

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

Terms of Reference for a Service Provider for Output 3

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 Teacher’s Professional Board, University of Cape Coast, the University of Education Winneba, Colleges of Education, Regional and District Offices of Education and selected schools.
5. Bidders should develop a suitable methodology for the achievement of expected programme results based on these terms of reference (TORs) and attached log-frame, and informed by the Business Case, together with key Government of Ghana documents. In the event of any contradictions with the Business Case, the provisions in the Terms of Reference will prevail.

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 300,000 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.¹

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 47th 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 2013. 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 recently approved Policy Framework for Pre-Tertiary Teacher Professional Development and Management aims to develop standards, core values and ethics for the teaching profession and 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;

¹ 2012 National Education Sector Performance Report

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 20,000 junior and senior secondary girls in Upper West, Upper East, Northern and Central regions.
- The Girls' Education Unit will disburse scholarships to 50,000 junior secondary school girls in 57 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. This may include:

- A randomized control trial to assess the scholarship packages, comparing the different kinds of scholarship packages available including ascertaining the minimum package necessary to enable girls to complete secondary schooling, as well as what other interventions work to ensure that girls stay in school.
- An evaluation to assess what works in improving pre-service training, and the application of more effective approaches to teaching in schools.

21. The attached log-frame provides indicators and milestones for each output. These will be the basis for monitoring and reporting of progress.

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 facilitate coherence between all G-PASS components, including lesson learning under Output 1 (of CAMFED and GEU scholarship schemes) and Output 4 (operational research and evaluation processes and findings).
 - If requested, 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.
 - Cooperate with the lead agency for Output 4 by contributing to programme-wide data 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 focus on a cohort of 9,000 trainee 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.
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 schools², 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 schoolchildren.
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.

Monitoring and evaluation

31. The Service Provider will develop and implement an agreed approach to the monitoring of Output 3, and its contribution to G-PASS and the education system as a whole. This will include, but will not be limited to:
 - A framework for collecting and analysing data to monitor Output 3 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;

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

- Specification of how the collection and analysis of data will be used for more effective management and continuous improvement in the delivery of Output 3 and its contribution to the development of the programme as a whole;
- Regular monitoring and reporting through field visits with DFID staff and the evaluation teams under Output 4. One of the monitoring visits will form part of the mandatory annual review of programme delivery and financial management;
- Conducting asset registers and verification;
- Establishing appropriate quarterly reporting mechanisms in coordination with the evaluation teams (under a separate contract) to contribute to the monitoring of G-PASS outputs and outcome;
- Notifying DFID Ghana on project implementation including where problems have arisen that may require action;
- Regular sharing of progress on Output 3 and consultation with the Government of Ghana;
- Working closely with DFID on annual reviews, a mid-term review and a final evaluation.

Knowledge-generating and sharing

32. 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, including that for Output 4.
- 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

33. The Service Provider will develop annual work plans, linked to key performance indicators (KPIs), procurement plans and budgets, to be approved by the Steering Committee. The work plan and KPIs are the key documents against which performance progress will be monitored and evaluated. They are intended to be working documents and may be updated or revised subject to approval by the Steering Committee and DFID. 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

34. 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

35. A Steering Committee will be established 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 Output 3 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.
36. The composition of the Steering Committee has not yet been finalised but is likely to comprise representatives from Government and DFID, and some eminent Ghanaians, people with widely-respected expertise in priority focal areas of G-PASS. An early task of the Steering Committee will be to agree terms of reference, including arrangements for chairing, meeting logistics, record taking, resolution passing, defining quorum and other organisational tasks.
37. An Advisory Committee will be 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 Output 3, on the request of the Steering Committee, to inform the latter's decisions. While working arrangements have yet to be defined it is likely that the Committee will meet on a quarterly basis in the first year, and then on a six-monthly basis thereafter.
38. The constitution of the Steering and Advisory Committees will be managed by DFID and the Government. 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

39. The Service Provider will prepare quarterly reports, based on an agreed format, for Steering Committee and DFID Ghana comment and approval. Reports will focus on, but not limited to,

progress against work plans and KPIs, especially at activity and output levels outlined in the log-frame. At the year-end additional reports will be prepared on lessons learned, risk management, monitoring reports, and recommendations to improve programme operations. Reporting formats will be agreed with DFID and the Government. Any need for additional reporting will be discussed and agreed during the contract and formally covered by amendment to these ToR.

Financial reporting

40. 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. These will be updated at least every 6 months. However, any significant changes to forecasts within the 6-month period should be communicated to DFID promptly.
 - A quarterly comparison of budget with expenditure.
41. Full details of expenditure against agreed budget lines and of clear links between expenditure and results achieved. This will include 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.
42. 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. 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

43. Throughout the project, the Service Provider will carry out the requisite due diligence on grant partners and ensure proper fiduciary oversight through regular monitoring.
44. The Service Provider will assume all the risk for any loss of funds incurred under this contract.
45. 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. 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.

Coordination

46. 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 the G-PASS programme. The Service Provider will propose a tentative governance structure which will be finalised with Government during inception.
47. The Service Provider will work in close partnership with the Ministry of Education/Ghana Education Service in the delivery of this programme. They will operate from offices already allocated by the Ministry of Education. The following education stakeholders will be directly or indirectly involved:

- Central Ghana Education Service Officers
- Ghana Education Service District Support Officers
- Ghana Education Service District Girls Education Officers
- Colleges of Education
- Ghana University Sector participants
- National Council for Tertiary Education
- International and local education NGOs and CBOs
- Ghana private sector education participants

48. The programme will be managed by the DFID Senior Programme Officer with advice from the relevant education advisers. The education advisers will focus on technical advice and capacity building deliverables while the Senior Programme Officer will be responsible for value for money, financial matters, compliance and administrative functions.

Timelines

49. The contract will run for up to 4 years from 2013 – 2017. This will include a 6-month inception phase followed by a 42-month implementation phase. Subject to continued need and satisfactory performance of the Service Provider, there may be an extension for up to a further 24 months.

50. Whilst the programme is scheduled to run for up to 4 years, the contract will be issued for up to 6 months (Inception Phase) in the first instance. If DFID decides not to proceed to the full Implementation Phase, the contract will be terminated at no additional cost to DFID. Progression from inception to implementation will be subject to the satisfactory performance of the Service Provider, the continuing requirement of the services and agreement on forward work plans and budgets, etc for the following period.

Payments

51. 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.

52. Any interest accrued by the Service Provider stemming from DFID fund balances remain the property of DFID.

53. Payments for the Service Provider's fees and expenses will be made in arrears on a quarterly basis.

Inception Phase Deliverables

54. The Service Provider will be required to complete a six month inception phase during which a number of activities will be completed. These will include, but will not be limited to:

No	Final Inception workplan submitted by end of Month 1 of inception
1	Local bank account opened and account details communicated to DFID within month 1 of inception
2	Perform logistical and secretarial support to the Advisory Committee and ensure two meetings are held

3	Inception Phase procurement plan submitted and approved within month 1 of inception
4	Implementation phase procurement plan submitted and approved by DFID by month 5 of inception
5	High quality gender, communication, value for money, risk management strategies and implementation work plan and budget delivered by Month 5 of inception.
6	Propose an approach to coaching which has been endorsed by all key stakeholders, e.g. Colleges of Education. This include a) specified initial training materials b) process for reviewing/securing additional materials for implementation c) Process for engaging coaches from month 1 of implementation
7	Updated logframe (end of inception phase) signed off by DFID
8	Inception Phase report (end of the inception phase) delivered within two weeks of the end of the inception phase
9	High quality monitoring and evaluation plan submitted (includes baselines and how new baselines will be established and results tracked etc) which is signed of by DFID evaluation department
10	Monthly updates and reports delivered to DFID during the inception phase
11	Consultation with MoE/GES, DFID and other key stakeholders to establish the approach for the small grants scheme
12	Develop small grants operational documents by end of inception
13	Output 3 4-year budget (disaggregated into various cost centers) presented
14	Project office established
15	Inception phase team in place within 4 weeks of signing contract
16	Performance of team leader (measured by stakeholder feedback and delivery of programme)
17	Performance of other team personnel (measured by stakeholder feedback and delivery of programme)
18	Performance of in-country team (measured by stakeholder feedback and delivery of programme)
19	Responsiveness to stakeholders measured by feedback from key stakeholders e.g MoE/GES, Colleges of Education, Advisory Committee members, etc
20	Regular communication with DFID and delivery of monthly meeting action points

55. The Inception Report will set out the results and findings of all inception activities as well as incorporate the proposed priorities and work plan, together with a revised detailed budget for the first year of implementation and an indicative budget for the remaining contract period.

56. Progression to implementation will be conditional on the satisfactory delivery and approval of the outputs of the Inception Phase and agreement on the work plan, KPIs, outputs and budget for the first year of the implementation and will be reviewed on an annual basis. This will be formalised by an extension to the contract with updated ToR to reflect the finalised requirements for the Implementation Phase.

57. The financial capacity of the Service Provider will also be reviewed to ensure it continues to have the financial capacity to deliver programme activities and results.

Implementation Phase Deliverables

58. Details of the implementation phase deliverables will be confirmed by the end of the inception phase and these Terms of Reference will be revised to reflect these changes. Key deliverables for the implementation phase will include but not be limited to the following:

Implementation Phase	<ul style="list-style-type: none"> • Submit annual work plans and budget by end of April each year to be revised every six months
	<ul style="list-style-type: none"> • Submit quarterly technical and financial progress report
	<ul style="list-style-type: none"> • which clearly demonstrates progress against targets in the agreed work plan
	<ul style="list-style-type: none"> • Yearly audited financial statements conducted by a firm of international repute
	<ul style="list-style-type: none"> • Yearly inventory of all assets procured
	<ul style="list-style-type: none"> • Quarterly detailed expenditure reports against milestones
	<ul style="list-style-type: none"> • Minutes of Steering Committee meetings

DUTY OF CARE

59. 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. The Service Provider will also be responsible for the provision of suitable security arrangements for their domestic and business property.
60. 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.
61. 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.
62. Tenderers must develop their Tender on the basis of being fully responsible for Duty of Care in line with the details provided above and the initial risk assessment matrix prepared by DFID (see Management Case (Section B) of the Business Case). Tenderers must confirm in their ITT Response that:
- They fully accept responsibility for Security and Duty of Care.
 - They have made a full assessment of security requirements.
 - They have the capability to provide security and Duty of Care for the duration of the contract.
63. If you are unwilling or unable to accept responsibility for Security and Duty of Care as detailed above, your ITT will be viewed as non-compliant and excluded from further evaluation.
64. Acceptance of responsibility must be supported with evidence of Duty of Care capability. DFID reserves the right to clarify any aspect of this evidence.

INCEPTION EXTENSION

65. The inception phase will be extended for 1 (one month) till end of May 2015 to finalise the following deliverables:
- Costed implementation phase deliverables proposed for each component particularly for Year 1. This should include staff allocations. DFID is looking for much greater stretch, particularly from Year 2 of implementation. Year 1 should be a good balance of supply and demand deliverables. This will include a set of activities that would serve as verification for each deliverable. High level outputs and deliverables for outer years should be structured in a similar manner though these will be firmed up later. **By end of week 1 in May 2015.**
 - A revised VfM strategy which takes into account inputs provided and discussed with the supplier. **By end of week 1 in May 2015.**
 - A revised logframe with interim milestones for June – October 2015 and post-baseline. Indicative milestones and final year targets should be proposed for out years which will be reviewed post-baseline. **By end of week 1 in May 2015.**
 - A revised risk assessment/analysis document which takes into account inputs provided and discussed with the supplier. **By end of Week 2 of May 2015**
 - Revised operational manual. **By end of Week 2 of May 2015**
 - Constitution and first meeting of the Steering Committee and Technical Advisory Committee. **By end of May 2015.**
66. Payment for these deliverables will be made at the end of May, subject only to production of satisfactory verification evidence. The Progress report and its annexes should provide clear demonstration that planned activities have taken place.