

Delivery of English language learning to vulnerable young people, especially girls, in the South Caucasus, Moldova and Belarus

FY 2019-2022

Statement of Requirements

Introduction

The CSSF Eastern Partnership Programme covers 5 countries – **Armenia, Azerbaijan, Belarus, Georgia, and Moldova**. Four of these countries contain conflicts with a mix of social, political and economic drivers that can affect negatively the resilience of communities and the prospects for peace. In each of the countries, there are communities vulnerable to external risks of disinformation and that contain a range of diverse barriers that prevent young people, particularly girls, from achieving their potential. This limits the positive impact that local communities can have on creating the conditions for peace and building internal resilience.

CSSF funding can help to remove barriers arising from poverty and conflict and empower young people from vulnerable communities along conflict lines or in areas disproportionately subject to disinformation by equipping them with English language skills. Further, building confidence in international language skills and fostering capacity for critical thinking provides young people with the ability to better identify and challenge disinformation and contribute to processes of peace and stability.

Objective

To deliver transformative and sustainable change to the lives of young people, particularly girls (where analysis verifies this assumption that girls will require a particular focus) within vulnerable communities across the 5 countries through enhancing access to English Language learning.

The project should:

- Provide skills that can improve, in a measurable and meaningful way, young people's future opportunities – both socially and economically.
- Contribute to more resilient societies, through increased capacity for critical thinking and understanding of values such as tolerance, diversity and equality.
- Help and empower young people to overcome specific barriers (to conflict, gender-based barriers, against disinformation and to participation in governance at local and national levels).

Recipients

Direct beneficiaries of this project will include young people, particularly girls (gender analysis will be necessary to inform target beneficiaries) identified through local/regional analysis as being vulnerable to conflict narratives and disinformation in communities where there are clear barriers to opportunities, including for example, poverty, isolation, proximity to conflict lines. Teachers from these communities will also be a direct beneficiary.

Indirectly, there should be a broader and immediate community impact on families and schools and by the end of the project, initial indicators of benefits on businesses, civil society and governance networks.

Scope

To establish and deliver a sustainable model of English language learning in vulnerable communities in the 5 countries. This model could be practical or digital or a mix of both.

The implementer will be responsible for:

Project Management

- Delivering the project and achieving the results, including:
 - o Introducing a results-orientated approach based on an HMG results framework, with a clear method of assessing progress and with results disaggregated by sex
 - o Development of indicators (both quantitative and qualitative) to measure success based on local/regional analysis/evidence that could include, for example, university entrances in foreign languages, participation in international language schemes, future career choices, start-up loans applications, entrepreneurship take-up etc).
 - o Monitoring and evaluating all activities.
 - o Developing and maintaining a risk management and mitigation plan.
 - o Setting out a robust and evidenced approach on gender and conflict sensitivity and ensuring appropriate management and monitoring thereof, ensuring duty of care arrangements for beneficiaries.
 - o The implementer must meet the OECD-DAC Gender Equality Marker 1 standard.

Please note: this list is not exhaustive.

Outputs and Deliverables

- **Output 1:** Analysis and identification of vulnerable communities in most need of enhanced English-language skills (which will determine the location for activity delivery). “Vulnerable communities” are expected to be assessed based on current levels of access to English language learning, exposure to conflict and instability (e.g. disinformation), high levels of inequality and limited opportunities for young people, proximity to conflict zones, for example.
- **Output 2:** Implementation and delivery of a sustainable model of English Language learning.
- **Output 3:** Advocacy with local stakeholders that gains the necessary level of support at national and local level to sustain and support the outcomes of the model. Commitments from local authorities and communities to support the model financially and administratively in future years should be a key deliverable that the project seeks to achieve.

Outcomes

- **Outcome 1:** Enhanced ability in English language across all target and beneficiary groups.
- **Outcome 2:** A change in perceptions of opportunity in the first year, leading to more qualitative and quantitative evidence of a change in opportunity pursuit for beneficiaries in the region in future years.
- **Outcome 3:** Level of agreement from local municipalities and national Ministries of Education to support the model over (and potentially beyond) the length of the project and enhanced capacity of change agents (e.g. teachers, catalysers) to support the model.

Desired Impact

- A measurable contribution to peace and stability (resilience of communities) and countering disinformation (over the whole project).

Please note: outputs of the project can include the above but the implementing partner is encouraged to consider and suggest alternatives or include additional relevant outputs to achieve the outcomes.

Please note: depending on changes to the political context that may arise over the course of the project, additional activities may be designed to take advantage of new opportunities. Flexibility to adapt must be a key component of the implementing partner's approach.

Initial activities of the project should include at a minimum:

- Analysis and evidence upon which beneficiaries and the distribution of activities should be identified;
- Agreement between the implementing partner and the British Embassy on the selected target communities and determination of the level of support needed from the British Embassy, as necessary;
- Engagement with the necessary local and national authorities for approval to the planned model and selected communities for engagement, determining the level of support required from the authority, as necessary; and
- A Monitoring and Evaluation plan.

During the project:

- Work plans should be developed and shared in advance with the relevant British Embassies (updated monthly);
- Country level and regional risk matrix reviewed quarterly with risks flagged to the British Embassy project team.

- An evaluation after each year (or most appropriate timing) for each country and for the regional project.
- Development of activities that can help track progress and measure success against indicators should be incorporated in Year 2 and 3 (e.g. as students' progress into higher education and beyond there is potential to form an alumni or network to keep track of progress).

Added-value of any proposal might include:

- The potential for the model to be expanded across lines of conflict, where that might be achievable in a conflict sensitive way (i.e. where approved by local or national authorities) and any additional benefit to peace and stability that may be achieved by doing so.
- Demonstrated ability of the proposed model to contribute to wider benefits / transformative change than those listed in the specification, based on the expertise/experience of the implementer.

In addition, implementing partners will need to demonstrate:

- An established ability to work in the region and in conflict-sensitive environments, forge agreements and work in partnership with national Ministries of Education and local municipalities and schools.
- An established ability and record of accomplishment to provide enhanced English-language skills.
- Local staff resources are in place to engage in the delivery of the project.
- That the model can provide long-lasting, transformative change within society.
- Avoid capital costs if possible or limit these to essential purchases only.
- A commitment to coordinate closely with the British Embassies in each region who will be involved in selection of target areas, promotion and support of the model and in forging agreements with local authorities.

Reporting and M&E

M&E must form 3-5% of the budget/activity plan.

Project and political officers from the relevant British Embassy based in each country should agree with the implementer how regularly meetings need to take place depending on need. We assume this at least monthly, with more in-depth M&E meetings on a quarterly basis. We envisage a close relationship with the implementing partner, where British Embassies can help to facilitate the work of the implementing partner in sensitive regions and to help with communication and public diplomacy aspects of the work.

Reporting Requirements:

Quarterly narrative (output/outcome level) reporting. The implementing partner will need to report against the project workplan and project results framework that will be agreed on both a regional and country-level basis.

At the end of the project, a Project Completion Report will be necessary which should evaluate the project achievements to date.

As part of the implementing partner's M&E, external evaluation should be incorporated into the plan.

The implementing partner (and any potential sub-contractors) will need to allow access to HMG or third party monitors during the project's lifetime if requested by the Authority.

Financial Management and Payments

Payments:

Payments will be made to the implementing partner monthly in arrears and will be paid within 30 days. The implementing partner is responsible for paying any sub-contractors.

To meet ODA requirements, 85% of budget must be forecast and spent by the end of 31st December of each FY. Unspent annual budget should not automatically be assumed to be transferred to the next financial year.

Financial Reporting and Audit:

Quarterly Financial Reporting will be required.

The implementing partner should ensure an annual financial audit, whether internally or externally appointed, is included as a project activity.

It may be necessary for HMG to request that the Implementing Partner participate in CSSF Annual Review or other audit processes.

Performance Management

Performance will be managed through quarterly reporting processes. Overall performance may be reviewed as part of the Programme's Annual Review and other such audit requirements.

Payments will be made on the basis of activity delivered as agreed in the Activity Based Budget. Payments may be withheld for non-delivery of activity, when reporting is not forthcoming, or when activity deviates from the agreed budget. It may be necessary to adapt or cancel activity in the event of risks (e.g. political context changes) that impede delivery of the project or put participants at risk.

Break Points

There will be a break point in the contract at the end of each financial year.

Budget

Bids exceeding £1,950,000 for the lifetime of the contract will not be accepted.

Bids exceeding the following will not be accepted for each financial year:

- £650,000 for FY 19/20
- £650,000 for FY 20/21
- £650,000 for FY 21/22

HMG invites suppliers to set out how they will deliver the outputs detailed in this Statement of Requirements, ensuring all activities represent value for money over the lifetime of this contract.

Timeframe

The contract should run from June 2019 for a period of three financial years (until 31 March 2022).

Gender

The UK sees gender equality and women's rights as central to promoting peace and stability overseas. This project will take into account any gender-related differences; consider its contribution to reducing inequality between persons of different gender; and ensure that the project does no harm to any particular gender group. If the project undertakes surveys, interviews or beneficiary analysis, the data must be gender disaggregated. Bidders should also be aware of the CSSF Approach to Gender.

Duty of Care

The Supplier is responsible for the safety and well-being of their Personnel and Third Parties affected by their activities under this Call-Down contract, including appropriate security arrangements. They will also be responsible for the provision of suitable security arrangements for their domestic and business property.

HMG will share available information with the Supplier on security status and developments in-country where appropriate.

The Supplier is responsible for ensuring appropriate safety and security briefings for all of their Personnel working under this contract and ensuring that their Personnel register and receive briefing as outlined above. Travel advice is also available on the FCO website and the Supplier must ensure they (and their Personnel) are up to date with the latest position.

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

Tenderers must develop their Tender response on the basis of being fully responsible for Duty of Care in line with the details provided above. They must confirm in their Tender that:

- They fully accept responsibility for Security and Duty of Care.
- They understand the potential risks and have the knowledge and experience to develop an effective risk plan.
- They have the capability to manage their Duty of Care responsibilities throughout the life of the contract.

Acceptance of responsibility must be supported with evidence of capability. In providing evidence Tenderers should consider the following questions:

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