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TERMS OF REFERENCE

EDUCATION OPERATIONAL RESEARCH AND EVALUATION (EDOREN) EXTENSION

1. Introduction

EDOREN was planned as an eight year programme, contracted to Oxford Policy Management (OPM) for four years to 2017. Following the outcome of the DFID Portfolio Quality Review (2017), the Programme was shortened by three years, meaning a final year for the programme in 2018. EDOREN aims to generate new evidence and understanding of how best to support equitable access and improved learning outcomes for Nigerian children. The project has two central objectives:

i). To embed research, evaluation and learning in DFID's education sector support in Nigeria. This involves adding value to, and improving the performance of, DFID Nigeria's current basic education sector portfolio; and informing DFID Nigeria's education strategy by synthesising and interpreting the evidence and knowledge gained from current projects, EDOREN's independent research, and relevant comparative research.

ii). To enhance national capacities to generate and use quality educational data, research and evaluation for policy and strategy making. This requires all EDOREN activities, whether in support of the DFID Nigeria education portfolio or separately, to apply well-articulated approaches to the development of individual and/or organisational capacity. It also entails working with stakeholders and partners to increase both the demand for and the capacity to supply high-quality educational data for policy-making. This aim is underpinned by EDOREN support and initiatives for improved data collection and management across a range of stakeholder programmes.

DFID Nigeria have worked with the EDOREN team to prune the budget to the minimum required (£2.85m) to allow the programme to carry out essential activities in its exit year. This includes undertaking a critical post redesign evaluation for the Girls Education Programme (GEP3), completing research on education and conflict in the North East which will inform the design of a new Education programme that will address the links between education and countering violent extremism, and undertaking new research on disability so all our education programmes (existing and new) will be better able to respond to the SoS's priorities on disability from 2017/18 onwards.

2, The Recipient

The primary recipient is DFID Nigeria. Other important stakeholders are DFID's implementing partners, the Government of Nigeria and the broader education research community.

3 The Scope

The contract will address research and evaluation needs within specific DFID projects, for example the 'Girls Education Project' (GEP3) in Northern Nigeria, as well as respond to broader research themes emerging across DFID's education portfolio. The initiative will also address evaluation and research for the Developing Effective Private Education Nigeria Programme (DEEPEN) formally known as 'Low cost private education project' (LOCOPE) and the 'Teacher Development Project' (TDP) including coordinating and working closely with the implementers of other DFID funded education projects to ensure the full utilisation of technical outputs of this programme, to contribute to project course correction where relevant, and to work towards closing gaps in evidence, both nationally and internationally.

In the final year of the Programme, EDOREN will complete ongoing high quality impact evaluations for 2 DFID Nigeria education projects – TDP and GEP3; complete evaluation for the private education programme, DEEPEN, disseminate the findings of research on access to education and conflict in the North East and conduct collaborative research on disability issues in education. The research and evidence work done by EDOREN is a critical element of the DFID Nigeria education portfolio and has strongly influenced the use of evidence in all DFIDN education programming. Over the past year, EDOREN's research has influenced the ongoing implementation of existing programmes and the design of the new Education in Emergencies programme which is part of DFID Nigeria's new Humanitarian Transition programme, NENTAD, 2017.

4 Methodology

In line with established methodologies during the 4 years implementation phase, OPM will continue to demonstrate:

- the capacity to co-ordinate and manage successfully a range of different research and evaluation activities within Nigeria, at the same time and in a strategic and cost-effective manner.
- demonstrated expertise in delivering rigorous evaluations, preferably including evaluations in the education sector, an appreciation of the range of methods that may be appropriate, and the ability to suggest methodological choices from this range that are tailored to a specific intervention,
- the capacity to put together a high calibre multi-disciplinary research team, with expertise in the successful application of both in-depth qualitative and quantitative approaches to research and evaluation, including non-experimental methods and innovative experimental methods such as randomised control trials (RCTs).
- an understanding of the existing availability of data to create baselines and the periodic exercises already taking place to measure changes in education in Nigeria, this could include innovative use of mobile technology in data collection where value for money is demonstrated.
- the analytical capacity to draw implications from operational research and evaluation findings, developing robust suggestions to improve project implementation,
- a focus on ensuring the feedback from beneficiaries is influencing project monitoring and evaluation,
- an in-depth understanding of the challenges and best practice in measuring improvements in education,
- the ability to build relationships with a number of different stakeholders,
- the expertise to be an effective knowledge broker and also deliver a dissemination strategy that ensures that research and evaluation findings or lessons are shared widely but sensitively,
- the ability to design a research and evaluation strategy that represents good value-for-money and demonstrates how efficiencies can be achieved by one service provider undertaking research and evaluation over the lifetime of a programme,
- the ability to operate effectively in Nigeria, taking account of the security and operational challenges.

5 Deliverables and reporting

The following expected deliverables are closely interlinked and will be achieved during the one year contract extension:

- Quality impact evaluations for 2 DFID Nigeria education projects – TDP and GEP3;
- Evaluation for the private education programme, DEEPEN,

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- Dissemination of the findings of research on access to education and conflict in the North East
- Conduct collaborative research on disability issues in education.

Implementation phase: OPM will provide periodic written reports to DFID Nigeria, as agreed throughout the contract. The following reports will be prepared:

- Annual work plans, including procurement plans and budgets.
- Quarterly Progress Reports against delivery of these plans, especially at activity and output levels, shall be submitted to the Project Management Committee in an agreed format.
- Peer reviewed reports of all research and evaluation outputs, including project specific evaluations, thematic impact evaluations and other research studies.
- Final report of the contract detailing all outputs and achievements against the original scope of work.

Mandatory financial reports: Annual forecast of expenditures (the budget) disaggregated monthly. This should be updated at least every 6 months

- Six-monthly comparison of budget with actual expenditure and six-monthly report of expenditure by output
- External audit report on the annual financial statements

Financial reports will present data by component, as well as by type of expenditures (such as grants, training, workshops, consultancies etc.). The detailed requirements will be agreed with DFID during the inception phase.

6. Timeframe

EDOREN has now completed its 4th year implementation phase (September 2013 - March 2017), during which time the project delivery plan has been adjusted in close cooperation with DFID. Adjustments have been made to take into account changed circumstances, emerging priorities and the new project structure. For example, the programme was designed for two 4 year periods with a review after the first 4 years in 2017 but the outcome of the DFID Nigeria Portfolio Quality Review outcome has meant that an extension is being sought for only one year (2017 – 2018), so the project will continue for a further year to ensure responsible exit. EDOREN will now end in March 2018, not 2021 as originally intended. Research and evidence will continue to play a key role in good quality programming, and DFID Nigeria will take forward successful elements of the EDOREN project in the design and implementation of a planned new education programme from 2018, PLANE (Partnership for Learning for All in Nigeria – in design).

7 Management arrangements

OPM will ensure effective management of the contract and will meet with DFID Nigeria on a regular basis to follow up on progress and review work plans. The contract will be overseen in DFID Nigeria by the lead education adviser based in Abuja, with support from the Deputy programme manager/Senior Responsible Owner (SRO) for EDOREN and the programme officer from the Human Development team, . DFID Nigeria will ensure that OPM has access to all relevant DFID project documents.

OPM will be required to engage and contribute in project management committees (e.g. for GEP3 and TDP), as well as annual and/or in-depth reviews for existing DFID funded education projects in Nigeria. The service provider will nurture and maintain excellent working relationships with DFID and implementing partners, particularly with UNICEF as

the manager of GEP3. Working arrangements Is as already set out during implementation phase.

8. DFID Co-ordination

OPM will coordinate and report directly to the lead education adviser in DFID Nigeria on each of the activities covered by the contract SRO/Deputy Programme Manager Any logistical and operational support will be coordinated with DFID Nigeria programme staff working in the Human Development Team (HDT).

9. Background

Nigeria is the 8th most populated country and has 17% of the out of school children in the world. Recent reports indicate that globally the numbers of out of school children are stagnating, but that in Nigeria the numbers are increasing.¹ In fact Nigeria has the most 'out of school' children in the world, approximately 10.5 million, 3.6 million more than in 2000 and 42% of its primary school age population. The biggest challenges lie in the north. Female attendance ratios for primary schools in the North East and North West are 38% and 35.5% respectively, compared with 80% in the South West.

Girls' education is vital. Educated girls become better mothers, have fewer, healthier children. Schultz (1993) estimates that an additional year of schooling reduces the probability of child mortality by 5-10%. Educated mothers want their children to have better educational opportunities. Educated women play a more important role in pressing for school improvement and are more likely to play productive social and economic roles within their families and communities.

Nigeria is a large and diverse country with a federal administration which determines policy but is divided into 36 states. Educational progress in each state is largely determined by the level of commitment shown by each state governor and his/ her state authorities. The Nigerian Education system as a whole is characterised by:

- Under investment in education
- Insufficient monitoring and evaluation
- High dropout rates
- Lack of parental confidence
- Pupil literacy and numeracy below international norms
- Teacher competency below international comparisons

In 2005, a universal basic education programme was initiated by the Nigerian government to address these challenges, but progress has been slow and funding flows erratic. UNESCO's Global Monitoring Report on Inequity (2009) commented that '*in Nigeria (and Pakistan) poor education governance is holding back progress and keeping millions of children out of school*'. This factor has serious implications for human development, especially in northern Nigeria and presents a major obstacle to the attainment of the Millennium Development Goals (MDGs) in Nigeria. Lack of progress in Nigeria means lack of progress overall for African MDGs, due to the sheer size of Nigeria's population. The worsening security situation in Northern Nigeria continues to affect the delivery of education, although most schools remain open. The Federal Ministry of Education has recently published its four year strategy, which will provide the framework for the Government and partners to prioritise support to the sector over the coming.²

¹ EFA Global Monitoring Report, Policy Paper 4: *Reaching out of school children is crucial for development*. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/> and March 2011, Nigeria Country Study, Global Initiative on out of school children UNICEF.

² Federal Ministry of Education 2011-15 4 Year Strategic Plan for the Development of the Education Sector in Nigeria.

Existing education data and research in Nigeria

The development of education data and analysis systems is a major priority in Nigeria and is part of DFID's on-going support to the sector. In 2010, in collaboration with USAID and UNICEF, DFID supported the Nigerian Government to publish national education statistics for the period 2006-10 (NEDS Survey). A follow up survey is now planned for 2015. In addition, DFID implementing partners directly support the Nigerian Government at State level to collect, analyse and disseminate the results of key national data sources to better monitor progress in the sector. Policy advice and support is provided at a federal level through the ESSPIN project, and at state level through both ESSPIN and GEP projects. To date, implementation support has been particularly focused on the 10 states where DFID has been providing direct support to basic education services. Throughout the course of this contract, DFID's education support is expected to expand into new states in Northern Nigeria. A number of different education surveys, analytical tools and data sources have either been developed, or are now under development in Nigeria. Some of them are now being taken to scale by the national authorities with technical support from development partners. They include:

- Nigerian Digest of Education Statistics 2010 (NEDS), and Nigeria DHS Ed Data Survey 2010, Education Data for Decision making, published by the National Population Commission for Nigeria
- Teacher Development Needs Assessment (TDNA), developed by ESSPIN
- Monitoring of Learning Achievement (MLA), developed by ESSPIN
- Annual School Census (ASC) as part of the National Education Management Information System (EMIS), supported by USAID, UNICEF and ESSPIN
- Early Grade Reading Assessments (EGRA) and Early Grade Maths Assessments, USAID Nigeria Northern Education Initiative, RTI
- System Assessment and Benchmarking for Education Results (SABER), World Bank
- Various tracking surveys of education financial data at Federal, State and Local Government level
- Household level survey data
- Other monitoring data related to specific project components, including for example the assessment of 'School Based Management Committees'.

As part of the normal management of DFID projects and through their technical and capacity building support for education management information systems, DFID's implementing partners are required to:

- Ensure robust design consistent both with national standards for these surveys and with good quality data collections in other states
- Collect data, with high quality supervision to agreed timetables and in coordination with Government authorities
- Clean and analyse data
- Report on survey results against logical framework commitments
- Produce reports of the results and methodology
- Disseminate data in conjunction with government stakeholders.

Nigeria conducted a national assessment of learning exercise in 2003. To the extent that results were comparable between Nigeria and other African countries, the performance of Nigerian students were found to be the weakest in sub Saharan Africa.³ The Nigerian Government recognises the need to establish a national assessment system; to provide reliable

³ ESSPIN (2010) 'Monitoring Learning Achievement' - State level baseline assessments.

information on literacy and numeracy trends to guide policy and practice in the classroom and in teacher education institutions. A roadmap was agreed in March 2009 at the Federal level identifying the need to establish a standardised assessment system that annually monitors and reports academic achievement in the core subjects as one of its priorities. The Government's Universal Basic Education Commission (UBEC) initiated a nationwide 'Monitoring of Learning Assessment' at the end of 2011, with some technical support from UNICEF. There has been a delay in the analysis and publication of the results due to technical problem with scanning the MLA forms; however, UBEC indicates that the results should be available during 2012. DFID funded ESSPIN project has developed methodology for the 'Monitoring of Learning Achievement' (MLA) in terms of numeracy and literacy for grade 2 and 4 students. At the end of 2010, the approach was piloted in 6 states involving a sample of 390 schools. The current proposal of ESSPIN is to repeat the MLA surveys at State level after 2 years.

In 2010, ESSPIN developed the 'teacher development needs assessment' (TDNA) to assess the professional working knowledge of teachers in Nigeria. The approach proposes a rationale and framework for understanding teacher's professional working knowledge; as comprising 1) basic subject knowledge, 2) general pedagogical knowledge, and 3) pedagogical content knowledge. Teachers are subjected to a number of tasks to profile their knowledge in the subject areas of primary mathematics and primary literacy, their proficiencies in reading materials that may be used for the preparation of lessons and their abilities to write notes that may be used in the preparation of lesson schemes, or in teaching. Since 2008, TDNA has been implemented in states where the ESSPIN project is active (Lagos, Kano, Kwara, Kaduna, Jigawa, and Enugu). In the future years, UNICEF will implement similar TDNA exercises in states where GEP3 will be operational (currently Niger, Bauchi, Sokoto, Katsina). In March 2011, USAID piloted the use of Early Grade Reading and Maths Assessments (EGRA, EGMA) in two states in Nigeria (Sokoto, Bauchi). The World Bank has started to use Sector Assessment and Benchmarking Education Results (SABER) tools to support the development of their new education sector programmes in three states (Akita, Anambra and Bauchi) in Nigeria.

DFID Nigeria's Education Portfolio

The following initiatives are either under implementation or are being planned, and constitute the DFID Nigeria Education portfolio:

1. Girl's Education Project (GEP3)

UNICEF Nigeria's Girls Education Project Phase 3 (GEP3) is a project focused on girls' education in northern Nigeria - funded by the UK Department for International Development (DFID) and implemented in partnership with target state governments, which have a high-burden of out-of-school girls, in northern Nigeria. Through its interventions, GEP3 aims to improve access, retention and quality ensuring that learning outcomes for girls improve.

In May 2014 GEP3 began its third year of implementation. At this point the project revisited its theory of change to reassess its results chain and underlying assumptions. From May to October 2014 UNICEF conducted a review and consultation process which led to the redesign of GEP3's approach, better enabling it to achieve its outcome targets for girls' education by the end of the project period.

Planned result areas

By the end of GEP3 in 2020, the project will have succeeded in getting approximately one million additional girls into school. Other expected results by 2019/20 include:

- Improved girls' survival rate to Grade 5 to 80% by 2019/20.
- 1.3 million girls reached by improved teaching and girl-friendly learning environments

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- 42,000 primary and Integrated Qur'anic school (IQS) teachers trained and mentored in child-centred pedagogy;
- 15,000 head teachers trained in school effectiveness, efficiency and curriculum management;
- 21,400 families benefiting from cash transfers, to encourage them to send their daughters to school and support their transition to JSS and SSS;
- Reliable and validated Annual School Censuses in each state which are used for targeting resources towards girls' basic education.

Besides the approximately one million additional girls that GEP3 intends to get into school, an estimated 1.5 million boys will also benefit from GEP3's investments through improvements to teacher quality and school governance.

Impact: Improvement in the social and economic opportunities for girls and women, in specific states in Northern Nigeria.

Outcome: More girls will receive a better quality education in specific states in Northern Nigeria in Primary, Junior and Senior Secondary School levels.

The results of GEP3 will make a major contribution to both DFID and Nigeria's policy objectives for girls and women as outlined earlier. The Project outputs are listed here in brief and elaborated in detail in the Theory of Change.

Output One: Increased access to and demand for girls education

Output Two: Improved capacity of teachers to deliver effective learning for girls

Output Three: Improved governance to strengthen girls' education

Key Points

Cash transfer

- 23,580 girls benefitted from the scheme: (11,266 in Sokoto and 12,314 in Niger), receiving a cash transfer of N 5,000 each per quarter.
- Sustainability plans developed and adopted by the two states. Sokoto included funding for implementation of the plan in the state budget and set up a technical working group.

Enrolment drive campaign

- Enrolment drive campaign was successfully conducted state-wide in all five GEP3 states, reaching 142,233 girls who enrolled in school as result of GEP3 support to the campaign. GEP3 supported enrolment drives in 4,552 schools, representing an average of 40 per cent of the schools in each state, with the states supporting the remaining 60 per cent (6,843 schools).
- Using the GEP3 enrolment drive campaign guidelines, enrolment drives were conducted in six non-GEP3 states: Adamawa, Borno, Ebony, Kebbi, Taraba, and Yobe.
- National enrolment drive framework was approved as a national strategy document for addressing out-of-school children at the 61st National Council on Education Meeting held on 7-11 November 2016.

Girls for Girls (G4G)

- Initial draft G4G Operational Guidelines and the G4G Strategy developed after a series of consultations and testing.
- Process of finalising Programme Cooperation Agreements with identified Civil Society Organizations begun.

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- Mothers' Associations strengthened with structured operational guidelines and capacity development.

Research

- Processes for the start-up of the research on the influence of Female teachers on girls' enrolment and retention is in progress.
- An impact evaluation of the GEP3 Cash transfer pilot intervention was conducted. Final report available in early year six.

2) Teacher Development Programme (TDP)

DFID is providing up to £37 million to improve the quality of teaching in primary and junior secondary schools and in CoEs. TDP will last for six years and will be focused in the northern states of the country. The Programme will improve the skills of 62,000 In-service teachers and 4,000 Pre-service. In turn, for every year they continue as teachers, it is posited that they will improve the learning outcomes of over 2.3 million students.

The intended impact of the Programme is improved student learning. This will be achieved through the outcome of creating more effective teachers – existing and new (as the intermediate impacts outline). The quality of teaching will be enhanced through the following Programme outputs:

1. Improved training of primary and junior secondary school teachers
2. More effective teacher educators (in the CoEs)
3. Strengthened evidence base on teachers' effectiveness and efficiency.

These improvements will be measured through the use of proven tools involving the structured testing of teachers and students complemented by classroom observation.

The proposed in-service training of school teachers takes a cluster and school-based approach with its emphasis on the use of audio-visual materials and the provision of direct support to teachers at school and cluster level. The audio-visual materials will be delivered on a mobile phone capable of playing video, and audio for classroom materials. This modality is known as the 'Trainer in the Pocket Hardware (TiPH). The scope of the training will cover three basic curriculum core subjects, namely: English, Maths and Science & Technology.

In the CoEs, the pre-service programme will improve the capabilities of the primary teacher educators, namely those college lecturers responsible for delivering the curriculum for the Nigerian Certificate of Education (NCE) which is the national minimum teaching qualification. The Programme will train lecturers to use active learning techniques and to improve teaching practice.

The current evidence base for the proposed approach to teachers' development needs to be strengthened through a critical review of the way in which it is being activated by teacher educators and teachers. The Programme commissions research and surveys to help strengthen the evidence base especially in critical areas with regard to improving the management of the teacher workforce. Currently, there is a lack of reliable and relevant information available to decision makers in areas such as curriculum development, demand and supply of teachers, teacher recruitment, deployment, assessment, career progression and teacher motivation.

Inequality seriously hampers progress towards universal primary education and is most obviously expressed through poverty, and rural/urban and gender disparities. For girls in Nigeria (and especially in the northern states), education remains elusive. At primary level, Nigeria's gender parity rate is one of the lowest in Sub-Saharan Africa, indicating that girls' participation in schooling still lags behind that of boys. While access may have improved, very significant challenges remain regarding the quality of education provided including:

- poor teaching resulting in low levels of educational achievement
- non-compliance with agreed benchmark qualifications for primary school teachers

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- two-thirds of children in the north still struggle with basic literacy by the end of primary
- learning outcomes in English, where measured at all at State or national level, are very low
- inconsistency in levels of quality and service provision across rural and urban areas
- large class sizes
- teacher absenteeism, and
- the vulnerability of children due to conflict, disability, poor health, and the need for them to contribute to household incomes.

Teaching and learning in government schools is characterised by poorly trained and supported teachers, little sense of a coherent framework for teacher development over time, outmoded curricula and textbooks, and a teaching model based on rote learning with little emphasis on the active participation of students in the learning experience.

Against this backdrop, the TDP programme was implemented, to address the issues of poor quality teaching and the preparation and professional development of teachers in schools and CoEs.

3) Developing Effective Private Education (DEEPEN)

DEEPEN is a five-year (2013–2018) UK Department for International Development (DFID) funded education programme, and is the first programme to employ a market systems approach to improving children’s education (DEEPEN 2014a) in primary schools in Lagos. Building on the Making Markets Work for the Poor (M4P) approach, DEEPEN’s approach had no obvious parallel in Nigeria or elsewhere (*ibid.*) at the time of design. As well as being an innovative and experimental learning project, DEEPEN also incorporates significant research and evaluation activities.

The programme has two components:

- 1. Facilitating Change:** This is the major component. It will be highly innovative and experimental, applying a market systems approach to improving education quality for the first time. This approach emphasises sustainable, systemic change at a large-scale. A portfolio of interventions will tackle the major constraints to schools investing in better learning conditions and teaching practices.
- 2. Supporting Innovation:** This is the minor component, providing financial support for developing and deploying innovative business models for low cost private education.

DEEPEN’s Facilitating Change workstreams are:

Workstream 1: Improving **rules and standards for private schools**, in part through the roll-out of a new system for Graded Assessment of Private Schools (GAPS).

Workstream 2: Improving **access to information on best practice and school quality for parents and schools** by working with media outlets to increase the quality and scope of education coverage; sharing information about school performance with parents; and conducting and sharing analytical studies with policy-makers.

Workstream 3: Improving the **cash flow and revenue of private schools** by increasing the accessibility of financial products and services which benefit the private education, such as alternative fee payment systems and affordable loans for schools.

Workstream 4: Stimulating the **market for school improvement services for private schools** by working with schools, associations, and private service providers offering, for example, training and pedagogical innovation to raise awareness, and willingness and capacity, to promote pedagogical improvement and innovation.

Workstream 51: In addition to the four core interventions, results measurement, research and learning are key elements of the programme. DEEPEN aims to conduct rigorous and robust monitoring and results measurement to assess and evaluate its impact and generate new evidence.

Workstream 6: Innovative business models for schools and supporting services introduced to the market (NB: this Output is managed separately to the DEEPEN programme.)

Why a market systems approach?

In 2011, DFID Nigeria identified the need to intervene in the Lagos private education context and commissioned a scoping study which recommended that any intervention should follow a market systems – or ‘making markets work for the poor’ (M4P) - approach. The central features of a market systems approach are built around analysis and action:

- Understanding the structures, rules and incentives around which the central ‘supply and demand’ core of a market works – and the main reasons (constraints) preventing it from working better for the poor
- Unblocking the constraints through improving wider systems (such as information, rules, access to services) that influence the core, so that the market works better, matching increased demand and improved supply, and
- Placing emphasis on learning, monitoring and evaluation, to inform further change.

A market systems approach is grounded on principles of ‘do no harm’ and sustainability. Every proposed intervention considers what impacts - negative and positive - it will likely have and ensures sustainability by asking the key questions of “who does?” and “who pays?” What a market systems approach does not do is provide short term fixes in the form of funds, goods and services that may undermine market systems and do long term damage. For example, addressing the problem of excessive and arbitrary government levies and encouraging new financial services aimed at better fee collection from parents are better solutions to the problem of school financing than simply offering grants.

10. Duty of Care

11.1 The Service Provider is responsible for the safety and well-being of their personnel and third parties affected by their activities detailed in this TOR. They will also be responsible for the provision of suitable security arrangements for their domestic and business property.

11.2 DFID will share available information with the Service Provider on security status and developments in-country **where appropriate**. DFID will provide the following:

- long-term Supplier Personnel will be offered a security briefing by the British Embassy on arrival. All such Personnel must register with their respective Embassies to ensure that they are included in emergency procedures.
- A copy of the DFID visitor notes (and a further copy each time these are updated), which the Supplier may use to brief their short-term Personnel on arrival.

11.3 The Service Provider is responsible for ensuring appropriate safety and security briefings for all of their short-term personnel delivering work as defined in these TOR and

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ensuring, where appropriate that their long-term 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.

11.4 **Where appropriate** the Service Provider is responsible for ensuring that appropriate arrangements, processes and procedures are in place for their personnel, taking into account the environment they will be working in and the level of risk involved in delivery of activities (such as working in dangerous, fragile and hostile environments etc.). The Service Provider must ensure their personnel receive the required level of training and **where appropriate** complete a UK government approved hostile environment or safety in the field training prior to deployment.

11.5 Tenderers must develop their PQQ response and tender on the basis of being fully responsible for Duty of Care in line with the details provided above and must confirm in their PQQ response that they fully accept responsibility for security and Duty of Care, and that they have the capability to provide security and duty of care for the duration of the contract.