

Terms of Reference

Strengthening Education Systems for Improved Learning (SESIL)

1. Introduction

- 1.1. DFID is seeking a suitably qualified Supplier to design and implement the first two components of the SESIL programme: Building Strong Foundations and Enhancing Assessment and Exams. These are in line with the Government of Uganda's priorities and complement existing development partner support to the education sector. The programme is also part of DFID Uganda's wider objectives to strengthen systems to build human capacity and to promote a more responsive, effective state and enable an inclusive society.

2. Programme Context, Budget and Timeframe

- 2.1. The UK Department for International Development (DFID) will provide funds over 5 years (2016/17 to 2021/22) for the Strengthening Education Systems for Improved Learning (SESIL) programme. In order to impact on the equity and quality of measurable learning outcomes for girls and boys in Uganda, the programme will focus on three core components:
 - i. **Building strong foundations** – to increase the numbers of girls and boys reaching grade appropriate learning standards in literacy and numeracy in primary schools
 - ii. **Enhancing assessment and exams** – to strengthen the assessment system so that it leads to more Ugandan children learning what matters for their future
 - iii. **Supporting a mixed economy** – to support the Government of Uganda to work more effectively with non-state providers and financiers of education, including through direct support to a network of secondary schools
- 2.2. The total budget for this contract (relating to components 1 and 2 above) is between £27 million and £34 million, this includes a fund element of £4 million and any taxes due.
- 2.3. It is expected that DFID will contract with one supplier, or lead consortium member, who will be responsible for delivering these Terms of Reference. The contract is expected to commence immediately upon the signing of contract. The contract will consist of two Phases (i) Inception and (ii) Implementation. The Inception Phase will last for six months at which point there will be a Break Point in the contract. Upon satisfactory completion of the Inception Phase, the Implementation Phase will start and last for 48 months with a break point at the mid point of Implementation for review and a final Break Point at 31st March 2020 again for review. There may be a possibility of extension of up to 12 months subject to project need, satisfactory performance and budget availability.

3. Impact, purpose and outcome

- 3.1. The intended **overall impact** of the SESIL programme is:

Young men and women from disadvantaged backgrounds have the knowledge and skills to contribute to and benefit from development and growth in Uganda.
- 3.2. The **purpose** of these Terms of Reference (ToR) is to set out the details and delivery expectations for a Supplier to improve the equity and quality of measurable learning outcomes for girls and boys in lower primary schools in Uganda. In working with and through the education system, the Supplier will seek to ensure more effective, efficient and equitable use of existing public resources in education.
- 3.3. The **intended outcome** for components 1 and 2 of the SESIL programme is:

Improved equity and quality of measurable learning outcomes for girls and boys in Uganda at lower primary level.
- 3.4. It is proposed that this outcome will be measured by the following two indicators:
 - i. The percentage of girls and boys achieving grade 3 proficiency learning levels in literacy and numeracy in target districts by the end of grade 3.

- ii. The percentage of girls and boys completing grade 4 of primary school.

4. The recipient

- 4.1. The recipient of this support will be the Ministry of Education & Sports (MoES) and associated institutions, agencies and Ministries at central and decentralised levels, including the Ministry of Finance, Planning and Economic Development. The Supplier will work with and through government departments, agencies and districts as deemed appropriate by the MoES. These departments and institutions may include the Uganda National Examination Board, the National Curriculum Development Centre, and the Directorate of Education Standards. The ultimate beneficiaries of the services are the children of Uganda.

5. Scope

- 5.1. The scope of work for this task will include setting out a politically smart and adaptive approach to achieve the outcome set out in paragraph 3.3 (above) through a combination of technical assistance to central Government of Uganda (GoU) departments and support to District Education Offices and schools in target districts. Finalisation of the design, ways of working and results framework will be concluded by the end of the six month Inception Phase through a collaborative process involving the GoU, DFID and other key actors defined by GoU and DFID, including Education Development Partners. The Supplier will facilitate this.
- 5.2. Drawing on the Theory of Change from the Business Case, outputs include, but are not limited to the four outputs in the table below. The activities in the table below are only indicative – the appropriate activity mix will be agreed upon during the Inception Phase and will need to be aligned with MoES priorities and take account of DFID’s comparative advantage.

Output description	Suggested activities may include
Output 1 Better motivated and skilled teachers with improved attendance	Support for improved teacher development and management, including improved pedagogical skills for teaching foundation skills in lower primary grades, improved teacher payroll management, increased accountability for teacher performance and improved monitoring and support for effective teaching.
Output 2 Enhanced district and school leadership	Strengthen district and school leadership and management of education, including encouraging the collection and use of data and involvement of local communities to improve teaching and learning, particularly in the lower grades of primary.
Output 3 Improved oversight and support for schools	There are opportunities to build on the Teacher Development and Management System, working with Coordinating Centre Tutors at district level and the Directorate of Education Standards, Basic Education department and Teacher, Instructor Education and Training Department at national level.
Output 4 Policy, plans and practice informed by improved data and use of evidence	Working through a systems’ approach, strengthen the key institutions with technical and leadership capacities to enhance Uganda’s assessment and exam system, so that it is self-improving, adaptive and resilient

- 5.3. In terms of the targeting for these outputs and indicators, the programme is likely to be mixed from outputs at the national/system level to more targeted child centred interventions in target districts. While district selection will be confirmed during the Inception Phase, bidders should propose target districts and criteria for selection in their bids.
- 5.4. The following are offered as examples of the kinds of measurable performance indicators that will need to inform the logframe/results framework and on which payment schedules will be based. Final indicators will be agreed through a collaborative process with key stakeholders during the inception phase. See information for bidders for more information on value for money.

Output description	Indicative performance indicators
1. Better motivated and skilled teachers with improved attendance	<ul style="list-style-type: none"> ▪ Amount of time P1 to P4 teachers spend teaching in a school during a normal school day ▪ Level of teacher motivation

	<ul style="list-style-type: none"> ▪ Proportion of teachers in grades P3 to P4 that show improvements in pedagogical approach to teaching reading and numeracy
2. Enhanced district and school leadership	<ul style="list-style-type: none"> ▪ District Education Offices with improved measures of leadership and management ▪ Schools with improved measures of school leadership and management ▪ Schools with School Development Plans based on own performance data
3. Improved oversight and support for schools	<ul style="list-style-type: none"> ▪ Frequency and quality of support visits to schools by District outreach (including Coordinating Centre Tutors) ▪ Availability and uptake of Continuing Professional Development for teachers, school leaders and communities ▪ Effectiveness of national inspection framework
4. Policy, plans and practice informed by improved data and use of evidence	<ul style="list-style-type: none"> ▪ Use of data to inform annual district workplans ▪ Availability and use of performance measures for the outcomes, outputs and processes of assessment agencies, curriculum development agencies and schools ▪ Application of positive and negative incentives for agencies and individuals working on assessment and examinations

5.5. As part of the bid, the Supplier should propose a robust monitoring and evaluation plan capable of collecting and analysing data in a systematic way. This should be used as the basis to monitor progress against programme output and outcome targets (including for use in agreed decision points, annual reviews and project completion processes) and inform an approach that is both adaptive and politically smart. Where possible, existing data collection processes should be used with plans to ensure baselines are in place. An increased focus on robust and effective ongoing evaluation will be essential for those elements of the proposed programme that are more experimental in nature with data used to inform decisions and actions during the course of implementation. The programme should be ready to identify opportunities within the (political) context and respond accordingly.

5.6. The Supplier will be expected to work in a co-ordinated manner within the sector, taking into account activities led by the Government of Uganda (including fiscal decentralisation and the Prime Minister's Delivery Unit) and other Education Development Partners (including USAID, UNICEF, Irish Aid and support through the Global Partnership for Education).

5.7. Two downstream partners have been pre-identified to support the delivery of components 1 and 2 of SESIL: STIR Education and Twaweza-Uwezo. At a minimum, the Supplier will be responsible for managing disbursements of £2 million to each of these two partners (figure included in budget estimate given above) over the period of the programme. This will include ensuring effective accountability arrangements and monitoring of performance and results. A more strategic partnership between the Supplier and the pre-identified downstream partners may emerge through the Inception period. Please see Annex 1 and 2 for more information on each of these two partners.

6. Inception and Implementation requirements

6.1. As mentioned in Section 2, the Inception Phase will last for six months at which point there will be a Break Point in the contract. Transition from Inception to Implementation will be subject to DFID and MoES approval of the inception report, including agreement on the satisfactory performance of the Supplier. Upon satisfactory completion of the Inception Phase, the Implementation Phase will start and last for 48 months with a break point midway through Implementation for review and a final Break Point at 31st March 2020 again for review.

6.2. The Supplier will be engaged under a performance based contract. In case of consortia, a single contract will be issued to the lead consortium partner who will be responsible for managing other partners.

Inception Phase: Requirements for the programme

6.3. The following deliverables are required (as a minimum) to be met during the Inception Phase. The Supplier will work closely with DFID and MoES officials and relevant sector stakeholders during this period. During the Inception phase and drawing on the Business Case, discussions with

partners and further analytical work, the Supplier will define in more detail the approach and methodology to be followed in the Implementation Phase.

6.4. DFID and MoES will require the following specific outputs to be delivered during the Inception Phase:

- i. **Within 6 weeks from contract start date**, an Inception plan showing governance, staffing and key outputs for the Inception phase. Key staff should be in-country within one month of signing the contract.
- ii. **Within 4 months from contract start date**, the Supplier will provide DFID and MoES with a full draft Inception report. This should include:
 - A detailed programme Implementation plan based on an updated assessment of deliverables, need and context;
 - Information on the districts and schools to be targeted and criteria informing this;
 - Proposed activity mix (system level, district level and child level interventions);
 - Risk assessment including the major risks facing the programme, the likelihood these risks will be realised and any proposed mitigation actions. This will form the basis of a risk matrix for the programme, for continuous adjustment and sharing with DFID monthly;
 - Theory of Change (ToC) for the programme. The ToC should include a distinction on what is under the control the Supplier and what is under the control of others;
 - An outline of roles and responsibilities including MoES and related agencies (at central, district and school levels and development partners);
 - Established programme management team and structure to fulfil the programme requirements;
 - A monitoring and evaluation plan, including guidelines and procedures for selection and monitoring of activities – including necessary assessment of reach, impact, value-for-money and assessment of theory of change;
 - Plan for a baseline assessment of key output and outcome indicators for the programme;
 - Prepare a realistic forecast for monthly expenditures for the first year, and quarterly expenditures for the following years and establish guidelines for monitoring project expenditure, including output based budgeting and verification procedures;
 - Set up appropriate mechanism (including reporting/auditing requirements) to receive and administer DFID funds;
 - A proposed governance and management structure, including appropriate quarterly reporting requirements in co-ordination with MoES and DFID;
 - Establish child protection frameworks and guidelines for activities where necessary.
- iii. **Within 6 months from contract start date**, the supplier will agree with MoES and DFID a final Inception report which will include a full Programme Implementation Plan. This will have incorporated feedback from the draft and been approved by the relevant MoES process.

Programme Management requirements

6.5. Whilst **these** activities will be refined and updated on an ongoing basis, the Supplier will be expected to undertake the following programme management activities as a minimum:

- Effectively contract and manage partners to ensure effective service delivery;
- Ensure robust and transparent assessment and supervision of activities, including proper fiduciary oversight and to ensure that outputs are being delivered in line with contractual requirements;
- Assess and manage the programme's risk matrix for submission to DFID on a quarterly basis;
- Ensure the programme has a concrete M&E plan, designed to analyse/collect systematic data to inform actions and decisions during programme implementation; consistently monitor progress against outputs and outcomes and targets in the programme and a plan for conducting an end of project survey to facilitate the project completion report;
- Develop and implement guidance to measure Value for Money for the overall programme; and,
- Disseminate lessons learned and report those to DFID and MoES to agree the evolution of the programme objectives, outcomes and outputs accordingly.

7. Reporting requirements

- 7.1. The Supplier will be responsible for reporting progress and finances to DFID and MoES on a quarterly and annual basis. This will include but is not limited to the following:
- Develop and agree with DFID a satisfactory reporting format including the establishment of necessary systems to generate reliable and accurate information;
 - Provide quarterly output based financial reports and narrative summaries of output based workplan¹ deliverables, detailing:
 - Budget actual spend linked to outputs and 2 monthly updated forecast
 - Risk matrix
 - Progress against project work plans
 - Issues for consideration by DFID and MoES
 - Provide an annual report following DFID's reporting template, inclusive of requirements above and further detailing progress against logframe outputs and outcomes;
 - Provide annual reports of expenditure and accounts as part of the Annual Review cycle.

8. Programme Institutional Structure and DFID Co-ordination

- 8.1. The Ministry of Education & Sports (MoES) will be the key client for this TA support. The Permanent Secretary MoES will be the arbiter of all necessary GoU authorisations.
- 8.2. The coordination and governance structure of the programme will be confirmed during the Inception period. At a minimum, the programme will report into the existing MoES working groups and the Education Sector Consultative Committee (ESCC) as appropriate. The main coordination point within MoES will be the Department of Planning and Policy Analysis.
- 8.3. The programme will report into the Education Development Partner group as well as to feed into cross-DFID programming as and when requested by the DFID education adviser.

9. Contract Structure and Management

- 9.1. The Supplier will report to the DFID Uganda Senior Responsible Owner (SRO) for the Strengthening Education Systems for Improved Learning (SESIL) programme, and will have regular engagement with other relevant advisers and programme management staff from DFID Uganda.
- 9.2. A Commercial Key Performance Indicator (KPI) and Supplier Performance Scorecard will be produced by the supplier during the Inception Phase, tailored to, and utilised with the SESIL programme to assist and support monitoring. Using this as a starting point, final contract management KPIs will be agreed during the Inception Phase with the Supplier. The Supplier will also work to jointly agreed contract management KPIs for both Inception and Implementation phase with DFID.
- 9.3. Continuation to Implementation Phase will be subject to DFID approval of the Inception Phase deliverables. There will be a Break Point in the contract after the Inception Phase and at mid-point of the Implementation Phase; the Implementation Phase contract may be terminated if Supplier delivery is deemed unsatisfactory. There will be annual reviews (ARs) on performance and deliverables against agreed milestones and results. Logframe amendments will be jointly agreed at the end of the Inception phase and as part of ARs.
- 9.4. Termination: DFID retains the option to terminate the contract (or any resources/staff) in accordance with the Terms and Conditions of the contract at any point of time for reasons of poor performance or breach of any of the contractual terms. If so the contract will be terminated at no cost to DFID.

¹ Logframe Output based updates are required on a quarterly basis.

- 9.5. The contract will contain suitable provision for variation in order to successfully adapt to changes that occur during the life of the programme including upscaling or downsizing. DFID shall, as a condition of proceeding from one phase to the next, have the right to request changes to the Contract, including the Services, the Terms of Reference and the Contract Price to reflect lessons learned, or changes in circumstances, policies or objectives relating to or affecting the programme.
- 9.6. The level of payments and their timing will be linked to the delivery of outputs and outcomes, including financial management performance milestones.

10. Duty of Care

- 10.1. Please refer to Annex 3 for information regarding Duty of Care and Security requirements.

11. Transparency

- 11.1. DFID has transformed its approach to transparency, reshaping our own working practices and pressuring others across the world to do the same. DFID requires Suppliers receiving and managing funds, to release open data on how this money is spent, in a common, standard, re-usable format and to require this level of information from immediate sub-contractors, sub-agencies and partners.
- 11.2. It is a contractual requirement for all Suppliers to comply with this, and to ensure they have the appropriate tools to enable routine financial reporting, publishing of accurate data and providing evidence of this – further information is available from www.aidtransparency.net

12. UK Aid Branding

- 12.1. Suppliers that receive funding from DFID must use the UK aid logo on their development and humanitarian programmes to be transparent and acknowledge that they are funded by UK taxpayers. Suppliers 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 DFID.

13. Skills and Expertise required

- 13.1. The Supplier will operate a full time office in Kampala and deploy specialist expertise to deliver defined outcomes as required. The Supplier may consider regional offices to support the work in target districts (to be discussed and agreed upon during the Inception Phase). Management tasks will include:
- Project co-ordination: the Supplier will be responsible for co-ordination with various stakeholders and timely implementation of activities and milestones;
 - Technical and Advisory Support: drawing up ToRs, commissioning specialist expertise, briefing and debriefing.
 - Monitor and learn on SESIL performance: the Supplier will systematically monitor and report on the performance of the programme.
- 13.2. The Supplier will strive for continuity of its core personnel over the life of the programme. Any proposed changes to the non-core team or Resource Pool during implementation shall be agreed in writing with DFID in advance. Where changes to the Resource Pool are proposed, CVs of three relevant experts should be shared with DFID in advance. The Team Leader and core team cannot be changed during the life of the programme unless there is a non-performance reason, medical reason or resignation. For further information on skills and expertise required, please refer to “information for bidders”.

14. End of Contract Activities

- 14.1. Three months before the expiry date of the contract the Supplier will prepare for DFID Uganda’s approval a draft Exit Plan which shall include:
- A disposal plan for all assets procured throughout the lifetime of the programme in accordance with DFID procedures on asset management and disposal;

- Addresses any material items that are necessary or desirable for the continued co-operation of the UK Government with Uganda after the contract ends;
- The supplier's plans on co-operating to ensure the smooth transfer of responsibilities from the supplier to any persons or organisation taking over such responsibilities after the contract ends;
- The supplier's plan to deliver to DFID (if requested or as otherwise directed by DFID) prior to the contract end date (or termination of the contract), any finished work or unfinished materials or work-in-progress which relate to the contract;
- The supplier's plans to provide DFID Uganda before the contract ends a summary of the status and next steps in relation to any on-going projects or other material and unfinished activities being conducted or monitored by the supplier;
- The return by the Supplier of all Confidential Information to DFID before the contract end date.

14.2. Allow for a period of up to sixty days after the contract end date (or termination date) for the exit process to be properly implemented.

15. Background

- 15.1. Both the Government of Uganda and DFID consider human capital development as an essential building block for tackling extreme poverty and driving inclusive economic development. Uganda's education system is not currently delivering to its full potential. There is a crisis in learning outcomes across primary and secondary education with insufficient, inequitable and ineffective financing. Children who do not develop foundation skills in reading and maths as well as socioemotional skills by early primary are likely to be left behind; poorer girls and boys living in rural areas, and particularly those with disabilities, are at a particular disadvantage. Leadership and management as well as accountability through the system from central government to district and school-community level is weak. Teachers' motivation, professionalism and pedagogical skills are low which impacts on their time on task and their ability to teach effectively. The disconnect between policy intent and implementation as well as a political economy characterised by patronage means that progress is difficult. MoES itself is highly dependent on external project funding for any developmental activity with implications on strategic direction given the tendency for policies and people to 'follow the money'. The prospect of continued low levels of public investment in education is of particular concern given Uganda's rapidly growing population and the stress this will put on the education system.
- 15.2. Full background to the assignment can be found in the final approved Business Case attached at Annex A to these terms of reference.

Annex 1

Information on downstream partner: STIR Education

STIR Education (Schools and Teachers Innovating for Results) focuses on addressing the global learning crisis, by motivating and empowering teachers. We have over 4,500 teachers in the [Teacher Changemaker movement](#) in Uganda; part of our 23,000+ teacher-strong movement globally, who are impacting learning for 800,000+ children.

STIR's **Theory of Change** is based on evidence indicating that teachers make the biggest in-school difference to whether children learn. Yet, in practice, teachers are demotivated, disempowered, and lack the right support structures to improve the quality of teaching. The **Teacher Changemaker Movement** centers on reigniting teacher motivation, to drive improvements in classroom practice, resulting in better student learning outcomes. Teacher Changemakers are given an opportunity to lead change in their classrooms by:

1. Being connected to a local network of peers – a Teacher Changemaker Network
2. Teachers in the network collaborate over three years, to adapt and integrate evidence-based practices in their teaching to become effective practitioners
3. Beyond year 3 – the most committed teachers are selected to be Teacher Changemaker Fellows, who access additional teacher development opportunities – provided by partner organisations – and take a leadership role in their local area, and contribute to rebuilding the teaching profession at local & national levels.

We also recognise that teachers do not work in isolation. We therefore embed our model deeply in to education systems by training & supporting officials responsible for school improvement (whom we call **Education Leaders**) to run networks in local areas. We also build parallel networks of policymakers & local officials to ensure supportive and enabling environments for the Teacher Changemakers we engage with.

In 2016, we launched our **5 Year Uganda Strategy**, with the backing of **leading funding partners** (incl. MasterCard Foundation; ELMA Philanthropies), and the **Ministry of Education**, with whom we signed Memorandum of Understanding. By 2021, we will engage up to **30,000 teachers** across Uganda in the movement – 10-15% tipping point of the teacher base – **impacting one million Ugandan students**. This involves testing & building scalable channels for implementing the Network model directly through collaborating the system:

- We form partnerships with the **Government** (at district level but also through government agencies and training programmes); the **teachers union** – UNATU; and through selected **NGOs** who can accelerate government adoption at scale
 - These partners implement the model – with ongoing STIR training and support
- Within a district – the model (local Teacher Changemaker Networks) are led by **Education Leaders** – Centre Coordinating Tutors (CCTs) or other district officials, who receive a three-year **Education Leadership Development Programme** from STIR
 - STIR engages expert organisations to train Education Leaders on coaching; evaluating impact; communication; and facilitating teacher collaboration
- STIR also supports system improvement by working with education stakeholders across the system (Headteachers Associations; District Officials amongst others)
 - **Learning Improvement Groups** are formed in the regions we work – bringing all District Leaders (District Education Officers and Inspectors) together to collaborate, share challenges & solutions, and access training on systems leadership and monitoring & evaluation techniques
 - We then work with District Officials to create *action plans* for supporting teacher motivation in their districts. This will include **Local Action Groups**, bringing together a vertical cross-section of education stakeholders in their districts (from SMT members, to teachers, community bodies and associations).

Supporting our theory of change, this is motivated by a common belief in teachers' potential; and a commitment of these actors to build the Teacher Changemaker movement – together.

Annex 2

Information on downstream partner: Twaweza/Uwezo

Twaweza (We Can Make it Happen) is an ambitious East African initiative fostering active citizenship, and promoting governments to be open and responsive, and improving basic learning for children in Uganda, Kenya and Tanzania. We generate citizen-led data on learning outcomes in early grade literacy and numeracy ([Uwezo assessment](#)), package it in accessible forms and share it widely at national, district and community levels to foster data-driven policies and practices that are responsive to empirical evidence and citizen voice. Twaweza proposes to partner with DFID in order to further our strategic objectives in the following areas:

1. Tools developed with reliable, robust and credible data on learning outcomes in basic literacy and numeracy and other related development outcomes collected in 2017 and 2019

Two large-scale nationally representative assessments of learning outcomes in basic literacy and numeracy in thousands of households across the country will be conducted by citizen volunteers by 2021. We believe measurement and promotion of these basic skills is essential for ensuring inclusive and equitable quality education for all children. The household is the only place to reach most of the children given that daily attendance in school is variable. Widespread and large scale involvement of citizens in measuring learning is essential to change in policy and practice.

2. Results from citizen-led assessments communicated widely at national, district and community level to spur increased awareness and debate for improved learning outcomes

We will engage with the 2017 and 2019 assessment results to inform and inspire actions ranging from those that parents or citizens could take in up to 30 districts. We will publish and disseminate the assessment reports nationally and share the findings widely with the media, Teachers Union, parliamentarians, policy makers and technocrats to influence awareness and debates about learning. We will work with Uwezo district coordinators and volunteers to catalyse local dialogue on education qualities and spur action among parents, teachers and local leaders to address education challenges (e.g. teacher and pupil absenteeism, parental disengagement) as potential drivers of improving learning outcomes.

3. Twaweza/Uwezo's internal capacity to collect data on a range of outcomes, including children's learning and other related outcomes continuously enhanced

We will partner with leading global experts to refine and publish an assessment framework and a test development process document with explicit standards to support internal consistency and quality of Uwezo tests. Following this we will conduct a refresher formal test development training for Uwezo test panellists to increase their test development skills and the internal quality of Uwezo tests. We intend to partner with a suitable organisation in the 2019 national assessment to pilot the use of tablet/mobile phone technology to capture the data more accurately and produce timely reports. Finally we will maintain a national advisory committee comprised of experts and key actors from diverse backgrounds to provide independent feedback and continuously enhance the quality of our work.

4. Research and public engagement around school leadership, management and accountability undertaken to ensure that all children are learning

Over the four years period we will seek to unearth, validate and test some of the unique and promising leadership strategies or practices that exceptionally well-performing public primary school leaders and teachers (outliers) are using to consistently achieve better learning outcomes. As a result we hope to identify and disseminate to schools and communities context-relevant evidence-based school leadership and teacher motivation initiatives with potential to improve learning outcomes.

Annex 3 Duty of Care and Security requirements

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

DFID will share available information with the supplier on security status and developments in-country where appropriate. DFID will provide a copy of the DFID visitor notes (and a further copy each time these are updated), which the supplier may use to brief their personnel on arrival. A named person from the contracted organisation should be responsible for being in contact with DFID to ensure information updates are obtained. There should be a process of regular updates so that information can be passed on (if necessary). This named individual should be responsible for monitoring the situation in conjunction with DFID.

Travel advice is also available on the FCO website and the supplier must ensure it (and its personnel) are aware of this. The supplier is responsible for ensuring appropriate safety and security briefings for all of its personnel working under this contract.

The supplier is responsible for ensuring that appropriate arrangements, processes and procedures are in place for its personnel, taking into account the environment they will be working in and the level of risk involved in delivery of the contract (such as working in dangerous, fragile and hostile environments etc.). The supplier must ensure its personnel receive the required level of appropriate training prior to deployment.

Suppliers must develop tenders on the basis of being fully responsible for Duty of Care in line with the details provided above and the initial risk assessment matrix prepared by DFID. They must confirm in the 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.
- They will give responsibility to a named person in their organisation to liaise with DFID and work with DFID to monitor the security context for the evaluation.

If you are unwilling or unable to accept responsibility for security and Duty of Care as detailed above, your tender will be viewed as non-compliant and excluded from further evaluation.

Acceptance of responsibility must be supported with evidence of capability (no more than 2 A4 pages) and DFID reserves the right to clarify any aspect of this evidence. In providing evidence tenderers should consider and answer yes or no (with supporting evidence) to the following questions:

- i. Have you completed an initial assessment of potential risks that demonstrates your knowledge and understanding, and are you satisfied that you understand the risk management implications (not solely relying on information provided by DFID)?
- ii. Have you prepared an outline plan that you consider appropriate to manage these risks at this stage (or will you do so if you are awarded the contract) and are you confident/comfortable that you can implement this effectively?
- iii. Have you ensured or will you ensure that your staff are appropriately trained (including specialist training where required) before they are deployed and will you ensure that on-going training is provided where necessary?
- iv. Have you an appropriate mechanism in place to monitor risk on a live / on-going basis (or will you put one in place if you are awarded the contract)?
- v. Have you ensured or will you ensure that your staff are provided with and have access to suitable equipment and will you ensure that this is reviewed and provided on an on-going basis?
- vi. Have you appropriate systems in place to manage an emergency / incident if one arises?

DFID Uganda Overall Project/Intervention Summary Risk Assessment Matrix (May 2016)

Read in conjunction with the Travel Advisory on Uganda

Theme	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score
	Kampala	North-east Uganda Karamoja Region	Northern Uganda	South West Uganda	Western Uganda	Eastern Uganda
Overall Rating	3	3	3	3	3	3
FCO Travel Advice	2	4	2	2	3	2
Host Nation Travel Advice	Not available	Not available	Not available	Not available	Not available	Not available
Transportation	5	5	5	5	5	5
Security[*]	3	4	3	3	3	3
Civil Unrest	3	2	2	2	3	2
Violence/crime	3	4	3	3	3	3
Terrorism*	4	4	4	4	4	4
War	1	2	1	1	1	1
Hurricane	1	1	1	1	1	1
Earthquake	1	1	1	2	2	1
Flood	2	1	2	2	1	3
Medical Services**	4	4	4	3	3	3
Nature of Project Intervention						

1 Very Low Risk	2 Low Risk	3 Medium Risk	4 High Risk	5 Very High Risk
Low		Medium	High Risk	

*The FCO travel advice for Uganda advises that there is a general threat from terrorism

**Medical facilities outside of Kampala and particularly away from cities are limited

Additional Documents as attached

Annex A to ToRs - Redacted Business Case

Annex B to ToRs – Current Education Interventions Across 112 Districts in Uganda

Annex C to ToRs – Final Report – Uganda’s Assessment System – A Road Map for Enhancing Assessment in Education

Annex D to ToRs – Final Report – Enhancing Uganda’s Assessment System – Statistical Tables & Graphs

Annex E to ToRs – GEC Thematic Discussion Papers Sep 2016

Annex F to ToRs – Uganda Early Grade Reading Outcomes