



BRITISH COUNCIL, ZAMBIA ACCOUNTABILITY PROGRAMME

TERMS OF REFERENCE

**GRANT APPLICATION REQUEST FOR: IMPROVED ACCOUNTABILITY IN SERVICE DELIVERY IN THE
EDUCATION SECTOR IN ZAMBIA**

INVITATION TO TENDER – VOLUME 1

TERMS OF REFERENCE AND ANY ADDITIONAL INFORMATION DOCUMENTS

CLOSING DATE FOR RECEIVING PROPOSALS: 19TH SEPTEMBER 2016 - 17:00 (CAT TIME)

CONTRACT DURATION – 30 MONTHS

Terms of Reference

IMPROVEMENT OF EDUCATION SERVICE DELIVERY THROUGH LOCAL SOCIAL ACCOUNTABILITY INTERVENTIONS IN ZAMBIA

1. Introduction

1.1 The British Council, through the Zambia Accountability Programme (ZAP), is currently implementing a DFID-funded programme to improve the delivery of public goods and services in Zambia over a 5 year period from May 2014 to September 2019. The programme is designed to encourage and support more effective collaboration among local communities, elected leaders, government officials, civil society, learners, schools, and the private sector to positively influence the delivery of public goods and services.

1.2 ZAP has identified education service delivery as an area for improved accountability and responsiveness in order to benefit citizens, including the most marginalised in society, and government alike. Ordinary people fail to benefit from public goods and services because they are disempowered to influence service delivery. Poor people are disempowered for reasons that include not knowing their entitlements as citizens, lacking information about what to expect in terms of service delivery, failing to engage and hold elected officials accountable, and failing to galvanise their disadvantage into collective action to positively influence the delivery of public goods. ZAP conducted a Political Economy Analysis (PEA) that also shows that poor people remove themselves from accessing public goods and services due to economic and social pressures. For example, poor people remove their children to use them as labour or, for girls, marry them off before they can complete school.

1.3 ZAP, however, has recognised that improvements in service delivery occur when both sets of actors (service provider – supply side and service users – demand side) work collectively to achieve shared goals. ZAP believes that sustained civic engagement to address specific service delivery issues can only be achieved if service providers are part of the solution. Making this relationship work is challenging. Incremental change can, however, be achieved through a series of interventions which open the space for collaboration and problem solving between service providers and citizens.

1.4 ZAP is therefore seeking to award a competitive grant to an appropriate organisation to implement the education accountability programme in two districts each in Central, Southern and Western Provinces of Zambia. In particular, the awardee will be required to design and implement interventions that strengthen local community engagement in school management (especially in the area of supervision, oversight of teaching, learning and child protection) through the use of social/domestic accountability approaches such as Citizens Voice and Accountability (CVA), student councils, scorecards, Notice Board Initiatives (NBI) and others as appropriate contextually. Beyond the use of these approaches, the grantee is expected to show demonstrable results in improving accountability including measurable changes on both the supply and demand sides. Such results include establishing mechanisms for community engagement in education management and policy changes on the supply side to facilitate sustainable changes in service delivery.

2. Eligibility Criteria

We encourage bids from organisations that have ongoing programmes looking to build upon and take advantage of their organisational strengths and meet all of the following requirements. The selected applicant is expected to quickly mobilise and begin implementation:

- Any civil society organisation such as International Non-Governmental Organisations (INGOs), national Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), and non-discriminatory Faith Based Organisations (FBOs) in Zambia.
- Organisations which are non-profit;
- Organisations which can provide complete and official evidence of being a registered legal non-profit INGO/NGO/CBO/CSO/FBO under the Zambian law;
- Organisations currently implementing Governance and Accountability Programmes using Social or Domestic Accountability tools and are working in Central, Eastern, Southern, Western and/or North Western Provinces of Zambia;
- Organisations which are not under criminal investigation; and
- Organisations which have not been debarred, suspended, or otherwise sanctioned by any agency or DFID, USAID, the United Nations, or the Zambian Government. This requirement also applies to the individual staff of the applying organisation.

3. Budget and Duration

3.1 ZAP is seeking to make one award to deliver the services outlined in this document. Implementation of the grant is scheduled to commence on 7th November 2016. The grant will be for a period of one year with the possibility of renewal for up to two and half years depending on grantee performance and availability of funds. The grantee must comply with DFID rules and regulations. The grantee may seek funding up to £1million (£1,000,000). Any requested funding amount must be adequately justified in the grant application to ZAP's satisfaction before any funds can be released.

The granting period is made up of two key phases;

- (i) 4 month Inception phase; and
- (ii) 26 month Implementation phase

3.2 The anticipated grant value for the full 30 month period is up to £1 million. However; during the life of the programme, additional funds may be sourced to contribute to the growth of the programme. Whilst as yet unplanned, this could lead to a substantial increase in the overall value of this grant.

4. Programme Description

4.1 ZAP is designed to work with local NGOs and CBOs to build capacity and strengthen service delivery systems and processes through improved public sector governance and communities exercising voice. Accordingly, the grantee will support activities that include community mobilization and capacity building, coalition and network building, advocacy, and civic engagement with

government, traditional leaders, and service providers. The grantee must clearly outline how the interventions implemented will empower women, girls, and people with disabilities and other marginalized groups to actively participate and engage throughout the life of the project.

4.2 The two key thematic areas for the education programme are:

- Facilitating local community engagement to influence service providers to improve education delivery (primary and secondary education); and
- Establish/strengthen platforms for learners, young people, parents and PTAs to engage & interact with service providers.

Figure 1 below conveys the nature of the community approach to improving education service delivery. The Grantee will work to enhance engagement locally at the school, zone and community level but also interface with the higher level district management units for sustainability.

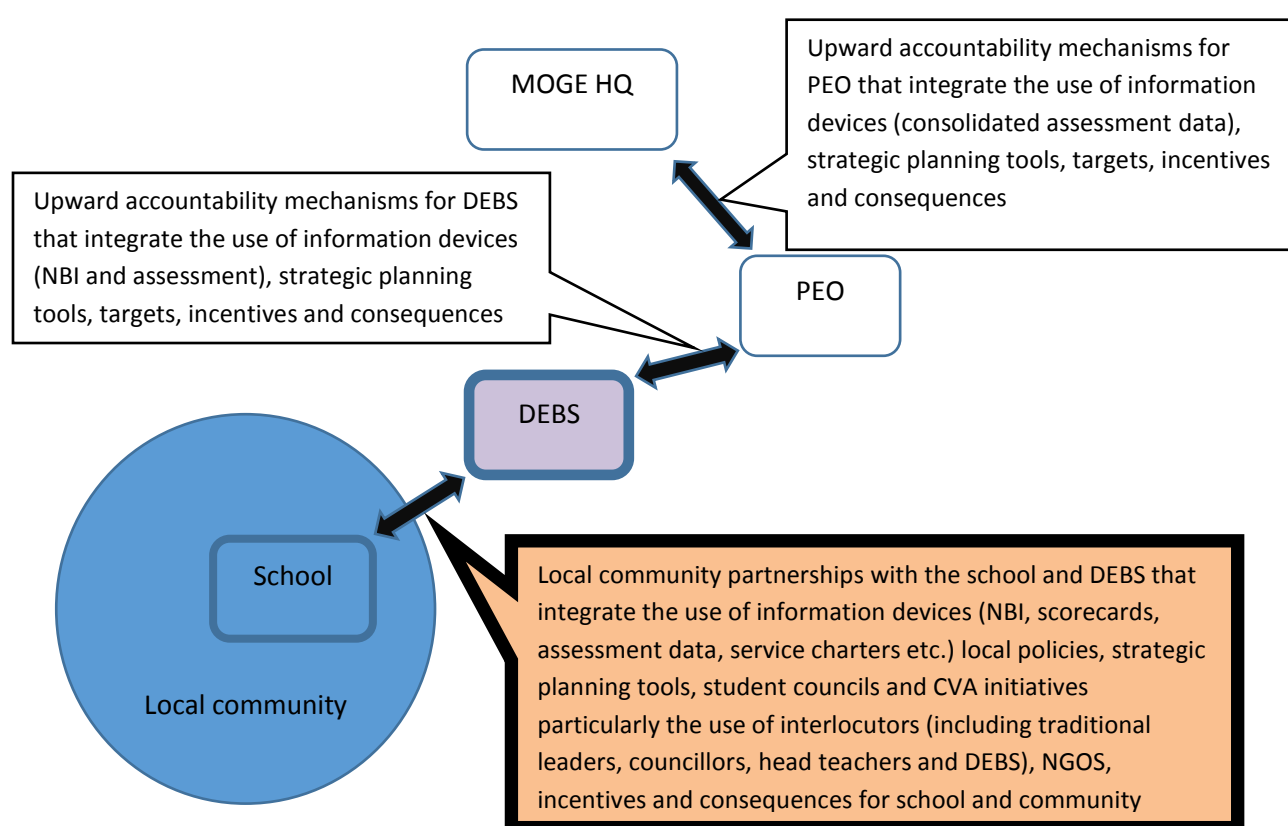


Figure 1: School level Community engagement and interface with district

4.3 Theme 1: Enhancing accountability from the demand side

Enhancing accountability from the demand side will address the following specific areas:

- a) Developing accountability interventions which are not narrowly conceived around specific tools (for example NBI or scorecards) and have clear attribution. Accountability initiatives must also be politically engaged as partners tend to be risk averse fearing political

retribution in operational areas. In other words, interventions must engage locally elected officials. The interventions must have the flexibility to overcome political constraints. In other words, the grantee must think politically. In thinking politically, the grantee may apply influencing strategies (as opposed to adversarial engagement) to create opportunities for improving education service delivery;

- b) The interventions should be designed to leverage the influence of traditional leaders and elected officials to engage supply side actors in improving challenges in education service delivery. This approach draws on lessons learned from initiatives that look beyond the parent teachers associations (PTAs) to engage the larger community to improve education service delivery. The experience of school community partnerships and CVAs shows that engaging people with authority at the community level, such as traditional leaders, representatives of local religious organisations, local NGOs or CSOs and, in some cases, political representatives such as local councillors positively influences service delivery. In World Vision's work, these actors are described as interlocutors who mediate action within communities and between the service users and providers. These actors also influence citizens to play their role in improving service delivery and ensuring that children are given the opportunity to learn; and
- c) Young people provide the best chance to mould citizens that can effectively hold service providers and elected officials accountable in the long term. As the PEA found in one girls secondary school, student councils provide opportunities to model behaviours that raise expectations about service delivery. The grantee can leverage the bursary support activities to add an accountability dimension (where applicable). The PEA found that poor quality learning environments in schools are the result of education management teams that do not prioritise learning and other services for learners. For adolescent learners, especially girls, such services include clean sanitation facilities, reproductive health information, counselling and protection from sexual violence and abuse within and outside school environments.

4.4 Theme 2: Enhancing accountability from the supply side

The second theme focusing on the supply side capitalises on the existence of a range of improving and high performing schools, districts and provinces within the Zambian education system – despite facing similar challenges in terms of context, systems and resources. These demonstrate the potential for small teams and individual leaders to make a substantial impact on learning outcomes and issues such as teacher and student absenteeism. Specifically, the second approach will focus on improving accountability on the supply side in the following ways:

- a) Improve local school policies to encourage local community participation, planning, management and monitoring of education services and improving the systems of information management;
- b) Support school leaders to create governance structures that include community participation;
- c) Enable PTAs to focus on learning outcomes, especially in early and transition grades;
- d) Introduce and monitor community led initiatives on emerging issues;
- e) Enhancing the quality of accountability mechanisms between principals and agents (provinces and districts, districts and schools, head teachers and teachers and communities and schools) to support service delivery. This should involve strengthening oversight of teaching and learning by

facilitating transparent performance based accountability measures for principals and agents that are linked to learning outcomes;

- f) Facilitating peer mentoring and coaching of poorly performing education management units to accelerate improvements in accountability, performance and education service delivery using simple strategies such as community participation, local school policies, time sheets, school management monitoring and learning targets; and
- g) Linking supply side action to citizen demand of educational services. The PEA found that in rural schools, the effective demand for public services is poor because marginalised groups remove their children from education to pursue economic opportunities.

4.5 Thus, illustratively, the programme interventions will include but are not limited to the following:

- Mobilising stakeholders including local communities, elected officials, traditional leaders, civil society organisations, students, private sector, other interest groups and education administrators at the district and school levels through public fora and policy dialogue to work collectively to improve education service delivery;
- Creating awareness among community members around education service standards to raise expectations about service delivery;
- Provide information about entitlements (for example, budgets or staffing allocations) of schools to community members and local stakeholders in general;
- Undertake capacity building for community members to carry out roles or responsibilities in relation to schools, education or advocacy for education including those required to support their own children's' learning;
- Engage community members to assess the quality, adequacy or effectiveness of education service delivery;
- Engage community members including pupils, youths, women, people with disabilities, people living with HIV and other marginalized groups in processes to develop plans for service delivery improvement;
- Integrate community members in decision-making structures within schools using approaches such as the school community partnerships, civic education, the use of media, ICT and other interactive approaches;
- Engage community members in decision making about schools and education at village or district level using social accountability approaches and tools (Score cards, service charters, Notice Boards);
- Enhancing school leadership capacity and building capacity of District Education Boards Secretaries (DEBS) and Parent Teacher Associations (PTA) in enabling teachers to deliver quality education. The delivery of technical assistance will drive this up-skilling whilst also promoting data collection and use and planning, management and monitoring of education outcomes at district and school levels;
- Facilitate community cohesion against latent or overt conflict, inequality, pre-existing forms of elite capture or dysfunction within communities, which could prove obstacles to communities acting effectively together to contribute to improved service delivery; and
- Consider building or strengthening coalition and networks at local levels (district and province).

5. Programme Results

5.1 As a governance programme, the Grantee must track progress towards engaging citizens in the delivery of public goods and services. However, because the programme is in education, the Grantee must also track the impact of improved accountability on educational outcomes. The programme results will be achieved iteratively over the life of the programme. “Iteration is the act of repeating a process with the aim of approaching a desired goal, target or result. Each repetition of the process is also called ‘iteration’, and the results of iteration are used as the starting point for the next iteration.¹” Iteration is driven by on-going learning and problem solving.

5.2 The results of improved accountability in service delivery may be evidenced in ways that include but are not limited to:

- Policies, procedures, or laws introduced by schools, districts, and government that are designed to increase the decision-making authority of communities in relation to education service delivery;
- Creation or strengthened governing structures that incorporate community or student participation in school and district governance;
- Communities exercising decision making authority effectively and appropriately as evidenced by development and the use of scorecards, NBI, local policies to support school governance, plans, projects and education delivery initiatives;
- Communities and students exerting influence in relation to financial allocation decisions, local policies or initiatives to support education delivery; and
- Communities empowered by policy or legislation to participate in improving education service delivery.

5.2 The education results may be evidenced in ways that include but are not limited to:

- Improved learning outcomes assessed through early grade assessments;
- Allocation of PTA funds towards the purchase of teaching and learning materials;
- Improved participation of girls in school;
- Retention of poor children in school particularly rural children;
- Improved participation in final examination by disadvantaged learners;
- Both the physical environment and teaching and learning processes are learner friendly and children and young people are not subjected to any kind of discrimination and abuse;
- Improved coverage of the syllabus for the year; and
- Increased opportunities for those who complete their education cycle to successfully transition from one level and progress to higher levels.

5.3 The implementing partner must build strong working relations with the MoGE to meet the outcomes agreed under the ZAP programme – and have a focus on improving learning outcomes in schools. Any activities with expected outcomes outside the scope or timeframe of the programme must be agreed in advance with ZAP.

¹ <https://en.wikipedia.org/wiki/Iteration>

5.4 The Grantee will be responsible for overall delivery of the agreed log frame outputs and outcomes. This log frame will be nested within the overall ZAP log frame. The selected grantee should be capable of quick mobilisation to enable deployment of the technical expertise needed to deliver the programme in the intervention areas. The grantee will ensure that the programme is informed by the latest research, including the recently conducted ZAP/DFID funded PEA.

6. Deliverables - Inception Phase

6.1 The following deliverables are required to be met during the inception phase. The grantee is expected to work closely with DFID and ZAP officials and, relevant sector stakeholders during this period. During the inception phase, the grantee will define in more detail the approach and methodology (drawing on the ZAP PEA report, Theory of Change (ToC) and DFID Education Business Case) to be followed in the implementation phase.

Inception Phase:

- Within 6 weeks, a draft programme design showing governance, staffing and key outputs;
- Within 4 months of inception of the programme provide ZAP with an inception report, including a detailed work plan based on an updated assessment of deliverables, need and context, a monitoring and evaluation framework and a realistic forecast for monthly expenditures;
- Present list of districts and schools to be targeted and criteria informing this;
- Establish programme management team and structure to fulfil TA Programme requirements;
- Key staff in country within one month of contract signature;
- Agree and establish a suitable governance and management structure with clear roles and responsibilities;
- Draft the design and management structure of the demand and supply components and agree with ZAP and GRZ within 12 weeks of inception;
- Programme Management structure and an outline of roles and responsibilities including MoGE and related agencies (at HQ, province and district level and development partners);
- Risk assessment including the major risks facing the programme, the likelihood these risks will be realised and any proposed mitigation actions. Design a risk matrix for the programme, for continuous adjustment and sharing with ZAP monthly;
- Set up appropriate mechanism (including reporting/auditing requirements) to receive and administer DFID funds;
- Establish guidelines and procedures for selection and monitoring of activities – including necessary assessment of reach, impact, value-for-money and assessment of theory of change.
- Establish child protection frameworks and guidelines for activities where necessary;
- Establish appropriate quarterly reporting requirements in co-ordination with ZAP;
- Prepare a 2 year strategic plan and annual work plan for the Programme and co-ordination, based around the agreed outputs;
- Agree on geographical scope of programme, activity mix (system level or child level interventions);
- Theory of Change (ToC) for the TA: The ToC should include a distinction on what is under the control of the grantor and what is under the control of others. Please note an initial Theory of Change for ZAP included in the ToR as appended to this Terms of Reference;

- Prepare a baseline assessment of key output and outcome indicators for the Programme and a suggested monitoring and evaluation framework; and
- Prepare a realistic forecast for monthly expenditures for the first year, and quarterly expenditures for the following year and establish guidelines for monitoring project expenditure, including output based budgeting and verification procedures.

6.2 Managing the programme

Suggested delivery activities may include, but are not limited to:

- Managing and delivering the programme through two indicative delivery approaches². The Grantee should propose the allocation and hierarchy of each approach, including any suggested additions/changes, showing how they will meet the outcomes stated.

Whilst these activities will be refined and updated on an on-going basis, the grantor is expected to undertake the following programme management activities as a minimum:

- Ensure robust and transparent assessment and supervision of activities, including proper fiduciary oversight and to ensure that outputs are being delivered in line with contractual requirements;
- Assess and manage the Programme risk matrix for submission to ZAP quarterly;
- Ensure the programme has a concrete M&E plan, designed to analyse/collect systematic data; consistently monitor progress against outputs and outcomes and targets in the TA Programme and a plan for conducting an end of project survey to facilitate the project completion report;
- Develop and implement guidance to measure Value-for-Money for both the overall programme;
- Disseminate lessons learned and report those to ZAP to agree the evolution of TA programme objectives and outcomes accordingly; and
- Establish and maintain effective working relationships with relevant Government stakeholders.

7. Gender and Diversity integration

Gender and diversity integration are critical factors in the successful delivery of this grant, and to ensure greater sustainability of project intervention. The proposed approach and subsequent applications must clearly outline the key gender and diversity considerations throughout the project cycle, and how the proposed activities and interventions will impact gender relations and promote inclusiveness.

8. Capacity Strengthening

ZAP will provide technical backstopping to support and strengthen the capacity of grantee to enhance project delivery and effectiveness. Capacity strengthening activities will be identified through a Participatory Capacity Assessment. Capacity enhancement interventions will be designed to respond to core skills and knowledge gaps in programming. This support could include, but is not

² This is the model currently envisaged. Bids should include a costed estimate of the respective allocations towards these approaches, based on their contribution to the log frame outcomes. Bidders are welcome to propose additional or alternative models.

limited to: coaching and mentoring, financial management, monitoring and evaluation, strategic advocacy, and relationship building with the MOGE.

9. Reporting and Governance

9.1 The grantee will report to the Senior Programme Manager and Grants and Partnership Manager in ZAP.

9.2 The grantee will be responsible for reporting progress and finances to ZAP on a quarterly and annual basis. This includes:

- Developing with ZAP a satisfactory reporting format including the establishment of necessary systems to generate reliable and accurate information.
- Provide quarterly output based financial reports and narrative summaries of output based work plan for deliverables, detailing:

i. Budget actual spend linked to outputs and 2 monthly updated forecast

ii. Risk matrix

iii. Progress against project work plans

iv. Issues for consideration by ZAP

- Provide an annual report following ZAP's reporting template, inclusive of requirements above and further detailing progress against log frame outputs and outcomes.
- Submit one invoice to ZAP for payment on a Bi annual basis based on agreed milestone payments to include list of actual expenditure, payment requested and forecast (all payment requests must be detailed on an individual output basis);
- Three months prior to completion of the contract, produce a draft Project Completion Report for discussion and agreement with ZAP.

9.3 The programme will be overseen by a small panel of key stakeholders including, at a minimum, a representative from the implementing partner, ZAP and DFID's Education and Governance leads, and other implementing partners in Education. This panel will meet quarterly, using information drawn from the M&E contract to maximise the impact of investments and provide strategic direction.

10. Application and Grant Award Process

This granting opportunity is open to full competition. ZAP is looking for innovative ideas for improving service delivery particularly in the hard to reach places. The selection process is as follows:

- Proposals will be subject to a rigorous and competitive selection process;
- Applications received by the stated deadline for submission (19th September 2016) will be reviewed against the selection criteria outlined below ;
- The selected grantee will undergo Due Diligence Assessment for eligibility.

11. Evaluation criteria

This evaluation criterion establishes the standards against which all technical applications will be assessed. The percentage of total points indicates the relative importance of the criterion. To facilitate the review of applications, the Applicant must develop a narrative response with the same sections in the same order as specified in the content section of the technical application instructions. While close adherence to these guidelines are necessary, it does not guarantee a successful review and award.

The specific evaluation criteria will be as follows:

Technical Evaluation Criteria	Sub- Score	Score
1) Strategic /Quality of Technical Approach		40%
Does the proposal technically address the areas of support specified in the terms of reference?		
Does the proposal provide a clear problem statement to which the proposal responds?		
Is the proposed response feasible and consistent in relation to the goal, purpose and expected results?		
Is the proposal innovative in addressing issues of accountability problem?		
Is the proposal well-conceived, well substantiated, and offers realistic technical approaches and activities to complete the tasks in the statement of work and to build on Zambia's achievements to date?		
Does the proposal describe strategic approaches to work with elected officials, civic leaders, schools, governmental entities, organizational sub-partners, community/groups, private sector and other stakeholders to complete the tasks in the statement of work and to build on Zambia's achievements to date?		
Does the proposal show a solid gender analysis of the impact of the proposed activities on women, girls, men, disabled and addresses gender -specific constraints highlighted in the analysis?		
2) Capacity and comparative advantage		25%
Does the applicant have sufficient experience of project management, in the area proposed in the proposal?		

Does the applicant have sufficient technical expertise of the issues to be addressed?		
Does the applicant have sufficient management capacity to handle the budget for the action?		
Does the proposal identify output and outcome indicators, end-of-program targets, and year-to-year milestones with appropriate linkages to the major activities and tasks?		
Does the proposal explain convincingly why the applicant is well placed to implement the proposed activities, given what other actors are doing?		
3) Potential to contribute to significant and sustained impacts and results		15%
Does the proposal outline a clear strategy for:		
<ul style="list-style-type: none"> Describes systematic interventions to collect and report data including approaches to communicate success and share lessons learned and; local capacity strengthening in documentation and sharing of results? 		
<ul style="list-style-type: none"> Generating scalable models for implementing priority interventions (Innovative Projects) 		
<ul style="list-style-type: none"> Proposes a plan to manage the relationships with Ministry of Education, potential sub-partners, community/groups and other stakeholders? 		
4) Cost-effectiveness and value for money:		20%
Is the ratio between the estimated costs and the expected results satisfactory?		
How well will the proposed project ensure value for money?		
Will the DFID/ZAP fund resources leverage funding from other sources?		
Describes the main technical and administrative functions and human resource structures to carry out these functions?		
Total Possible Technical Evaluation Points	100%	100%

12: Project Budget Submission and Costing guidelines:

Applicants should use the ZAP budget template and budget notes template, attached with the Request for Application (RFA), while submitting cost proposals in relation with the implementation of the proposed projects.

While reviewing budgets and budget narratives, the Grant Selection Committee will ensure that:

- i) 80 % of the direct expenses (expenses which are directly attributable to project activities) are budgeted;
- ii) ZAP will not allow any indirect overhead charges;
- iii) The budget proposal should reflect all the resources necessary for project implementation.
- iv) The budget narrative should provide details on all types of costs planned, cost per unit and cost justification. The budget narrative should be prepared using the provided Budget Notes template.
- v) ZAP funded sub-grants include four expense categories as described below. Allowable costs under each expense category may include but are not limited to the following:
 - a) **Program expenses:** These include types of costs associated with the implementation of planned project activities. Budget sub line items under this category may differ from project to project, but may include things such as workshops, forums, monitoring activities. A sub line item may for example include costs for conducting trainings in social accountability, and provide for associated costs such as costs of materials, supplies and per diem cost to training participants etc. In total the program expenses under ZAP funded grants should represent at least 70% of the total budget requested.
 - b) **Personnel:** These include types of cost associated for salaries of full and part-time staff as well as experts involved in the project. Staff can be paid ONLY for activities performed within the framework of the proposed project. All personnel expenses must be very well justified providing information on the exact involvement of the proposed staff in the project implementation. It is expected that personnel will include both male and female staff. Include the costs of any fringe benefits such as pension. In total the personnel expenses under ZAP sub-grants should represent no more than 25% of the total budget requested. In order to support personnel costs requests, each CSO applying for Grant shall be required to submit to their salary scale as well as a copy of the most recent month payroll. Fringe benefits must be supported by an HR policy that stipulates the fringe benefits that staff are currently entitled to.
 - c) **Office Equipment and Supplies:** These include types of costs associated with IT and other office equipment as well as the purchase of office stationeries and consumables (such as printers, paper, toner, pens etc.). These should be very well justified within the overall context of project. In total the office supplies expenses under ZAP sub-grants should represent no more than 10% of the total budget requested from Counterpart.
 - d) **Administrative expenses:** These include the administration costs necessary for project implementation; for example, office rent, audit, and communications (telephone, fax, Internet), utilities (electricity, water supply, etc.), bank fees, etc. ZAP will request all its grantees to provide information on total organizational monthly costs, their allocation to various donors and funding sources as well as a justification of the portion of total monthly administrative expenses of the organization proposed to be funded through this proposal. In total the administrative expenses under ZAP funded sub-grants should represent no more than 20% of the total budget requested.

- e) **Travel:** Include all costs related to vehicle use, public transport and any other travel related costs such as per diems. The supporting budget narrative should clearly show how travel is related to the project activities being proposed.

In addition to the budget and budget narrative please provide the following:

- Annual income in Kwacha for the past three years
- The most recent set of audited accounts

12.1 Pre-Agreement Cost- ZAP will not reimburse costs incurred prior to the effective date of the award. Therefore any costs incurred in developing this application will not be reimbursed by ZAP.

12.2 Project Cost Reimbursement- An initial advance will be made to the recipient after signing of the project grant agreement. Subsequent payment of grant instalments will be carried out on either a quarterly or bi annual basis based on an approved work plan and budget projection for the next quarter/biannual plans. Continuous payment of grant instalments for the period of implementation will be strictly contingent upon satisfactory performance and proper management of funds that will be monitored regularly based on monthly and quarterly programmatic and financial reports submitted by the grantee.

12.3 Cost Sharing: Cost sharing is encouraged but not required under this solicitation. However, if cost share is proposed, the applicants should estimate the amount of cost sharing resources to be mobilized over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing this grant.

NOTE 1: All above listed cost principles shall be applied to all possible sub-awards should the project involve re-granting.

13. Value for Money (VFM)

VFM is very important in our Programme; it is about maximising the impact of each pound spent to improve poor people's lives. To meet the proposed VFM criteria the following key points should be demonstrated by the applicant and an assessment will be made on the extent to which the programme applied the criteria in the design and reporting period:

Call for Proposals	
Call for proposals	Communicate Key VFM requirements as part of the call for proposals Is the log frame linked to ZAP log frame Are the benchmarks linked to ZAP benchmarks
Proposal assessment	Review benchmarks and all the Four Es
Economy	Highlight cost drivers Demonstrate ways of minimizing costs Demonstrate ways of Monitoring procurement & costs Demonstrate sound financial & procurement systems
Efficiency	Highlight the outputs and benchmarks Cost efficiency ratios (cost per unit of outputs)

Effectiveness	Highlight outcomes & cost of achieving them Assess entire proposal viability & impact
Equity	Assess inclusiveness of the proposal

14. Submission Guidelines and Deadline

All applicants must submit applications (Proposals), budgetary information as well as any other relevant enclosures directly responsive to the terms, conditions, specifications and requirements of this RFA to:

The Programme Director

British Council

Zambia Accountability Programme

Email address: info@britishcouncil.org.zm

Submitted to the British Council Aquarius House along Katima Mulilo Road

The Application Deadline under this ZAP Sub-Grants is Monday, September 19 2016

Enclosures to this RFA:

- ZAP Education PEA report
- ZAP Theory of Change
- ZAP M&E Framework
- ZAP Budget Template
- ZAP Budget Narrative Template
- Evaluation Criteria

15. Technical application format

The technical application will be the most important factor for consideration in selection for award of the proposed grant. The technical application should be specific, complete and presented concisely. The application should demonstrate the Applicant's capabilities and expertise with respect to achieving the goals of this programme.

The application should take into account the technical evaluation criteria.

The technical Application should not exceed 28 pages in length (Font 11 point/Times New

Roman, single-spaced). Shorter applications are encouraged. Longer applications will be considered non-responsive and will not be reviewed. Detailed information should be presented only when required by specific instructions.

The technical application shall include the followings sections:

1. Cover Page

The Cover Page should include proposed program title, call number, name of Applicant organization(s) submitting application, contact person, telephone and fax numbers, email, and address.

2. Table of contents that follows the technical application format outlined herein.

3. Executive Summary

The Executive Summary should concisely describe how the Applicant proposes to meet the project requirements, what activities are proposed, and how the Applicant intends to achieve the anticipated results. It should also briefly mention personnel and technical/organizational resources, and describe how the program will be managed and monitored.

4. Technical Approach:

The technical approach must demonstrate an in-depth understanding of service delivery challenges and explain how the proposed activities would help achieve social accountability objectives.

Applicants are encouraged to propose innovative yet realistic approaches that are most appropriate in the context of education in Zambia. The technical approach must clearly address the factors outlined in the evaluation criteria.

The Technical Approach should include the following:

- An overview of the proposed interventions.
- A detailed outline of the methodology that will be used to implement the proposed interventions.
- An analysis of anticipated implementation challenges.
- A summary of expected results with their expected impact, using indicators that will be used to track progress towards the anticipated results.

16. Attachments:

- 1) Work plan
- 2) Budget
- 3) Budget Narrative
- 4) List of most current projects detailing project donors and grant amounts.
- 5) Most recent financial audit report of the organization (if applicable).
- 6) Copy of Registration Document

17. Tendering considerations

As this is a design and implementation grant, the requirements set out in this ToR are the minimum requirements. The grantee will be expected to reflect on the areas identified and provide further details on additional elements which they feel will optimise delivery of the outcomes. The grantee is expected to provide an indicative list of any partners/sub-contractors who will enable them to

deliver the programme. This list will be refined during the inception phase, and there is no exclusivity expected at bid stage (i.e. sub-partners can be named on numerous bids). It is expected that any proposed consortia will be flexible to changing needs of the sector, and sub-partners can be present on multiple bids.

18 COST APPLICATION FORMAT

The Cost Application is to be submitted under separate cover from the technical application. The cost application is also to be submitted in Microsoft Excel 2007 or Excel 2010. The Applicant is requested to submit a budget for each program year with an accompanying detailed budget narrative (in Word 2007 or Word 2010 text accessible) which provides in detail the total costs for implementation of the program as further detailed below:

- a. The budget must have an accompanying detailed budget narrative and justification that provides in detail the total program amount for implementation of the program your organization is proposing. The budget narrative should provide information regarding the basis of estimate for each line item, including reference to sources used to substantiate the cost estimate (e.g. organization's policy, payroll document, vendor quotes, etc.).
- b. A budget for each program year with an accompanying detailed budget narrative which provides in detail the total costs for implementation of the program.
- c. A breakdown of all costs associated with the program according to the costs of, if applicable, headquarters, regional and/or country offices;
- d. **Cost sharing:** Cost sharing is encouraged but not required under this solicitation. However, if cost share is proposed, the applicants should estimate the amount of cost sharing resources to be mobilized over the life of the agreement and specify the sources of such resources, and the basis of calculation in the budget narrative. Applicants should also provide a breakdown of the cost share (financial and in-kind contributions) of all organizations involved in implementing this Cooperative Agreement
- e. **Fringe Benefits** - Fringe benefits should be based on the applicant's audited fringe benefit rate, supported by a Negotiated Indirect Cost Rate Agreement (NICRA) or historical cost data if any. If the latter is used, the budget narrative should include a detailed breakdown comprised of all items of fringe benefits (e.g. unemployment insurance, workers compensation, health and life insurance, retirement, FICA, etc.) and the costs of each, expressed in pounds and as a percentage of salaries.
- f. **Other Direct Costs** -This could include any miscellaneous costs such as office rents, communications, transportations, supplies and utilities, report preparation costs, passports, visas, medical exams and inoculations, insurance (other than the applicant's normal coverage), etc. The narrative, or supporting schedule, should provide a complete breakdown and support for each item of other direct costs.
- g. Proposed Sub-contracts/agreements (if any) -Applicants who intend to utilize sub
- h. **Contractors or sub recipients** should indicate the extent intended and a complete cost breakdown, as well as all the information required herein for the applicant. Subcontract/ agreement cost applications should follow the same cost format as submitted by the applicant.

19. Risk Analysis:

In order to achieve the intended results of the project, certain risks ought to be mitigated and the bidder should take into account the following plausible risks.

19. 1 Scope of work: ZAP recognises that there is limited funding and time frame to implement this project. The bidder should rationalise how the programme design can achieve the intended results with the available resources and time frames.

19.2 Coverage: wide coverage, high impact. It is the intention of ZAP to ensure that geographically the project is roll out the programme in at least two districts in selected provinces with the hope that the project covers all districts in the target provinces. The bidder should therefore explain how the project will be rolled out in all the districts without affecting quality and results of the project. Explanations of risk mitigation should include how the partner will deal with challenges of distance, seasonality and other geographic issues.

19.3 Technical Complexity of implementing the project: Social accountability is an emerging dimension in improving quality of services in Zambia. The implementing partner is therefore required to explain how they will ensure clarity of focus on improving accountability of services as opposed to direct delivery of services. There is a risk of focusing only on service delivery e.g., community mobilisation instead of focusing holding service providers accountable for the services they provide.

The risk management and mitigation plan should clearly articulate how each of the risks stated above will be mitigated.