

**Foreign Commonwealth and Development Office
Sierra Leone Secondary Education Improvement Project Phase 2 (SSEIP II)**

Terms of Reference (ToR) for Delivering Pillar 2 of SSEIP II

TABLE OF CONTENTS

1. Introduction	2
2. Context	2
3. Objectives	3
4. Recipient and Beneficiaries	4
5. Budget and Timeframe	4
6. Scope of Services	5
7. Management and Technical Requirements	9
8. Skills and Competency requirements	10
9. Inception, Implementation and Exit Phase Requirements	13
10. Reporting Requirements	15
11. Financial Management Requirements	16
12. KPIs and Payment Mechanism	17
13. Governance and Oversight Arrangements	22
14. Mandatory Requirements	22
 Annex I: SSEIP II Pillars and Proposed Intervention Areas (from Business case)	 27
Annex II SSEIP II Theory of Change	34
Annex III – Sierra Leone Education System Overview	34
Annex IV – Annual Reviews (2019-2021)	35

1. Introduction

- 1.1 The United Kingdom's Foreign Commonwealth and Development Office (FCDO) leads the UK's work to pursue our national interests and project the UK as a force for good in the world. The FCDO promotes the interests of British citizens, safeguards the UK's security, defends our values, reduces poverty and tackles global challenges with our international partners, in order to end extreme poverty and to build a safer, healthier, more prosperous world for all of us. The UK is supporting **a more resilient and inclusive Sierra Leone** that leads its own efforts to consolidate stability and improve the lives of its people by supporting a growing population with basic services, jobs and stronger institutions whilst pursuing a green growth path.
- 1.2 'Supporting the bottom billion through improving human development' is a priority objective for the UK in Sierra Leone. Better education outcomes contribute directly to improved human development. Alongside the UK's health, governance and social protection investments, this programme will help Sierra Leone deliver on its ambitious human development agenda of providing more girls with 12 years of quality education, delivering better sexual and reproductive health, promoting gender equality, ending preventable deaths, strengthening education and health systems and improving their ability to respond to shocks, including the Covid-19 pandemic.
- 1.3 SSEIP II will deliver three priority areas, referred to as 'pillars' (outlined below). **These Terms of Reference (ToRs) relate to Pillar 2.** Pillars 1 and 3 will be procured separately but the Supplier will take a lead on coordinating with the Lead Suppliers of the other pillars (see Annex 1 for an overview of the three pillars and the evidence underpinning them).
- 1.4 These ToRs establish the scope **and** the expected services from the supplier in delivering pillar 2 (section 6); expectations of the technical and other expertise required to deliver the contract (section 7); and how the contract will be managed, including KPIs and payment structure (section 12). The pillar 2 supplier will be expected to assume responsibility for monitoring and coordination across the three pillars with the Ministry of Basic and Senior Secondary Education (MBSSE) and with other donors.
- 1.5 The programme's three pillars are as follows (more detail on Pillar 2 proposed Intervention Areas can be found in in Section 6):
 - Pillar 1: **Support policy and planning reform** to improve education provision for girls and children with disabilities.
 - Pillar 2: **Strengthen government systems** to deliver improved education for adolescent girls and children with disabilities (see Business Case 'Appraisal Case' for further detail on the specific outputs and outcomes under Pillar 2).
 - Pillar 3 **Engage with communities** to help adolescent girls and children with disabilities access and thrive in school, particularly in underserved rural areas.

2 Context

- 2.1 Sierra Leone ranks 151st out of 157 countries on the World Bank's Human Capital Index (HCI). The average child leaves school with the equivalent of only 4.9 learning adjusted years of education and there is a persistent gender gap in learning outcomes and examination results in favour of boys. Rural schools have consistently lower enrolment of girls than urban areas and girls with a disability in rural areas are doubly disadvantaged.
- 2.2 Meeting the Sustainable Development Goals (SDGs) by 2030 will be hugely challenging. FCDO's Country Typology work places Sierra Leone in the 'poorest' category and notes that self-financing is expected to be approximately 30 years away. Sierra Leone faces a number of challenges to self-financing including low productivity, high fertility rates and

vulnerability to climate change. This has been exacerbated by the Covid-19 pandemic – a recent World Bank report estimates that Sierra Leone’s economy is likely to shrink by over 2% even if there is only limited domestic spread of the virus.

- 2.3 The FCDO is supporting the education sector in Sierra Leone through a successful in country education programme: Sierra Leone Secondary Education Improvement Project Phase 1¹. This programme is due to end in March 2023. The successful bidder for Phase 2 will be expected to have a smooth handover from Phase 1, building on the lessons learned and structures put in place. FCDO is also contributing to the Free Education Project for Sierra Leone² through a World Bank Multi Donor Trust. Fund, and to the Global Partnership for Education. It will be important to ensure coordination between these three programmes. There are also a number of other relevant programmes to which the successful bidder would be expected to align.³
- 2.4 SSEIP II is aligned with Government of Sierra Leone (GoSL) strategic plans and priorities as set out in the Sierra Leone Education Sector Development Plan and recent policies such as Radical Inclusion, and the School Health policy which is pending approval. The programme will be delivered alongside and in coordination with our health programme, other development partner programmes in the education sector in Sierra Leone, as well as the FCDO CMPs and multilateral commitments.
- 2.5 The design of the programme is firmly rooted in the evidence that girls’ education is a best buy, and what the [evidence](#)⁴ says about what works to keep adolescent girls and those with disability in school and improve learning outcomes. The focus of the programme has been discussed and agreed with the Government of Sierra Leone.

3 Objectives

- 3.1 As set out in paragraph 1.3 above, the impact aims for SSEIP II is: **improved access to quality education, learning, safety and health outcomes for 1.6 million children** (see Theory of Change in Annex II). Progress will be measured through the following impact indicators and targets:
- Reduction in the rate of out of school adolescent girls – from a baseline of 19% in lower secondary and 39% in upper secondary to a target of 10% and 20% respectively.
 - Improvement in the average learning-adjusted years (LAYs) achieved by children in Sierra Leone as reflected in the World Bank Human Capital Index from 4.9 years to 5.5 years.
 - Reduction in the rate of early marriage from a baseline of 30% of girls under 18 to a target of 25%
 - Reduction in the rate of 15–19-year-old girls who have begun childbearing from 23% to 18%
- 3.2 This impact is delivered through three programme pillars. These ToRs relate only to Pillar 2 below:
- Pillar 1: Grant to an NGO to deliver policy and planning objectives
 - Pillar 2: Services procured from a supplier:

¹ Further detail on SSEIP I can be found at <https://devtracker.fcdo.gov.uk/projects/GB-1-205234/summary>

² <https://www.worldbank.org/en/news/loans-credits/2020/06/29/sierra-leone-free-education-project>

³ Two GEC projects which are focused on out of school girls – Girls’ Access to Education (GATE) and Every Adolescent Girl Empowered and Resilient (EAGER) – four other in-country programmes - Strengthening Community-led Accountability to Improve Service Delivery programme (SABI), Sierra Leone Adolescent Girls Empowerment programme (SAGE), Saving Lives in Sierra Leone (SLISL), and Strengthening Public Financial Management, Anti-Corruption and Accountability Institutions in Sierra Leone programme – and two centrally managed programmes – the Edtech Hub and a planned Education Outcomes Fund two centrally managed programmes (CMPs).

⁴ [World Bank Document](#)

- Support GoSL to achieve SSEIP II outcomes and outputs through (a) capacity building (b) direct delivery to schools and (c) provision of inputs such as assistive devices and menstrual hygiene kits.
- Coordination with the other priority areas and with GPE and the FREE Project.
- Pillar 3: Grant to an NGO or consortium of NGOs to deliver community engagement.

3.3 SSEIP II will deliver the three programme pillars through a series of Intervention Areas (IAs). The IAs specifically related to Pillar 2 (as outlined in Section 6 of the ToRs) include:

- Strengthening monitoring, supervision and support for schools by district offices.
- Strengthening leadership of inclusive learning in schools
- Delivering School-based Continuous Professional Development (CPD) for improved learning outcomes, inclusion, and safety
- Strengthening systems for inclusive education for children with disabilities.
- Further strengthening the response to gender-based violence and challenge harmful norms
- Increasing access to quality comprehensive sexuality education (CSE).

4 Recipients and Beneficiaries

4.1 The supplier will be accountable to FCDO on contractual matters, and to FCDO and Government of Sierra Leone's Ministry of Basic and Senior Secondary Education (MBSSE) on implementation of programme activities. The supplier will work with the following Stakeholders and Beneficiaries (not exhaustive):

- Key Government of Sierra Leone institutions directly involved in the delivery of secondary education at national, regional and district level. These include, but are not limited to: the MBSSE, District Education Offices, the Teacher Service Commission (TSC), and the Ministry of Finance (MoF).
- Other Government of Sierra Leone institutions, including: Ministry of Health, Ministry of Gender and Social Affairs, the National Secretariat for the Prevention of Teenage Pregnancy, West African Examinations Council and other semi-autonomous institutions related to MBSSE.
- Teacher education institutions and regulators (depending on results of policy reform work).
- Teachers and Headteachers, including their unions where appropriate.
- Pupils, parents and community members.

5 Budget and Timeframe

5.1 Initial contract timeline

5.1.1 The contract will run for an initial term of up to 60 months from March 2023 to February 2028.

5.1.2 The programme budget for the 60 months is up to a maximum of £19m inclusive of all Government Taxes but exclusive of VAT .

5.1.3 Contract period is designed to comprise three phases:

- Inception Phase – 6 months (approx. March 2023 to September 2023);
- Implementation Phase – 48 months (approx. October 2023 to October 2027);
- Closure/Exit Phase – 6 months (approx. October 2027 to March 2027).

5.1.4 The contract will have two formal review points, which are:

- **At the end of the inception phase (September 2023):** progression to the Implementation Phase is subject to satisfactory level of Inception Phase outputs/deliverables including programme design, satisfactory performance of the Supplier, and FCDO's agreement to work-plans; and
- Before March 2025 Performance will be assessed through a formal mid-term review undertaken by FCDO. This will be based on the supplier's performance against KPI Indicators (see Section 12), progress assessments at Steering Committee Meetings and any relevant Supplier Relationship Management performance issues.

5.2 Scale Up and Scale Down

- 5.2.1 The contract will include an option for FCDO to extend the term of the contract by additional 3 x 12 months, with up to £15 million in value for these additional 36 months. This option, if exercised, will be exercised at the sole discretion of FCDO.
- 5.2.2 Without prejudice to 5.2.1 above, when considering exercising the option in Clause 5.2.1 above, FCDO may take into account (among other things):
- Whether the programme has, in the view of the FCDO, demonstrated strong impact and has the potential to yield continued or better results;
 - Whether there is perceived value in significant expansion of the scope of work e.g. significant secondary education reforms to be implemented;
 - Any significant change in the external context in Sierra Leone which would impact on SSEIP II's delivery.
- 5.2.3 FCDO reserves the right to scale up or down or to discontinue this programme at any point in line with FCDO Terms and Conditions and at its sole discretion. Scaling down is at FCDO's discretion and may occur for a number of reasons, including but not limited to:
- Poor performance by the Supplier in line with the terms and conditions of the contract;
 - Shortage of funds;
 - External context changes.⁵

6 **Scope of Services**

6.1 The purpose of the contract is to deliver the Pillar 2 requirements. The IAs proposed under SSEIP II align with GoSL priorities as set out in the Education Sector Plan (ESP) and in related policies (Radical Inclusion Policy, for example). The prospective Suppliers will be expected to outline in their bids how they will deliver the following 2 components:

6.2 Component A: Management, Oversight and Coordination of Programme Activities (~20% of effort)

- a. High Quality Programme, Financial and Risk Management Oversight
- Plan, deliver and monitor activities in line with supplier annual workplans
 - Regular reporting to FCDO as set out in Section 9 – *Reporting Requirements*.
 - Accurate, timely and robust financial management as set out at Section 10 – *Financial Management Requirements*.

⁵ These could include a change in the situation of the government, stability, corruption or delays in key, necessary government engagement in the specific areas in question which are such that they affect the effective delivery of the programme in the specific areas (rather than generally) in a way that it is not possible to make a reasonable adjustment to the programme in an appropriate timeframe.

- iv. Robust risk management and mitigation strategies, including undertaking due diligence on any downstream partners, and regular reporting and escalation in line with FCDO's risk management approach. Risks should be presented in a risk matrix, including the level of risk and how partners plan to identify, monitor, mitigate and respond to these challenges.
- v. Management of core and associate sub-partners. See Section 7 – *Management and Technical Requirements*.
- vi. Establish and maintain effective working relationships with Government of Sierra Leone and all of its implementing organisations,
- vii. Any additional areas of programme, financial and risk management oversight required for successful implementation, as requested by FCDO.

b. Monitoring, evaluation and learning (MEL)

- i. The Supplier will be responsible for reporting quarterly against the logframe outputs. Bids should include a draft logframe, including indicators and targets for impact, outcome and outputs.
- ii. Monitoring of programme performance conducted by the Supplier must cover inputs, usage, outputs and be comprehensive⁶; draw on community-driven modes of monitoring on the ground and use technology where appropriate; integrate into current systems (particularly EMIS) rather than creating parallel systems; accessible and immediate to understand by all partners.
- iii. The Supplier should set out in the bid how it will produce and implement a monitoring, evaluation and learning strategy covering all three SSEIP II Pillars to ensure there is clarity on the monitoring arrangements. The monitoring strategy must: set out the approach for data collection management, analysis and dissemination. The monitoring strategy will be aligned with the Theory of Change, logframe, and VFM monitoring. The monitoring strategy is to be updated every six months and shared with the SSEIP II Steering Committee (SC).
- iv. The Supplier will be responsible for establishing baseline data (drawing on data from phase I of the programme), both quantitative and qualitative, to ensure that all the Pillar 2 interventions can be monitored and bottlenecks to progress identified.
- v. The supplier will be responsible for timely production of a quarterly updates on milestones for all output logframe indicators and annual updates on outcome and impact indicators to feed into Annual Review.

c. Coordination

- i. The Supplier will ensure a smooth handover with the current SSEIP I programme.
- ii. The Supplier will work with the providers of pillars 1 and 3 to facilitate smooth implementation of SSEIP II outcomes. The leads for the three priorities are expected to meet at least quarterly. Ways of working will be agreed during the Inception Phase.
- iii. The Supplier will work with and support MBSSE and its government partners in delivery of SSEIP II outcomes (as set out in Component B below) and in strengthening GoSL coordination capacity. The Supplier will establish and maintain an effective working relationship with MBSSE, the Teacher Service Commission and other key government structures (such as Ministry of Health) and agree ways of working during the Inception Phase.

⁶ Examples of incomplete monitoring and evaluation include: monitoring delivery of materials but not monitoring the usage of materials; monitoring the number of forms sent to the Supplier but not monitoring their completeness; monitoring the enrolment to a new programme but not monitoring attendance.

- iv. The Supplier will be expected to engage with other FCDO programmes (including the health programme, CMPs etc) and development partners (FREE Project, GPE etc.) engaged in Sierra Leone's education sector, as well as research providers, to align and streamline approaches and enable sharing of lessons and use of evidence.
- v. The Supplier will propose a Stakeholder Engagement Plan at the tender stage, to be updated during the Inception Phase to be reviewed by the FCDO. This should articulate how the Supplier plans to influence, collaborate and coordinate with SSEIP II implementing partners and other education development partners and programmes in Sierra Leone.

6.3 Component B: Support MBSSE to achieve SSEIP II priorities through a) capacity building, b) direct delivery to schools and c) provision of inputs (~80% of effort)

- a. The purpose of this component is (a) to support government-led secondary education systems strengthening at the national level, and b) to support GoSL with the delivery of quality, gender-transformative, disability-inclusive and safe to learn secondary education in secondary schools⁷ nationwide.
- b. The bid should include proposed nationwide interventions as well as at the systems level in line with the Intervention Areas (IAs) for this pillar and taking into account the IAs proposed below. To identify these interventions, in the bid, the Supplier should take into account the global evidence on what works as well as the specifics of the Sierra Leone education context.
- c. It is accepted that interventions proposed in Supplier bids will be indicative only and that final interventions will be informed following data gathering, discussions with MBSSE, and further analysis during the Inception Phase. It is anticipated that new interventions will emerge over the lifetime of the programme which will be considered by the SRO for inclusion in SSEIP II on a case by case basis. Any changes must be approved by the SRO. Proposed changes should be submitted ahead of a Quarterly Review Meeting for review, approval and acceptance and no work undertaken until agreed by FCDO.
- d. Budgetary Changes linked to intervention adjustments. FCDO recognises that Component B intervention costs in bids may be indicative and will be subject to review and potential budget re-alignment within the budget parameters (total cost of fees) and fee rate ceilings (individual rates) accepted within the bids when workplan interventions are agreed and budgets set at the end of the Inception Phase, or amended contractually thereafter.
- e. SSEIP II focuses on national-level implementation in all public secondary schools – see Annex III for a breakdown of the number of schools and students. Some interventions may be tested at different scales (e.g. numbers of students, schools, districts, regions) depending on the availability of local, regional and global evidence and other relevant factors, but this should be on an exceptional basis and always accompanied with a plan to scale interventions if they are successful. Interventions should cover junior and senior secondary schools.
- f. All procurement, selection of sub-contractors or expenditure for interventions will be controlled and funded directly by the Supplier, but in agreement with FCDO and MBSSE. MBSSE ownership or co-ownership of all interventions is fundamental.

⁷ Government, mission, and community schools only

g. When proposing each intervention during inception and implementation, the Supplier should clearly articulate the below detail. The Supplier will develop a template for intervention proposals for FCDO's approval to ensure that these points are addressed in a standard way:

- i. What the intervention is:
 - The delivery modality and the scale at which the intervention will be implemented
 - The focus for the intervention, where applicable (e.g. junior or secondary school, year group, gender, disability etc)
 - Indicative budget
 - Indicative timeframe
 - Indicative success measures and milestones
- ii. How the intervention will achieve programme outcomes:
 - How the intervention fits into the overall Theory of Change
 - Rationale for the intervention selected, and alternatives considered
 - The evidence base (global and local) for the intervention
 - VfM assessment
 - Risk assessment and mitigating actions

h. The Proposed interventions, including detail on all the areas under Section 6.3.b above, should be approved by the SSEIP II Steering Committee (SC) before implementation (see Section 12). A detailed workplan of Supplier interventions for Year 1 will be approved by the SC during the Inception Phase, as well as a high level workplan for all years of implementation.

i. Listed below are a selection of indicative interventions, which could be considered under Component B. This list is based on the outputs in the Business Case and the bid should demonstrate how the supplier will deliver the intervention and in what timeframe. The bid should also include a detailed description of how the supplier will deliver down to school level at national scale in instances where it is not possible and/or feasible to work directly through government systems because of risk.

i. Strengthening monitoring, supervision and support for schools by district offices.

- Support to ensure School Quality Assurance Officers (SQAOs) have the skills and tools to effectively support schools to deliver quality and inclusive education.
- Make maximum use of information technology solutions including, further development of the 'Tangerine' school monitoring software, handed over by LWL to SQAOs.
- Targeted support for district staff to enhance planning, promote community engagement and strengthen cross-sectoral coordination in addressing needs of vulnerable girls and children with disabilities. Interventions at district level will be co-designed with FCDO's planned future health programme.
- Decentralised TSC structures provided with tools and skills to improve teacher management and deployment.

ii. Strengthening leadership of inclusive learning in schools.

- Focus on building the capacity of head teachers as accountable leaders of learning.
- Support schools and districts to develop, implement and monitor plans for implementation of the Radical Inclusion Policy.
- Deliver accredited head teacher development with limited face-to-face contact time through a blend of online and peer support .

iii. Delivering School-based Continuous Professional Development (CPD) for improved learning outcomes, inclusion, and safety.

- Collaborate with World Bank (FREE Project) and other partners to support MBSSE and TSC to develop and implement a national system for school-based CPD.
- Support schools to implement new secondary school curriculum and assessment reform.
- Support implementation of structured lesson plans.
- Work closely with the MBSSE's One Tablet Per School initiative on digital solutions to support CPD delivery and supervision.
- Deliver Covid-19 catch-up programmes employing the well-evidenced principles of 'teaching at the right level'.
- Deliver training and support on inclusive and gender-responsive pedagogy, comprehensive sexuality education, and to support implementation of key policies including Radical Inclusion, School Safety, and School Health.

iv. Strengthening systems for inclusive education for children with disabilities.

- Support MBSSE to develop and implement systems for identification, referral and support of special needs and disabilities, based on multi-sectoral collaboration between, health and social protection services.
- Conduct review the sustainable and cost-effective provision of eyeglasses and other essential assistive devices for children with disabilities, which impact on learning.
- Support implementation of the recommendations of the review.

v. Strengthening the response to GBV and challenge harmful norms.

- Build on the ongoing work of SSEIP1 to improve the system of monitoring and response, and to ensure that they are accessible to children with disabilities.
- Continued support for School Safety Committees and Girls'/Boys' Clubs in implementation of the new School Safety Policy.
- Support the Teacher Service Committee (TSC) to improve the case management system: to speed the process up and increase the proportion of reports that are acted upon.
- Strengthen inter-ministerial coordination on GBV.

vi. Increasing access to quality comprehensive sexuality education (CSE) and remove barriers to retention for adolescent girls.

- Support MBSSE to roll out CSE in secondary schools, in close coordinated with partners working on CSE and Sexual Reproductive Health and Rights (SRHR) at other levels of the education system including UNFPA and UNICEF.
- Work with schools to reduce violence against children and make schools safe to learn in.
- Support sustainable strategies for provision of menstrual hygiene management materials.

7 Management and Technical Requirements

7.1 The Lead Supplier will be expected to provide appropriately skilled personnel and systems to ensure appropriate strategies and effective day to day management of the programme. Any proposed downstream partners/sub-contractors to deliver at school level if and when needed e.g. training interventions, provision of key materials etc should be in country. The prospective Lead suppliers are not allowed to require downstream partners to be exclusive to their bid.

- 7.2 The Supplier will be responsible for: conducting effective due diligence on all potential downstream delivery partners/sub-contractors, internal monitoring and reviews, financial management, risk management (including safeguarding and fraud), logistics/operations, administration, procurement. The Supplier will establish a project office and will recruit, motivate and retain appropriate personnel to deliver on the interventions, outputs and outcomes associated with the SSEIP II contract. The Supplier is responsible for managing agreements with downstream partners. Due diligence of downstream partners/sub-contractors should be made available, on request, to the FCDO. The Supplier is accountable to FCDO for all deliverables stated in these Terms of Reference.
- 7.3 SSEIP II is a flexible programme that can adapt its interventions over the implementation period. To enable this flexibility while providing a level of certainty to staff, different classifications can be considered, for example:
- Core Team – staff that provide the technical expertise required to deliver on one or more outcome areas throughout the duration of SSEIP II.
 - The Extended Team – Staff that can be called in to provide specialist, intervention-specific input as required by the programme to provide specialised or responsive inputs.
 - The Extended Team will provide flexibility for the programme in the case of emergencies, or where rapid changes are required.
- 7.4 The Core Team and, where known, the Extended Team, should be named in the contract.

FCDO expects bidders to propose their own staffing structure to demonstrate an optimal combination of strategic, management and technical expertise across the team with the optimal balance of international and national expertise.

8 Skills and Competency Requirements

- 8.1 The Supplier should outline in its bid the programme management structure they intend to employ and why they believe this to be the best way to deliver the outputs of the programme. The proposal should demonstrate how the proposed team structure will work to deliver the expected objectives in practice and the distribution of effort between international and national experts.
- 8.2 The calibre of personnel proposed will be a key evaluation criterion and the Supplier should clearly indicate how each team member will contribute to delivery of contract objectives. The Supplier should propose a team, who will lead the engagement with the Sierra Leone counterparts, lead the design and delivery of the technical assistance to achieve reform goals and oversee the quality of team, as well as members who will actively take the lead on day-to-day coordination and management of the programme including regular communications with Government counterparts, other development partners active in this field and FCDO.
- 8.3 The proposed team is required to have strong international development, management, delivery and contextually relevant skills with a dedicated Team Lead(s). The team should also represent a mix of international and national/regional experts with considerations to a gender balance within the proposed team.
- 8.4 The Supplier and its Core team will be expected to have a strong track record in:
- Successful management and delivery of large, complex education reform programmes;
 - Track record of working in the Sierra Leonean context;

- Knowledge and expertise in driving improved learning outcomes through LMIC education system.
- Ability to influence policy and facilitate discussions across Government on key education issues;
- Expertise in financial and technical management (including managing value for money and efforts to minimise costs), commercial and financial reporting skills and administration of evaluations (including duty of care and management of fiduciary risk);
- The Supplier and/or sub-contractor(s) are expected to have extensive networks and credibility among relevant stakeholders in each sub-sector.

8.5 The Team Leader(s) and the Project Team must have knowledge and expertise in the following areas:

- The Team Leader(s) should have strong programme management and leadership skills, and extensive expertise in leading similar education programmes in similar contexts.
- Experience of working in Sierra Leone or similar context;
- Expertise in brokering policy discussions based on sound Political Economy
- Analysis in areas including education sector reform and institutional analysis;
- Expertise in providing impactful advice;
- Knowledge of Sierra Leonean governance systems and politics, ;

8.6 The Core Team

The core team must comprise a wide range of technical skills and expertise across multiple areas including educational policy and best practice, political economy, communication, strategic and programme management, gender analysis, due diligence of delivery partners, procurement, financial management, risk management (including safeguarding), HR management, operations, compliance and admin, logistics, programme oversight and coordination, MEL.

8.7 The Core team personnel should be named within the technical and commercial proposal

8.7.1 The Core team will work in close communication and collaboration with District Education Offices in each of the 16 Districts⁸.

8.7.2 Bids are particularly encouraged from suppliers who can demonstrate strong Sierra Leonean expertise from within their core team and in the potential downstream partners.

8.7.3 The Supplier should demonstrate how Value for Money will be achieved via their proposed structure and workings of the Core Team.

8.7.4 The Supplier should propose the detailed job descriptions and ways of working for the core team, including how they will work with The Extended Team and downstream partners to deliver on the Intervention Areas (IAs).

8.7.5 The Core team collectively need to have meaningful expertise in all of the essential aspects of the programme. These are:

- Expertise to deliver against the systems strengthening pillar and related IAs.
- Expertise in programme management (e.g. financial management, safeguarding, human resources, operations, compliance and admin), oversight and coordination.

⁸ This would be via the District Education Officers

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- Expertise in MEL
- Technical Expertise in supporting programme implementation at all levels of government (national, district and school) through technical assistance, capacity building and direct delivery.

Bidder must submit CVs for the Team Leader(s) and all the proposed staff (should not exceed two (2) pages /two sides of an A4 sheet).

8.8 The Extended Team

- 8.8.1 The Core team will be supported by an extended team of experts engaged on a short-term basis (accumulatively less than +4 months/73.3 days during the contract term)
- 8.8.2 the extended team will be called upon to contribute specific technical inputs to assist in the successful implementation of the IAs
- 8.8.3 The extended team should provide technical inputs and delivery support which are not being provided by the Core Team and which are necessary for the delivery of specific Interventions and the smooth running of the programme down to districts.
- 8.8.4 The extended team will cut across various technical areas and may include but not be limited to expertise in the IAs associated with the delivery of Pillar 2: subject specific expertise at targeted levels of education; curriculum reform; learning assessment; procurement under the SSEIP II contract; specific expertise in any of the IAs; specific evaluation expertise; specific expertise required to implement the delivery approach and Operating Principles (see Annex A) including political economy and systems expertise; specific education technology and innovation expertise, amongst others.
- 8.8.5 The extended team may also include staff embedded within government systems (including at District Level) for timebound periods to help with delivery of Part A and Part B. This is in addition to the expectation of Core team co-location with GoSL.
- 8.8.6 It is recognised that there may be some circumstances where the most appropriate expertise for the delivery of specific inputs may come from Civil Society Organisations. In this case, the Supplier may choose to enter into a grant funding arrangement with these organisations, provided appropriate financial and risk management is in place – see Section 11.3.
- 8.8.7 The Supplier is at liberty to propose additional expertise which may not have been named by FCDO, which they believe will be important to deliver on the scope of work. Evaluators will take such proposed expertise into account when evaluating tenders.
- 8.8.8 The Supplier should outline the team structure of the extended team as part of the bid.

8.9 Delivery through Government of Sierra Leone systems

- 8.9.1 UK funds cannot be disbursed directly to foreign governments but must be managed by the Supplier on their behalf.
- 8.9.2 It is expected that, as far as possible, interventions delivered by the Supplier use existing structures of the GoSL education system with appropriate

support and capacity building. This includes, but is not limited to, MBSSE and the Teacher Service Commission, as well as District Education Offices, School Quality Assurance Officer, school principals etc. These activities should be delivered where possible with GoSL systems of planning, and implementation, and should avoid creating a parallel system. This should be done in close coordination with other development partners.

- 8.9.3 FCDO recognises that government systems in some cases have limited capacity to deliver, so the supplier should include in their bid a mechanism for implementation down to District and school level with partners who can work hand in hand with government. This is likely to involve short term partnerships with locally based providers who have a presence on the ground. We do not anticipate the need for permanent downstream partners, but rather surge capacity to support as needed.

9 Inception, Implementation, and Exit Phase Requirements

9.1 Inception Phase Requirements

- 9.1.1 There will be an Inception Phase at the start of the contract expected to last for six months. During this phase the following aspects of the programme will be taken forward:
- Set-up and mobilise core programme management team, structure, and offices;
 - Propose and establish appropriate reporting mechanisms to FCDO, using agreed formats;
 - Refine and update risk register and risk and mitigation framework from the bidding stage;
 - Refine and update value for money framework, indicators and baseline from the bidding stage;
 - Refine and update stakeholder engagement plan from the bidding stage and secure agreement on ways of working with SSEIP II implementing partners;
 - Finalise monitoring strategy including establishing a baseline for the logframe. The logframe will be developed during the inception phase by the Supplier in collaboration with FCDO; and refined and updated by FCDO and the Supplier on an ongoing basis;
 - Refine and update work plan covering inception phase and implementation, to include approach, deliverables, priority interventions, indicative budgets and timeframes for all Pillar 2 IAs;
 - Establish and maintain effective working relationship with Government of Sierra Leone, leads for pillars 1 and 3, and the FREE Project lead and agree ways of working;
 - Before the Inception Phase ends, the Supplier will produce an Inception Report which will include an Annual Workplan, approved by MBSSE, for the next 12 months (refer to Inception KPIs in Section 12 for more information on the scope and requirements).
- 9.1.2 The above will require review of programme documentation, discussion with the FCDO programme team and meetings with key programme stakeholders.

- 9.1.3 The Supplier will meet regularly with FCDO, Pillar 1 and 3 leads, and GoSL throughout the Inception Phase to discuss and review progress and preparation of the report before its final submission.

9.2 Implementation Phase Requirements

- 9.2.1 During the Implementation Phase the Supplier will deliver the commitments set out in the logframe and periodic workplans.
- 9.2.2 Key deliverables expected from the Implementation Phase will include but are not limited to the following:
- High quality quarterly and annual progress reports presenting how the Pillar 2 Supplier is delivering against the IAs and agreed indicators. The reports will include; achievements, issues arising, proposed adaptations and reporting against agreed key performance indicators and other standard aspects including risk, finances, issues arising regarding to implementation of agreed work plans, changes in context, lessons learned etc. The Supplier should propose the format and content for these reports, giving consideration to the need to inform FCDO's annual review process. Details will be finalised in consultation between the Supplier and FCDO in the Inception Phase. The timing of reports should allow for review and sign-off to align with GoSL specific events where applicable.
 - Quarterly financial forecasts and invoices linked to progress reporting. Invoicing will be quarterly. The Supplier should propose the format and content for these reports; details will be finalised in consultation between the successful supplier and FCDO in the Inception Phase.
 - Annual workplan, to be updated quarterly (see Reporting Requirements for more information).
 - Annual updating of key management documents including:
 - Logframe: ensuring continued relevance of indicators and providing updates on progress towards milestones and targets;
 - Value for money strategy/assessment (against indicators);
 - Asset register
 - Six monthly updating of key management documents including:
 - Delivery Chain Mapping (outline of partners in the programme with information about financial flows);
 - Risk Management Matrix, including safeguarding policy;
 - Fraud Risk Assessment;
 - Communications strategy
 - Monitoring, Strategy
 - Any other management documents necessary for successful delivery of the programme to be defined by FCDO
 - Sourcing and delivery of some goods to schools (e.g printed materials, menstrual hygiene materials and assistive devices for children with disabilities). The full scope and volume of goods shall be defined and confirmed by FCDO during course of Implementation.

9.3 Exit Phase Requirements

- 9.3.1 In line with Clause 16 of FCDO Standard T&Cs the supplier will submit an exit plan within three (3) months after the Contract Commencement Date or at later date agreed with FCDO

9.3.2 The exit plan shall detail how the Supplier will sustainably end the contract in line with clause 16 - Exit Management of FCDO Terms and Conditions, and will also include:

- Handover of relevant technical and intellectual property to FCDO and/or GoSL;
 - Confirm final reporting on programme performance, achievements and learning to be provided during closure phase as required by FCDO;
 - A disposal plan for all assets procured throughout the lifetime of the programme in accordance with FCDO procedures on asset management and disposal;
 - Addressing any material items that are necessary or desirable for the continued co-operation of the UK Government with the relevant implementing departments of the Government of Sierra Leone MBSSE etc.) after the contract date ends;
 - The Supplier's plans to ensure a smooth transfer of responsibilities to any persons or organisation taking over such responsibilities after the agreement ends;
 - The Supplier's plan to deliver to FCDO (if requested or as otherwise directed by FCDO) prior to the contract end date (or termination of the contract), any finished work or, unfinished materials which relate to the contract;
 - The Supplier's plans to provide FCDO Sierra Leone 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 by the supplier;
- The return by the Supplier of all confidential information to FCDO before the agreement end date.

10 Reporting Requirements

10.1 The Supplier will provide the following as a minimum:

- 10.1.1 A work plan detailing how the Supplier will go about delivering the IAs (see Section 11 for more information on the scope of the work plan). Work plans will be expected at month 3 and month 6 of the Inception Phase. During implementation, the Supplier will be expected to prepare annual work plans, updating and sharing these on a quarterly basis with FCDO and SMC.
- 10.1.2 An Inception Report covering all requirements outlined in Section 11 by the end of the Inception Phase.
- 10.1.3 Monthly financial forecasts and invoices (or at a frequency to be agreed) to FCDO covering all requirements outlined in Section 8 to be delivered throughout inception, implementation and closure phases, with frequency as agreed based on the successful bid and contract clarification.
- 10.1.4 High quality quarterly and annual progress reports covering all requirements outlined in Section 6 to be delivered throughout Implementation Phase. Specific reporting deadlines to be agreed at the contract kick-off meeting.
- 10.1.5 Monitoring Strategy. See Section 6 for more information on the scope of the MEL Strategy.
- 10.1.6 Key programme management documents including: logframe, VFM strategy and asset register (updated annually) and delivery chain mapping, risk management matrix, fraud risk assessment and communications strategy (updated every 6 months).
- 10.1.7 Quarterly progress meetings with FCDO to present workplans and progress reports, including updating on coordination with Pillars 1 and 3. In addition

to this, ad-hoc reporting with the FCDO will be expected on as often as a weekly basis (phone call or email). The timing and format will be agreed between the Supplier and FCDO. The Supplier will provide the secretariat function for these meetings.

- 10.1.8 An Exit Strategy covering all requirements outlined in Section 8.3 to be submitted six months before the end of the Implementation Phase.
 - 10.1.9 Final reporting on programme performance, achievements and learning as required by FCDO to be provided during closure phase as agreed in the exit strategy.
- 10.2 The Supplier is expected to submit all work plans and progress reports to FCDO and SC for consideration and approval at quarterly SC meetings. In addition to this, the Supplier may provide additional reporting detail to FCDO on any arising contractual or commercially sensitive issues.
- 10.3 The Supplier is expected to develop a good working relationship with the GoSL to ensure that the Supplier's activities are aligned with GoSL priorities and respond to GoSL demand. Formal reporting to GoSL will take place through the SC. In addition to this, ad-hoc meetings and reporting to GoSL will be expected on as often as a weekly basis. The timing and format should be agreed between the Supplier and GoSL during inception. FCDO will conduct regular assessments on ways of working between Supplier and GoSL, including as a KPI during the Inception Phase.

11 Financial Management Requirements

11.1 Overarching management of all funds governed by this contract

- 11.1.1 Agreeing annual budgets with FCDO within the contract budget envelope linked to any agreed updates to the rolling workplan.
- 11.1.2 Confirming that proposed funding represents value for money.
- 11.1.3 Checking, verifying and authorising all claims, ensuring funds are claimed in accordance with agreed budgets.
- 11.1.4 Disbursement of funds to ensure valid claims are paid within agreed timeframes.
- 11.1.5 Agreeing with FCDO prior to authorising appropriate budget amendments,
- 11.1.6 Producing quarterly and annual financial returns (in FCDO's financial year period) showing funds disbursed, broken down as agreed with FCDO.
- 11.1.7 Ensuring that funds for this contract are safeguarded, and held separately from other funds, and cannot be considered as resources at the disposal of the supplier organisation.

11.2 Relating to the management of any downstream partners

- 11.2.1 Conduct due diligence assessments on all partners prior to agreeing financing.
- 11.2.2 Producing, issuing and signing contracts and grant agreements, acting on behalf of FCDO.
- 11.2.3 Receiving financial expenditure reports and audited accounts verifying that funds were expended in accordance with the agreed terms.
- 11.2.4 Actively pursuing partners who fail to submit annual financial expenditure reports and audited accounts on time. Reporting any concerns to FCDO.

11.3 Relating to the management of grant financing to any downstream partners

- 11.3.1 In addition to the above:
- 11.3.2 There may be legitimate circumstances for payments to be made in advance to not-for-profit organisations as part of fund disbursement. The Supplier will assess and agree applications for advance funding from partners, liaising

with FCDO as appropriate. The Supplier will be expected to keep advance funding to a minimum.

11.3.3 At a frequency to be agreed with FCDO, the Supplier will provide FCDO with a breakdown of claims received for advance payment and a total figure for payment along with an assurance statement that all amounts claimed have been checked and verified.

11.3.4 Any interest accrued by the Supplier stemming from balances held through advance payments of grant funds can be used to fund additional project activities, if agreed at the outset.

11.4 The Supplier is expected to provide good financial management of funds used to procure goods and services from vendors.

11.5 Bids should include provisional delivery chain mapping, to be updated during inception.

12 KPIs and Payment Mechanism

12.1 A payment by results approach will be used to enable effective delivery of the SSEIP II contract. Key Performance Indicators (KPIs) will link delivery against specified indicators to an agreed payment schedule.

12.2 The objectives of the Payment by Results framework are:

12.2.1 Efficiency - Facilitating greater measurement of and focus on key results, thus enabling better decision making about how to achieve them through more efficient allocation of resources.

12.2.2 Flexibility & Adaptability - Allowing the Supplier space for adaptive use of inputs and processes. The PbR framework should incentivise the Supplier to be proactive in adapting its approach based on latest evidence and data, in ways which can deliver on Outputs and Outcomes.

12.2.3 Accountability - The PbR framework should complement the contractual review points to incentivise continual, high quality performance by the Supplier

12.3 The Payment by Results framework will have Key Performance Indicators (KPIs) linked to delivery during the inception phase, implementation phase and exit/closure phase.

12.4 The KPI framework will be reviewed on a quarterly basis and will be subject to revision with SRO approval. Payments will be released upon satisfactory completion of KPIs. If there are issues in quality of delivery, it will be discussed at the earliest opportunity with the supplier and clear directions will be given that are expected to be adhered by the supplier, and that FCDO will subsequently monitor. FCDO also reserves the right to withhold payment in case of missed or unsatisfactory delivery of outputs.

12.5 All KPIs can be adjusted with agreement from FCDO, given the changing context in Sierra Leone.

12.6 Payment by Results (PbR) during SSEIP II Inception

12.6.1 The inception phase payment(s) will be output-based and linked to the successful delivery and acceptance of the inception phase deliverables as per Commercial ProFormas Tab 4.0-Payment. The expenses shall be reimbursed on a monthly basis and shall be based on actuals. The value of payment for each deliverable should be based on the realistic requirement of staff input and associated expenses in line with the payment Tab 4. of

cost ProFormas. The deliverables will become eligible for inclusion in invoice upon FCDO's acceptance and approval.

12.6.2 The inception phase deliverables are the deliverables to be completed by the end of the inception phase (see Inception Phase Deliverable Table below). Note, the deliverables below do not cover all the requirements of the Inception Phase, but are the expected payment KPIs for the Inception Phase.

12.6.3 Inception deliverables – these will relate to the expected deliverables to be completed by the end of the inception phase (see Inception Phase Deliverable Table below). Note, the deliverables below do not cover all requirements of the Inception Phase, but are the expected payment KPIs for the Inception Phase.

	Deliverables due on the last calendar day of month 3 of the Inception period (Deliverables equally weighted and all on a pass/fail basis)
I-Deliverable 1	Core Team mobilised and programme management structures set up. All of core programme team mobilised and office(s) set up; organogram and delivery chain map completed; agreements with consortium partners (where applicable) finalised; agreement and documentation roles and responsibilities and ways of working. Propose and establish appropriate reporting processes with FCDO.
I-Deliverable 2	<p><u>The drafts of the following documents shall be finalised and submitted: Inception Work Plan prepared and agreed by all stakeholders.</u> Submit inception work plan covering components A and B). This should be informed by evidence generated from I-KPI 2, discussions with GoSL and any initial activities. It should be shared with and approved by FCDO and members of the SC.</p> <p><u>Stakeholder Engagement Plan and agreement on ways of working with SSEIP II implementing partners.</u> Produce stakeholder engagement plan for all relevant implementing organisations across Priorities 1, 2 and 3 of SSEIP II (including at all levels of government) and other education development partners and programmes, with milestones for remainder of inception period.</p> <p><u>Risk register and risk mitigation framework.</u> This should include fiduciary risk management approach, delivery chain risk maps, safeguarding approach (including of vulnerable beneficiary groups), and clarify monitoring and reporting mechanisms.</p> <p><u>Results Framework and Logframe.</u> Develop results framework and logframe</p> <p><u>Monitoring, Evaluation and Learning Framework.</u> This should be aligned with a Theory of Change, results framework and logframe, VfM indicators and other core monitoring and evaluation tools. See Section 6 for more information.</p> <p><u>Value for Money indicators and baseline.</u> Develop VfM indicators, covering economy, efficiency effectiveness, equity and cost-effectiveness</p>
	Deliverables due on the last calendar day of month 6 of the Inception Phase (Deliverables equally weighted and all on a pass/fail basis)
I-Deliverable 3	<p><u>Inception report.</u> Prepare inception report, to include:</p> <ul style="list-style-type: none"> • Work plan; • Confirmed format and content for all standard reporting during Implementation, including quarterly and annual progress reports; • Final output-based payment plan;

	<ul style="list-style-type: none"> • Logical framework; • Monitoring Strategy; • Updated risk management matrix and mitigation measures; • Updated Delivery chain map; • Value for Money indicators and baseline • Updated stakeholder engagement plan • Expenditure report and expenses for all Components for the inception phase and indicative budgets for subsequent work by FCDO financial year
I-Deliverable 4	<u>Effective working relationship with GoSL and Pillar 1 and 3 leads.</u> Develop and sustain an effective working relationship with GoSL, secure buy-in to proposed priority interventions. Establish effective ways of working with Pillar 1 and 3 leads. FCDO will assess this through commissioning feedback from key SSEIP II stakeholders.

The Inception phase deliverables will be assessed in order to move from inception to implementation.

12.7 Payment by Results (PbR) during SSEIP II Implementation:

A Hybrid input & output-based payment mechanism will be used with 75% of gross fees payment on actuals and 25% linked to the Supplier's performance.

12.7.1 *Year 1 Implementation:* The 25% gross fees linked to supplier performance will be released against the following KPIs:

- 5% Contract Management KPIs
- 20% Output KPIs.
- *Year 2 onwards Implementation:* The 25% gross fees linked to supplier performance will be released against the following KPIs:
 - 5% Contract Management KPIs
 - 10% Output KPIs
 - 10% Outcome KPIs
- For Implementation Year 2 onwards the KPIs will be reviewed jointly, agreed annually and aligned with the workplan and the interventions agreed under the IAs outlined in the section 6.3 above.

12.7.2 The table below shows the Contract Management and Output KPIs for Year 1 Implementation the retained 25% of Gross fees will be linked to:

Implementation Year 1: KPIs

KPIs	Weighting	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Output KPI-I	13.33%	Detailed costed training plan for SQAOs submitted and approved by SC	100% of Districts with plans in place to implement training	50% of SQAOs trained	100% of SQAOs trained
Output KPI-II	13.33%	Detailed costed plan submitted and approved by SC for roll out of Radical Inclusion Policy in schools	100% of Districts with plans to implement roll out	50% of JS and SS schools reached	100% of JS and SS schools reached
Output KPI-III	13.33%	Detailed costed plan for rollout of COVID-19 catch up classes submitted and approved by SC	100% of Districts with detailed plans for implementation	50% of JS and SS schools reached	100% of JS and SS schools reached
Output KPI-IV	13.33%	Detailed costed plan for identification and referral of students with disability submitted and approved by SC	100% of Districts with detailed plans for implementation	50% of JS and SS schools reached	100% of JS and SS schools reached
Output KPI-V	13.33%	Detailed costed plan for identifying and responding to cases of GBV submitted and approved by SC	100% of Districts with detailed plans for implementation	50% of JS and SS schools reached	100% of JS and SS schools reached
Output KPI-VI	13.33%	Detailed costed pan for roll out of the comprehensive sexuality curriculum submitted and approved by SC	Procurement of complete	50% of JS and SS schools supplied with the curriculum	100% of JS and SS schools supplied with the curriculum
Contract Management KPIs 20 %	20%	Split equally between: <ul style="list-style-type: none"> Financial Management - Adherence to monthly forecast (under 3% variance, unless agreed with FCDO due to exceptional circumstances) [Pass/Fail]. Partnership and collaboration: Agreed ways of working and positive working relationships with FCDO, other SSEIP 2 components and external partners. Judged by DFID to meet requirements using Strategic Relationship Management methodology. Should include requirement for all key programme roles to be filled (not left empty for over a month) [Pass/Fail]. 			

- 12.7.3 In the event a KPI is not met, or if there are issues on quality of delivery, it will be discussed at the earliest opportunity with the Supplier and clear directions will be given that are expected to be adhered by the Supplier, and that FCDO will subsequently monitor. FCDO also reserves the right to withhold payment in case of missed or unsatisfactory delivery of outputs. Payment of fees at risk will be released upon satisfactory completion of KPIs, and submission of accompanying financial reports.
- 12.7.4 The SSEIP II contract model allows for flexibility. Output indicators should not be seen as locking in delivery against a set workplan if circumstances change. The Supplier should use quarterly meetings with FCDO to provide updates on implementation and the workplan. Where there is strong evidence of a change in circumstances, an alternative indicator can be proposed for approval by FCDO if the initial one is no longer valid.
- 12.7.5 The KPIs allow for partial achievement (0-100%), whereby 20% achievement will attract 20% of payment, 50% of payments attracts 50% payment etc. This includes the discretion for partial payment where a KPI is met late.
- 12.7.6 Progress against outcomes will be monitored annually through the Annual Review process and FCDO reserves the right to close the programme early if progress is unsatisfactory
- 12.8 The remaining 75% of fees will be paid quarterly in arrears on the following basis:
 - 12.8.1 Payment will be based primarily on a reimbursable output basis. This means that the value of payment for each deliverable will be determined by the costs incurred by the Supplier. Payments will be on the basis of the inputs to the delivery of the deliverables/outputs which have been completed in the preceding quarter.
 - 12.8.2 FCDO and the Supplier will agree a 12-month rolling programme of workplan based on the expected requirements. The basis of this will be the workplan and Implementation phase deliverables/outputs agreed at the end of inception phase; however, outputs shall be adjusted based on activity in SSEIP II programme. All expenses shall be paid monthly on actuals.
 - 12.8.3 The Supplier is expected to monitor progress against implementation and capture learning on what is and is not working and feed this back into implementation. Quarterly progress meetings (see Section 10 for further detail on reporting requirements) provide an opportunity for joint review of progress.
 - 12.8.4 During the Implementation phase, FCDO retains the right to use an input-based payment mechanism where this is deemed more appropriate. e.g. where the final output is unclear, but FCDO requires consultancy time. This would usually be agreed in the annual workplan and where budget allows, within the total financial limit of the contract. The Implementation Phase payment linked KPIs for SSEIP II will be agreed between FCDO and the Supplier before the end of the Inception Phase – but is subject to change by mutual consent throughout the programme.
 - 12.8.5 Payment to the successful achievement of KPIs. The maximum value of this element at risk will be equal to 25% of the aggregated value of all gross fees charged for staff contracted by the Supplier and sub-contractors during the KPI assessment period, inclusive of long term and short-term personnel. All

remaining costs will be paid based upon FCDO acceptance of the delivery of agreed workplan deliverables.

12.8.6 25% of fees will be put at risk during the Implementation phase, against the agreed KPIs for each quarter.

12.8.7 KPIs will need to be agreed annually and aligned with the workplan and interventions agreed under the IAs outlined in section 6.3 above.

12.9 Exit phase Payment

12.9.1 During the exit phase the fees at risk will be 25% of fees linked to close out deliverables. The close out KPIs will be developed by FCDO in consultation with the Supplier in the preceding year to the close out phase.

12.9.2 Payments will only be made when the supplier has provided FCDO with outputs of an agreed standard. Reports will be approved or returned to the supplier with feedback within three weeks of submission. Invoices should be submitted upon FCDO approval of the reports.

13 **Governance and Oversight Arrangements**

13.1.1 The Supplier will have day-to-day management and oversight of all programme activities forming Components A and B at both at national and district level.

13.1.2 SSEIP II will be directed by a SC, with representation from all major stakeholders including FCDO, the Supplier, the leads for pillars 1 and 3, Government of Sierra Leone and the lead for the FREE Project. The objective of the SC is to oversee and ensure the effectiveness of operations; discuss achievements, challenges and risks; discuss progress in the implementation of agreed interventions; approve plans; and address any issues that arise. The Supplier will submit progress reports to the SC on a quarterly basis, along with quarterly forecasts and invoices, if requested. The SC will approve the SSEIP II work plans on an annual basis, with any updates to be approved quarterly.

13.1.3 The Supplier will report to the designated FCDO Senior Responsible Officer (SRO) for the programme. The SRO will be responsible for oversight of all programmatic aspects of SSEIP II on behalf of the FCDO. Contract administration, compliance and payments will be managed by a designated Programme Manager on behalf of the FCDO. The FCDO programme team will engage with the Supplier through regular meetings to be held at a minimum fortnightly during Inception Phase, and at a minimum quarterly throughout the Implementation Phase. To maximize synergies between the Supplier, the leads for Pillars 1 and 3, and the FREE Project FCDO may request joint quarterly meetings.

14 **Mandatory Requirements**

14.1 Ethical principals

14.1.1 It is a requirement that all FCDO programs comply with FCDO's Ethics Principles.

- 14.1.2 A commitment to the ethical design and delivery of program including the duty of care to informants, other programme stakeholders and their own staff must be demonstrated.

14.2 UK Aid Branding

- 14.2.1 The Supplier that receives funding from FCDO must use the UK aid logo on their development and humanitarian programmes to be transparent and acknowledge that they are funded by UK taxpayers. Managing Agent should also acknowledge funding from the UK government in broader communications, but no publicity is to be given to this Contract without the prior written consent of FCDO. The Supplier must adhere to UK aid branding guidance. For more information see: www.gov.uk/government/publications/uk-aid-standards-for-using-the-logo.

14.3 Environmental Considerations

- 14.3.1 The Supplier should ensure due consideration is given to the environmental impact of all work undertaken to deliver the programme, both in terms of minimising any direct impact, and also the extent to which planned interventions can contribute towards climate change and disaster risk resilience – for example, through infrastructure, preservation of ecosystems and behavioural change.
- 14.3.2 Specific attention to minimising operational impacts on the environment and global climate by implementing partners must include ensuring individuals travel by economy class and consider alternative transport methods to flying; reducing carbon footprint through, for example, using recycled paper and minimising printing and other waste; and avoiding use of single-use plastics, wherever possible.

14.4 Safeguarding

- 14.4.1 FCDO requires robust assurances regarding protection from violence, exploitation and abuse through involvement, directly or indirectly, with FCDO suppliers and programmes. This includes clear evidence of policies, technical expertise and processes in place to safeguard against all forms of social and environmental harm. This includes sexual exploitation, abuse and sexual harassment (SEAH) physical or emotional violence or abuse and financial exploitation.
- 14.4.2 The Supplier, and its implementing partners, will take all reasonable and adequate steps to prevent SEAH of any person linked to the delivery of pillar 2. and respond appropriately when reports of SEAH arise. The Supplier will apply the IASC (Inter Agency Standing Committee) [Six Core Principles](#) relating to Sexual Exploitation and Abuse and will adhere to the IASC Minimum Operating Standards on PSEA and/or the Core Humanitarian Standard on Quality and Accountability.
- 14.4.3 Building on information provided in bids, FCDO will require an in-depth safeguarding risk assessment with priority focus on child protection and gender to be done during the inception phase. A tailored, localised mitigation strategy should be developed contextualised to the high-risk operating environment in Sierra Leone. This should be monitored and updated throughout programme implementation with an adaptive programme

approach adopted to address any issues as they arise. Suppliers should ensure the relevant skill set and capacity is provided in order to undertake, implement and monitor the safeguarding risk assessment and mitigation strategies.

14.5 Transparency

14.5.1 The Supplier agrees, by choosing to place a bid, to release data on how FCDO funds are spent, in a common, standard, re-usable format and to require this level of information from immediate sub-contractors, sub-agencies and partners.

14.5.2 It is a contractual requirement for all Suppliers to comply with this approach, and to ensure they have the appropriate tools to enable routine financial reporting, publishing of accurate data and providing evidence of this to FCDO. Further information is available from the International Aid Transparency Initiative (IATI): www.aidtransparency.net.

14.6 Delivery Chain Mapping

14.6.1 FCDO requires details of the organisations working within the delivery chains of directly contracted partners. As part of the contractual compliance checking process, the Managing Agent will be required to submit returns providing these details, as a minimum on an annual basis.

14.7 Disability Consideration

The Supplier's bid should demonstrate that all the interventions are inclusive with clear strategy to identify and support children with disabilities as well as caregivers/parents with disabilities. Building on the bids, the inception phase will finalise the strategy.

14.8 Risk management requirements

14.8.1 The supplier is required to monitor and actively mitigate any identified risks associated with the delivery of SSEIP II programme. A Risks register should be maintained and reported on at least on a quarterly basis.

14.9 Duty of Care

14.9.1 The Supplier is responsible for the safety and well-being of their personnel and third parties affected by their activities, including appropriate security arrangements. They will also be responsible for the provision of suitable security arrangements for their domestic and business property.

14.9.2 The Managing Agent is responsible for ensuring appropriate safety and security briefings for all their personnel, including contractors, and ensuring that their personnel register and receive briefing as outlined above. Travel advice is also available on the FCO website and the Supplier must ensure they (and their personnel) are up to date with the latest position.

14.9.3 The Supplier is responsible for ensuring that appropriate arrangements, processes and procedures are in place for their personnel, including contractors, considering the environment they will be working in and the level of risk involved in delivery of the services (such as working in dangerous

environments, transportation risks etc.). The Supplier must ensure their personnel receive safety in the field training prior to deployment if judged necessary.

14.9.4 Bidders must develop their tender based on being fully responsible for Duty of Care in line with the details provided above and the initial risk assessment matrix developed by FCDO (See Business Case). They must confirm in their Tender that:

- 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 contract.

14.9.5 Acceptance of responsibility must be supported with evidence of capability and FCDO reserves the right to clarify any aspect of this evidence. The Managing Agent will be required to include a statement that they have duty of care to informants, other programme stakeholders and their own staff, and that they will comply with the ethics principles in all programme activities. Their adherence to this duty of care, including reporting and addressing incidences, should be included in both regular and annual reporting to FCDO.

A List of Annexes

Annex I: SSEIP II Pillars and Proposed Intervention Areas (from Business case)

Annex II SSEIP II Theory of Change

Annex III – Sierra Leone Education System Overview

Annex IV – Annual Reviews (2019-2021)

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ANNEX 1: SSEIP II PILLARS AND PROPOSED INTERVENTION AREAS

Pillar One: Support policy and planning reform to improve education provision for girls and Children with disabilities.

Flexible technical assistance will be provided for GoSL policy and planning to support improved access and quality of education for girls and Children with disabilities. Such systemic reform is widely recognised as a cost-effective and (in UK Smart Buys papers) as a pre-requisite basis upon which to build other interventions. This is especially the case when reforms are focused on improving learning outcomesⁱ. This work will take advantage of the dynamic appetite for change which currently characterises the MBSSE, and support follow-through to policy implementation. Proposed activities will build on achievements under the current programme. Our policy support through EPG has supported the Ministry and the Teachers Service Commission to develop and validate major policy instruments on: Radical Inclusion in Schools; School Feeding; School Catchment Area Planning; and Early Childhood Education. Work is ongoing in other areas including School Safety, School Subsidies and School Approval. Once these overarching policies are adopted, there will remain a need to support the development and dissemination of implementation plans, standards and guidelines. Further policy development needs will emerge from new priorities in the Education Sector Plan (ESP) 2022-25, which is currently under development.

This is a dynamic and fast-moving field and agility is essential. EPG enjoys comparative advantage as a technical assistance facility physically based in MBSSE, with privileged access to senior officials, whilst drawing on international expertise. Progress is frequently reviewed through the Operations, Policy and Planning Executive Committee, chaired by the MBSSE with FCDO. Significant effort is invested to ensure coordination with other Ministries including: Health and Sanitation, Social Welfare and Gender and Child Affairs. This approach will be maintained.

Policies developed centrally frequently do not result in action at decentralised levels. This is due to: (i) lack of implementation capacity; (ii) insufficient resources; and (iii) lack of alignment and consistency between policies. The key to the success of policy reforms will be to ensure that there is a clear pathway from national policy to local implementation with an understanding of the political economy. Further support is required for the decentralisation of planning within the education sector as set out in the 2017 Local Government Actⁱⁱ. The value of local evidence-based decision making is exemplified in Leh Wi Lan's support for monthly District Performance Review meetings, which inform the monthly activity plans of district-based education officials and inspectors. Support for the forthcoming reviews of the Education Act and the Basic and Senior Secondary Education Policy will offer an opportunity to clarify roles and responsibilities of different levels of government in service delivery.

We expect to work on the following policy and planning priorities though this list is indicative and not exhaustive. Areas of support will be reviewed at least quarterly throughout the life of the programme, responding to emerging priorities, being opportunistic and engaging in areas with greatest likelihood of leading to change, and prioritising interventions with the greatest impact on girls and children with disabilities. The programme will also help design and implement a MBSSE/TSC capacity building plan in policy development to reduce external dependency. The 'Guide to Policy Development' prepared by EPG under our current support provides a starting point. We expect to have greater focus on policy development in the first half of the programme life, with latter years having greater focus on implementation.

- **1.1 Guidelines to support implementation of the Radical Inclusion Policy.** Support for implementation of RIP underpin the design of SSEIP2 as a whole. This policy was approved in March 2021 and an implementation plan will be developed up to 2024. We anticipate the need for complementary guidelines on: (i) creating inclusive learning environments; (ii) targeting support to vulnerable groups; and (iii) engaging families and communities. Gaps in policy are also notable in non-formal education (NFE). Evidence from the central EAGER project and regionally from Ghanaⁱⁱⁱ suggests

that this is an effective and relevant way to provide education and support for out-of-school adolescent girls. However, NFE currently operates largely outside of MBSSE regulation, with an inconsistent curriculum.

- **1.2 Support for policies addressing school safety and school health.** Both these policies provide complementary support for the implementation of the radical inclusion policy. The School Safety Policy is currently in development with MBSSE leading the process and the School Health Policy is being led by Ministry of Health but with strong MBSSE engagement. Both are essential to ensuring that vulnerable children are retained and learning safely. It is also important that there is close coordination on content between Ministries and an agreed approach to implementation.
- **1.3 Support for school catchment area planning and the process for approving/registering new schools.** Interventions reducing distance to secondary schools in rural areas are identified globally as a 'Good Buy' in the 'Smart Buys' paper. This remains a major challenge in many parts of Sierra Leone (Annex 2). Feasible policy solutions involve making better use of existing JS schools in unserved areas and better targeting of school construction. A good start has been made with the development of the School Catchment Area Guidelines. This programme will work with government to support planning and implementation, closely linked to the School Approval Guidelines which facilitate school registration and will focus on Senior Secondary level. Our intervention will collaborate with the World Bank project on this activity (focussed on primary and junior secondary) to ensure a sector wide approach.
- **1.4 Evidence-based policies plans and capacity to respond to shocks.** Policy reform will draw on the best available local and international evidence to help MBSSE to better respond to shocks in future (for example linked to disease or natural disaster) including by quickly mobilising financial and human resources and switching to robust and accessible distance learning provisions. Protecting children, especially vulnerable girls and children with disabilities should also be at the heart of these plans^{iv}. Resilience will be treated as a cross cutting issue for all programme activities.
- **1.5 Support for better teacher workforce planning and teacher management.** A severe shortage of qualified teachers compromises the quality of teaching^v. This programme will work in close coordination with the World Bank project to support the Teaching Service Commission (TSC) to improve teacher workforce planning and teacher management. An important aim will be to support teacher training colleges to increase the supply of qualified teachers in shortage subjects like mathematics and ensure there is a system for allocating them where there is greatest need. Options for expanding distance education models of teacher education will be explored, prioritising increased recruitment of young women, building on the experience of the Girls' Access to Education (GATE) project. The programme will also work closely with TSC to develop policies and guidelines on teacher management, motivation, retention, appraisal, continuous professional development (CPD) and gender-based violence (GBV) case management. Reforms in teacher accountability and incentives are currently classified as 'promising but low-evidence' in the 'Smart Buys' paper. This programme will contribute to further building of the evidence base in this field.
- **1.6 Reforming of curriculum and qualifications framework.** 70-80% of students entering SS schools have challenges coping with the curriculum in core subjects because of limited Maths and English skills (Annex 3). SSEIP2 will support development of policies which ensure the curriculum and qualifications framework is inclusive of students of across the full range levels of attainment and learning difficulties. Engagement with curriculum reform will also present an opportunity to positively influence delivery of comprehensive sexuality education (CSE, of which reproductive health is a major component) and life skills for girls, especially at SS level.

Curriculum interventions are identified as a critically important system reform in the 'Smart Buys' paper.

- **1.7 Support for strengthening Education Management Information Systems (EMIS).** Enhanced planning depends on quality data. Whilst the World Bank project plans to provide substantial support to MBSSE for improved information systems, this programme will address critical remaining gaps including NFE and tracking the needs and progress of children with disabilities, including sex disaggregated data on each category of disability to facilitate identification of doubly disadvantaged girls.

Pillar Two: Strengthening government systems to deliver improved education for adolescent girls and children with disabilities.

This priority will focus on government systems and capacity to deliver the outcomes described in the Strategic Case. GoSL has demonstrated political commitment through its ambitious reform agenda and financial commitment to implementation of FQSE. The following activities will support improved service delivery at national, district and school levels. The full available budget will not be contracted at the start of the project – preserving some flexibility for the scaling up of interventions and innovations for which evidence of impact increases during the life of the programme. The UK 'Smart Buys' paper notes that "Ensuring learning for all children and youth requires an education system that is coherent and aligned toward learning".

- **2.1. Strengthening monitoring, supervision and support for schools by district offices.** Successive Annual Reviews of the current SSEIP1 highlighted the important role of the 200 project-paid School Support Officers in supporting education delivery through coaching and monitoring. This responsibility has now been transferred to 160 School Quality Assurance Officers (SQAOs), employed by MBSSE. This is a more sustainable approach but requires support through this programme to ensure SQAOs have the skills and tools to effectively support schools to deliver quality and inclusive education. Supervision will be based on the quality assurance standards developed with support from the World Bank FREE Project. Maximum use will be made of information technology solutions including, further development of the 'Tangerine' school monitoring software, handed over by LWL to SQAOs. The 'Smart Buys' report draws attention to the importance of monitoring in the implementation of improved teaching and learning and also singles out 'teacher accountability reforms' as a 'promising buy' (low evidence). The programme will also provide targeted support for district staff to enhance planning, promote community engagement and strengthen cross-sectoral coordination in addressing needs of vulnerable girls and children with disabilities. Interventions at district level will be co-designed with FCDO's planned future health programme.
- **2.2. Strengthening leadership of inclusive learning in schools.** SSEIP2 will focus on building the capacity of head teachers as accountable leaders of learning. There will be an initial focus on supporting schools to develop and monitor plans for implementation of the RIP. A growing body of international evidence demonstrates a clear link between improved learning outcomes and the quality of school leadership – with an emphasis on delivery of the curriculum^{vi}, ^{vii}. In Sierra Leone, this has also been a key finding of LWL^{viii}. Recent experience from the FCDO 'Building Learning Foundations' programme in Rwanda shows that it is possible to successfully deliver accredited head teacher development with limited face-to-face contact time through a blend of online and peer support^{ix}.
- **2.3. Delivering School-based Continuous Professional Development (CPD) for improved learning outcomes, inclusion, and safety.** SSEIP II will collaborate with World Bank (FREE Project) and other partners to support MBSSE and TSC to develop and implement a national system for school-based CPD. Special attention will be paid to implementation of structured lesson plans. Such interventions, when paired with

monitoring, are classified as a 'Good Buy' in the 'Smart Buys' paper. SSEIP2 will work closely with the MBSSE's One Tablet Per School initiative on digital solutions to support CPD delivery and supervision. The high proportion of learners performing below expected grade level (60%-70% on SGLA) has been exacerbated by Covid-19 related school closure. There must therefore also be an emphasis on delivery catch-up programmes employing the well-evidenced principles of 'teaching at the right level'. School-based CPD will also be used as a means delivering training and support on inclusive and gender-responsive pedagogy, comprehensive sexuality education, and to support implementation of key policies including Radical Inclusion, School Safety and School Health.

- **2.4. Strengthening systems for inclusive education for children with disabilities.** SSEIP2 will support MBSSE to develop and implement systems for identification, referral and support of special needs and disabilities, based on multi-sectoral collaboration between, health and social protection services. Based on the best available international and local evidence^x a review will be conducted leading to recommendations on the sustainable and cost-effective provision of eyeglasses and other essential assistive devices for children with disabilities, which impact on learning^{xi}.
- **2.5. Further strengthening the response to GBV and challenge harmful norms.** There is strong evidence for high rates of GBV in schools and its adverse impact on access, retention and learning outcomes^{xii}. However, detailed up-to-date data about prevalence and distribution are not available. SSEIP2 will build on the ongoing work of SSEIP1 to improve the system of monitoring and response, and to ensure that they are accessible to children with disabilities. This will include continued support for School Safety Committees in implementation of the new School Safety Policy. TSC has requested support to improve the case management system: to speed the process up and increase the proportion of reports that are acted up. This intervention will also strengthen inter-ministerial coordination on GBV.
- **2.6. Increased access to quality comprehensive sexuality education (CSE).** The Radical Inclusion in Schools policy commits GoSL to facilitate access to sexual and reproductive health services, including the provision of CSE at school and in the community. This action is consistent with international evidence^{xiii} that CSE can improve attitudes and behaviours leading to a reduction in unwanted underage pregnancy, especially when there is community involvement in delivery. SSEIP2 will support MBSSE to roll out CSE in secondary schools, in close coordinated partners working on CSE and Sexual Reproductive Health and Rights (SRHR) at other levels of the education system including UNFPA and UNICEF.
- **2.7. More robust and transparent financial management underpinning education service delivery⁹.** The GoSL's ability to deliver education and health services is constrained by weak public finance management (PFM), low domestic resource mobilisation and high levels of corruption across the public sector^{xiv}. SSEIP II will complement the work of the FREE Project and other partners to improve the integrity and efficiency of systems such as teacher payroll, school subsidies and textbook procurement. This will include technical assistance in areas identified by GoSL for staff at both central and district levels. Work will build on previous FCDO-funded PFM work in Sierra Leone and be based on a solid understanding of political economy and context to target areas where there is political will to deliver reform. Activity will be complemented with high-level FCDO advocacy for GoSL to honour its pledge to the Global Education Summit 2021 to increase the education budget, as a share of total

⁹ NOTE. This activity (2.7) will NOT be procured under Pillar 2 under this ToR.

public expenditure from 22% (1,557 billion Leones/ £111 million) to 24% (2,004 billion Leones/ £143 million) in 2023.

Pillar Three: Engage with communities to help adolescent girls and children with disability to access and thrive in school, particularly in underserved rural areas.

This pillar will support engagement with communities, to remove barriers to access and retention of girls and children with disabilities. These barriers relate to : (i) low appreciation of the value of education; (ii) harmful attitudes and social norms; (iii) weak community support to schools; and (iv) weak accountability of schools to their communities. Budgetary constraints will necessitate a targeted approach focusing on districts and chiefdoms with the highest number of out-of-school girls. The geographical focus of work will be finalised in consultation with MBSSE (Annex 2). The proposed interventions will build on learning from previous and current UK investments in education, gender, support to out-of-school girls, and community engagement which are summarised in Annex 4^{xv}. FCDO will co-design its education and health programmes to maximise impact in community engagement. The following activities are proposed - to be delivered in tight coordination with activities proposed under Options 1 and 2:

- **3.1. Strengthened community participation in school management and governance.** Boards of Governors (BoGs) in secondary schools will be trained and supported to understand their roles and responsibilities and engage with management to hold schools accountable for delivery in key areas including safety, inclusion, time on task and results. A deliberate effort will be made to strengthen the participation of women and girls in school governance. Both men and women will be engaged to challenge harmful social norms. The intervention will build on citizen feedback processes developed by our Strengthening Accountability and Building Inclusion programme which ran from 2016 to 2021. It will strengthen dialogue between citizens, schools, health facilities, and local government to resolve problems relating to issues such as the location of new schools, provision of safe spaces, assistive devices for children with disabilities, and access to reproductive health services. Activities will make use of mobile phone platforms for information sharing. Activity will build on international literature on participatory school improvement planning and school report cards^{xvi} and will complement the similar work planned under the World Bank project at primary level. Parents will be mobilised to provide support for education for example through local income generation and events. The 'Smart Buys' paper finds community participation in school management to be a 'promising buy' that works best in concert with accountability through local government. This activity will also engage communities to strengthen local capacity to support vulnerable children in the event of shocks, drawing on the lesson of Covid-19 and Ebola.
- **3.2. Communities will be provided with accurate information on the benefits of ensuring that girls and children with disabilities are educated.** SSEIP2 will work with communities to stimulate increased demand for education, and other basic services for adolescent girls and children with disabilities. Building on the experience of the SAGE project in implementing behaviour change interventions, SSEIP2 will provide parents and caregivers with context-specific information on the benefits of sending girls and Children with disabilities to school beyond primary level, accessing reproductive health services, and screened children for disabilities by health professionals. This category of intervention is classified as a 'Great Buy' in the 'Smart Buys' paper, because of its relatively low cost but high impact in several countries (e.g., Madagascar and Pakistan). The paper notes that interventions are more effective where parents have access to decision making structures.
- **3.3. Schools and relevant community structures will provide home visits and community meeting to engage and remove barriers to enrolment to vulnerable girls and children with disabilities.** Direct engagement with families of girls who are

persistently absent from school (both men and women) has yielded positive outcomes in GEC projects internationally^{xvii} and is already being employed fruitfully in Sierra Leone^{xviii}. This intervention will involve identifying vulnerable girls and children with disabilities at risk or who have recently dropped out because of poverty, violence, early marriage or pregnancy. Follow up visits will be arranged with families to discuss how to keep girls in school or ensure they have access to alternative safe spaces. In cases of sexual violence, families will be encouraged to seek medical check-ups, report incidents to police, and be signposted to psycho-social support. Building trust will be essential to challenge harmful social norms around both gender and disability. The intervention should be implemented in collaboration with social workers and other relevant community structures and leaders. SSEIP2 will seek close coordination with existing social cash transfer provision funded by World Bank.

- **3.4. Piloting of approaches to improve accessibility to contraception and reproductive health services.** Citing experience in the Ivory Coast, the Radical Inclusion Policy prioritises provision of information to school on the availability of sexual and reproductive health services and expresses support for improved access to a range of contraceptive methods. Building on both international and local experience^{xix}, SSEIP2 will map existing provision and conduct a pilot to test approaches to making contraception available to adolescents within school communities and safe spaces. Experience from the FCDO health portfolio suggests that demand for modern contraceptives by adolescents has increased, and GoSL needs to actively ensure that this demand is met with access to supplies and services.

ⁱ [FCDO/World Bank \(2020\) *ibid.*](#)

ⁱⁱ [GoSL 2017 Local Government Act](#)

ⁱⁱⁱ [Camfed/ Ministry of Education \(2012\), *What Works in Girls' Education in Ghana.*](#)

^{iv} [Maintains programme \(2021\) *Research supporting social services' adaptation to external shocks* | Oxford Policy Management](#)

^v GoSL (2020) *ibid.*

^{vi} [Education development Trust \(2014\), *Successful School Leadership.*](#)

^{vii} [L. Crawford \(2017\) *School Management and Public Private Partnerships in Uganda.*](#) f

^{viii} Leh Wi Lan (2020) *School Leadership and Management: Lessons from High Performing Secondary Schools.*

^{ix} [FCDO \(2021\) *Learning for All Annual Review 2021.*](#)

^x [E. Steel, S. Gupta, V Delgado-Ramos, U. Roentgen \(2018\), *Assistive technology provision: towards an international framework for assuring availability and accessibility of affordable high-quality assistive technology*](#)

^{xi} P. Glewwe (2016) *A Better Vision for Development: Eyeglasses and Academic Performance in Rural Primary Schools in China*, [eyeglasses_final.pdf \(albertfpark.com\)](#)

^{xii} World Bank (2020) *ibid.*

^{xiii} [Why comprehensive sexuality education is important \(unesco.org\)](#)

^{xiv} [World Bank. 2017. *Sierra Leone - Systematic Country Diagnostic: Priorities for Sustainable Growth and Poverty Reduction.* Washington, DC: World Bank Group \(Report Number 115408\).](#) n

^{xv} [GEC \(2020\), *Inclusive approaches to drop out and retention in low income settings.* gec_guidance_note_drop_out_and_retention_july_2020.pdf \(girlseducationchallenge.org\)](#)

^{xvi} DFID (2015), *Engaging with Evidence of Learning (Version 2)*

^{xvii} GEC (2020), *ibid.*

^{xviii} <https://www.unicef.org/sierraleone/stories/providing-mentorship-and-guidance-adolescent-girls-kono>

^{xix} [WHO/UNFPA \(2013\) *Ensuring Human Rights in Contraceptive Service Delivery.*](#)

ANNEX II – SSEIP II THEORY OF CHANGE

Theory of Change SSEIP2					
Impact	Improved education and health outcomes for adolescent girls and CwD, leading to more opportunities and choices				
Assumptions	<ul style="list-style-type: none"> Keeping girls in school leads to reductions in adolescent girls married early and falling pregnant Curriculum content is relevant to the learning needs of girls' and children with disabilities (CwDs) Examinations and assessments are a valid reflection of learning outcomes Regular household survey data is available to track impact indicators 				
Outcome	Adolescent girls and children with disabilities stay in secondary school or alternative safe spaces and are able to learn, progress, be safe and have improved life choices				
Assumptions	<ul style="list-style-type: none"> GoSL has sufficient resources and motivation to work with development partners GOSL and other donor interventions are coordinated to support systemic approach to improving access and learning through sector governance structures. Governments and donors take decisions based on accurate data and sound evidence. Covid 19 Pandemic abates sufficiently to allowing continuity of project 				
Outputs	<div> <div>1. Support policy and planning reform to improve education provision for girls and Children with disabilities.</div> <div>2. Strengthening government systems to deliver improved education for adolescent girls and children with disabilities</div> <div>3. Engage with communities to help adolescent girls and children with disability to access and thrive in school, in underserved rural areas</div> </div>				
Assumptions	<ul style="list-style-type: none"> Schools and/or non-formal education spaces exist and are accessible Harmful social norms are amenable to change Children enter secondary school with low learning outcomes but with sufficient physical and intellectual health to benefit from education MBSSE/TSC staff are mobilised and have time and motivation to engage and employ new skills Community members have sufficient motivation and confidence to hold schools to account UK/GoSL relations remain strong with shared concern for education of girls and CwDs Service providers available to deliver quality services 				
Activities	<div> <div> Pillar 1: Policy and Planning <u>At national level</u> <ul style="list-style-type: none"> Produce and disseminate guidelines to support Radical Inclusion Policy implementation for girls and Children with Disabilities Develop and implement policies on NFE curriculum & delivery Support implementation of guidelines for school catchment area planning, school approval and School Safety Policy Policies and guidelines developed to strengthen shock response Teacher training colleges and TSC supported to improve teacher workforce planning and teacher management. Support implementation of new SS curriculum and assessment approaches relevant to meet needs of all learners. Comprehensive Sexuality Education Curriculum strengthened and disseminated Strengthen MBSSE/TSC internal capacity for policy development data analysis and planning. Refine EMIS system e.g., for Children with disabilities and NFE </div> <div> Pillar 2: System Strengthening <u>At National Level</u> <ul style="list-style-type: none"> Assessment & referral system developed for CwDs Support TSC to improve GBV case referral and management TA for enhanced PFM in Education Sector <u>At District Level</u> <ul style="list-style-type: none"> SQAOs trained on skills and tools for school monitoring and support (including Tangerine). Decentralised TSC structures provided with tools and skills to improve teacher management and deployment – including promotion of women into leadership. Districts supported to develop and implement sustainable plans for follow up and support of vulnerable girls and CwDs. <u>At School Level</u> <ul style="list-style-type: none"> Head teachers trained on instructional leadership and supported to implement School-based CPD. Teachers trained and supported to deliver, inclusive and gender sensitive pedagogy, remedial education, CSE and safeguarding. Schools sustain girls' and boys' clubs All schools draft and implement School Inclusion Plans. </div> <div> Pillar 3: Community Engagement <u>At School Community Level (selected lowest performing districts)</u> <ul style="list-style-type: none"> Communities provided with advocacy information on benefits of education for girls and Children with disabilities. Schools, Boards of Governors and school communities trained and empowered to hold schools accountable for inclusive learning (and increased female participation) Schools and relevant community structures provide home visits to vulnerable girls and CwDs to engage and remove barriers to enrolment. Districts, Schools and communities supported to provide safe spaces to deliver NFE for out of school children. Pilot and evaluate a variety of approaches to making contraceptives more readily available to adolescents Consider continued provision of Menstrual Hygiene kits and assistive devices and assistive devices for CwDs </div> </div>				
Resources	Funds (max £35m)	FCDO staff – skills and influence	MBSSE/TSC staff - skills/influence	Head teachers and teachers	Community members
Problems to be Addressed	<ul style="list-style-type: none"> Large numbers of adolescent girls and Children with disabilities out of school Social and cultural norms do not value on educating girls and delaying marriage and pregnancy Lack of available secondary school places in rural areas Lack of provision for children with disabilities School environment fails to safeguard girls' and Children with disabilities' health and safety Very low learning levels, particularly in core subjects of Maths and English Insufficient trained and motivate teachers, especially in rural areas 				

ANNEX III – OVERVIEW OF EDUCATION SYSTEM

Number of schools and enrolment in secondary schools (2019 School Census)

Category	School type	Primary	Junior Sec.	Senior Sec.	Total
Schools	Government	1,163	166	61	1,390
	Mission	4,412	784	306	5,502
	Community	881	347	95	1,323
	Private	625	333	161	1,119
	Other	5	3	1	9
	Total	7,154	1,633	624	9,411
	Approved ^{xix}	4,707	1,125	440	6,272 (67%)
Teachers	Male	33,454	16,733	9,024	59,211
	Female	14,248	3,155	817	18,220
	Total	47,702	19,888	9,841	77,431
	Untrained	30,384	5,564	2,460	38,408 (49%)
	On govt payroll	18,462	6,721	3,960	29,143 (38%)
Enrolment	Male	874,177	225,526	157,551	1,257,254
	Female	896,191	226,159	147,934	1,270,284
	Total	1,770,368	451,685	305,485	2,527,538
	GPI	1.00	1.00	0.94	
Disability	Male	17,524	5,998	1,638	25,160
	Female	15,476	5,880	1,526	22,882
	Total	32,911	11,760	3,164	47,835
	% total enrolment	1.9%	2.6%	1%	1.9%
Gross enrolment (by gender)	Male	137%	70%	59%	
	Female	140%	70%	55%	

Comparison of 2018 and 2019 Enrolments disaggregated by sex and disability.

Level	Primary		Junior Secondary		Senior Secondary	
Year	2018	2019	2018	2019	2018	2019
Girls	0.69m	0.89m	0.16m	0.23m	0.10m	0.15m
Boys	0.67m	0.87m	0.16m	0.23m	0.10m	0.16m
Total	1.36 m	1.77 m	0.32 m	0.46 m	0.21 m	0.31 m
Girls with disability	10,965	15,467	1,804	5,880	551	1,526
Boys with disability	12,811	17,524	1,976	5,998	620	1,638
Total	23,776	32,911	3,780	11,760	1,171	3,164

ANNEX IV – ANNUAL REVIEWS (2019-21)

Annual Reviews and other key documents relating to the SSEIP I predecessor project may be downloaded from the FCDO 'DevTracker' [using this link](#).

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