



## Terms of Reference for Consultancy for the Provision of Third-Party Monitoring (TPM) Services

### 1. BACKGROUND

The Government of the Republic of South Sudan (GoRSS) received a grant from the World Bank to implement a five-year project entitled “Building Skills for Human Capital Development in South Sudan Project” (BSHCDSS). The project is being implemented by the Ministry of Higher Education, Science and Technology (MoHEST), and the Ministry of General Education and Instruction (MoGEI).

The Project's Development Objective (PDO) is to increase skills development opportunities in teaching and digital agriculture, improve access to education for refugee and host community children and strengthen capacity for management of the education system. The PDO will be measured in line with the agreed Project Results Framework and Monitoring matrix (*Annex 1*).

This assignment pertains to the provision of Third-Party Monitoring Services across all the components of the project as detailed in Table 1 below.

**Table 1: The BSHCDSS project components**

Component	Description
<b>Component 1:</b> Teaching Skills to Strengthen Education Delivery.	This component will build the foundations for a scalable and effective teacher professional development system tailored to the context of South Sudan through a strengthened mechanisms for preparing new teachers and volunteer teachers to meet future needs
<b>Component 2:</b> Digital Skills for Agriculture	This component will support the development and implementation of an innovative digital agriculture skills program through existing higher education institutions.
<b>Component 3:</b> Inclusion of Refugee and Host Communities.	This component will support the re-operationalization of schools in refugee hosting areas in Ruweng Administrative Area, Upper Nile State and Western Equatoria. With the additional financing <sup>1</sup> , unity, Northern Bahr El Ghazal and Western Bahr El Ghazal states

<sup>1</sup> Additional Financing (AF) was approved in August 2024 with a total of US \$ 44 million mainly from the Window for Host Communities and Refugees (WHR) funding source (91%). The AF aims to alleviate the additional burden on the education system of South Sudan created by the inflow of refugees from neighbouring countries, particularly as a result of the ongoing conflict in Sudan.

<b>Component 4: System Building.</b>	This component will provide support to the Government to operationalize and strengthen fundamental elements of a functional education system. Establishing functionality to manage and monitor the education system will be critical for the coherence and sustainability of sector investments. This will be supported through: (i) strengthening the capacity of the Government for better planning, implementation, management, and monitoring of the sector; and (ii) strengthening the capacity of the national, state ministries of education and Counties for regular and reliable monitoring of the sector and evaluation of key initiatives to generate data and evidence for future.
<b>Component 5: Contingent Emergency Response Component (CERC).</b>	A zero allocation CERC is included in the project to finance emergency response if needed. This component can only be triggered in case of an emergency in the country and currently remains with zero allocation for the financing but in such eventualities, decisions will be made for re-allocations of budgets from the other four components.

Components 1, 3 and part of Component 4 are being implemented by Ministry of General Education and Instruction (MoGEI) while Component 2 and part of Component 4 are being implemented by the Ministry of Higher Education, Science and Technology (MoHEST).

In line with component 4 which is System Building, MoGEI and MoHEST under the BSHCDSS project intends to apply part of the proceeds of the grants towards the hiring of a qualified and competent consultant (herein referred to as “consulting firm” or “TPM Agent”) to provide Third-Party Monitoring services across all components of Building Skills for Human Capital Development in South Sudan Project (BSHCDSS).

## 2. OBJECTIVE(S) OF THE ASSIGNMENT

The main objective of this assignment is to add an independent monitoring and verification layer to assess the project implementation, outputs, and results across all the components of the project as outlined in the Results Framework in the Project Appraisal Document (PAD), the Project Operational Manual (POM), Financing Agreement, Environment and social commitment plan (ESCP) and Environmental and Social Management Plans (ESMPs) and all other relevant project documents. The TPM agent shall verify the completion of works, supplies, and services executed under the project and validate the results reported by the PIUs to provide an objective assessment of project performance and compliance.

The specific objectives of the TPM agent include the following:

- a) Monitor adherence to the Financing Agreement (FA), Project Appraisal Document (PAD), the Project Operation Manual (POM), the Environmental and Social Commitment Plan (ESCP), Environmental and Social Management Framework (ESMF), the Labor Management Plan (LMP), the Gender-based Violence (GBV) Action Plan, the Stakeholders Engagement Plan (SEP), GRM and site specific Environmental and Social Management Plan (ESMP) as relevant. Accordingly, report on the outputs, community engagement, environmental and social risk management, and technical compliance against the results framework, project work plan, compliance standards, procurement plan, and stakeholder engagement and information disclosure.
- b) Monitor the progress of project activities and compliance with the project plans, including the project work plan and procurement plans.
- c) Monitor and validate, on a sample basis, the project results with a special focus on high-risk project activities, such as the quality and adequacy of construction materials, and the distribution of

scholarships school grants, teacher salaries, stipends, and other critical activities as identified in the project documents. **See Annex 2 for examples.**

- d) Provide advice on the relevance and adequacy of the results frameworks, including their structure of outcomes and outputs, related indicators, and target numbers.
- e) Monitor whether the risks described in the project documents are being mitigated and addressed, and provide recommendations to reduce or mitigate potential risks or constraints detected through the TPM.
- f) Monitor the implementation of the environmental and social risk management instruments as set out in the Environmental and Social Commitment Plan (ESCP), and provide recommendations to address the challenges, if any.
- g) Provide recommendations for continuous improvement, relevance, effectiveness, impact, and sustainability of activities.
- h) Provide evidence-based, credible, and useful information to inform the Project Steering Committee (PSC) decision-making and provide conclusions, lessons, and recommendations that can be incorporated into future World Bank projects.

### **3. SCOPE AND SPECIFIC TASKS OF THE ASSIGNMENT**

The TPM agent will be responsible for monitoring various aspects of the project implementation, including the overall progress, outputs, technical compliance, fiduciary, procurement, and environmental and social risk management. It shall cover all project activities and sites, with a particular focus on hard-to-reach areas.

The TPM agent is expected to conduct field visits, collect data, independently monitor project progress, verify results, and report on the overall progress, outputs, technical compliance, community engagement, and environmental and social risk management against the Project Appraisal Document (PAD), the Results Framework, the Financing Agreement (FA) including the Environmental and Social Commitment Plan (ESCP), the Project Operation Manual (POM), the Environmental and Social Management Framework (ESMF), the Labor Management Plan (LMP), the Gender-based Violence (GBV) Action Plan, the Stakeholders Engagement Plan (SEP), the GRM, Security management Plan (SMP), the Scholarships Manual and other site-specific risk management plans as relevant.

The TPM agent's key tasks will involve, but are not limited to, the following:

#### **A. GENERAL TASKS:**

##### **1) Project understanding and coordination**

- a) Work closely with the MoGEI, MoHEST, and World Bank team to comprehend the context, requirements, and expectations of each project component regarding monitoring activities;
- b) Ensure that the monitoring approach aligns with project needs and expectations, provide recommendations to adjust the monitoring approaches, as necessary, to fit projects and context needs and expectations in light of the environment on the ground, and propose solutions to address bottlenecks and other issues that may emerge during the course of the assignment.
- c) Liaise with MoGEI and MoHEST to explain the purpose and role of the TPM and obtain all monitoring and validation information. This includes data against the Results Framework, technical and financial progress reports, environmental and social reports, and other secondary sources essential for verifying the project progress and results. Obtaining all necessary documentation should be in accordance with all applicable data privacy, data security, and other data protection-related laws, regulations, or directives.

- d) Build effective working relationships with relevant stakeholders to explain the purpose of the assignment; establish cooperative linkages to facilitate access to the project sites and beneficiaries, as necessary, to carry out field-level verifications and monitoring visits.

## 2) Monitoring and verification

- a. Review all project documents and establish/develop a robust context-specific monitoring and evaluation approach, outlining the following:
  - (i) Data collection tools and methods (e.g., desk review, interviews, discussions, field visits, observations, photo-journal documentation, and other relevant methods); The TPM Agent shall use a variety of data collection tools to capture different aspects of the project progress;
  - (ii) Data collection protocols and guidelines (e.g., interview and discussion guides, field visit and observation protocols, and procedures for documenting consent);
  - (iii) Reporting mechanisms;
  - (iv) A monitoring framework, including monitoring checklists for the project activities under each of the components;
  - (v) The monitoring and evaluation approach should include desk review sources, a list of interviewees, group discussion topics, a field visit plan, and an observation checklist. This approach should be based on a statistically representative sample of project activities across all components and target areas and will be developed in consultation with MoGEI, MoHEST, and the World Bank.
- b. Review and develop familiarity with all environmental and social risk management instruments applicable to the project and all environmental and social risk management instruments such as ESMPs prepared for each sub-project to identify and establish a compliance system.
- c. Conduct ad-hoc field visits to project sites to monitor implementation progress and validate the project results and data independently. This includes undertaking the agreed-upon physical monitoring of project activities in the field and utilizing the agreed-upon tools, including geo-referenced tools. This is in addition to carrying out key informant interviews (KIIs) and discussions with beneficiaries and other key stakeholders to assess project progress and results, project responsiveness to local priorities, social accountability mechanisms, the performance of the Grievance Redress Mechanism (GRM), and other feedback processes.
- d. ***Conduct ad-hoc field visits and inspections of the ongoing activities as and when requested by the client during the implementation of this assignment.***
- e. During the field visits, the TPM Agent shall engage with the grievance desk staff at the site to check the registry of the cases reported and engage with the Grievance Redress Committee against performance indicators.
- f. Independently supervise the implementation of key project activities on behalf of the PSC as needed by establishing an M&E plan in such a way that ensures complementarity of efforts between the TPM Agent and M&E teams from MoHEST and MoGEI, so that contributions of the TPM Agent have strategic and additive effect of strengthening project monitoring initiatives.
- g. Independently produce robust evidence that is helpful in asserting the actual deliverables or immediate outputs of an intervention in the BSHCDSS project.
- h. Independently produce a report that is able to verify the delivery of outputs from project activities to support the project's accountability to beneficiaries, communities, and other stakeholders.

## **B. THEMATIC AND SPECIFIC TASKS**

### **1) Monitoring the Status of Deliverables and Verifying Results**

- a) Monitor and verify the project results as defined in the Results Framework and the M&E Plan..
- b) Monitor technical compliance, validity and reliability of project design and delivery.
- c) Monitor the project's implementation arrangements

TPM shall cover all components and activities with a particular focus on infrastructure rehabilitation activities and activities that entail the provision of scholarships, stipends, teacher salaries, and school grants (**Annex 2**). Accordingly, the TPM Agent shall periodically monitor and verify the data pertaining to these activities in accordance with the guidelines and procedures for disbursements and transfers of the associated funds that will be outlined in the World Bank's approved School Grants and Scholarship Manuals.

*Data sources:*

- *Primary data: MoGEI and MoHEST project reports, discussion with the PIUs, and site visits.*
- *Secondary data: direct beneficiary discussions and interviews.*

### **2) Monitoring the Status of Environmental and Social Risk Management**

- a) Monitor the progress of implementing the requirements under the ESCP/ESMPs and i.e., Labor requirements, community health and safety, community consultation and engagement, occupational health and safety issues.
- b) Monitor the integration of ESHS requirements in to contract documents and preparation of relevant E&S instruments by the client as well as the contractor.
- c) Carry out field visits to ensure that the provisions of the environmental and social risk management instruments have been implemented and reported as per the agreed checklist with each ministry.
- d) Monitor capacity building measures being implemented under the project such as stipulated skills transfer plan of employed individual consultants under the Project to Government officials during the course of implementation.
- e) Monitor the implementation status and progress of the GRM, its provisions, procedures and resolution of grievances as set out in the GRM Manual, SEP, ESMP, PAD and the POM.

*Data sources:*

- *Primary data: MoGEI and MoHEST project reports, discussion with the PIUs, beneficiaries, and community in project-targeted areas, and discussions and/or interviews with select local technical officials.*
- *Secondary data: GRM reports/analysis.*

### **3) Monitoring the Status of Procurement Management**

- a) Monitor fund disbursement against planned procurement forecasts and contract deliverables.
- b) Assess procurement progress against the approved procurement plan in consultation with implementation teams.
- c) Confirm the progress of contracts against the planned.
- d) Review the distribution and status of procured goods/assets by MoGEI and MoHEST as planned and reported.

*Data sources:*

- *Primary data source: MoGEI and MoHEST project reports, procurement plan, discussion with the PIUs.*

- *Secondary data source: field visits, discussion with the implementation team, direct beneficiary discussions, and interviews.*

#### 4) Monitoring the Status of Financial Management

- a) Review MoGEI and MoHEST reports on the percentage of financial progress (based on contract value) compared to the physical progress (actual physical progress on the ground) for all contracts as planned under the project, as relevant.
- b) Review the distribution of scholarships, stipends, teacher salaries, and school grants.
- c) Conduct fiduciary oversight of transfer mechanisms to identify potential fund flow irregularities, non-compliant disbursements, and financial management risks related to scholarships, stipends, teacher remuneration, and school-level grant programs.
- d) Verifying the data and reports for the implementation of the Project, including inter alia data for the implementation of the Scholarships, School Grant, and recruitment and payment of salaries of teachers submitted by the MoGEI and MoHEST as set forth in the POM, School Grants Manual, and Scholarship Manual.

##### *Data sources:*

- *Primary data source: MoGEI and MoHEST project reports, IFRs, and other financial documents.*
- *Secondary data source: direct beneficiary discussions, interviews, and GRM reports/analysis.*

#### 5) Monitoring the status of risk management

- a) Identify risks and bottlenecks with conflict-sensitivity lens
- b) Identify recommendations for improving risk management.
- c) Verify intended outcomes on the actual beneficiaries and location of assets of the project.
- d) Identify unintended consequences as a result of project activities.
- e) Assess the progress in implementing risk mitigation measures carried out by MoGEI and MoHEST.

##### *Data sources:*

- *Primary data source: MoGEI and MoHEST project reports, and GRM reports/analysis, discussion with the PIUs.*
- *Secondary data source: field visits, direct beneficiary discussions, and interviews.*

## 4. REPORTING REQUIREMENTS AND DELIVERABLES SCHEDULE

The TPM Agent shall report to the **Project Steering Committee** through the **Undersecretaries for the Ministry of Higher Education Science and Technology and the Ministry of General Education** and shall work closely with the Project Directors- BSHCDSS and the Contract Management Team. The Contract Management Team and the TPM Agent shall agree on dates for regular meetings during contract implementation to be held at any convenient location and or online during the consultancy assignment

The TPM Agent shall prepare the reports in English and in a format and manner acceptable to the MoGEI, MoHEST, and World Bank. The deliverables should be submitted to the PSC and the World Bank simultaneously. **NOTE:** The TPM Agent is expected to provide **Action Reports** upon the client's request for ad hoc visits and, when needed, to report **urgent matters** requiring immediate action during the contract implementation. These reports will be shared with MoGEI, MoHEST, and the WB without waiting for the agreed upon reporting schedule. The reporting requirements and timelines for deliverables are shown in Table 2 below:

**Table 2: Reporting Requirements and Deliverables**

No.	Deliverables/Reports	Due Date	Format of submission
1.	<p><b>Inception Report for the assignment</b></p> <p>This report shall include the following, among others;</p> <ul style="list-style-type: none"> <li>a) Work plan (timelines, staffing organization, milestones, deliverables, etc.)</li> <li>b) The assignment methodology, data collection tools and checklist, sampling framework, fieldwork, and interview protocols and guidelines.</li> <li>c) Data collection methodology manual/fieldwork manual for use by Monitors.</li> <li>d) Health, Safety and Security Manual for field work.</li> <li>e) Field Monitor Training Manual.</li> <li>f) Communication Plan.</li> <li>g) Relationships Management Strategy.</li> <li>h) Data Quality Strategy</li> <li>i) Rating Criteria Approach for independent reporting of project activity implementation status.</li> <li>j) Learning Strategy.</li> <li>k) Stakeholders' engagement plan, including a list of key stakeholders to be interviewed and surveyed for each component</li> <li>l) Confirmation of TPM Agent team composition as provided in their proposal</li> <li>m) Exemplar Report Structure.</li> </ul>	<p><i>Within 2 weeks of the contract's start date</i></p>	<p><i>Four (4) Hard copy plus soft copy (both in PDF &amp; Word version)</i></p>

2.	<p><b>1<sup>st</sup> semi-annual report</b></p> <p>This report should outline key findings, trends, risks/challenges, and suggested solutions, perceptions, and recommendations, including recommendations for methodology improvements.</p> <p>Also, it shall include a detailed analysis of the overall physical progress, achievement of the key indicators laid out in the Results Framework in the PAD, environment and social risk management compliance, fiduciary compliance, progress against ESCP commitments, the functionality of the GRM mechanisms and the project's capacity building achievements among others.</p> <p>Additionally, these reports should include the underlying data used to generate the report presented with geo-referenced photos and data and fact sheets in a format agreed with the MoGEI, MoHEST, and the World Bank after each site visit.</p> <p><i>The semi-annual report should also include any action reports (reports on urgent and time-sensitive matters that require immediate action) submitted during the reporting period.</i></p>	<p><i>Within 5 days after the end of 1<sup>st</sup> the reporting period (after completing the 6-month period from the contract start date)</i></p>	<p><i>Four (4) Hard copy plus soft copy (both in PDF &amp; Word version)</i></p>



3.	<p><b>Methodology Revision and Update Report</b></p> <p>This report should include detailed revisions to the monitoring approach based on the lessons learned and recommendations for methodology improvements.</p>	<p><i>Within 2 weeks after the start of 2<sup>nd</sup> the reporting period</i></p>	<p><i>Four (4) Hard copy plus soft copy (both in PDF &amp; Word version)</i></p>
4.	<p><b>2<sup>nd</sup> semi-annual report</b></p> <p>These reports should outline key findings, trends, risks/challenges, and suggested solutions, perceptions, and recommendations.</p> <p>Also, it shall include a detailed analysis of the overall physical progress, achievement of the key indicators laid out in the Results Framework in the PAD, environment and social risk management compliance, fiduciary compliance, progress against ESCP commitments, the functionality of the GRM mechanisms and the project's capacity building achievements among others.</p> <p>This and subsequent reports should monitor how much of the recommendations have been taken into account and whether the issues/challenges have been adequately addressed (and if not, what more can be done to address them).</p> <p>Additionally, these reports should include the underlying data used to generate the report presented with geo-referenced photos and data and fact sheets in a format agreed with the MoGEI, MoHEST, and the World Bank after each site visit.</p>	<p><i>Within 5 days after the end of the 2<sup>nd</sup> reporting period (after completing the 12-month period from the contract start date)</i></p>	<p><i>Four (4) Hard copy plus soft copy (both in PDF &amp; Word version)</i></p>

	<i>The semi-annual report should also include any action reports (reports on urgent and time-sensitive matters that require immediate action) submitted during the reporting period.</i>		
5.	<p>Annual report (This shall be a summary of the two semi-annual reports plus all the action reports requested by the client during the year)</p> <p>The annual report shall provide a summary and highlight key findings during the year. The main findings should be presented to provide recommendations for better implementation of similar projects. The annual report should be clear, concise, and limit itself to essential points. Other detailed materials should be attached as appendices</p>	<i>within 30 days after completing the 12-month period from the contract start date</i>	<i>Six (6) Hard copy plus soft copy (both in PDF &amp; Word version)</i>
6.	<p><b>Presentation</b></p> <p>Short presentation of key findings, lessons, and recommendations for improvement implementation.</p>	<i>As requested by the client and/ or at the end of each reporting period</i>	<i>Four (4) Hard copy plus soft copy (both in Power Point and PDF version)</i>



## 5. DURATION AND LOCATION OF THE ASSIGNMENT

The assignment shall be for period of one (1) year. The contract may be extended subject to satisfactory performance and availability of funding.

The main TPM services will be carried out in South Sudan (all states and administrative areas) where the BSHCDSS is being implemented.

## 6. QUALIFICATIONS, EXPERIENCE AND PROFILE OF THE TPM AGENT

The minimum qualification and experience requirements of the consulting firm include the following:

- i. **Core business and years in business:** The firm shall be registered/incorporated as a consulting firm with at least 15 years of experience in monitoring and evaluation or related fields.
- ii. **Relevant experience:** The firm shall demonstrate a proven track record of successfully executing and completing at least three (3) assignments in the provision of Third-Party Monitoring (TPM) services or projects of similar nature, both in scope and complexity. These assignments should have been conducted in operating environments comparable to South Sudan, particularly in fragile and conflict-affected situations (FCS). The firm should have experience working with multinational donor-funded projects and/or International NGOs, preferably in the education sector. The firm's profile must provide detailed information for each relevant assignment, including the client's name and address, scope of work, contract value, and project duration
- iii. **Technical and managerial capability of the consulting firm:** The firm shall demonstrate having the required managerial, technical, and logistical capacity in the submitted firm profile. This includes the capacity to deploy and mobilize teams (staff/consultants) for the project tasks in a timely manner, secure travel and data collection arrangements in the project locations, and provide the relevant equipment, tools, software, etc.

## 7. TEAM COMPOSITION AND MINIMUM QUALIFICATION AND EXPERIENCE REQUIREMENTS FOR THE KEY EXPERTS

The TPM Agent shall mobilize a team of qualified and experienced key staff as required and appropriate for execution of the assignment and the staff should be willing to travel to remote areas. The key staff for this assignment are as follows:

**Table 3: Team Composition**

Position	Role and Responsibilities	Minimum Qualification
<b>Project Manager/Team Leader</b>	<ol style="list-style-type: none"> <li>a) Provide overall leadership and technical direction for the TPM agency's work</li> <li>b) Plan, organize, and monitor all TPM activities</li> <li>c) Manage all TPM agency staff</li> <li>d) Serve as the point of contact between the TPM firm and the MoHEST &amp; MoGEI as well as key stakeholders implementing the project.</li> <li>e) Engage with the MoHEST &amp; MoGEI's contract management unit on review of deliverables and technical conversations to ensure high quality monitoring</li> </ol>	<ol style="list-style-type: none"> <li>i. A minimum of Master's degree in Evaluation, Social Sciences, Economics, Education, Business Administration or any related field from a recognized University</li> <li>ii. A minimum of 15 years of general I experience in monitoring and evaluation (M&amp;E) or related field.</li> <li>iii. A minimum of 8 years of specific experience in monitoring and evaluation (M&amp;E), including 3 years in assessing education programs Excellent organizational skills with the ability to execute complex tasks in a timely manner</li> </ol>

	<ul style="list-style-type: none"> <li>f) Provide quality assurance for all TPM activities</li> <li>g) Coordinate different monitoring activities to ensure continuity between activities</li> <li>h) Provide technical guidance for quality assessment and surveys to achieve the objectives of this consultancy</li> </ul>	
<b>Monitoring and Evaluation specialist</b>	Overseeing all of the TPM's data collection and ensure capacity development is well integrated into the activities of the TPM Field data collectors	<ul style="list-style-type: none"> <li>i. A minimum of Master's degree Social Sciences, Quantitative Economics, Statistics Education, Business Administration or any related field from a recognized University</li> <li>ii. A minimum of 10 years of experience in monitoring and evaluation of development project</li> <li>iii. At least 5 years of demonstrated experience in developing monitoring and evaluation capacity, preferably in Governments entities</li> <li>iv. A business fluency in Arabic is desirable</li> </ul>
<b>Statistician</b>	<ul style="list-style-type: none"> <li>a) Developing sampling methodologies for the survey</li> <li>b) Contribute to development of survey tools for survey as well tools for electronic platforms when necessary</li> <li>c) Analyze all quantitative data generated through monitoring mechanism</li> <li>d) Support the development of data generation</li> <li>e) Support compilation and writing of reports</li> </ul>	<ul style="list-style-type: none"> <li>i. A Minimum of Bachelor degree in statistics, quantitative economics, or BSc Science from recognized university</li> <li>ii. A minimum of 8 years of general experience as a statistician</li> <li>iii. A minimum of 5 years specific experience in analyzing a variety of data and demonstrated expertise across a breadth of sampling methodologies and statistical methods</li> <li>iv. Expert in use of data analysis software (Ex: STATA, SPSS, R, etc)</li> </ul>
<b>Education specialist</b>	<ul style="list-style-type: none"> <li>a) Overseeing all of the TPM's data collection and ensuring that the implementation of the educational components of the project is as designed and planned.</li> <li>b) Ensuring that all educational activities are align with the project's goals i.e. curriculum, training of teachers, monitoring student progress, and evaluating the effectiveness of educational interventions overall</li> </ul>	<ul style="list-style-type: none"> <li>i. A minimum of Master's degree in Education, Educational Technology, Instructional Design, Distance Education, or a related field from a recognized university</li> <li>ii. At least 8 years of professional experience in educational technology and digital learning, including at least 3 years in developing countries</li> </ul>
<b>Financial specialist</b>	<ul style="list-style-type: none"> <li>a) To review compliance of School grants and Sponsorship Manual provisions as required by World Bank</li> <li>b) To check fund flows between the project Designated Accounts to the relevant Schools and NTTI's institutions and the accounting of such.</li> <li>c) Financial and budgetary discipline as may be required in relation to activities being implemented</li> </ul>	<ul style="list-style-type: none"> <li>i. A minimum of Bachelor degree in Accounting, Business and/or Economics. This includes Professional qualifications such as ACCA, CPAs, CPS</li> <li>ii. A minimum of 8 years of general experience</li> <li>iii. A minimum of 3 years' experience handling Donor projects, including Bilateral &amp; Multilateral donors required.</li> <li>iv. Good command of Microsoft analytical tools and basic accounting software's such as Navision, QuickBooks etc.</li> </ul>

<p><b>Procurement Specialist</b></p>	<p>a) The expert shall review a representative sample of contracts of goods, works and services procured to determine whether they are in line with the approved Annual Procurement Plans and Annual Work Plan (AWP)</p> <p>b) Review whether the prescribed procurement and contract management procedures from tender preparation through to contract closure have been followed in accordance with World Bank procurement regulations and Entity's procedures where applicable</p> <p>c) The expert will review, identify and report key strengths and or weaknesses in the internal control system currently in use in tendering, evaluating bids/proposals and contract management.</p>	<p>i. A minimum of MSc/MA degree from a reputable and recognized university in Commerce, Business Administration, Economics, Engineering, Accounting, Management, or any other related discipline.</p> <p>ii. A professional qualification in procurement is required.</p> <p>iii. At least 10 years' experience in procurement in a large private/ public sector organization</p> <p>iv. At least 5 years procurement experience in handling international development partners funded Projects with thorough understanding of World Bank's, and government procurement procedures.</p>
<p><b>Environmental Specialist</b></p>	<p>a) To review the Project ESMFs, ESIA's and E&amp;S and on its compliances against the requirements</p> <p>b) To review E&amp;S instruments and report on its suitability and usage in the project.</p> <p>c) To monitor site-based E&amp;S activities and report on its implementation and adherence</p>	<p>i. A minimum of master's degree in environmental Science management/ Geography/Geology/Civil Engineering from a reputable university/institution</p> <p>ii. At least ten (10) years relevant experience preparing ESMFs, ESIA's and E&amp;S audits for projects financed by World Bank and/ or Equator Banks</p> <p>iii. Registered EIA Expert with SSEA, or registered with any Environmental Institute.</p>
<p><b>Social Safeguards Specialist</b></p>	<p>a) To review the project social and GBV standards and on its compliances against the project requirements</p> <p>b) To review site-based engagements and grievance redress mechanisms activities and report on its implementation and adherence</p>	<p>i. A minimum of a master's degree in development studies, Social Sciences, rural development or any other related field.</p> <p>ii. Minimum of 10 years general experience in social safeguards management</p> <p>iii. A minimum of 5 years' specific experience in the design and implementation of social safeguards tools and social and environmental management</p> <p>iv. Excellent communications and interpersonal skills</p> <p>v. Must have a good understanding of World Bank environmental and social requirements.</p> <p>vi. Ability to communicate in a Juba Arabic language will be an added advantage.</p>
<p><b>Infrastructure Specialist</b></p>	<p>a) Will be responsible for monitoring and reporting on all renovations and or constructions being undertaken by the project.</p> <p>b) It will be his/her responsibility to compile and present the various report(s) required under the project on the state of renovated and or constructed facilities</p>	<p>i. A minimum of master's degree in architecture or quantity surveying or civil engineering from a reputable university/institution</p> <p>ii. At least ten (10) years' general working experience in infrastructure development.</p> <p>iii. At least seven (7) years specific experience in project management</p> <p>iv. Must be registered with a professional body or authority</p>

	c) Support the team leader in development of the monitoring methodology for the renovation and or construction works with relevant sampling and data collection tools/checklist	v. Experience in implementation of Institutional infrastructure projects is highly recommended
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*It is expected that the consulting firm shall mobilize non key experts with a diverse range of qualifications, skills, knowledge and experience to effectively support the key experts and complete the required scope of work.*

## 8. PAYMENT SCHEDULE

The proposed payment schedules based on satisfactory performance of the contract which will be negotiated with the successful TPM Agent shall be;

No.	Deliverables/Reports	Percentage of contract amount in a year
1.	Approved Inception Report for the assignment	10%
2.	Approved 1 <sup>st</sup> semi-annual report	30%
	Methodology Revision and Update Report	10%
3.	Approved 2 <sup>nd</sup> semi-annual report	30%
4.	Approved TPM annual report	20%

## 9. OBLIGATIONS OF CLIENTS (MoHEST and MoGEI)

- (a) The following project documentation and reports pertaining to and as required in the assignment:
- i. Financing Agreement.
  - ii. Project Appraisal Document (PAD).
  - iii. Project Operational Manual (POM).
  - iv. Project Progress Reports.
  - v. Civil Works Supervision and Monitoring Plans.
  - vi. Works Contracts.
  - vii. Any other reference documents and records as requested by the TPM Agent.
- (b) Provision of contacts as well as access to information that is essential to the proper implementation of the assignment.
- (d) Mobilization of project staff members, implementing partners and any other stakeholders to be available for periodic meetings as needed.
- (e) Provision of letters of introduction to stakeholders as necessary.
- (f) Facilitation on other matters related to the assignment, as and when necessary, upon request by the TPM Agent.

## 10. OBLIGATIONS OF THE TPM AGENT

- a) The TPM Agent shall perform the Services and carry out the Services with all due diligence, efficiency and economy, in accordance with generally accepted professional standards and practices, and shall observe sound management practices, and employ appropriate technology and safe and effective equipment, machinery, materials and methods.
- b) The TPM Agent shall declare any Conflict of Interest by stating if there is any of components/subcomponents/contracts/tasks under the BSHCDSS project, they are already undertaking – as a delivery implementer, in South Sudan that can affect their independence.
- c) Supervision, hiring, and Training of Data Collectors:
  - iii) Hiring of data collectors: The TPM Agent will hire data collectors with appropriate data and monitoring experience. The TPM Agent will ensure that data collectors represent all language groups within the country and cover areas which correspond with their language groups. The TPM Agent are expected to hire female data collectors and must report on the actions and steps taken to recruit female data collectors. Efforts will be made to recruit data collectors with origins from all project localities and to send them to these areas to collect data whenever possible.
  - iii) **Data collection training:** The TPM Agent will train collectors on the data instruments and data collection tools and software where necessary. The firm will conduct pilot activities before each round of data collection to identify and troubleshoot issues before wide-scale deployment.
  - iii) **Supervision of data collectors:** The TPM Agent will ensure close supervision of data collectors using both in-person and electronic methods. The TPM Agent is expected to develop a clearly articulated supervisory structure at the county, state, and national level to ensure data quality. Given the accessibility challenges in the country, the TPM Agent is expected to care of how monitoring and supervision shall be conducted and to ensure spot-checks of all data collection teams.
- d) Ethics review: The TPM Agent is expected to obtain all necessary approvals to conduct data collection activities in South Sudan. The Agent and its employees must comply with local laws and regulations regarding data collection prior to undertaking data collection.
- e) Security Risk Management (SRM) .

**Security management plan (SMP):** The responsibility for the safety and security of the TPM Agent, its employees and property rests fully with the Agent. To this end, the TPM Agent shall:

  - i. Accept full responsibility for conducting a security risk assessment (SRA) for all areas in which the TPM Agent conducts its work under this Project;
  - ii. Develop and internally promulgate an appropriate SMP that adequately mitigates security risks to its staff and assets, and ensure regular updates and revision, considering the security situation in South Sudan;
  - iii. Ensure that the SMP addresses the relevant security risks in an adequate manner in accordance with ISO 31000, the principles of proportionality and relevant GIIP and domestic South Sudanese law;
  - iv. Require that any contracted provider of private or public security services adheres to the SMP, the national laws and the International Humanitarian and International Human Rights Laws, and does not utilize force except under exceptional circumstances in a proportionate manner for protective (preventative and defensive) purposes. The contractor may also seek assistance from Government security forces / UNMISS for protection if required;



- a. Communicate and train all individual employees on the contents of the SMP and monitor adherence to the SMP through the engagement of a specialist security focal point; and
- b. Assume all risks and liabilities related to the contractor's security and the actions of the security providers, and the full implementation of the security plan.

The TPM Agent shall always act, in respect of any matter relating to this Contract or to the Services, as a faithful adviser to the Client, and shall at all times support and safeguard the Client's legitimate interests in any dealings with the third parties.

The TPM Agent is expected to undertake activities that will ensure that outputs are consistent with the contractual, professional and legal requirements.

## Annex 1: Results Framework for Building Skills for Human Capital Development in South Sudan

*Project Development Objective is to increase skills development opportunities in teaching and digital agriculture and strengthen capacity for management of the education system.*

### Project Development Objective (PDO) Indicators

Indicator Name ( <i>Intermediate results at PDO level</i> )	PBC	Baseline	Intermediate Targets	End Target
<b>Objective 1: Increase skills development opportunities in teaching</b>				
Number of teachers certified on successful completion of teacher training programs		0	5,000	12,000
Percentage of female teachers certified on successful completion of teacher training programs		0%	30%	35%
Percentage of teachers with refugee/host community status certified on successful completion of teacher training programs		0%	25%	35%
<b>Objective 2: Increase skills development opportunities in digital agriculture</b>				
Number of youth certified on successful completion of digital agriculture training programs		0	2,000	3,500
Percentage of female youth certified on successful completion of digital agriculture training programs		0%	35%	35%
Percentage of youth from refugee/host community population certified on successful completion of digital agriculture training		0%	15%	15%
<b>Objective 3: Increase access to education in refugee hosting areas</b>				
Number of students enrolled in reoperationalized schools in refugee hosting areas		0	50,000	100,000
Percentage of female students enrolled in reoperationalized schools in refugee hosting areas		0%		45%
Percentage of refugee students enrolled in reoperationalized schools in refugee hosting areas		0%		40%
<b>Objective 4: Strengthen capacity for management of the education system</b>				
Education Management Information System strengthened		No	Yes	Yes
Number of students supported with better education		0		500,000

Indicator Name (Intermediate results for Component 1)	PBC	Baseline	Intermediate Targets	End Target
<b>Component 1: Teaching Skills to Strengthen Education Delivery</b>				
Number of functional NTTIs (Number)		3	8	10
Number of NTTI trainers and management team trained (Number)		0	120	170
Number of students enrolled in project-supported formal pre-service teacher training (Number)		0	500	1,550
<i>Of which, female (Percentage)</i>		0	35%	35%
<i>Of which, refugee/host community (Percentage)</i>		0	15%	15%
Number of teachers benefitting from project-supported accelerated secondary education programme for teachers (Number)		0	2,500	5,500
<i>Of which, female (Percentage)</i>		0.00	35%	35%
<i>Of which, refugee/host community (Percentage)</i>		0.00	5%	15%
Number of teachers benefitting from project-supported in-service teacher training (Number)		0.00	5,500.00	11,650
<i>Of which, female (Percentage)</i>		0.00	35%	35%
<i>Of which, refugee/host community (Percentage)</i>		0.00	15%	15%
Evaluation of teacher training programs completed (Yes/No)		No	Yes	Yes
Teachers recruited or trained (CRI, Number)		0	7,000	18,700
<i>Teachers recruited or trained - Female (RMS requirement) (CRI, Number)</i>		0	2,500	6,500
<i>Number of teachers trained (CRI, Number)</i>		0	7,000	18,700

Indicator Name (Intermediate results for Component 2)	PBC	Baseline	Intermediate Targets	End Target
<b>Component 2: Digital Skills for Agriculture</b>				

Number of South Sudanese trainers trained to deliver digital agriculture program (Number)	0	100	100
Beneficiary Feedback: Percentage of students satisfied with the digital skills for the agriculture program (Percentage)	0%	70%	75%
Share of students employed after completing digital training for agriculture program (Percentage)	0%	30%	75%
<i>Female students employed after completing digital training for agriculture program (Percentage)</i>	0%	30%	75%
<i>Refugee/host community students employed after completing digital training for agriculture program (Percentage)</i>	0%	30%	75%

Indicator Name (Intermediate results for Component 3)	PBC	Baseline	Intermediate Targets	End Target
<b>Component 3: Inclusion of Refugee and Host Communities</b>				
Number of schools re-operationalized in refugee hosting areas (Number)		0	100	200
Teachers recruited or trained (CRI, Number)		0	1,200	1,600
<i>Teachers recruited or trained - Female (RMS requirement) (CRI, Percentage)</i>		0	25%	50%
Number of re-operationalized schools in refugee hosting areas receiving school grants (Number)		0	200	200

Indicator Name (Intermediate results for Component 4)	PBC	Baseline	Intermediate Targets	End Target
<b>Component 4: System Building</b>				
Number of institutional assessments conducted at the national and sub-national level (Number)		0	12	12
Number of capacity development plans developed at the national and sub-national levels (Number)		0	12	12
Teacher policy developed (Yes/No)		No	Yes	Yes

## Annex 2: Activities Entailing the Provision of Scholarships, Stipends, Salaries, and Schol Grants

According to the Financing Agreement and the Project Appraisal Document, Component 1, Component 2 and Component 3 of the BSHCDSS project are expected to provide Scholarships, Stipends and pay hired teacher refugee/host communities based on set eligibility criteria and procedures that are documented and duly approved the World Bank.

The Subcomponent 1.1 entitled *“Strengthen pre-service teacher training and in-service teacher professional development”* will provide scholarships for prospective and volunteer teachers and as part of affirmative strategy that aims to increase the share of qualified female teachers, the subcomponent will finance two-year scholarships for female volunteer teachers through a nationwide communication campaign. Additionally, under Subcomponent 1.3 entitled *“Accelerated secondary education”* scholarships will be provided for female teachers and stipends to all teachers to support their transportation. These types of scholarships and stipend fall under the jurisdiction of MoGEI.

The Subcomponent 2.2 which is entitled *“Operationalisation of a digital agriculture skills program”* will promote enrolment and retention of students from disadvantaged backgrounds, especially those from refugee and host communities. These students will receive additional support to enrol in and attend the training course in the form of stipends to meet housing and sustenance needs. In addition, under this subcomponent stipends will be provided for female students to increase their enrolment and set up peer groups to create safe spaces for female participants to have discussions, cultivate socioemotional skills, and build their networks. These two types of Stipends fall under the jurisdiction of MoHEST.

The Subcomponent 3.2 which is entitled *‘Schools grants for operational expenditures’* is expected to provide school grants to 200 re-operationalised schools in order to meet operational expenditures linked to school maintenance, purchase of teaching and learning materials, and other goods and services. The grants will be used to promote girls’ participation through provision of dignity kits and maintenance of gender-separated WASH facilities. Additionally, grants will be used toward school upkeep and maintenance of items such as toilets, water harvesting systems, drainage mechanisms, and solar or other sources of green technology in order to ensure the continued resilience of the renovated school infrastructure to climate risks. The guidelines and procedures for handling School Grants are detailed in the World Bank’s approved School Grants Manual.

The Subcomponent 3.4 entitled *“Recruitment of qualified teachers”*; the Project will finance the salaries of newly hired teachers for refugee hosting communities for a period of two to three years during project implementation. These will be paid from the two designated accounts of BSHCDSS project after which they will be transferred to government payroll. The risks associated with these transfers will be mitigated by: (i) requirements for approved and authorized attendance sheets to support payment for salaries; (ii) quarterly review of SOEs by the FM team; (iii) Third Party Monitoring (TPM) carried out every 6 months; (iv) quarterly internal audit; (v) annual external audit; and (iv) in-depth FM review every two years. The payment of Salaries of Eligible Teachers will be in accordance with World Bank’s approved verification protocols and procedure. The payment of salaries falls under jurisdiction of MoGEI.