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**REPUBLIC OF BOTSWANA
EUROPEAN DEVELOPMENT FUND**

Support to Botswana – EU Cooperation Project (BEUC) – CRIS 21636

Service Contract for the provision of Technical Assistance to complement the “EDF10 Botswana Human Resource Development Sector Policy Support Programme” by strengthening the capacity of the Botswana Ministry of Education and Skills Development

BACKGROUND INFORMATION

1.1 Beneficiary country

The Republic of Botswana.

1.2 Contracting Authority

The National Authorising Officer (NAO) of the European Development Fund (EDF), Permanent Secretary, Ministry of Finance and Development Planning.

1.3 Relevant country background

Botswana, which at independence in 1966 was one of the 10 least developed countries has recorded remarkable social and economic transformation in becoming a middle-income country. Annual real GDP growth averaged nearly 10% per year from 1960 through 2008, supported by increased mining production and more recently by stronger growth in the non-mining economy as the mining sector has matured. As a result, real per capita income increased from US\$250 in 1960 to US\$4,800 in 2008 (in constant 2000 US\$). Whilst minerals remain the dominant source of revenue (between 40-50% of all Government revenue before the crisis), there has been growth in such sectors as financial services, tourism and manufacturing, although economic diversification and global competitiveness remain a major challenge. In spite of the positive trends in poverty decline, large income disparities remain a major concern, which affect in particular people living in remote areas, female-headed households and ethnic minorities. The HIV/AIDS epidemic has had a negative impact on household incomes and places a strain on the health, education and other sectors of the economy. Unemployment is also a major challenge which especially affects youth. The “Long term Vision for Botswana” of 1997 (known as Vision 2016), which provides Botswana with a long-term socio-economic planning perspective, identifies poverty reduction and prosperity for all as the key priority areas.

The National Vision 2016, recognises that Botswana’s mineral wealth is non-renewable and there is need to develop and implement a strategy to diversify the economy. Human Resource Development (HRD) is seen as indispensable to this end. Education and Training (E&T) is identified as critical for achieving economic development and technological change as well as for developing individual, societal and national values and ethics. Education and Training has always been a priority under successive development as reflected in the generous Government’s budget share allocated to the sector (around 25%), which has led to significant improvement in the sector. There are however increasing concerns that there has been too much focus on access (infrastructure) and that the quality of the system must improve.

The European Commission has supported the education sector over a period of 15 years, particularly with regard to technical and vocational education and training under EDF7&8. Its support during

EDF9 has been through budget support to the education and training sector (€51million) and its aim has been to ensure access to high quality lifelong education and training for all Botswana. The main challenges faced by the E&T sector are to sustain the quantitative achievements in education at all levels, to improve quality and equity in access throughout the system as well to ensure financial sustainability. These challenges have been taken into account when formulating the €60m EDF10 Human Resource Development Sector Policy Support Programme (HRD SPSP, 2010-2012), which will benefit from complementary technical assistance under the €5million Botswana-EU Cooperation (BEUC) Support Project to promote key reforms in the sector - improved monitoring, evaluation and sector planning; the National HRD Strategy; and the development and implementation of a National Credit and Qualification Framework.

1.4 Current state of affairs in the education and training sector

General policy context:

Botswana has a sound legislative and policy framework governing the development of the education and training sector: Education Act (1967); National Development Plans; National Commission on Education (1993); Revised National Policy on Education (1994); Vision 2016; Gender and Technical Education Report (1994); National Policy on Vocation Education and Training (1997); Equal Opportunities Policy and Code of Conduct on Equal Opportunities (1999); Education for All (2000); Botswana Millennium Development Goals (2004); Ministry of Education Strategic Plan (2005–2009); Tertiary Education Policy (2008); National Human Resource Development Strategy (2009).

The Vision's strong focus on Education and Training have been reflected in a series of National Development Plans (NDP 7/8/9 and now NDP10), which are prepared on a rolling five year basis, and in the generous Government's budget allocations to the education sector. Vision 2016 states that *"By the year 2016, Botswana will have a system of quality education that is able to adapt to the changing needs of the country as the world around us changes. Improvements in the relevance, the quality, and the access to education lie at the core of the Vision for the future. The education system will empower citizens to become the best producers of goods and services. It will produce entrepreneurs who will create employment through the establishment of new enterprises. Public education will be used to raise awareness of life skills, such as self health care"*.

The Revised National Policy on Education is a 25-year policy to improve access and equity to effectively prepare students for life, citizenship, and the world of work; to develop training that is responsive and relevant to the needs of the economy; to enhance the performance and status of the teaching profession and to effectively manage the education system and improve cost-effectiveness and cost sharing in the financing of education. Consideration is being given to updating the RNPE during NDP10.

The National Development Plan (NDP) 9 for 2003/4–2008/9 (Towards Realisation of Vision 2016: Sustainable and diversified development through competitiveness in Global Markets) focused on the promotion and facilitation of lifelong learning in the education and training sector. The main goal for the education and training sector in the NDP10 (2009/10-2015/16) is "To provide Adequate Supply of Qualified, Productive and Competitive Human Resources" which is promoted through the National Human Resource Strategy (NHRDS). The NHRDS is seen as providing the "basis for achieving the NDP10 Goal of matching skills with the national labour market requirements and promoting individuals' potential to advance and contribute to social development" (NDP10, p3).

The Ministry of Education and Skills Development (MoESD) has set out its „Values and Operating Principles“ taken from the MoESD strategic plan which is currently under development. These are in terms of providing "quality and relevant education and training accessible to all through effective and efficient management of resources" with regard to:

- Customer Satisfaction – Increase Access & Equity in Education & Training; Improve Quality & Relevance of Education & Training; Improve Quality of Service
- Financial Performance – Improve Cost Effectiveness; Improve Financial Utilization; Improve Collection of Revenue
- Internal Processes (Efficiency) – Improve Information Management; Improve Operational Efficiency; Improve Resource Management
- Learning & Growth (Knowledge & Innovation) – Improve Employee Competence; Improve Employee Welfare; Improve Organizational Work Culture

The document also sets out proposed targets, measures and measure definitions, and the departments which are responsible for undertaking the monitoring. However, the data provided in the document is incomplete and not always consonant with those in NDP10. In this regard, the Ministry of Education and Skills Development is anticipating to start on a process of revising quality standards and it has requested assistance from the African Development Bank (AfDB) to carry out a study with recommendations.

Following the approval of the Organisation & Method Report in 2007, the MoESD has engaged in greater decentralisation and more efficient management of resources. The aim is to downsize the structure of the Ministry of Education at central level and transfer the posts to the regions whilst increasing the number of regions (from 5 to 10) so as to improve service delivery at local level. The Ministry's task will thus be more geared towards policy and strategy whereas the administration of operations will be increasingly devolved to the regions.

NDP9 Goals and achievements:

NDP9 (2002/3 – 08/9) stressed the need to equip „learners with skills to enable them to enter into self-employment as well as create the opportunity for lifelong learning“ (15.1) and commits the Government to resource the expansion of facilities and to the provision of „equitable and all-inclusive“ education (15.44). It affirms the need to diversify modes of learning and improved delivery and to the development of a National Qualifications Framework „to provide linkages and pathways between education and training“ (15.42).

Government funding (approx 30%) of the annual budget has been used to increase education and training opportunities and to mitigate the impact of HIV/AIDS and HIV/AIDS education has been mainstreamed at all levels to promote behaviour change. However, the Government acknowledges that more emphasis has been placed on infrastructure delivery rather than on improving the quality of education received by students.

The Government has introduced and implemented Early Childhood Education guidelines, and focused on increasing access to the primary level (NER - 89.6% in 2005/6), though there are still problematical issues in remote rural areas (e.g. teacher deployment; pupil retention) leading to fluctuating levels of enrolment. As part of this focus, the Government of Botswana (GoB) initiated a number of measures to increase access (e.g. increased capitation), ensure a more even urban – rural equity (e.g. 2-teacher schools programme and incentives proposals of teacher salaries and conditions in remote areas), and improve infrastructural/materials resourcing (e.g. increasing capitation allowance). At the secondary level, increased access was promoted through the introduction of a double shift system accompanied by additional resources.

The transition rates from primary to the junior secondary school cycle increased to 96.9% in 2005/6 as well as the transition rate from junior secondary (JSS) to senior secondary schools (SSS) which was 66% in 2008. Increased transition has been rendered possible through the introduction of double shift measures as well as the expansion of senior secondary schools. However, there are still pressures on existing facilities with high demand for places in JSS because of increased numbers of primary school

graduates. Access to general education was also increased through BOCODOL's Open and Distance Education Learning (ODEL) programme which attained a cumulative total of 33,698 registered students for Junior Certificate (JC), Botswana General Certificate of Secondary Education (BGCSE), Certificate and Diploma courses. Access to tertiary education increased from 20,011 (2003/4) to 31,129 (2007/8) which was largely as a result of the introduction of government sponsorship of students to local accredited private tertiary institutions. At the qualitative level, the Botswana National Vocational Qualifications Framework (BNVQF) developed through the Botswana Training Authority (BOTA) and there is ongoing registration and accreditation of all technical and vocational training institutions. The Botswana Technical Education Programme (BTEP) was introduced to fill a gap in Technical and Vocational Education and Training (TVET) provision thereby increasing the number of places in vocational education, but there is still a lack of curriculum alignment between TVET courses and labour market demands. In addition, the Government has recently established the Botswana International University of Science and Technology (BUIST) and a Medical School to meet increasing demand for science, technology and medical specialists.

The overall pass rate (A-C grade) for Junior Certificate has improved (68.8% in 2001 to 89.3% in 2005). The BGCSE (A-C grade) results also improved from 40.99% in 2001 to 43.01% in 2006, but decreased in 2007 (40.69%), principally because of the increase of candidates with lower qualifications following the implementation of the double shift system. The MoESD has introduced the Strengthening of Mathematics and Science in Secondary Education (SMASSE) programme to improve math and science teaching subject areas at secondary level.

Cost sharing measures have been introduced – e.g. the re-introduction of secondary and technical school fees with exemption for poorer families. Special Education Needs was not a major focus of the NDP9 programme but a curriculum for children with hearing impairment was completed. An Inclusive Policy, which is wide ranging in its coverage, is under discussion and which will feed into the policy dialogue during NDP10 and possible revisions/augmentations to the RNPE. It covers, inter alia, issues concerned with early childhood education, missing children and special education and the assessment of special educational needs. It also considers the professional development and training of teachers, capacity building in schools and other institutions, as well as issues of decentralization, teacher deployment and welfare, and stakeholder involvement. An Adult Basic Education Programme (curriculum and materials) has also been developed and an „Out of School Children“ programme started thereby strengthening the non-formal education (NFE) sector.

NDP10 goals:

The education and training planning framework under the 10th National Development Plan 2009-2011, is mainly predicated upon the National Human Resource Development Strategy (2009) and the Organizational and Management Review (O&M). The NDP10 main goal in the education sector is “To provide Adequate Supply of Qualified, Productive and Competitive Human Resources” which is promoted through the National Human Resource Strategy (NHRDS). The NHRDS is seen as providing the “basis for achieving the NDP10 Goal of matching skills with the national labour market requirements and promoting individuals’ potential to advance and contribute to social development” (NDP10, p3).

Outlined areas of reform in the NDP10 with regard to the Education Sector are “to continue to address access and equity of education and training at all levels”. An out-of-school education programme is to be implemented “with consideration to establishing free and compulsory basic education for children”. Greater focus will be given to the needs of disadvantaged and vulnerable children by establishing „one or two teacher schools“ where they are needed and by establishing a „Centre for Disability“. During NDP10, the Government will provide additional facilities at post junior secondary school education and will expand existing facilities. It will also conduct a review of its cost sharing policy to ensure alignment with the MDG and EFA declarations. In terms of improving the quality aspect of the education sector, the NDP10 will conduct curriculum reviews, strengthen the inspectorate and encourage a move towards standards-based assessments. In addition, the establishment of „Education Hubs“ will aim to attract international institutions and personnel to Botswana. The NDP10 programme

will seek to enhance the promotion of life-skills, graduate employment and internships so as to provide students with exposure to the world of work.

The Government is committed to engage in a more multi-sectoral approach (e.g. Ministries of Trade & Industry, Labour & Home Affairs, Finance & Development Planning and other ministries, the private sector and NGOs) to increase opportunities for education and training. Policies of reverse migration and investment linked to in-country localisation will be advanced. The implementation of post-secondary programmes will be through the Tertiary Education Council (TEC) to ensure a more unified structure and to lessen areas of duplication. The decentralisation process, following the O&M report, will be an important reform area under NDP10.

Vocational and Tertiary education have a strong focus in the NDP10 and the NHRDS but it also acknowledges that General Education is the foundation for the process of skills development and the generation of a strong economy. NDP10 has set a target of increasing the net enrolment rate (NER) at primary level (6-12 yrs) from a baseline of 89.6% (2005/6) to 100% and of raising the transition rate from primary 96.9% to 100%, and that of junior secondary to senior secondary from 66.1% (2008) to 100% by year 7 of NDP10 implementation.

Key challenges in the education sector:

There are increasing concerns at the low returns in terms of learning achievements given the high investment in education in Botswana. During NDP9 there was a strong focus on increasing access and equity rather than improving the quality and relevance of education.

In terms of *access/equity*, some of the key challenges are: the enrolment at pre-primary level is low and there are inadequate resources in terms of funding, facilities and staff at that level (estimated at 17% by UNDP in 2004/05); around 20% of pupils in Botswana (or about 10,000 pupils) do not reach the last grade of primary (MDG 2.2) and there are estimates that up to 5% of children may be “missing” at primary level; the enrolment at tertiary level is low (around 15% according to the latest statistics); 2-teacher schools are few and not efficiently utilised (no multi-grade teaching); there are severe problems in remote schools, particularly in schools enrolling a large share of ethnic minorities where children are employed and drop-out is very high; the issue of mother tongue teaching has still not been addressed.

In terms of *quality*, there are increasing concerns with regard to achieving value for money in the sector given the large share of education in the Government’s budget (25-30%) and the disappointing results in terms of academic performance. PSLE results have followed a downward trend (results from 2004: 80.3%, 79%, 79.59%, 80.1%, 78.3%) and there has been a dramatic decline of BGCSE results since 2006 (results from 2004: 40.87%, 41.50%; 43.01%; 40.69%; 37.53%), which is linked, to some extent, to the introduction of double shift. Automatic progression has been very frequently quoted as one of the main reasons for poor performance: junior secondary schools complain about the low “quality” of some pupil intake with poor reading and writing skills, and that many others have developed limited process skills to understand or complete exercises given to them. Educational quality in the core subjects of maths, science, English and Setswana have not been maintained and results have declined with geographical disparities in terms of student performance. There is a science and math strengthening programme which is anticipated to reverse this decline, however it presently focuses at secondary level and would need to be rolled out to primary so as to secure a strong foundation. Close to half of the primary teacher workforce only holds a certificate. The establishment of a new independent inspection framework which is anticipated to lead to a more strategic approach to inspection – i.e. one based on quality and relevance of outputs rather than against quantitative targets, has experienced significant delays since 2007. However, the present situation is one whereby school heads still have limited empowerment and resources to develop and implement school-based management plans.

In terms of *relevance*, one of the main challenges identified in NDP10 is the mismatch between the graduates' skills set and workplace demands, which further contributes to the challenge of

unemployment. This is expected to be addressed through the implementation of the National HRD Strategy. The establishment of the NCQF which has experienced significant delays should help in terms of providing the labour market with clear indications on qualification levels as well as to improve quality assurance. The delivery of two different types of vocational education and training programmes, Botswana Technical Education Programme (BTEP) and National Craft Certificate (NCC) - one being more knowledge-based while the other is more work-based, by two different Ministries (MoESD and Ministry of Labour and Home Affairs) remains an issue of concern particularly with regards to curriculum development and delivery, coordination, duplication and inefficient use of resources, and understanding of TVET by students and employers.

With regards to the *efficient management of the sector*, it has been acknowledged that the MoESD needs to better relate the investment and reform initiatives in the sector with outcomes/results and to strengthen the use of statistics for planning and monitoring of policies and programmes. There is no integrated sector programme allowing for proper coordination and follow-up of sector activities and results. The Education Performance Expenditure Review (EPER) findings (2007) noted the relative under-funding of primary education, especially in comparison to the tertiary level (the Tertiary Grant Loan Scheme took around 30% of the MoESD recurrent budget in 2008/09). The MoESD would need to place more emphasis on primary education, which is not compulsory and suffers from low levels of access and participation outside of urban areas. The MoESD is aware that the relevance of the curricula to some Botswana people is questionable and that there is poor articulation between what is taught at primary level and at secondary level. A further problem area is the nature of dual responsibility for primary education which is split between MoESD and the Ministry of Local Government (MLG). There is a major problem of coordination in the broader education and training sector with a plethora of institutions involved (MoESD, MoESD/DTVET, BOTA, TEC, MFDP/Manpower Planning Unit, MLG, Ministry of Labour and Home Affairs, MLHA/MTTC, etc) which gives rise to duplication and overlapping. Finally there are internal deficiencies with regards to the process of accreditation, quality-assurance and approval of institutions/courses (especially at vocational/technical level), which seems abnormally slow.

National Human Resource Development Strategy (NHRDS):

The National Human Resource Development Strategy (NHRDS) is a macro level initiative to assist with Botswana's economic and social transformation and diversification agenda, following similar strategies which have been put in place in South Africa and Mauritius. It focuses on the need for Botswana to successfully deal with a rapidly changing national context as well as a highly competitive global market place. It recognizes the strategic role of human resource development so that each citizen can play a meaningful role in their community, society and the world. The realization of the NHRDS is intended to guarantee the delivery of a range of national, societal, government, private sector, civil society and institutional reforms. The NHRDS aims to ensure that "by 2022 it will be universally accepted that the quality, productivity and motivation of its people will be Botswana's single greatest and most valuable resource". A directive to approve a National Human Resource Development Advisory Council (HRDAC) has been given. The HRDAC will operate from within the Ministry of Education and Skills Development as a high level single support agency acting on behalf of the Government with regards to national human resource development as well as overseeing the establishment of the National Credit and Qualifications Framework.

Critical to the success of the National Human Resource Development Strategy will be the introduction of a systems-based integrated collaborative national HRD planning approach driven by Sectoral Committees and Sectoral HRD Plans. There are foreseen to be:

- 5 „Driving Sectors“ which are currently leading Botswana's growth and development (Mining & Resources; Tourism; Financial & Business Services; Transport & Communications; Manufacturing & Commercial Agriculture).

- 5 „Enabling Sectors“ which currently play a supporting role but which have the potential to become strategic drivers of the future. (Health; Education & Training; ICT; Research & Innovation; Science & Technology).

The Sectoral committees represent key strategic sectors of the economy. They are partnerships that work together to form a strategic collaborative alliance which focuses on determining the human resource development needs and skills of Botswana. The membership will be representative from a wide range of constituencies and organisations including the following: Business and Employers; Employees and Labour Unions; Educators and Educational institutions; Regulatory Agencies; Professional, Employer and Employee Associations; Civil Society Stakeholders; and Central and Local Government Representatives;

The NHRDS programme during the course of the 10th. National Development Plan 2010-2016 and beyond into 2016-2022 is anticipated to consist of:

- *An Initiation Phase* (2009-2010) during which time an interim Human Resource Development (Advisory) Council (HRDAC) will be established - the appointment, induction and capacity development of the Council and the various Sectoral Committees. There will also be a review of the mandates of existing and proposed Councils and Advisory Bodies (National Council on Education, LMO, TEC, BOTA, NEMIC, etc.) with a view to eliminating overlapping functions.
- *System Level Strategic Capacity* (2010-2016) which seeks to ensure new, improved and reformed high level national level structures and strengthened system capability with the strategic capacity to drive national human resource development and to ensure that Botswana has the human resource endowment that its future requires. During this period, the Human Resource Development Council will be formally established and its operational roles and responsibilities defined. Strategic and business plans, budgeting, reporting and performance measurement systems will be put in place. At the same time, the Sectoral Committees will begin to develop sector plans.
- *Sector driven National Human Resource Development Planning* (2009-2016). This will aim to provide a high level macro understanding of Botswana's strategic and long term human resource requirements and how to align its national capacity and capability to respond effectively to meet those needs and demands. Development of sector specific HRD plans will also be undertaken for later synthesis into the National HRD Plan in terms of: identifying competencies and job clusters for which there will be a skills demand; reviews of potential global and regional demand for these skills and job clusters; prioritisation to match with the supply side of the HRD plan; and the alignment of tertiary education, skills development and training and other programmes.
- *National Human Resource Development Strategic Reform Initiatives*. These reform initiatives will ensure that Botswana undergoes a transition from a „Factor Based“ economy dependant on its finite natural resource endowment (e.g. diamonds) to an „Efficiency and Knowledge Economy“ driven by quality, productive, motivated, highly educated and skilled people who are employed in high-skill and high-value jobs nationally and globally. During the period of 2009-2016, national research capacity and technical assistance to support stakeholder partners (i.e. Government Ministries; Public Sector Support Agencies, Private and Civil Society organisations) will be enhanced.

Important to the successful operations of the National Human Resource Development Strategy will be the need for timeous and accurate national employment and manpower data and coordinated information about the Labour market profile in the country. In 2007, the European Commission provided financial support to the Labour Market Observatory Committee to commission a Feasibility Study on the establishment of the Botswana Labour Market Observatory (LMO) and benchmarking visits to five countries. The Report of the Study confirmed the need for an LMO in Botswana that would act as a hub of all information relating to labour market issues. The need to establish the LMO is further necessitated by the fact that although the Central Statistics Office is mandated to collect national statistics, there are other bodies which collect and use statistics outside the CSO authority.

This does not only result in duplication of efforts and resources, but also poses challenges on the quality and authenticity of data which may also result in misinformed policies and programmes. The EU will provide support to the establishment of an LMO through provision of a technical expert under a separate contract.

National Qualifications and Credit Framework (NCQF):

Various studies indicate that there appears to be duplication between the various regulating bodies; assessment procedures are sometimes slow or not followed up properly; there is confusion of terminology in general and within documents. At times, there appears to be an unclear philosophy underlying the assessment procedures and clarification is required with regard to whether a course is outcomes-based or performance-based; the tracking of students (e.g. tracer studies) with regard to employment and career pathways seems to be virtually non-existent, and, there is an inadequate information base (e.g. „survey of skills“/labour market survey) against which programme/course needs can be assessed.

A National Qualifications and Credit Framework Report was commissioned for Botswana (July 2006). The study proposed a design for an NCQF and credit system as well as quality assurance provisions. Governance arrangements were also put forward for the regulatory and administrative functions and structures to deliver the NCQF. In addition a suggested implementation plan to complete the design and to develop the processes for the chosen design, quality assurance and governance options for the NCQF was outlined.

Since 2007, a Project Coordinator has been appointed and accommodation is in place. However the funding made available to the NCQF project unit has been limited and there is no support staff to support the project implementation start-up phase, which created significant delays in the project implementation. It is also still not clear which MoESD Department is responsible for the NCQF project. Furthermore no work has yet started on the core technical aspects of putting a national qualifications framework in place. The Steering Committee has appointed an Implementation Committee composed of stakeholders and local expertise and the PMU intends to run a workshop on refining the structure of the framework and the level descriptors before the end of 2009.

Support provided by the European Union:

The Botswana-EU Country Strategy Paper (CSP) and the National Indicative Programme (NIP) for the period 2002 – 2007 under the 9th European Development Fund (EDF) identified the continuation and expansion of the EU support to Human Resource Development as priority for co-operation, allocating more than 80% of the overall EDF9 allocation (€65million or approx P630million) to a sector policy support programme in the education & training Sector. Following the 2004 Mid-Term Review of the CSP, the Education and Training Sector Policy Support Programme (E&T SPSP) was allocated a total budget of €51.4million (approx P500million) over a period of five years. There was also 0.4 M€ of complementary support (studies, analyses, monitoring, evaluation and audits). The Global Objective of the programme was, in accordance with the E&T sector policies supported, *to ensure access of all Botswana to high quality lifelong education and training*. The main challenges faced by the E&T sector were to sustain the quantitative achievements in education at all levels, to improve quality and equity in access throughout the system, as well as its financial sustainability.

A series of indicators were identified to ensure coverage of the Education Sector as well as to reflect the recommendations from the EPER. The indicators were as follows.

- *Access, Equity and Retention:* Primary drop out, with particular focus on areas with above average drop out rates; reduced female drop out at secondary; strategy and incentives to attract more females in VTCs and Brigades; blue print and training modules in two areas (hospitality and business) for special education needs students at TVET; Language & Inclusive Education policies .

- *Quality and relevance:* New Inspection framework; Improved PSLE, JCE and BGCSE (A-C) grades; development and implementation of the HRD Strategy; new National Credit and Qualifications Framework in place
- *Management efficiency and resource allocation:* Decentralization and restructuring of central MoE and regional offices following an O&M study; improved EMIS; undertaking of and implementation of the recommendations of the Education Public Expenditure Review;

There was good progress in the implementation of the EPER and O&M report recommendations and there is a high level of commitment to the HRD Strategy which is seen as a key element in driving reforms in the education and training sector under NDP10. The flash reporting of educational statistics was undertaken which provides for the first time data on enrolment and drop-outs for the current year compared to the usual 3 year gap. Progress is however slow in key reform areas, which are expected to have a major impact in the education and training sector, such as the development of an NCQF and for a new Inspectorate Framework.

The 10th European Development Fund (EDF) Human Resource Development Sector Policy Support Programme (HRD SPSP) was allocated €60million and is expected to start in January 2010. The overall objective of the programme is to support Botswana's Vision 2016 development goals through the Tenth National Development Plan (NDP10) in terms of a prosperous, productive and innovative society achieved through poverty reduction, promotion of Life Long Learning and helping to promote the National Human Resource Development Strategy (NHRDS), as well as support to the Government in mitigating the impact of HIV/AIDS in accordance with the National Strategic Framework.

The identified indicators are as follows:

- *Efficiency:* Improved management of the tertiary student grant/loan scheme, as evidenced by the implementation of improved procedures and mechanisms to increase cost recovery; Improved articulation between qualifications as evidenced by progress in the implementation of the NCQF
- *Relevance and Quality:* Increased relevance of TVET courses, as evidenced by the roll-out of competency-based modularised training for occupational standards and the result of tracer studies for VET graduates; Improved maths and science results at JCE, as evidenced by an increase of maths and science results in South and West districts; Improved primary teaching quality, driven by a reduction of non-diploma primary teachers
- *Access and Equity:* Completion of a full course of primary school (MDG2.2), indicated by a stable proportion of pupils starting standard 1 who reach the last grade of primary (MDG2.2); Increased access and training opportunities for disadvantaged children, as evidenced by the implementation of the Inclusive Education Policy
- *HIV/AIDS:* Improved HIV/AIDS prevention as evidenced by better coordination of activities by NACA, the strengthening of key ministries and satisfactory progress in civil society activities.

The Technical Assistance to strengthen the capacity of the Botswana Ministry of Education and Skills Development was originally part of the HRD SPSP, but was integrated to the BEUC at a later stage to keep only budget support tranches in the HRD SPSP.

1.5 Related programmes and other donor activities:

The TA is very closely related to the EDF10 HRD Sector Policy Support Programme (see above) and is seen as complementary assistance to this programme. A key related intervention will be the EDF funded provision of technical capacity to support the implementation of a Labour Market Observatory (LMO). The LMO consultancy will assist with the establishment of an HRD planning unit/LMO in terms of location, lines of communication and accountability with the HRDC, MoESD and other

agencies. It will also assist with determining sector priorities for economic development with consequent implications for labour market and skills development, and which indicators will be monitored. It will therefore be important to build bridges and synergies between the two TAs. Furthermore, technical assistance was provided for a period of 6 months to set the ground for the implementation of the NCQF. It is expected that the short-term expert will come back to Botswana to brief the long-term technical assistance to be provided under this contract to establish the NCQF.

The TA will also need to liaise closely with a project proposed by the African Development Bank in 2009 (if approved), which includes a study on education quality standard indicators, a study on TVET relevance and a study on TVET re-organisation.

OBJECTIVE, PURPOSE & EXPECTED RESULTS

2.1 Overall objective

The overall objective of the contract is to support the Government of Botswana to carry out their mandate to improve the quality and efficiency of education in general and to improve the alignment of national Human Resource development and planning to enhance the employability and economic benefits of its citizens consonant with the aims of the 10th National Development Plan (NDP10).

2.2 Purpose

The purpose is to complement the EDF10 HRD Sector Policy Support Programme by strengthening the capacity of the Ministry of Education and Skills Development to improve policy and strategic planning and operational oversight and to implement key reforms in the sector, in accordance with the Ministry's goals, policies and strategies.

Component 1 Strategic Education Assistance will assist to provide strategic level support and monitoring assistance to the Ministry of Education and Skills Development to implement the education management related aspects of the NDP10 with regard to General Education, Tertiary Education, Teacher Development & Management and Skills Development (NDP 10 para 7.72). Particular attention will be given to strategic planning, sector performance and monitoring and evaluation.

Component 2 (NHRDS) will assist to support the Ministry of Education and Skills Development to implement the National Human Resource Development Strategy by providing technical assistance and capacity-building to the HRD Advisory Council, the Sector Committees and to identified stakeholder groups.

Component 3 (NCQF) will assist to support the Ministry of Education and Skills Development with the development and establishment of a National Qualifications and Credit Framework (NCQF) through technical assistance and capacity-building.

Component 4 (Short-term technical assistance) will ensure smooth implementation of the 3 above components by providing technical support when required and assist the Ministry in other key reform areas in the education sector.

2.3 Results to be achieved by the Consultant

Component 1 SEA assistance

- Strengthened contribution to the MoESD process of further developing the education sector programme

- Strengthened/improved development, monitoring/tracking and evaluation of indicators and initiatives in NDP10 and its „Values and Operating Principles“
- Strengthened contribution to the MoESD process of reviewing and updating of the Revised National Policy on Education (1994)
- Strengthened MoESD decision-making on education-specific issues through the availability of high-level/substantive technical reports
- Improved follow-up of GoB/MoESD recommendations and initiatives (e.g. from reports)
- Improved dissemination of information to relevant stakeholders within the education sector
- Strategic leadership to the EU funded TAs to strengthen their operations
- Smooth implementation of the EDF10 HRD SPSP

Component 2 NHRDS assistance

- Strengthened technical and administrative capacity of the Human Resource Advisory Development Council (HRDAC) and of relevant beneficiary institutions and partners in the planning of the HRDC
- Improved administrative coordination between the HRDAC and the Sector Committees
- Strengthened technical and administrative capacity of the 10 Sector Committees to produce sector plans
- Strengthened technical capacity of the HRDAC to coordinate the production of sector plans and of the National HRD Plan
- Improved administrative coordination of the Sector Committees and follow-up of decision-making
- Progress reports to monitor the rate of implementation and to pre-empt problems arising where possible
- Raised awareness amongst the wider public of the functions of the HRDAC

Component 3 NCQF assistance

- Strengthened technical and administrative capacity of the NCQF Administrative body within the MoESD, and of relevant beneficiary institutions and partners which are part of the accreditation and quality assurance system and involved in the implementation of the National Qualifications and Credit Framework (NCQF);
- Design of NCQF quality assurance systems in Botswana and first-stage implementation of the National Qualifications and Credit Framework
- Design for an NCQF register and database system
- Guidelines related to the legal framework to establish a National Qualifications Authority
- Raised awareness amongst the wider public of the functions of an NCQF.

Component 4 Short-term technical assistance in key reform areas

- Smooth implementation of the 3 main components of the contract
- Capacity building and technical assistance provided in key reform areas in the education sector

ASSUMPTIONS & RISKS

3.1 Assumptions underlying the project intervention

- Continued Government commitment to education restructuring and improvement
- The necessary capacity and finance to design and implement the HRDAC/HRDC and the NCQF will be provided by the Government of Botswana during a period of economic downturn.
- The Ministry of Education & Skills Development will „house“ the HRDAC/HRDC as envisaged in the NHRDS policy document.
- The Ministry of Education & Skills Development will lead the design of the NCQF.
- Parliament will pass an Act to define the meaning of the NCQF without undue delay.
- There will be full cooperation between the various Ministries (MOESD, MFDP, MLHA etc) and institutions (e.g. BOTA and TEC) and industry to ensure the establishment of the HRDAC/HRDC and the NCQF.
- Non-government development partners will be involved in the process and that there will be synergy between the industrial/economic sector and Government
- The integrity of the HRDAC/HRDC will be established through appropriate mechanisms of quality auditing
- The integrity of the qualifications on the NCQF will be established through appropriate mechanisms of quality auditing by the regulatory bodies.
- Private training providers and industry will seek to include their qualifications on the framework and agree to quality assurance from the regulatory bodies.
- The required labour market information during the NHRDS sector reviews will be available from LMO and other sources MFDP sources.

3.2 Risks

- MOESD may not sufficiently prioritize the establishment of the HRDAC and the NCQF leading to insufficient allocation of financial and human resources to ensure the establishment and operational efficiency of the Council and delays to the review of the mandate and rationalization of TEC, BOTA and Manpower Units
- The Government of Botswana may be obliged to significantly reduce its commitment to a high level of funding the education system.
- MoESD may have difficulties to overcome policy incoherence/overlapping

- Difficulties in integrating key issues such as HIV/AIDS, poverty, and other issues related to inclusive education in the policy documents (revised national policy on education, NHRDS)

SCOPE OF THE WORK

4.1 General

Description of the assignment

The project is to be part of a wider support programme to the Government of Botswana through the 10th European Development Fund (Human Resource Development Sector Policy Support Programme) to enable the Government of Botswana to achieve its goals within NDP10 and those of the National Human Resource Development Strategy (NHRDS). The project will be based within the Ministry of Education and Development Skills.

The aim of the SEA consultancy is to provide overall high-level strategic support to the Ministry of Education and Skills Development to assist with the implementation and monitoring of NDP10 goals and indicator targets. In addition, the SEA consultancy will seek to support the implementation of the EDF10 HRD SPSP and to enhance the articulation between the various EU-funded consultancies (NHRDS, NCQF and LMO) to ensure a focused and targeted EU-funded consultancy programme.

The aim of the NHRDS consultancy programme is to assist with the establishment of the HRDC and the Sector Committees through capacity-building on HR planning and technical issues. In addition, the Consultant will provide assistance with regard to the operational efficiency of the HRDC and the Sector Committees to ensure timeous delivery of the 10 Sector Plans and the National HRD Plan.

The aim of the NCQF consultancy programme is to assist the development and implementation of the National Qualifications and Credit Framework (NCQF) in terms of design, credit system, quality assurance and required database management and legislation. This will also take into account the Southern Africa Development Community (SADC) Regional Qualification Framework (RQF). Capacity-building of the beneficiary institutions and relevant stakeholders will be important. The project will build on the work of the initial NCQF Design Study (2006) which outlined a proposed NCQF and credit matrix.

Geographical area to be covered

Botswana

Target groups

- Government of Botswana – with specific reference to the Ministry of Education and Skills (Human Resource Development Council), and Ministry of Finance and Development Planning (Manpower Development Unit), Ministry of Labour and Home Affairs, the Tertiary Education Council and the Botswana Training Authority
- Regional and local level education officers
- Academic institutions – schools, colleges, Brigades, specialized learning centres etc
- Representatives of Business and Employment in the key sector industries

- Business confederations and professional associations, Trade Unions, Employer associations - e.g. Chamber of Mines, Federation of Commerce (BOCCIM), Building Association (TBBA), Hotel and Tourism Assoc. of Botswana (HATAB)
- Employers and employees, Training providers and students
- Civil society groups and Trade Unions

4.2 Specific activities

The consultant is expected to ensure achievement of the results listed in Section 2.3 above. In order to achieve these results, the Tenderer may propose in the Organisation and Methodology as part of its offer, complementary project activities to those identified in this section, where s/he can clearly justify them.

During the implementation of the project, the consultant is to assist with the formulation, review and updating of MoESD sector strategy (e.g. RNPE, Education sector programme) and to assist with MoESD policy and strategy initiatives (e.g. O&M devolution process). The project will also provide complementary support to the MoESD with regard to the implementation of the EDF10 HRD SPSP and other donor funded reviews if required (e.g. the possible AfDB Quality Review consultancy) and to build upon, where appropriate, on the materials and tools developed under the former EU funded projects (e.g. NCQF).

Capacity building / transfer of know-how will be an essential element of the technical assistance at all times.

Component 1 SEA assistance

To assist the MoESD to review the strengths and weaknesses of current basic education priorities, programmes and operational approaches through:

- Collection and analysis of materials, information, strategies, policies and reports (NDP9, NDP10, RNPE, MoESD Strategic Plans, EPER, teacher demand and supply, O&M, NHRDS report, JAA reports, Inspectorate Framework, inclusive education survey, SACMEQ reports, TIMMS reports, etc.)
- Review of the major initiatives/programmes implemented by the MoESD (decentralisation, pastoral policy, SMASSE, support to lower performing schools, 2-teacher school, double shift, multigrade-teaching, school fees, etc.)
- Analysis of key education statistics since the beginning of NDP9
- Assistance to review the achievements during NDP9
- Consolidate the above analysis in a substantive technical report showing the strengths, weaknesses, achievements and main challenges in the sector
- Prepare, as required, relevant and focused background materials/reports (e.g. identifying constraints, gaps and technical needs) to improve capacity to develop and implement education-specific NDP10 education components as well as to highlight problems, strengths and weaknesses

To assist the MoESD in its monitoring and evaluation tasks of NDP10 goals in all sub-sectors (as given in para 7.72) by providing support with regard to:

- MoESD's further development of a comprehensive education sector programme, based on the above analysis and work undertaken on educational indicators (refinement and further definition of indicators within NDP10, formulation of realistic base-lines for different NDP10 components, etc.)
- Development of systems and tools for monitoring and tracking of education-specific components within NDP10, including the implementation of GoB/MoESD recommendations and initiatives (e.g. from reports), and to assist with the reporting on progress and constraint issues
- Updating of key performance, monitoring & evaluation indicators when appropriate
- Using educational statistics and monitoring indicators to inform policies and programmes

To assist the MoESD to identify and develop new programme opportunities to implement education sub-sector strategies, with specific focus on General and Basic Education, to achieve NDP10 goals through support in terms of:

- Assistance to identify the main challenges in the sector during NDP10
- Assistance to support the MoESD's review and updating of the Revised National Policy on Education (1994)
- Assistance with the identification, development and possible implementation of new programmes/interventions to address weaknesses identified in the sector
- Assistance with the dissemination of information to relevant stakeholders within the education sector
- Preparation of high-level/substantive technical briefs on education-specific strategic issues (e.g. enhancement of Access and Quality of Basic Education)

Provide support to the implementation of the EDF10 HRD SPSP as well as strategic leadership to the EU funded TAs to strengthen their operations through

- Facilitating the preparations of technical and high-level meetings, as well as Joint Annual Appraisals of the HRD SPSP
- Coordinating the conceptualization, development, implementation, and reporting of EU-funded technical assistance
- Promoting consistent quality through knowledge management and the promotion of sector best practices
- Facilitating participation and team building to build partnerships and collaboration across the various sectors
- Producing consolidated inception, monthly (5 pages maximum), bi-annual and final progress reports

Component 2 NHRDS assistance

To assist the HRDAC to strengthen its institutional framework

- Review the mandate, tasks and operational plans of the Project Office and HRDAC to assess strategy, levels of professional competence and institutional capacity to fulfil objectives with recommendations if required.

- Draw up a work plan in conjunction with the Project Office Director and personnel to provide technical assistance and capacity-building with regard to issues of HR planning, execution and management; project quality, cost and time management; risk management; communications and change management; and monitoring and evaluation
- Assist the Project Office with the organizational and HRD planning tasks of establishing the HRDAC/HRDC and to outline mitigating risk strategies, and prepare a report on findings.
- Assist the Project Office to put in place a review and monitoring mechanism to track the progress of the Project Office in relation to its operations and tasks allocated to other bodies (e.g. Sector Committees). Prepare guidelines

To assist the HRDAC to implement the National Human Resource Development Strategy

- Assist with the review of the mandates/operations of TEC, BOTA and Manpower & Planning Unit, provide technical HR assistance with regard to any rationalization process, and assist with the report preparation.
- Assist the Project Office with the establishment of the Sector Committees and help to provide Terms of References, induction seminars, materials and HR-related planning guidelines for the formulation of HRD sector plans.
- Assist the Project Office to coordinate Sector Committee meetings and track progress and outputs of Sector Committees and subsequent follow-ups. Prepare a mid-term status report
- Monitor the timeous data entry and archival management of technical outputs, reports and recommendations, decisions etc of the HRDAC/HRDC and Sector Committees to ensure easy retrieval.
- Assist the Project Office to coordinate Sector Committee reports and to develop a National HR Plan

To assist the HRDAC to strengthen its engagement with stakeholders

- Assist the Project Office to put in place a communication strategy to ensure timeous information-sharing/ giving between stakeholders. Prepare guidelines
- Assist the Project Office to raise public awareness (Government bodies; industry/businesses, business confederations and professional associations, trade unions, employers, employees,) with regard to the work of the HRDAC/HRDC. Prepare guidelines

Coordination, Communication and reporting

- Ensure liaison with the EU Technical Assistance projected to be given to the Ministry of Education and Skills Development with regard to the smooth functioning of a Labour Market Observatory/Unit and linkage to the HRD Council
- Produce inception, 2-page monthly and bi-annual progress reports to be consolidated in joint reports for the 4 components
- Produce a Final Report outlining work accomplished and results achieved at the end of the implementation of tasks

Component 3 NCQF assistance

To assist with the initial phases of the establishment of the Botswana NQA

- Assist with the drafting/revision of a Botswana NQF policy document to define its mandate and institutional positioning (*with the short-term legal expert*)
- Assist with the development of the legal framework to establish a National Qualifications Authority and Act (if required) and to provide guidance on governance issues (*with the short-term legal expert*)
- Assist to review and define the roles and responsibilities for the development of the NQA, the beneficiaries and key stakeholders, notably with regard to the review and validation of qualifications
- Assist to implement, review and revise the PMU's work plan and to monitor progress and achievements

To build capacity of the NCQF staff & beneficiary institutions

- Assist to develop the capacity of NCQF Administration staff, the Implementation Committee and beneficiary institutions in the quality assurance of assessment and certification bodies (*with the short-term quality expert*)
- Assist with the strengthening and development of the technical and administrative capacity of the National Qualification Authority and of the other relevant beneficiary institutions and partners which are part of the accreditation and quality assurance system and involved in the implementation of the National Qualifications Framework (NQF)
- Assist with the short-term capacity building placement of NCQF staff in established regional NQA bodies

To assist with the design of the structure of the NCQF

- Assess the current status and review of existing qualifications
- Assist with the revised design proposal for the Qualifications Framework and the design for a register of qualifications.
- Assist the technical working groups to revise and update the elaborated level descriptors (criteria for determining the level of a qualification) in the NQF study.
- Explore with beneficiaries and stakeholders means to enhance the recognition of prior learning (RPL) and to assist with the development of an NQF articulation policy.
- Assist with the initial process of developing a credit transfer system and procedures for credit accumulation and transfer, and to assist with the review on the advisability of a separate credit matrix framework.

To assist the NCQF Unit with the development of operating systems

- Assist to develop guidelines on the procedures to define and attach credits to their courses
- Assist (*with the assistance of a short-term quality expert*) with a review of quality assurance modalities in Botswana to ensure alignment between the different systems and provide guidance report

- Review present systems of quality assurance to assess means of resolving areas of duplication in to order to harmonize the system
- Establish a quality assurance framework for the NCQF and related procedures and methodology for internal self-assessment and external monitoring of bodies placing qualifications on the framework;
- Assist with the development of an NCQF register and database which will also include a review of present data management systems to ensure alignment and provide design report (*this task will be undertaken by a short-term IT expert*)
- Assist with the placement of information on a Botswana NQF website and on the proposed SADC portal
- Assist with the development of a monitoring and review systems for the NCQF and provide guidance report

To assist the NCQF Unit to raise awareness on the NCQF

- Assist with development of manuals/guides to assist professionals (e.g. colleges, BEC, TEC & BOTA personnel) and others (e.g. SSTF members) to be familiarized with the NCQF
- Assist to raise government and public awareness (employers, employees, schools, students etc) on the purpose and uses of the NCQF
- Take part in national and international (e.g. SADC TCCA) fora if required.

Coordination, Communication and reporting

- Hold an Inception seminar to outline proposed methodology and give a risk assessment within 4 weeks of arrival.
- Produce inception, 2-page monthly and bi-annual progress reports to be consolidated in joint reports for the 4 components
- Final Report outlining work accomplished and results achieved at the end of the implementation of tasks
- Technical reporting:
 - Technical report on the revised overall design proposal for the NCQF
 - Guidance report on quality assurance modalities
 - Technical report on the NCQF database and register
 - Technical report on the implementation of the legal framework to establish a National Qualifications Authority
 - Technical report on the development of a monitoring and review systems for the NCQF

Component 4 – Short-term technical assistance in key reform areas

Short term technical assistance is anticipated to provide the required specialized inputs to the long-term TAs. For example, the following S/T TA is anticipated:

- Legal Expert (NCQF component) – to assess issues of governance and the required legal framework to establish a National Qualifications Authority
- Quality Assurance Expert (NCQF component) – to assist with a review of quality assurance modalities and alignment between the different systems
- IT/Data base management Expert (NCQF component) – to assist with the development of an NCQF database
- Other short-term assistance to support the work of the SEA and NHRDS TA and in areas such as statistics (labour market, district statistics, EMIS, TEMIS), school health, pre-primary and inclusive education. The short-term assistance request will have to be at the Government's initiative and will have to be supervised by the Government to ensure maximum ownership and capacity building.

All technical reports will be submitted to the Project Manager identified in the contract in 10 copies.

4.3 Project management

4.3.1 Responsible body

The NAO will act as the Contracting Authority. The Supervisor will be the Ministry of Education and Skills Development (Deputy Permanent Secretary – Basic Education Services).

4.3.2 Management structure

The TA is complementary to the HRD SPSP and overall supervision/reporting will be at technical/high-level meetings of the HRD SPSP.

On a daily basis, the Technical Assistants will work within the following Government of Botswana Ministries and their reporting lines are as follows:

- The Senior Education Advisor will work within the MoESD and report directly to the Deputy Permanent Secretary (Basic Education).
Formal liaison to the Permanent Secretary, the Deputy Permanent Secretary (Corporate Service), Deputy Permanent Secretary (Support Services) and Deputy Permanent Secretary Regional Operations) will be through the Deputy Permanent Secretary (Basic Education) unless otherwise indicated.
Formal liaison to other Ministries (e.g. Ministry of Finance and Development Planning; Ministry of Labour and Home Affairs; Ministry of Local Government) will be through the Deputy Permanent Secretary (Basic Education) unless otherwise indicated.
- The Technical Assistant for the NHRDS will work within the MoESD and report directly to the Chairman of HRDAC and designated line management officers.
- The Technical Assistant for the NCQF will work with the MoESD NCQF Project Implementation Unit and report directly to NCQF Project Coordinator.

The TAs will report directly to the above designated persons, but will have the obligation to directly inform the Contracting Authority and the Delegation of the European Union of any problem of any nature as soon as it arises.

LOGISTICS AND TIMING

5.1 Location

Gaborone (with possible visits up-country and to the region as required)

5.2 Commencement date & Period of implementation

The intended commencement date is 02 August 2010 and the period of implementation of the contract will be 36 months from this date. Please refer to Articles 4 and 5 of the Special Conditions for the actual commencement date and period of implementation.

The Contracting Authority may, at its own discretion, extend the project in duration and/or scope subject to the availability of funding, up to a maximum not exceeding the length and value of the initial contract. Any extension of the contract would be subject to satisfactory performance by the Contractor following discussion with the direct beneficiaries.

REQUIREMENTS

6.1 Personnel

6.1.1 Key experts

All experts who have a crucial role in implementing the contract are referred to as key experts. The profiles of the key experts for this contract are as follows:

Component 1 SEA assistance

Key expert 1: Senior Education Advisor (minimum of 690 working days)

Qualifications and skills

- 5-year university degree or equivalent in education or related fields
- Strong representational and cross-cultural communication skills
- Strong report and proposal writing skills (English)

General professional experience

- Minimum 15 years of professional education experience. Longer professional experience will be considered an asset.
- Proven team management skills with experience in leading, managing and motivating a team composed of international and local specialists
- Practical experience of undertaking consultancy work internationally

Specific professional experience

- Relevant professional experience in dealing with government and national institutions (preferably more than 7 years) with regard to education policy, strategic sector management and analysis.

- Proven understanding and experience with conducting design, monitoring and evaluation of sector education programmes with a focus on Basic Education and sector management (this will be given significant weight in the evaluation)
- Significant experience in conducting research, analyzing data and writing research reports
- Experience with EU budget support programmes will be an advantage
- Knowledge of the HRD issues in the Southern African region would be an advantage

Component 2 NHRDS assistance

Key expert 2: Human Resource Development Planning Specialist (minimum of 580 working days)

Qualifications and skills

- 3- 4 year university degree or equivalent in Human Resource Development Planning or related field or equivalent professional experience in the fields of HRD planning (6 years in addition to the minimum required general professional experience)
- Strong representational and cross-cultural communication skills
- Strong report and proposal writing skills (English)

General professional experience

- Minimum 10 years of relevant professional experience or more.
- Practical experience of undertaking consultancy work internationally
- Training and/or mentoring experience will be an advantage

Specific professional experience

- Significant practical experience of coordinating/managing and implementing Human Resource Development initiatives within a public sector environment (Ministry/Local Authority/Council) or at senior corporate level. (NB: this refers to national/sector HRD plans not HR development / capacity building at institutional level)
- Experience in developing HRD sector/national plans in accordance with labour market needs will be a considerable asset
- Knowledge of the HRD issues in the Southern African region would be an advantage

Component 3 NCQF assistance

Key expert 3: Design, Operations and Quality Assurance (minimum of 460 working days)

Qualifications and skills

- 3-year university degree or equivalent education, social sciences, economics, management or related fields
- Strong representational and cross-cultural communication skills

- Strong report and proposal writing skills (English)

General professional experience

- Minimum 8 years of relevant professional experience, preferably 10 years or more
- Practical experience of leading and supervising consultancy teams in developmental projects
- Practical experience of undertaking consultancy work internationally

Specific professional experience

- Significant experience of managing and implementing initiatives in NQF and Credit Accumulation and Transfer Systems (this will be given significant weight in the evaluation)
- Understanding based on extensive experience, of restructuring in a public sector environment, organisational and management issues and governance arrangements associated with NQFs
- Extensive experience in the practice of strategic planning for education and training
- Understanding, based on extensive experience, of the policy development associated with NQFs
- Experience in initiating change and managing this in the longer term.

6.1.2 Other experts

CVs for experts other than the key experts are not examined prior to the signature of the contract. They should not be included in tenders.

The Consultant shall select and hire other experts as required according to the profiles identified in the Organisation & Methodology and these Terms of Reference. They must indicate clearly which profile they have (junior/senior) so it is clear which fee rate in the budget breakdown will apply. All experts must be independent and free from conflicts of interest in the responsibilities accorded to them.

The selection procedures used by the Consultant to select these other experts shall be transparent, and shall be based on pre-defined criteria, including professional qualifications, language skills and work experience. The findings of the selection panel shall be recorded. The Consultant will submit TORs along with 3 CVs for approval by the Contracting Authority and the EU Delegation.

Note that civil servants and other staff of the public administration of the beneficiary country cannot be recruited as experts, unless prior written approval has been obtained from the European Commission.

The NCQF TA Key Expert will be assisted by short-term technical assistants, who will have suitable background in their respective fields of expertise and be fluent in English, to assist with the development/implementation of the National Credit and Qualifications Framework.

These will comprise of the following (**minimum 250 working** days for the 3 experts altogether):

- NCQF S/T expert: IT/Database management
- NCQF S/T expert: Legal Expert
- NCQF S/T expert: Quality Assurance

Other short-term input may be required to assist the work of the SEA and NHRDS TA and in areas such as statistics (labour market, district statistics, EMIS, TEMIS), school health, pre-primary and inclusive education (**minimum 530 working days** in total).

6.1.3 Support staff & backstopping

Backstopping and support staff costs must be included in the fee rates of the experts. It is recommended that the backstopper accompanies and introduces the experts to the Contracting Authority, the EU Delegation and the different supervisors at the start of the mission.

6.2 Office accommodation

Office accommodation of a reasonable standard and of approximately 10 square metres for each expert working on the contract is to be provided by:

- Ministry of Education and Skills Development for the SEA Key Expert sector management expert
- Offices of Human Research Development Council for the NHRD Key Expert
- NCQF Project Implementation Unit for the NCQF Key Expert

Cost of furniture and work-related office landline communication costs is to be covered by Ministry of Education and Skills Development.

6.3 Facilities to be provided by the Consultant

The Consultant shall ensure that experts are adequately supported and equipped. In particular, it is expected that each expert will be equipped with a PC desktop and a cell phone, and that they will be provided with a photocopier. Furthermore, it shall ensure that there is sufficient administrative, secretarial and interpreting provision to enable experts to concentrate on their primary responsibilities. It must also transfer funds as necessary to support its activities under the contract and to ensure that its employees are paid regularly and in a timely fashion.

If the Consultant is a consortium, the arrangements should allow for the maximum flexibility in project implementation. Arrangements offering each consortium member a fixed percentage of the work to be undertaken under the contract should be avoided.

6.4 Equipment

No equipment is to be purchased on behalf of the beneficiary country as part of this service contract or transferred to the beneficiary country at the end of this contract. Any equipment related to this contract which is to be acquired by the beneficiary country must be purchased by means of a separate supply tender procedure.

6.5 Incidental expenditure

The Provision for incidental expenditure covers the ancillary and exceptional eligible expenditure incurred under this contract. It cannot be used for costs which should be covered by the Consultant as part of its fee rates, as defined above. Its use is governed by the provisions in the General Conditions and the notes in Annex V of the contract. It covers:

Travel costs and subsistence allowances for missions, outside the normal place of posting, to be undertaken as part of this contract. If applicable, indicate if the provision includes costs for environmental measures, for example CO2 offsetting.

The Provision for incidental expenditure for this contract is EUR 50,000.00. This amount must be included without modification in the Budget breakdown.

Any subsistence allowances to be paid for missions undertaken as part of this contract must not exceed the per diem rates published on the Web site:

http://ec.europa.eu/europeaid/work/procedures/index_en.htm at the start of each such mission.

6.6 Expenditure verification

The Provision for expenditure verification relates to the fees of the auditor who has been charged with the expenditure verification of this contract in order to proceed with the payment of further pre-financing instalments if any and/or interim payments if any.

The Provision for expenditure verification for this contract is EUR 30,000.00 This amount must be included without modification in the Budget breakdown.

This provision cannot be decreased but can be increased during the execution of the contract.

REPORTS

7.1 Reporting requirements

Please refer to Article 26 of the General Conditions. Interim reports must be prepared every six months during the period of implementation of the tasks. They must be provided along with the corresponding invoice, the financial report and an expenditure verification report defined in Article 28 of the General Conditions. The narrative section must summarise the activities during the reporting period, assess the achievement against expected results, identify constraints, and make recommendations as necessary. There must be a final report, a final invoice and the financial report accompanied by an expenditure verification report at the end of the period of implementation of the tasks. The draft final report must be submitted at least one month before the end of the period of implementation of the tasks. Note that these interim and final reports are additional to any required in Section 4.2 Specific Activities of these Terms of Reference.

Each report shall consist of a narrative section and a financial section. The financial section must contain details of the time inputs of the experts, of the incidental expenditure and of the provision for expenditure verification.

The consultant is also expected to provide an inception report after 1.5 months. The Inception Report will describe the objectives and TORs for the consultancy, provide an update of activities undertaken to date, propose a methodology with a timetable and milestones to implement the consultancy and propose some possible adjustments to the TORs if applicable. Given that several short-term technical assistance contracts will have been fielded to support the work on the NCQF and of the HRDAC before the long-term technical assistance, particular attention will need to be given on the possible revision of the NCQF and HRDS technical assistance ToRs.

Finally the consultant will submit short (maximum 5 pages) monthly progress reports briefly describing the progress made against results/activities, the possible constraints identified and the proposed ways to overcome these obstacles for the next period.

7.2 Submission & approval of progress reports

5 copies of the progress reports referred to above must be submitted to the Project Supervisor identified in the contract. The progress reports must be written in English. The Project Supervisor is responsible for approving the progress reports with the consent of the Contracting Authority and the EU Delegation. In the absence of comments or approval by the Project Supervisor, the Contracting Authority and the EU Delegation within the set deadline (refer to the General conditions), the progress reports are deemed to be approved.

The monthly reports will be submitted to the Projects Supervisor, the Contracting Authority and the EU Delegation by e-mail, with a one-week deadline to comment.

MONITORING AND EVALUATION

8.1 Definition of indicators

Suitable objectively quantitative and qualitative indicators will be agreed between the Contracting Authority and the Consultant. **However, Tenderers are expected to specify valid, useful, practical and comparable performance measures indicating progress towards achieving expected results.**

During the Inception Phase these indicators will be defined also in close cooperation with the Beneficiary of the project. They can be quantitative, such as statistical statements (e.g. a percentage of public servants in each municipality to receive training) and qualitative such as judgments and perceptions derived from subjective analysis (e.g. a perception of the satisfaction of citizens from the public services).

The project will be monitored according to standard procedures. Project monitoring and evaluation will be based on a periodic assessment of progress in delivering specified project results and achieving project objectives. Particular attention should be paid to monitoring and reporting on the level of involvement of minorities, persons with disabilities and women in the project activities, and benefiting from, the project activities.

Beyond that monitoring will also be performed by the Commission. The project may be evaluated at the interim or ex-post stages under the supervision of Commission's Evaluation Unit. The project may be audited by the Court of Auditors, in line with the standard European Commission procedures.

8.2 Special requirements

The Contractor must cooperate with any monitoring or evaluation arrangement that is put in place by the Contracting Authority.

EU-funded projects managed by the European Commission should achieve a high and consistent level of visibility. A sufficient level of awareness can only be achieved through coherent branding of all EU projects. The role of contractors and implementing authorities in raising public awareness is thereby crucial. The Contractor shall comply with the provisions of the Commissions requirement for visibility.

