit supervisors and girls education officers), head-teachers, teachers, and demonstration/model schools.
24. The programme will ensure that over 35,000 are better trained teachers across the 38 Colleges, and supporting principals and tutors to strengthen trainee teacher's acquisition of subject content (especially in English, maths and science) and their abilities to teach effectively to meet the varied learning needs of school children. The Service Provider will:
- Facilitate the review and refinement of pre-service course outlines and content, and of teaching and learning materials for the 3-year training period;
  - Ensure that materials in English, maths and science reflect and promote more effective teaching practices during the practicum and on-the-job training in selected schools;
  - Support improved governance, management and pedagogical direction in all 38 public Colleges of Education.
25. The Service Provider will design and implement a coaching programme for College of Education staff to strengthen the ways in which trainee teachers learn how to teach. This will include identifying ways to integrate continuous assessment of trainees, and placing a stronger emphasis on establishing more effective approaches to periods of teaching practice. Overall the pre-service training should enable trainee teachers to develop the core skills identified in the Policy Framework for Pre-Tertiary

Teacher Professional Development and Management (PF-PTTPDM), including using more engaging, interactive and student-focused instructional methods. College of Education principals and tutors should be able demonstrate these methods by delivering their teaching sessions in a similar manner.

26. The Service Provider will work with Colleges of Education to build strong and sustainable partnerships with their demonstration schools<sup>2</sup>, and potentially with other schools in the district, including by alternating periods of teaching practice in demonstration schools with periods of study in Colleges to discuss problems arising during teaching practices. This will include directed observation and other approaches that take full account of the perspectives of trainee teachers and the learning needs of school children.
27. In order to improve the effectiveness of teaching practices, the Service Provider will support experienced and effective teachers to act as mentors to support trainee teachers and promote the core skills identified in the PF-PTTPDM during teaching practices. This will involve providing training to potential teacher-mentors from primary and junior secondary, rural and urban, and public and low-cost private schools. The training will improve the mentorship experience of trainee teachers, College tutors and teacher mentors in schools in which trainees do their teaching practice.
28. The Service Provider will promote and support head-teacher training in school management and effective pedagogy, in order to provide day-to-day leadership on teachers' professional conduct and to monitor the mentorship of trainee teachers.
29. The Service Provider will provide a training programme for district officials, especially circuit supervisors and girls' education officers, to guide and support trainees on their teaching practices, including being able to provide feedback to trainees, College tutors, teacher mentors and head-teachers.
30. In collaboration with the Ghana Education Service, the Service Provider will establish a challenge fund to provide small grants to relevant organisations to make tangible contributions to better quality teaching and learning, and to girl-friendly and learning-enabling schools. Relevant organisations may include Colleges of Education, School Management Committees or Parent Teacher Associations in demonstration/model schools, civil society organisations and low-cost private school associations. The design of this fund, developed in consultation with the Government of Ghana, will specify eligibility criteria, funding parameters, the grant application process, communication processes (including publicising the fund and sharing of lessons learnt from fund activities), and monitoring and reporting arrangements.
31. The Service Provider will develop and implement a gender strategy which will address gender considerations across all components of the programme. The Service Provider will work with the GEU and other key institutions to ensure gender is integrated into activities of Colleges of Education.
32. Using the outcome of the recent GEU organisational capacity assessment conducted with support from DFID, the Service Provider will provide on-demand technical assistance to the Unit at national, regional or district levels to strengthen their institutional capacity to generate or influence policy and/or undertake activities that promote the girls education agenda as a whole.

## Monitoring and evaluation

33. The Service Provider will implement an agreed approach to the monitoring of T-TEL, and its contribution to G-PASS and the education system as a whole, based on its Results and Learning Strategy. This will include, but will not be limited to:

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<sup>2</sup> Schools in which trainee teachers do their teaching practices. Sometimes referred to as model schools.



- A framework for collecting and analysing data to monitor T-TEL indicators and milestones, based on the programme log-frame. Data will be used to inform completion of the DFID annual review report;
  - A description of how beneficiary feedback will be gathered and used;
  - Specification of how the collection and analysis of data will be used for more effective management and continuous improvement in the delivery of T-TEL and its contribution to the development of the programme as a whole;
  - Regular monitoring and reporting through field visits with DFID staff and government counterparts. One of the monitoring visits will form part of the mandatory annual review of programme delivery and financial management;
  - Conducting asset registers and verification;
  - Notifying DFID Ghana on project implementation including where problems have arisen that may require action;
  - Regular sharing of progress on T-TEL and consultation with the Government of Ghana;
  - Working closely with DFID on annual reviews, a mid-term review and a final programme review.
34. The Service Provider will draw from lessons learnt and agree improvements with DFID and the Steering Committee to improve the Results and Learning Strategy.
35. The Service Provider will implement a risk mitigation strategy, including how political, financial and programme risks identified will be addressed in the course of programme implementation.

### **Knowledge-generating and sharing**

36. The Service Provider will lead on knowledge-sharing activities, communication and campaigning on improving the quality of teaching and learning in Ghana and education for secondary school girls, and disseminate results of the implementation with the Government of Ghana, Development Partners and all relevant stakeholders through a knowledge-management and communications strategy. This will include, but will not be limited to:
- Organising knowledge-sharing events and workshops to strengthen understanding of the evidence, challenges and opportunities in improving the quality of teaching and learning in Ghana, and in promoting girl-friendly and learning-enabling schools. To do this, the Service Provider will consult with the Government of Ghana and engage closely with other agencies.
  - Supporting the conduct of research and analysis to inform improvements in pre-service training and teaching in Ghana in relation to the results areas and overall objectives and maintain a deep understanding of the education sector context.
  - Establishing and maintaining an information base on the performance of Colleges of Education and demonstration/model schools in contributing to better quality teaching and learning.
  - Documenting and reporting results and lesson-learning through a variety of media, including newspapers and the Internet and acting as a conduit of information and best practice between partners and key stakeholders.

### **Work planning**

37. The Service Provider will develop annual work plans, linked to specific deliverables and key performance indicators (KPIs), procurement plans and budgets, to be approved by DFID and the Steering Committee. The work plan, deliverables and KPIs are the key documents against which performance progress will be monitored and evaluated. Proposed deliverables will also specify clear verification indicators. They are intended to be working documents and may be updated or revised subject to approval by the DFID and the Steering Committee where required. Work plans will specify a timetable for the implementation of planned activities and a detailed programme budget. The work plan will include a brief report on performance to date. It is anticipated that Government of Ghana



and DFID staff, together with other appropriate persons, will review work plans and provide comments and recommend changes.

## Staffing

38. It is anticipated that the Service Provider team will comprise a small, responsive and flexible core team, and this may include, but not limited to, a team leader, education advisors, finance and management specialists. This may also include: small coaching teams working with Colleges of Educations with specialist expertise in promoting the teaching and learning of English, Maths and Science.

## The Steering and Advisory Committees

39. A Steering Committee has been established with its terms of reference and governance structure agreed. The Steering Committee to oversee and advise on the strategic direction of the G-PASS programme and ensure that programme processes and activities are aligned with and supportive of Government of Ghana priorities. The Steering Committee will have ultimate responsibility for the performance of the G-PASS programme. Its decisions will be informed by the work plans and progress reports provided by the T-TEL Service Provider and other contractors. The Steering Committee will assume responsibility for, but not be limited to, the following:
- Strategy setting for the overall programme, ensuring it remains high on the Government's agenda and strongly focused on achieving the expected results. This will include reviewing the results framework annually;
  - Communicating programme intentions and achievements in order to promote broad understanding and nurture the widest possible political support, across and beyond Government;
  - Providing strategic direction to pre-service training to all relevant stakeholders;
  - Assessing the effectiveness of the Steering Committee including its contribution to the achievement of the expected results;
  - Carrying out advocacy activities.
40. An Advisory Committee has been established, comprising senior leaders of national bodies with a professional focus on promoting better quality teaching and learning. The role of this Committee will be to provide technical and related advice on matters related to T-TEL on the request of the Steering Committee, to inform the latter's decisions.
41. The Service Provider will provide logistical and secretarial support to both the Steering and Advisory Committees and, on request, advice on technical matters.

## MANAGEMENT ARRANGEMENTS

### Reporting requirements

42. The Service Provider will prepare quarterly reports, based on an agreed format, for DFID Ghana comment and approval and Steering Committee. Reports will focus on, but not limited to, progress against work plans, deliverables and KPIs, linked to indicators outlined in the log-frame. Reports will also include sections on lessons learned, risk management, value for money (VfM), monitoring activities, and recommendations to improve programme operations. Reporting formats will be agreed with DFID and the Government. A summary of progress will be submitted to the Minister Deputy Minister-Tertiary and also presented at Steering Committee Meetings. Any need for additional reporting will be discussed and agreed during the contract and formally covered by amendment to these ToR.

43. The Service Provider will hold bi-monthly face-to-face meetings to update DFID on progress of programme implementation.

### **Financial reporting**

44. The Service Provider will compile and submit mandatory financial reports. These will include, but not be limited to:
- Annual forecast of expenditures (the budget) disaggregated monthly – for the financial year April to March. Monthly updates will be requested by DFID to feed into ongoing forecasting, ODA benchmarking and end-of- financial year forecasting.
45. Full details of annual expenditure against agreed budget lines with clear links between expenditure and results achieved – to facilitate planning/budgeting for subsequent year(s).
46. Full details of quarterly expenditure on grants disbursed to grant partners. The Service Provider will maintain a database of grants disbursed that is accessible to DFID, the Steering Committee and Government.
47. Annual audited accounts and management reports for the programme. The audit should be outsourced to a reputable international firm, agreed with DFID and the Steering Committee. Terms of Reference for the audit exercise must be agreed with DFID before the auditor is engaged. The Service Provider will also conduct regular spot checks on grant partners' accounts and maintain records of audited accounts for grant partners.

### **Other Management Requirements**

48. Throughout the project, the Service Provider will carry out the requisite due diligence on grant partners and ensure proper fiduciary oversight through regular monitoring.
49. The Service Provider will assume all the risk for any loss of funds incurred under this contract.
50. The Service Provider will maintain a register of all assets procured by itself, grant partners and sub-contractors and will submit an updated asset register to DFID on an annual basis. Any new asset(s) procured at any point in the year will be covered in the quarterly report for the period. DFID will conduct a physical verification exercise every year. At the end of the project, the Service Provider will agree an asset disposal plan in accordance with DFID rules and procedures.
51. The Service Provider will engage actively in DFID reviews by providing requisite data and facilitate field visits for reviewers.

### **Coordination**

52. The Service Provider will be expected to liaise closely with DFID, under Government leadership and report to the Steering Committee who will provide strategic direction to the implementation of all outputs under Output 3. The Service Provider will propose a tentative governance structure which will be finalised with Government during inception.
53. The Service Provider will work in close partnership with the Ministry of Education/Ghana Education Service in the delivery of this programme. The following education stakeholders will be directly or indirectly involved:
- Ministry of Education

- Central Ghana Education Service
- Ghana Education Service District Directorates
- Ghana Education Service Girls Education Unit (National, Regional & District)
- Colleges of Education
- Ghana University Sector participants
- National Council for Tertiary Education
- National Teaching Council
- National Council for Curriculum and Assessment
- National Accreditations Board
- International and local education NGOs and CBOs
- Ghana private sector education participants

Other stakeholders will be identified as the programme progresses through implementation.

54. The Service Provider will be responsible to the DFID Senior Responsible Owner (SRO) for this project who is the DFID Ghana Education Adviser. The DFID Ghana Senior Programme Officer will oversee programme management for the project including aspects of value for money, financial matters, compliance and administrative functions.

## Timelines

55. The Contract will run from 01 November 2014 to 31 December 2018. The Inception phase was completed on 31 May 2015. The Implementation phase commenced on 01 June 2015 and will finish on 31 December 2018. Subject to continued need and satisfactory performance of the Service Provider, there may be an extension for up to a further 24 months.

## Payments

56. The Service Provider will be required to pre-fund all programme activities including those of sub-contracted grant partners and claim payment in arrears. Payment claims will be made to DFID on a quarterly basis.
57. Payment will be made according to agreed deliverables following a satisfactory verification by DFID.
58. Any interest accrued by the Service Provider stemming from DFID fund balances remain the property of DFID.
59. Payments for the Service Provider's fees will be made according to an agreed fixed schedule. Payment for expenses will be made at cost and according to the agreed schedule below:
- **Quarter 1:** 35% of the annual estimated expenditure.
  - At the end of Quarter 2 actual expenditure in Q1 + Q2 will be assessed and reported to DFID. If necessary, the expenditure estimate for Q3 + Q4 shall be revised.
  - **Quarter 2:** Balance owing of actual expenditure in Q1 + Q2.
  - **Quarter 3:** 70% of estimated expenditure for Q3 + Q4
  - At the end of Quarter 4, actual expenditure will be assessed and reported to DFID.
  - **Quarter 4** Balance owing of actual expenditure in Q3 + Q4.
60. The financial capacity of the Service Provider will also be reviewed throughout to ensure it continues to have the financial capacity to deliver programme activities and results.

## Implementation Phase Deliverables

Details of the implementation phase deliverables and budget are agreed and attached in Annex A.

## DUTY OF CARE

61. The Service Provider is responsible for the safety and well-being of their Personnel (as defined in Section 2 of the Contract) and Third Parties affected by their activities under this contract, including appropriate security arrangements as set out in the Operational Manual. The Service Provider will also be responsible for the provision of suitable security arrangements for their domestic and business property.
62. DFID will share available information with the Service Provider on security status and developments in-country where appropriate. DFID will provide a copy of the DFID visitor notes (and a further copy each time these are updated), which the Service Provider may use to brief their Personnel on arrival.
63. The Service Provider is responsible for ensuring appropriate safety and security briefings for all of their Personnel working under this contract and ensuring that their Personnel register and receive briefing as outlined above. Travel advice is also available on the FCO website and the Service Provider must ensure they (and their Personnel) are up to date with the latest position.
64. The Service Provider will be fully responsible for Duty of Care in line with DFID guidelines and results from regular on-the-ground risk assessment. The Service Provider will:
  - Accept responsibility for Security and Duty of Care.
  - Make a full assessment of security requirements.
  - Confirm that they have the capability to provide security and Duty of Care for the duration of the contract.
65. Acceptance of responsibility must be supported with evidence of Duty of Care capability. DFID reserves the right to clarify any aspect of this evidence.