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Development

SECTION 3 - TERMS OF REFERENCE

PO 7590 – Sierra Leone Secondary Education Improvement Programme



Introduction and Context

1 DFID Sierra Leone is implementing a programme of support to the education sector the Sierra Leone Secondary Education Improvement Programme (SSEIP) over the next five years, 2016/17 to 2020/21. The SSEIP seeks to support the Ministry of Education, Science and Technology (MEST) to improve learning outcomes for boys and girls at upper primary and secondary level and to increase the enrolment, retention and well-being of girls in school. The rationale for the programme is clearly set out in the Business Case (Annex A).

2 The programme is being delivered in the context of Sierra Leone's recovery from Ebola. The initial 15 months of the programme will support the President's Recovery Priorities in which education is one of five priority sectors. These Recovery Priorities build on the successes of the initial 9 month recovery programme which saw the re-opening of schools after their closure during the state of emergency from August 2014 to April 2015. Beyond the President's Recovery Priorities, which end in June 2017, SSEIP remains open and flexible to respond to the newly emerging priorities of the Government of Sierra Leone (GoSL), noting that a general election is due towards the end of 2017. These ToRs concern mainly the initial period from now until June 2017, reflecting the focus in the Business Case. Some indications are given of how the scope of work may be extended in the second phase, though this remains very much an issue for second phase design which is a key activity of the first phase.

3 The SSEIP is part of a wider commitment of support by DFID to assist the recovery and further development of Sierra Leone. SSEIP is the largest single externally funded programme to the education sector. Other major support comes from the Global Partnership for Education (GPE), supervised by the World Bank, with a focus on primary education. The European Union (EU) is in the final stages of design of a five year programme covering primary, secondary and skills development. UNICEF, who has a strong presence, chairs the Education Donor Group. DFID has played a leading role in the early recovery in Sierra Leone, including in the education sector.

4 SSEIP has five outputs, as described in the Business Case. Each output aligns with one of the five outputs of the logframe. Paragraph 9 below explains how each output will be managed. In summary the outputs are:

- 1) **Support for girls to be in secondary school and safe.** Working closely with the MEST, District Departments of Education (DDE), Local Councils (LC), the network of Paramount Chiefs (PC), schools and communities, the programme, which will be delivered by UNICEF, will:
 - through social mobilisation, challenge and change the social and cultural constraints that affect girls participation and performance in schools
 - provide a bridging and recovery education programme for vulnerable, recently dropped-out as well as pregnant, schoolgirls to facilitate their continued learning and subsequent return to school;
 - develop and institutionalise protocols with school management structures, support and supervision processes and teacher training and management that removes gender based discrimination, harassment and violence in schools
- 2) **Improve learning conditions in schools.** The programme will assist both central and local government by providing technical assistance, contracting NGOs and financing MEST activities to deliver on shared priority areas¹ including:
 - Developing structured teaching and learning materials in Maths and English
 - Helping teachers use these effectively to improve Maths and English results

¹ School feeding to encourage access and retention has been identified as a priority by GoSL. It has been agreed that DFID will not provide support to school feeding unless a robust, sustainable and fully costed plan is developed.



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- Building additional classrooms (including WASH facilities) to expand access and reduce overcrowding at the junior secondary level.
- 3) **Strengthen MEST capacity to plan, monitor and manage service delivery.** The programme will support the MEST Recovery Coordination Unit, to drive and monitor delivery of the GoSL's recovery and transition plan. The Coordinator reports directly to the Minister of Education through monthly updates on progress for the Presidential Delivery Team. We will continue to strengthen the real-time monitoring system established in the Ebola early recovery period to assess progress on core indicators at school level, including girls' participation and welfare. Under the direction of the Minister of Education, data will be used to present a regular *dashboard* of progress which will be used drive progress in under-performing districts, as well as recognise success.
- 4) **Strengthen District capacity to hold schools and teachers to account.** The Coordination of the Recovery Plan at decentralised levels is the responsibility of the District Department of Education and Local Councils. SSEIP will support the capacity for planning, coordination and monitoring (including of value for money) through the provision of staff time, equipment, and training. In particular we will work to enable districts to both hold schools and teachers to greater account, as well as to enable them to provide better levels of support.
- 5) **5. Improved understanding through monitoring, research and learning.** In addition to routine monitoring of programme activities and effect, SSEIP will undertake specific evaluation and research activities into key aspects of the programme to assess effectiveness. This will include annual rapid assessments of pupils' learning as well as surveys to provide more qualitative data to nuance measurement in the logframe. We will ensure that findings of such work are disseminated through learning events (workshops, conferences, symposiums) including the Annual Education Sector Review.

THE REQUIREMENT

- 6. This contract is for a supplier to manage the implementation of four (of five) outputs of SSEIP. Further details are given in the section entitled SCOPE below.
- 7. SSEIP has been designed and will be implemented in two distinct phases. The initial period of implementation (from approval to end of June 2017) will support the delivery of the Education output of the President's Recovery Priorities (Annex B). Expected activities are clearly described and align to this plan. The President's Recovery Priorities for education build on and continues many of the activities that were initiated in the nine-month early recovery (July 2015 to March 2016).
- 8. The second phase of SSEIP (from July 2017 to March 2021) is currently open, and a key task of the supplier, in association with UNICEF, will be to support the design of this second phase in the light of the experience of the President's Recovery Priorities for education and new emerging priorities. Resources available for Output 5 of the programme (Improved understanding through monitoring, research and learning) should be used to inform the design. The central priorities of girls' education and learning at the secondary level are expected to remain. This design work is a key activity for Phase 1.
- 9. Implementation of SSEIP will be managed in three ways:
 - a) Output 1 will be implemented by UNICEF under a standard Administrative Framework Agreement (AFA). This is expected to begin in June 2016.
 - b) Outputs 2, 3, 4 and 5 will be managed and implemented by the supplier, as specified in these Terms of Reference (ToRs).
 - c) However, during the period between approval (April 2016) and the supplier mobilising in Sierra Leone (anticipated in October or November 2016), activities under Output 2 will be taken forward



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through a separate interim arrangement through which DFID will engage one or more NGOs with an established presence in Sierra Leone under accountable grant agreements. These arrangements, which will be based on Calls for Proposals (Annex C), which will run from June 2016 until the end of 2016/early 2017. There will be two grants covering:

- i. the first round of development of lesson plans (about half of the total required) and an initial round of intensive teacher orientation in their use;
- ii. the construction and furnishing of 225 additional classrooms at selected secondary schools, and the rehabilitation of existing or construction of new WASH facilities at these schools.

10 This interim arrangement is in order to sustain the momentum that has been established during the early recovery and provide immediate support to these key result areas of the President's Recovery Priorities for education. It is a necessary measure until the contract is awarded to the supplier and they are mobilised which is anticipated to be in the final quarter of 2016. The supplier may be required to take on any management responsibility for these grants upon mobilisation to Sierra Leone. This will be discussed with DFID during the inception period. There is no obligation for the Supplier to continue using these service providers once their grants with DFID end.

CONSTRAINTS AND INTERDEPENDENCIES

11 This is the first time that DFID have used a supplier to manage an education programme in Sierra Leone; previous programmes have been implemented largely through accountable grants with NGOs. The MEST, including the Minister, have expressed reservations about the approach, in particular the potential loss of MEST control over activities and the presence of large numbers of "experts" working independently of MEST staff. In addition, technical assistance to MEST is planned within the new EU programme and it will be important to coordinate carefully to avoid possible overload at MEST. The supplier needs to be sensitive to these concerns, and establish inclusive and enabling working practices from the outset. How the supplier will do this will be an important consideration in assessing proposals.

12 There have been similar issues with NGO implementing partners working in education, though relationships have improved. Service delivery during the early recovery relied heavily on an active network of NGOs, though the Recovery Coordinator's office within MEST played a very pro-active oversight and management role. The Minister himself now chairs the Education Development Partners forum which meets regularly and provides an important interface between MEST and numerous implementing partners. DFID anticipates that many of the activities in SSEIP will be delivered through sub-contracts with these implementing partners, and the Supplier needs to actively monitor and manage the relationships with central and local government, ensuring that it enables, rather than disables, government stewardship of the sector.

DURATION AND BUDGET

13 DFID is seeking to appoint a single supplier, who may or may not choose to lead a small consortium of other suppliers, to deliver the services outlined in this document. The contract is scheduled to commence on 7th November 2016.

14 This contract will end of 31 March 2021 and comprises three key phases with two break points (see para 19 below):

- i. a three month inception phase;
- ii. an initial implementation phase encompassing the period of the President's Recovery Priorities for education (May 2016 to June 2017) and the immediate transition to the post recovery period (from mid-2017 onwards);



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- iii. a second implementation phase post the President's Recovery Priorities period from July 2017 to project closure on 31 March 2021.

The Contract may be extended for a further 6 months solely at DFID's discretion and subject to the satisfactory performance of the Supplier.

RECIPIENT

15. The recipient of the services provided will be the Government of Sierra Leone's Ministry for Education Science and Technology (MEST) and associated agencies at central and decentralised levels.

SCOPE

16 Programme Management and Direction

- a) Establish effective and inclusive (of MEST, Districts, and implementing partners) structures and routines of quarterly and annual programme planning, monitoring as well as narrative and financial reporting.
- b) Maintain effective quality assurance procedures that ensure both timely and effective delivery of results through effective supervision and assessment of activities, including proper fiduciary oversight to ensure that outputs are being delivered according to contractual requirements.
- c) Provide the necessary technical expertise needed to deliver the programme, including contracting and managing other implementing partners to ensure timely and cost effective delivery of services related to all four outputs. Provide appropriate technical support to ensure all work is of high quality and delivers optimal value for money.
- d) Ensure the programme has a robust monitoring and evaluation (M&E) plan capable of collecting and analysing data in a systematic way, and that this is used as the basis to monitor progress against programme output and outcome targets, and can be used to inform DFID's Annual Review and Project Completion process.
- e) Develop and implement measures to assess Value for Money (VfM) across the programme.
- f) Manage programme risk through further development of the risk analysis contained within the Business Case and maintaining a risk register, updated quarterly.
- g) Ensure principles of "do no harm" are rigorously applied across all programme areas, to ensure that possible unintended consequences of actions are identified at the outset and kept under constant review.
- h) Ensure considerations of equity and inclusion are applied in all decisions on programme activities and resource allocations, including the educational needs of children with disabilities.
- i) Establish and maintain an effective technical presence at MEST, including establishing the Recovery Support Unit referred to in the Business Case Management Case. Flexibility and responsiveness are essential.
- j) Ensure that the programme is informed by latest research and establish a clear approach to lesson learning within the programme to inform decisions and actions, including the design of the second phase of SSEIP.
- k) Establish and maintain an appropriately staffed support office to manage all project related logistics, including accounts, financial forecasting and reporting, contracting and procurement, accommodation, transport and travel arrangements.

17 Coordination



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- a) Establish and support effective programme coordinating mechanisms, as outlined in the Management Case, providing support as necessary to the overarching Ministerial Steering Committee for the President's Recovery Priorities
- b) Ensure regular and effective programme coordination with UNICEF, who manages Output 1, as well as other implementing partners (NGOs), engaged to deliver specific activities under SSEIP.
- c) Ensure effective wider coordination with other programmes and development partners working in education, including but not limited to the GPE Revitalising Education in Sierra Leone (REDISL) programme, the World Bank Multi-Donor Trust Fund (MDTF) (also supported by DFID), the EU's new programme of support and DFID's Girls Education Challenge project.
- d) Maintain effective links with NGOs who are active in education throughout Sierra Leone, many of whom provided essential support to the early recovery programme and continue to be important players in service delivery in education as well as other sectors.

18 Project Outputs

Output 2: Improving learning conditions in schools

Provide technical input and direction to:

- a) The development of lesson plans and other supporting materials, bringing in best practice from elsewhere, to ensure that these are attractive, appropriate and accessible to teachers so that they become the basis for the desired uplift in learning achievement. This activity will be initiated under the interim arrangements described at para 9 (c) above. The supplier will be responsible for the second round of lesson plan development, starting in late 2016. Activities are as yet unspecified for the second phase of the programme (mid 2017 to 2021) and the supplier will be responsible for proposing these during the first phase. However, it is likely that the provision of further teaching and learning materials will remain a priority, with the expressed purpose of raising teacher performance and pupil attainment.
- b) The design and delivery of district level programmes of teacher orientation and support, in use of lesson plans. As with the development of lesson plans above, this activity will also be initiated under interim arrangements and the supplier will be expected to take over technical oversight at mobilisation.
- c) Consider and pilot, if appropriate, alternative ICT based alternatives to lesson plans and teacher training, drawing on successful experience in similar contexts. Effective, affordable and sustainable approaches may be considered for scale up in the second phase.
- d) Input into the design of classroom and WASH construction programmes in order to support the most equitable, cost-effective and sustainable use of educational infrastructure.
- e) Manage the process of contracting for classroom and WASH construction, providing effective guidance and quality assurance to ensure that all contracts awarded offer optimal value for money, are transparently and fairly awarded, and that works carried out conform to technical specifications, are within budget and completed on time².

Output 3: Strengthen MEST capacity to plan, manage and monitor priority programmes

² Currently the school and WASH construction for the President's Recovery Priorities will be part of the interim accountable grant arrangements with local NGOs. The supplier will have no responsibility for this. Para (e) applies if further infrastructure is agreed beyond this initial input.



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- a) Provide technical assistance to support the further development of the real-time monitoring, reporting and performance management functions being established at MEST. This will include the regular presentation of district performance *heatmaps* of progress on key indicators as well as supporting the structures and processes through which senior managers use this to drive performance.
- b) During the inception phase, use the revised Capacity Development Strategy (currently being supported through the MDTF) to agree with MEST and other partners (including the World Bank, UNICEF and the EU) priority areas for support through SSEIP. This is expected to include support for President's Recovery Priorities such as reform to the approval process for community and private schools, as well as support to payroll reform.

Output 4: Strengthen district capacity to hold schools to account

Provide technical assistance to support District Departments of Education (DDE) and Local Councils to improve the accountability for results. This will include, but not be limited to:

- a) strengthening the capacity of DDE's and community-based monitors for monthly monitoring and reporting on schools' progress on key *dashboard* indicators;
- b) building the capacity of districts for improved performance management, using and responding to progress reports from schools in order to challenge poor performance and provide support where it is most needed;
- c) supporting DDE's implement new procedures for approving community schools;
- d) providing support at district level to rationalise teacher deployment and management in line with payroll reform;
- e) improving capacity to supervise and support schools, with particular focus on improving learning achievement;
- f) improve overall planning capacity to ensure efficient and equitable use of resources, including new infrastructure, teacher distribution and pedagogical resources;
- g) in association with UNICEF (output 1) support DDEs and Local Councils to work with communities, paramount chiefs, religious and other local leaders, to mobilise around girls education.

Output 5: Improved understanding through monitoring, research and learning.

Provide technical assistance to improve the availability, reliability and use of evidence to better monitor progress, build understanding and inform future policy and action. This should focus on both the immediate concerns of the project, including decisions on the content of the second phase, as well as broader educational reform in Sierra Leone. Activities will include, but not be limited to the following:

- a) During the inception phase finalise the programme logframe and where appropriate undertake research to ensure all baselines are established prior to the first Annual Review.
- b) Develop an M&E framework for the programme that ensures the regular and reliable availability of data to report on progress.
- c) Design and implement sample surveys of learning achievement at upper primary and at agreed stages of the junior and secondary cycles in the key subjects of Maths and English at baseline, mid-point and end-point.
- d) Commission research into key areas of education policy and practice that can be used to inform policy.
- e) Organise and resource key learning events, such as symposiums, conferences etc., to promote an informed and more vibrant general discourse around key issues in education, with a particular focus on learning and the education of girls.



19 Contract Structure

- a) The Programme will comprise a three month Inception Phase followed by a fifty month Implementation Phase. The work plan and budget for the first year will be confirmed during the three month implementation phase. The contract will be awarded for the full period of 53 months with two break points, as follows:
 - i. Twelve month after the inception period and after the end of the President's Recovery Priorities (anticipated to be mid-2017); continuation to the second phase will be dependent upon satisfactory performance of the supplier, including agreement of a milestone plan including details of work to be carried out or outcome achieved, relevant dates by which work will be completed or outcomes will be achieved and amounts to be paid for the second phase.
 - ii. a second break point at the mid-point to the programme in the final quarter of 2018, or at latest the first quarter of 2019.
- b) Supplier performance against agreed milestones will also be assessed through quarterly review meetings between the supplier and DFID, as well as during Annual Reviews throughout the whole contract period

- c) DFID shall, as a condition of proceeding from one phase to the next, have the right to request changes to the Contract, including the Services, the Terms of Reference and the Contract Price to reflect lessons learned, or changes in circumstances, policies or objectives relating to or affecting the Programme.

20 DFID Co-ordination

The supplier will report to the Senior Education Adviser and Policy Adviser, Basic Services Team in DFID Sierra Leone.

21 Reporting and Governance

The supplier will develop and agree with DFID both quarterly and annual narrative and financial reporting formats that capture progress towards outputs and outcome. Reports will be addressed to the Minister of Education, GoSL and sent via DFID's Senior Education Adviser and Policy Adviser. Reports should include, *inter alia*,

- a) Progress against work plans;
- b) Budget and actual expenditure linked to outputs and monthly updated forecasts;
- c) Updated risk matrix;
- d) Challenges and other issues likely to impact on the programme.



22 Performance Requirements and Payment

The Supplier will be engaged under a performance based contract.

Payments on the contract will be paid upon satisfactory achievement of agreed outputs and/ or approval of agreed contract deliverables. The Supplier is to propose payment schedules for delivering the contract. The proposed payment schedules should include clear and measurable success criteria which will form the basis for triggering payments

The proposals should demonstrate a balance between risk and reward with progressively more challenging results as the programme matures, with a particular focus on improving learning outcomes. DFID will be looking for proposals with robust arrangements for ensuring performance monitoring, accountability for delivering VFM (including on the equity dimensions of VFM), incentives for delivering results, innovation and collaboration with other education programmes in Sierra Leone.

The Supplier is to submit their application for payment to DFID, including all relevant substantiation and evidence to demonstrate achievement of the outputs and/or milestones as included in the contract. No payment shall be made for deliverables without prior DFID approval and verification of completed work.

23 End of Contract Activities

Three (3) months before the expiry date of the contract the supplier will prepare for DFID Sierra Leone's approval a draft Exit Plan which shall include:

1. A disposal plan for all assets procured throughout the lifetime of the programme in accordance with DFID procedures on asset management and disposal;
2. Addresses any material items that are necessary or desirable for the continued co-operation of the UK Government with Sierra Leone after the contract ends;
3. The supplier's plans on co-operating to ensure the smooth transfer of responsibilities from the supplier to any persons or organisation taking over such responsibilities after the contract ends;
4. The supplier's plan to deliver to DFID (if requested or as otherwise directed by DFID) prior to the contract end date (or termination of the contract), any finished work or unfinished materials or work-in-progress which relate to the contract;
5. The supplier's plans to provide DFID SL before the contract ends a summary of the status and next steps in relation to any on-going projects or other material and unfinished activities being conducted or monitored by the supplier;
6. The return by the Supplier of e all Confidential Information to DFID before the contract end date;
7. Allow for a period of up to sixty (60) days after the contract end date (or termination date) for the exit process to be properly implemented.



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24 Duty of Care

Theme	DFID Risk score	
Country/Region	March 2015 assessment	January 2016 assessment
OVERALL RATING³	3	3
FCO travel advice	3	3
Host nation travel advice	N/A	N/A
Transportation	4	4
Security	3	2
Civil unrest	3	3
Violence/crime	3	3
Terrorism	3	2
War	1	1
Hurricane	1	1
Earthquake	1	1
Flood	2	2
Medical Services	4	3 ⁴

1	2	3	
Very low risk	Low risk	Med risk	
Low		Medium	

Theme	DFID Risk Score
Country/Region	Sierra Leone
OVERALL RATING⁵	3
FCO travel advice	3
Host nation travel advice	N/A
Transportation	4
Security	2
Civil unrest	3
Violence/crime	3
Terrorism	2
War	1
Hurricane	1
Earthquake	1
Flood	2
Medical Services	3 ⁶

³ The Overall Risk rating is calculated using the MODE function which determines the most frequently occurring value.

⁴ In Freetown only. Outside of Freetown the risk rating is a 4

⁵ The Overall Risk rating is calculated using the MODE function which determines the most frequently occurring value.

⁶ In Freetown only. Outside of Freetown the risk rating is 4



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Key documents (Annexes)

- a) the DFID SSEIP Business Case, not attached as previously issued with ITT.
- b) the Presidential Recovery Priorities for Education Programme Overview, not attached as previously issued with ITT.
- c) The Call for Proposal for initial activities under Output 2 (July 2016 to March 2017), copy attached



Annex C to ToRs

Call for Proposals DFID Sierra Leone Support for the President's Recovery Priorities in Education

A call for proposals. This call for proposals is part of the UK's Department for International Development's (DFID) support to the President's Recovery Priorities in Education provided through the new Secondary Education Improvement Programme (SSEIP). The call is in support of Key Result Area 1 (Core Content and Teacher Training), Key Result Area 5 (Reduce overcrowded classrooms) and Key Result Area 6 (WASH in schools). These align with Output 2 of SSEIP to Improve learning conditions in schools. This call is for two proposals. The overall objective is to support the Ministry of Education Science and Technology (MEST) deliver on three key results areas in the 10 to 24 month Ebola Recovery Plan. The specific objectives for each proposal are:

Proposal A: to produce high quality lesson plans in core subjects at primary and secondary level, and provide initial training for teachers in their use.

Proposal B: to construct and furnish 225 classrooms, in three classroom block, in secondary schools and provide functioning WASH facilities (latrines and water) in these schools were these facilities are missing or not functional.

The call is open to all NGOs able to operate in Sierra Leone. DFID will consider eligible proposals from organisations individually or in partnerships. We require a separate proposal for each objective, but do not rule out bids from individual NGOs or NGO partnerships for both.

Submission of proposals:

Submissions and queries should have the email subject "DFID SSEIP Call for Proposals" and addresses to [REDACTED]

Timing:

Proposals should be emailed to DFID by **9am on Thursday 9 June**.

DFID will not be in a position to provide feedback on all proposals received and all decisions are final. [Note: only one proposal for each objective will be selected for development into a full implementation plan with logical framework].

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Introduction and context

The Department for International Development (DFID) is the UK Government's aid agency and provides development finance and support in emerging and developing countries. The UK is the biggest bilateral donor in Sierra Leone. The UK's aid programme has a strategic focus on infrastructure, governance and improved basic services.

The Ebola Virus Disease (EVD) epidemic has had a devastating impact on Sierra Leone. It has infected almost 13,000 people in the country and directly caused almost 4,000 deaths. The Ebola crisis, coupled with the sharp decline in iron ore prices, has placed considerable strain on Sierra Leone's economy, household incomes and the government's ability to



provide essential services. The crisis brought education to a halt, and disrupted healthcare and economic activity leaving thousands of people vulnerable.

The Government of Sierra Leone (GoSL) wants to get the country back on track, re-establish essential public services, and look to longer term recovery. It is a challenging agenda, with multiple partners (within Sierra Leone and internationally) and the Government has needed to balance clear priorities for early recovery, which will get the country at least back to where it was before Ebola, without losing sight of longer term goals for prosperity. This has required strong coordination and leadership from the Government and sustained investment from the international community.

In July 2015 the President presented a 24-month plan with recovery priorities. The United Kingdom committed £240 million to this plan. Of this, a total of £110m was pledged for increasing economic development and jobs, in particular through improving transport infrastructure and improving access to energy and water. The balance (£130m) was pledged to making adequate basic services available to all, particularly health and education; and to enable Sierra Leone to respond better to new crises; to support the Government's capacity to raise tax revenue; to tackle corruption; and more broadly to improve the capacities of public institutions.

As part of UK's package of support to Sierra Leone's recovery, DFID has approved a five year education programme called **Sierra Leone Secondary Education Improvement**

Programme

(SSEIP). The programme will support GoSL to improve learning achievement in secondary schools and to ensure a greater number of girls progress to, and remain safely in, secondary school. SSEIP has five outputs:

Output 1: Support for girls to be in secondary school and safe Working closely with the MEST,

District Departments of Education (DDE), Local Councils (LC), the network of Paramount Chiefs (PC), schools and communities, the programme will :

- o through social mobilisation, challenge and change the social and cultural constraints that affect girls participation and performance in schools
 - o provide a bridging and recovery education programme for vulnerable, recently dropped-out as well as pregnant, schoolgirls to facilitate their continued learning and subsequent return to school;
 - o develop and institutionalise protocols with school management structures, support and supervision processes and teacher training and management that removes gender based discrimination, harassment and violence in schools
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Output 2: Improve learning conditions in schools. We will assist both central and local government by providing technical assistance, contracting NGOs and financing MEST activities to deliver on shared priority areas¹ including:

- o Developing structured teaching and learning materials in Maths and English
- o Helping teachers use these effectively to improve maths and English results
- o Building additional classrooms (including WASH facilities) to expand access and reduce overcrowding at the junior secondary level.

Output 3: Strengthen MEST capacity to plan, monitor and manage service delivery. We will support the MEST Recovery Coordination Unit, to drive and monitor delivery of the GoSL's recovery and transition plan. The Coordinator reports directly to the Minister of Education through monthly updates on progress for the Presidential Delivery Team. We will continue to strengthen the real-time monitoring system established in the Ebola early recovery period to assess progress on core indicators at school level, including girls' participation and welfare.



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Under the direction of the Minister of Education, data will be used to present a regular *dashboard* of progress which will be used drive progress in under-performing districts, as well as recognise success.

Output 4: Strengthen District capacity to hold schools and teachers to account. The Coordination of the Recovery Plan at decentralised levels is the responsibility of the District Department of Education and Local Councils. SSEIP will support the capacity for planning, coordination and monitoring (including of value for money) through the provision of staff time, equipment, and training. In particular we will work to enable districts to both hold schools and teachers to greater account, as well as to enable them provide better levels of support.

Output 5: Improved understanding through monitoring, research and learning. In addition to routine monitoring of programme activities and effect, we will undertake specific evaluation and research activities into key aspects of the programme to assess effectiveness. This will include annual rapid assessments of pupils' learning as well as surveys to provide more qualitative data to nuance measurement in the logframe. We will ensure that findings of such work are disseminated through learning events (workshops, conferences, symposiums) including the Annual Education Sector Review.

Output 1 will be delivered through an agreement with UNICEF. Outputs 2 – 5 will be the responsibility of a contracted management agent who will work closely with the Ministry of Education Science and Technology (MEST) to implement the programme, including planning the outer years beyond the 24-month recovery plan period. The tendering process is in progress and it is anticipated that the Management Agent will be in place by October 2016.

Over the next 15 months, DFID's support is focused on helping MEST to deliver on the priorities in the Presidential Recovery Plan which relate to the key results area '**Improve learning outcomes by ensuring that 70% of schools have the right ratio of capable teachers to pupils (<1:49)**'. The Recovery Plan is attached. There are six priority activities under this results area:

1 School feeding to encourage access and retention has been identified as a priority by GoSL. It has been agreed that DFID will not provide support to school feeding unless a robust, sustainable and fully costed plan is developed.

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1. Core content and teacher training
2. "Clear" payroll and reallocate teachers
3. Approve non-approved schools
4. Situation room and district training
5. Reduce overcrowded classrooms
6. Water and Sanitation Hygiene (WASH) in Schools

Objective of the call for proposals

This call for proposals is to appoint capable NGOs, working either individually or in partnership, to deliver on the Presidential Recovery priorities 1, 5 and 6 above. Priority 1 is the subject of Proposal A, and Priorities 5 and 6 are the subject of the Proposal B.

Timetable

The expected duration of the Accountable Grants is for seven months in the case of Proposal A (July to January 2017) and for nine months in the case of Proposal B (July 2016 to March 2017).

After this period the Management Agent is expected to have been procured and will be mobilized to manage SSEIP. Further work will be required to support the recovery priorities and this will be managed by the Management Agent.



The Arrangement

The arrangement with DFID will take the form of two Accountable Grants (AG) with individual or joint partners. It is possible that one single or joint partner may be awarded both grants.

Where a proposal involves a partnership of two or more partners, one partner must be clearly identified as the lead, and will be responsible for the management and performance of other members and liable to DFID for the delivery of the project outputs. The lead partner will have overall financial responsibility for the funds. The added impact and benefit of a partnership model must be clearly evidenced in the proposal.

DFID shall have the right to request changes to the AG and project documentation, including the services, the terms of reference and the budget to reflect lessons learned, or changes in circumstances, policies or objectives relating to or affecting the programme.

The Recipient

The ultimate recipients of this work will be the citizens of Sierra Leone, who will benefit from the expected increase in the quality and access to education resulting from programme activities in the long term. Citizens, policy makers in government and civil society will all benefit from improved learning outcomes at secondary school level.

Outputs

The outputs are specified in the table below.

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Table 1: Outputs

Output Activity

Proposal A: anticipated completion date 31 January 2017

Output 1:

58,200 teachers teaching

more effectively using
lesson plans and the
syllabi

- ☐ Review and update the accelerated syllabi
- ☐ Develop lesson plans for Maths and English/Language arts for all 12 grades (Primary 1 to Senior 3)
- ☐ Print lesson plans
- ☐ Design initial teacher orientation and training programme
- ☐ Provide initial training for teachers and head teachers on lesson plan use.

Proposal B: anticipated completion date 31 Mar 2017

Output 1:

225 classrooms (75 blocks of three rooms) built in agreed junior and senior

secondary schools to reduce severe overcrowding

- ☐ Confirm with MEST beneficiary schools
- ☐ Construct classroom to agreed MEST specifications, including plaster black board
- ☐ Provide locally produced furniture for new classrooms
- ☐ Provide effective monitoring of construction process to ensure all works are delivered to specification, within budget and on time.

Output 2:

10 water facilities and 5 latrines built in the most needy schools

In those schools covered by output 1 where there is lack of functioning WASH facilities:

- ☐ Construct or rehabilitate latrines



- ☐ Provide or rehabilitate of wells
- ☐ Establish systems of operation and maintenance

General Principles

Preference will be given to NGOs with a proven track record of working on basic education in Sierra Leone or comparable contexts. The general principles that apply to both proposals are:

- ☐ To establish a team in Sierra Leone that will deliver the project outputs to the agreed performance criteria and schedule.
- ☐ The team should comprise a high proportion of local staff, with key international staff involved in delivering the project based in Sierra Leone.
- ☐ The team should comprise staff with sufficient levels of technical expertise to realise the project output in addition to high levels of management and administrative expertise and experience of delivery of large complex projects in challenging contexts.
- ☐ Proposals need to demonstrate a good understanding of Ministry of Education Science and Technology priorities and should involve Ministry staff in design and delivery to ensure strong ownership of the outputs.
- ☐ A robust monitoring and evaluation plan is in place to ensure the timely and effective delivery of activities and outcomes, and show how Local Councils and Paramount Chiefs will be involved in monitoring progress.
- ☐ The programme will not have an inception or design phase. The NGO should demonstrate the ability to quickly establish the mechanisms for the delivery of the project.

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☐ Outputs based on models that have been demonstrated to be effective in Sierra Leone, drawing where appropriate from lessons from other contexts.

☐ The partner will need to develop partnerships with local institutions and communities quickly and inform programme delivery with an understanding of local context, culture and the political economy.

Specific technical principles

Proposal A:

The proposal needs to clearly show

- ☐ Appropriate expertise with a proven record of developing high quality pedagogic materials in a context similar to that of Sierra Leone will be applied to the design and development of materials;
- ☐ How the consistency and quality of materials will be assured;
- ☐ The development of materials will be guided by the current curriculum and be based on the accelerated syllabi developed in 2014;
- ☐ How local capacity for materials development will be strengthened;
- ☐ Innovation in the approach, particularly to teacher training, that will deliver results at reasonable cost;
- ☐ The approach is supported by evidence of good practice in similar contexts.

Proposal B:

The proposal needs to clearly show that:

- ☐ Construction and equipping of classrooms must adhere to government standards;
- ☐ Appropriate criteria for the location of new classrooms will be developed and applied, to ensure that there is an equitable distribution of benefits across Sierra Leone that is driven by actual, verified need;
- ☐ Building works will be supervised through rigorous monitoring of principle and subcontractors to ensure standards of construction are maintained;



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- Local Councils, District Education Departments, Paramount Chiefs and communities will be involved in the process to improve accountability, and take responsibility for asset management and maintenance;
- Risk of fraud will be rigorously managed and, where found, remedial action will be taken, lost funds repaid and defects rectified where construction is sub-standard;
- How value for money will be achieved through the building works award process.

Constraints and dependencies

The NGO will have to mobilise quickly, as this project is designed to support the President's 24-month Recovery Plan, which runs from July 2015 to July 2017. Proposals should include a summary workplan describing the timeframes for the mobilisation of the team and key implementation milestones.

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Performance Requirements and Value for Money

Partners will be required to demonstrate strong efficiency, effectiveness, economy and equality (value for money) in use of DFID funds, with a focus on continual improvement and taking opportunities for additional benefits to maximise the outcomes for beneficiaries. Performance will be measured against indicators in the log frame (to be agreed with DFID before contract signing) and the approach to delivery.

Communication and Branding

All projects, initiatives and communications under this call for proposals must conform to the communication and branding protocol established under the President's Recovery Priorities programme. This must ensure that the approved logo is displayed on all products (materials, furniture, equipment, buildings etc.). They must also include the UKAid logo.

Financial Management

Proposals will be expected to demonstrate how they will adhere to principles of good governance and financial management. Funds will be disbursed on a quarterly basis subject to timely receipt and quality of the previous quarter reporting.

Monitoring and Evaluation

The partners will be responsible and accountable for all their activities and those of any delivery partners and subcontractors. Monitoring and evaluation will need to be factored into plans for executing the accountable grant.

Reporting

The NGO will send formal progress and financial reports to DFID on a quarterly basis. A work plan including milestones will be agreed between the NGO and DFID.

DFID co-ordination

The NGO will report to the Senior Education Adviser and the Basic Services Team Policy Adviser in DFID Sierra Leone.

Duty of Care

The partners will be responsible for the provision of suitable security arrangements for their personnel and assets, including in the field, and will need to demonstrate these in their submissions.

The NGO must develop their proposals on the basis of being fully responsible for Duty of Care.

They must confirm in their proposal that:



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- ☐ They fully accept responsibility for Security and Duty of Care.
- They understand the potential risks and have the knowledge and experience to develop an effective risk plan.
- They have the capability to manage their Duty of Care responsibilities throughout the life of the accountable grant.

Proposals are expected to include, but are not limited to the following:

- ☐ The objective, outcomes, structure and broad results and performance targets.
- ☐ An approach to delivering results that demonstrates an awareness of and sensitivity to the context, flexibility and creativity. This should also state how the partners develop and sustain a government-owned approach, with sufficient ownership and participation from DFID Sierra Leone, 5, Off Spur Road, Wilberforce, Freetown | www.gov.uk/dfid | +232

the Ministry of Education, District Education Offices, schools and teachers to ensure that outputs are sustained and quality outcomes achieved.

- ☐ A detailed implementation plan, setting out clearly the sequence and timing of activities.
 - ☐ The management arrangements showing how performance of partners and individuals will be managed and quality assured.
 - ☐ A monitoring and evaluation plan appropriate to the operating environment and that clearly shows how progress will be measured and how lessons will be learned and used.
 - ☐ An awareness of risks and how these will be managed and mitigated.
 - ☐ Evidence of having successfully delivered similar programmes and how experiences may be applied in the current context? Include lessons learned from similar engagement with government in the design and delivery of education projects.
 - ☐ Outline the approach to ensuring value for money, in particular how costs will be managed and contained.
 - ☐ How will partners engage with beneficiaries, including communities and children, to strengthen the impact of the project?
 - ☐ Please also provide:
 - o A full list of partners and/or proposed network of downstream partners;
 - o For joint partnerships, the management structure arrangement (with organogram), including the roles of all members and decision-making processes; the reasoning for joint programming and any prior history of this relationship;
 - o Indicative budget broken down by line-item and by month
- Documentation must be clear and concise, written in plain English without jargon. Acronyms must be explained. The proposal should be no more than 20 pages (using font size 11), including annexes, in printable format, and should include page numbers and contents list.