

TERMS OF REFERENCE – PART A

Supply Needs Assessment of the Second Phase of “Improving Secondary Education in Malawi” (ISEM II) Programme.

FWC SIEA 2018 - LOT 4: Human development and safety net OPSYS SIEA-2018-12754

1 BACKGROUND INFORMATION

Malawi, a land-locked country in central Africa, is one of the world’s poorest countries trapped in a low income and low productivity equilibrium with a population of approximately 19 129 952 in 2020. The UNDP Human Development Index (HDI) for 2020 ranks Malawi at 174 out of 189 countries, the third lowest in the Southern Africa Development Community (SADC). Humanitarian crises are happening regularly due to a combination of unfavourable policies, climate change and rapid population growth. Fertility rates are among the highest in the world with about 4.5 children per women and a population growth of 2.9 % with a significant footprint on the environment, an overstrained education and health system, a lack of decent work, high levels of unemployment, and a HIV and AIDS prevalence rate with a major impact on health and mortality, although the trend seems to be decreasing from 10.6 % in 2010 to 8.1 % in 2020 and life expectancy increasing from 57 years in 2010 to 64.3 years in 2020.

Progress in social and human development as well as important economic and structural reforms to sustain its economic growth rates have been made over the last decade, but population growth has severely impacted socio-economic progress as public demand for social services, including education, has surpassed the level of investment for sustainable development.

The secondary education sub-sector in Malawi faces many challenges. Among these are poor access to quality education and high levels of inequity in the system. As a result, the system continues to exclude the majority of Malawi's youth in the formal education system, particularly the poorest in rural areas and girls. Of a cohort of 5.4 million children that entered primary school, only 415.000 make it to secondary school, and about 40.000 to higher education. For secondary, the net enrolment rate (NER), which is enrolment of the official age group for a given level of education, expressed as a percentage of the corresponding population, is at 15.5% (Education Management Information System) which is below the 18% target of the National Education Sector Investment Plan for 2020 (NESIP). This implies that 84.5% of secondary school going age people are not accessing secondary education. This is mirrored by low secondary completion rates standing at 22.1% nationally (24.1 % for boys and 20.3 % for girls) according to EMIS 2020. This situation is worse for girls than for boys with secondary school dropout rates, which stands at 12.4 % for girls compared to 8.0 % for boys (EMIS 2020, p.148).

The European Union remains committed to supporting the Education sector in Malawi. Through ISEM I programme, a sizable investment was made in secondary education infrastructure development specifically targeting an increase in the numbers of learners entering secondary education and to ensure that girls and other vulnerable learners successfully complete their education. As a successor programme, ISEM II builds on the successes and lessons learnt of

ISEM I in its support. ISEM II will continue to support access to secondary school through the expansion and upgrading of 34 Community Day Secondary Schools (CDSSs) and 6 Secondary Schools¹ and supply of teaching and learning materials, furniture and equipment to these 40 schools.

The infrastructure needs assessment is currently ongoing. A draft initial report is already available with suggested expansions/upgrading in the 40 schools.

Under ISEM I, lathe and shaper machines were removed from 12 secondary schools with technical workshops in anticipation of arrival of the new machines. However, due to time constraints the tender for the lathe and shaper machines had to be cancelled.

2 OBJECTIVE, PURPOSE & EXPECTED RESULTS

➤ Global objective

The overall objective of this assignment is to conduct an assessment of the selected 40 schools under ISEM I programme, focusing on their needs in terms of resources for teaching and learning, furniture and equipment and visit the 12 schools from ISEM I for which the lathe and shaper machines were removed. Assess whether these equipments are relevant for these schools and should be included in the tender for ISEM II.

➤ Specific objective(s)²

The specific objectives of this assignment are to;

1. Collect from the MoE the list of minimum package in terms of textbooks, furniture, equipment, tools and ICT materials for Community Day Secondary Schools and Secondary Schools
2. Assess in detail the textbooks, furniture, equipment, tools and ICT materials available in the 40 targeted schools³ and prepare a list of supplies needed based on the minimum package provided by the Ministry of Education taking into account the suggested expansions/upgrading in the 40 schools in the ISEM II infrastructure needs assessment
3. Ensure that the learning materials, equipment, tools and ICT materials proposed meet the subject specific syllabi requirements for secondary schools
4. Assess in detail the equipment of technical workshops available in the 40 targeted schools and prepare a list of equipment needed based on the minimum package provided by the Ministry of Education

¹ construction of technical workshops in the CDSSs, construction of cluster centre resource rooms, construction of boarding facilities for female students in district boarding schools and rehabilitation of existing hostels and

² The global and specific objectives shall clarify that all EU funded actions must promote the cross-cutting objectives of the EC: environment and climate change, rights based approach, persons with disability, indigenous peoples and gender equality.

³ The 40 schools are located in 12 districts throughout Malawi : Rumphi, Mzimba North, Salima, Ntchisi Lilongwe East, Dedza, Zomba Rural, Chiradzulu, Blantyre Rural Mangochi Mulanje, Nsanje

5. Visit the 12 secondary schools⁴ which received support under ISEM I and for which the lathe and shaper machines were removed. Assess whether these equipment are relevant for these schools and should be included in the tender for ISEM II
6. Organise a one day workshop with the MoE and the Education Division Manager to present and validate the findings of the field assessment and the recommendations
7. Develop technical specifications and cost estimates for the supplies to be procured
8. Advise on the packaging of the supplies tender and prepare the tender(s) for equipment for technical workshops and other school supplies, including furniture, textbooks and science kits

➤ **Requested services, including suggested methodology⁵**

- The Government of Malawi and the EU Delegation are seeking two experts to carry out the assessment of the specific needs in terms of resources for teaching and learning, furniture and equipment in 40 schools (34 CDSS and 6 Secondary Schools) and assessment of 12 schools where lathe and shaper machines were removed from ISEM I.
- The experts will be responsible for implementing the key activities as described below through on-site visits, meetings with relevant stakeholders, and review and/or revision of relevant documents among other meant in order to deliver on the specified outputs. The Experts will work closely with MoE, ISEM II Technical Assistance team, NAO and EUD.
- Assess in detail the equipment and furniture requirements of 34 Community Day Secondary Schools (CDSSs) and 6 Secondary Schools in terms of supplies of furniture, teaching and learning resources, based on the established secondary school standards/minimum package as provided by the MoE and the ISEM II Financing Agreement.
- Provide preliminary cost estimates for the supplies of Teaching and Learning Resources for each assessed school and support the Ministry in developing the tender dossier for the procurement of appropriate teaching and learning resources.
- Produce a Tender Dossier for the Supply Contract

➤ **Required outputs**

1. An identification and assessment report detailing the proposed equipment, furniture and teaching and learning materials for the 40 schools of ISEM II and assessment of 12 schools where lathe and shaper machines were removed from ISEM I. The report should contain recommendations on the decommissioning, handling and disposal of the existing equipment in the workshops;
2. Technical specifications for all the proposed equipment with cost estimates;

⁴ The 12 schools are located in 8 districts Mzuzu, Mzimba, Lilongwe, Dedza, Blantyre, Thyolo, Mulanje and Zomba

⁵ Contractors should describe how the action will contribute to the all cross cutting issues mentioned above and notably to the gender equality and the empowerment of women. This will include the communication action messages, materials and management structures.

3. Final tender dossier for supplies

➤ **Language of the Specific Contract**

The language of this contract is English.

3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

5 REPORTS

The draft version of the deliverables will be submitted in electronic format compatible with Microsoft Office.

The final version of the deliverables will be submitted in 3 hard copies and 2 electronic copies in pdf and original source format compatible with Microsoft Office. The paper copies should be printed on both sides (except for specific technical annexes where necessary).

For all other matters relating to reports/deliverables, please refer to Part B of the Terms of Reference.

6 MONITORING AND EVALUATION

➤ Definition of indicators

Non Applicable

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address:
delegation-malawi-cris-fwc-offers@eeas.europa.eu

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TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

Malawi

2. Contracting authority

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

3. Contract language

English

LOCATION AND DURATION

4. Location

- **Procurement Specialist:**

- Normal place of posting of the specific assignment: Lilongwe
- Mission(s) outside the normal place of posting and duration(s): 30 days in 12 ISEM II districts in Malawi (Rumphi, Mzimba North, Salima, Ntchisi Lilongwe East, Dedza, Zomba Rural, Chiradzulu, Blantyre Rural Mangochi Mulanje, Nsanje) and in ISEM I 8 districts Mzuzu, Mzimba, Lilongwe, Dedza, Blantyre, Thyolo, Mulanje and Zomba

- **Team Leader and Procurement Specialist:**

- Normal place of posting of the specific assignment: Lilongwe
- Mission(s) outside the normal place of posting and duration(s): 30 days in the 12 ISEM II districts in Malawi (Rumphi, Mzimba North, Salima, Ntchisi Lilongwe East, Dedza, Zomba Rural, Chiradzulu, Blantyre Rural Mangochi Mulanje, Nsanje) and ISEM I 8 districts Mzuzu, Mzimba, Lilongwe, Dedza, Blantyre, Thyolo, Mulanje and Zomba

5. Start date and period of implementation

The indicative start date is 21/11/2022 and the period of implementation of the contract will be 365 days from this date (indicative end date: 21/11/2023).

REQUIREMENTS

6. Expertise

For this assignment, one individual expert must be proposed for each position.

The expertise required for the implementation of the specific contract is detailed below.

- **Procurement Specialist:**

- General description of the position: in charge of the technical specifications for equipment and other supplies
- Expert category: Cat. II (>6 years of experience)
- Qualifications and skills required: • Bachelor's degree in procurement and other related areas • Strong analytical and drafting skills are required • Very good sense of integrity and teamwork
- General professional experience: • Knowledge on national rules and legislation related to procurement • Knowledge of technical education and general procurement in education sector • Experience preparing tender dossiers
- Specific professional experience: • At least 6 years' experience in the procurement of education supplies
- Language skills: •The experts must be fluent in English
- Minimum number of working days: **43** days
- **Team Leader and Procurement Specialist:**
 - General description of the position: Coordinating the mission and in charge of the technical specifications for equipment and other supplies
 - Expert category: Cat. II (>6 years of experience)
 - Qualifications and skills required: • Bachelor's degree in procurement and other related areas • Strong analytical and drafting skills are required • Very good sense of integrity and teamwork
 - General professional experience: • Knowledge on national rules and legislations related to procurement • Knowledge of technical education and general procurement in education sector • Experience working with the EU and preparing tender dossiers according to EU procedures
 - Specific professional experience: • At least 6 years' experience in the procurement of education supplies • Experience in preparation of technical specifications for TVET equipment • At least one experience as Team Leader of a similar mission
 - Language skills: •The experts must be fluent in English
 - Minimum number of working days: **50** days

7. Incidental expenditure

No incidental expenditure provided for in this contract.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

No expenditure verification report is required.

10. Other details

No other details provided for in this contract.

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements

Title	Content	Language	Submission timing or deadline
Draft final report	1. An identification and assessment report detailing the proposed equipment, furniture and teaching and learning materials for the 40 schools of ISEM II and assessment of 12 schools where lathe and shaper machines were removed from ISEM I. The report should contain recommendations on the decommissioning, handling and disposal of the existing equipment in the workshops; 2. Technical specifications for all the proposed equipment with cost estimates; 3. Final tender dossier for supplies	English	Within 20 Day(s) Before the project end
Final report	1. An identification and assessment report detailing the proposed equipment, furniture and teaching and learning materials for the 40 schools of ISEM II and assessment of 12 schools where lathe	English	Within 8 Day(s) Before the project end

Title	Content	Language	Submission timing or deadline
	<p>and shaper machines were removed from ISEM I. The report should contain recommendations on the decommissioning, handling and disposal of the existing equipment in the workshops;</p> <p>2. Technical specifications for all the proposed equipment with cost estimates;</p> <p>3. Final tender dossier for supplies</p>		