



REPUBLIC OF LIBERIA
MINISTRY OF EDUCATION



REQUEST FOR EXPRESSION OF INTEREST-(REoI)

(CONSULTING SERVICES: INDIVIDUAL CONSULTANT SELECTION)

Name of Project	Improving Results in Secondary Education (IRISE) Project
Project ID	P164932
Grant ID	D5030-LR
Assignment Title	Selection of Project Management Specialist
Reference No.	<u>LR-MOE-234613-CS-INDV</u>

1. Introduction

The Government of Liberia has received a grant equivalent to USD 47 million from the International Development Association (IDA) to implement the Improving Results in Secondary Education (IRISE) Project, hereinafter “the Project”. The Project duration is four years. The Ministry of Education (MoE) is the IRISE implementation agency responsible for project execution and results monitoring. The implementation is overseen by the Ministry’s Senior Management Team (SMT).

The day-to-day operations under the Project has been delegated by the SMT to the Project Delivery Team (PDT) which has a team of specialists and support staff dedicated exclusively to the Project. The PDT reports directly to the SMT of the Ministry and liaises with entities inside and outside the Ministry to support implementation of project activities. The core PDT for the IRISE Project comprise a Deputy Project Coordinator who is the overall technical lead dedicated exclusively to coordinating IRISE implementation, a technical focal person for each project component and subcomponent, plus additional consultants to meet the financial and procurement needs of the Project. Some personnel resources of the larger PDT, including those working on financial management (FM), procurement, safeguards, M&E, communication and administration are shared between the G2B and the IRISE for project implementation to ensure synergy and efficiency. The Project also allows for recruitment of additional staff for key functional areas based on need and on a short-term basis.

With two years into project implementation by June 30, 2021, an overall assessment of the Project implementation shows moderate progress towards the achievement of the project development objectives (PDO). The implementation shortcomings are mostly explained by the technical and managerial capacity constraints faced by the MoE and the PDT. In order to strengthen the capacity of the Ministry, particularly the PDT for effective and accelerated project implementation, the MoE intends to use a portion of the Grant to hire the services of an individual consultant for the position of **Project Management Specialist**.

2. Background

2.1 The PDO is to improve equitable access to, and quality of, secondary education and provide a response to the COVID-19 pandemic. It will be achieved through a set of activities that are grouped into the five components:

- Improving access and learning environment at the senior secondary level
- Increasing opportunities for girls to transition to and complete senior secondary education
- Improving quality and relevance of senior secondary education
- Capacity building, Technical Assistance, project coordination and M&E
- Contingency Emergency Response Component.

The progress towards the achievement of the PDO will be monitored through the following key indicators:

- a) GER at the senior secondary level (percentage; and percentage female)
- b) Increased percentage of public and community senior secondary schools with a qualified teacher each in Math, Science and English
- c) Number of direct project beneficiaries (number of females).
- d) Students' perception about the adequacy of the conditions of their schools to avoid the spread of COVID-19.

2.2 The Project employs a hybrid funding approach including the financing of inputs for interventions supported under Components 1, 4 and 5, and a results-based financing (RBF) modality with disbursement-linked indicators (DLIs) for Components 2 and 3. Disbursements under Components 2 and 3 are conditioned on the achievement of specified results, as measured by DLIs. Such approach reflects a shift from an emphasis on inputs to focusing on incentivizing the achievement of results.

3. Objectives of the assignment

The objective of the proposed assignment is to provide technical and operational assistance to the IRISE Deputy Project Coordinator and Technical Lead for an effective management of the Project. More information is provided in the detailed Terms of Reference which can be assessed through the [link below](#):

https://drive.google.com/file/d/1ug7Kd_CRQWrUmLDzhDd9N7ryokVr-YtO/view?usp=sharing

You may also obtain a copy of the Terms of Reference from the email addresses below:

Procurement.irise@gmail.com copied to abufahmed@yahoo.co.uk

The Ministry of Education now invites eligible Individual Consultants (“Consultants”) to indicate their interest in providing the services. Interested Individual Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the services by submitting the most current curriculum vitae/resume.

4. Shortlisting Criteria

The Individual Consultant to be hired should possess the following skills and competences:

- Proven record in planning and project management;
- Capacity to work focusing on results;
- Perform multiple tasks at the same time;
- Deliver under tight schedules and make real changes in challenging project implementation contexts;
- Build the capacity of PDT's members for effective project management;
- Excellent communication and reporting skills;
- Capacity to work well in teams;
- Excellent computer skills;
- High levels of enthusiasm and commitment;
- Proven knowledge of project management tools and procedures;
- Project management certification (example: Project Management Professional – PMP) would be an advantage.

Qualification

a) Academic qualification

Higher education degree (at least Master's) in project management, business or public administration, economics, development studies, education, social science or relevant field.

b) Work experience

- At least 3 years of relevant experience (although 5 years would be preferable) in project management or directly related activity.
- Experience in management of projects financed by international development organizations would be an advantage.
- Knowledge about good project management practices.
- Knowledge about Liberia's education system would be an advantage.

Note: Only individuals with the required qualifications and relevant experience that meet the requirements of the REoI will be invited for interview.

The attention of Consultants is drawn to Section III, paragraphs, 3.14, 3.16 and 3.17 of the World Bank's "Procurement Regulations for IPF Borrowers" July 2016, revised November 2017, August 2018 and Fourth Edition, November 2020, setting forth the World Bank's Policy on conflict of interest.

The Consultant will be selected under the Individual Consultant Selection (ICS) Method under the World Bank's "Procurement Regulations for IPF Borrowers", Fourth Edition, November 2020.

Expression of interest which must bear the title, "**Selection of Project Management Specialist**" must be submitted in written form electronically to the address below (in person, or by mail or by email) by **17.00 hours local time on June 24, 2021**.

Further information can be obtained at the address below during office hours from 8.30 hours to 16.30 hours, local time or through procurement.irise@gmail.com and copied to abufahmed@yahoo.co.uk

Address for submission of expressions of interest:

The Ministry of Education
Ministerial Complex, Congo Town,
Monrovia, Liberia

Attention: Abraham A. Kiaziolu- Deputy Project Coordinator & Technical Lead

Improving Results in secondary Education (IRISE) Project

The address for online submission is: procurement.irise@gmail.com and copied to abufahmed@yahoo.co.uk



MINISTRY OF EDUCATION



IMPROVING RESULTS IN SECONDARY EDUCATION (IRISE) PROJECT

IDA GRANT NUMBER: D5030-LR

TERMS OF REFERENCE FOR PROJECT MANAGEMENT SPECIALIST

PROCUREMENT PLAN REFERENCE NUMBER: [LR-MOE-234613-CS-INDV](#)

1. Introduction

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With two years into project implementation by June 30, 2021, an overall assessment of the Project implementation shows moderate progress towards the achievement of the project development objectives (PDO). The implementation shortcomings are mostly explained by the technical and managerial capacity constraints faced by the MoE and the PDT. In order to strengthen the capacity of the Ministry, particularly the PDT for effective and accelerated project

implementation, the MoE intends to use a portion of the Grant to hire the services of an individual consultant for the position of **Project Management Specialist**.

2. Background

2.1 The PDO is to improve equitable access to, and quality of, secondary education and provide a response to the COVID-19 pandemic. It will be achieved through a set of activities that are grouped into the five components:

- Improving access and learning environment at the senior secondary level
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- Contingency Emergency Response Component.

The progress towards the achievement of the PDO will be monitored through the following key indicators:

- a) GER at the senior secondary level (percentage; and percentage female)
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- c) Number of direct project beneficiaries (number of females).
- d) Students' perception about the adequacy of the conditions of their schools to avoid the spread of COVID-19.

2.2 The Project employs a hybrid funding approach including the financing of inputs for interventions supported under Components 1, 4 and 5, and a results-based financing (RBF) modality with disbursement-linked indicators (DLIs) for Components 2 and 3. Disbursements under Components 2 and 3 are conditioned on the achievement of specified results, as measured by DLIs. Such approach reflects a shift from an emphasis on inputs to focusing on incentivizing the achievement of results.

2.3 The Project activities are further broken down into subcomponents as described below.

- Sub-component 1.1: *Improving access to senior secondary school* – supports the construction of 3 new senior secondary schools (SSS) in Bong, Margibi and Nimba Counties and the expansion of 23 junior secondary schools (JSS) to SSS in education districts without SSS.
- Sub-component 1.2: *Supporting School Expansion, Rehabilitation and Renovation Using a Community Empowerment Approach (CEA)* – provides grants to school management committees (SMCs) to support improvement of the physical school environment through the renovation and rehabilitation of all 156 public and community SSS as well as the expansion of 2 JSS to SSS in districts with no SSS.
- Sub-component 2.1: *Scholarships for Girls in Counties with the Highest Female Dropout Rates at the Senior Secondary Level* – will sponsor the senior secondary education of 3000 girls in 3 cohorts of 1,000 each, using a guideline developed by the MoE that includes the selection criteria.
- Sub-component 2.2: *Supporting Safer Learning Environments in Senior Secondary*

Schools for Girls – will recruit and train 200 females Guidance Counselors and deploy one in each public senior secondary school across the country.

- Sub-component 2.3: *Promoting Community Engagement to Empower Girls, Schools and Communities* – will finance the design of a community engagement program that will complement sub-components 2.1 and 2.2 to increase the opportunities for girls to access and complete senior secondary school.
- Sub-component 3.1A: *Modernizing Pre-Service Teacher Training* – will finance: (i) the review and revamping of preservice teacher training curriculums at the University of Liberia (UL) and Tubman University(TU); (ii) integrate digital technology into pre-service teaching and learning through the establishment of 4 smart classrooms at UL and TU colleges of education (2 each), and a media lab at the UL college of Education; and (iii) graduate scholarships for 30 preservice teachers at UL, TU and the 3 rural teacher training institutes (RTTIs) in the sciences (Biology, Chemistry Physics), Math and English.
- Sub-component 3.1B: *Establishing an In-Service Teacher Continuous Professional Development System* – will support the design and implementation of a feedback-based continuous professional development for in-service teachers and vice-principals for instruction across all public senior secondary schools in Liberia, and upgrade the qualifications of unqualified teachers already in the classroom.
- Subcomponent 3.1C: *Improving the Management and Quality of the Teaching Workforce* – will incentivize the identification and removal from the MoE payroll teachers who have reached the age of mandatory retirement (65 years and above), and replace them with new teachers.
- Subcomponent 3.2: *Providing Teaching and Learning Materials to Senior Secondary Schools* – will finance the review and revising of the MoE's existing (i) textbooks management guidelines; (ii) senior secondary school textbooks for grades 10 – 12 in Math, English in Literature, Biology, Chemistry and Physics; as well as the development of IT solutions for accessing the newly revised textbooks, teacher's guides and other learning resources by all users on any device (mobile phones, computers or tablets).
- Sub-component 3.3: *Providing Opportunities for Acquisition of Digital Skills and Competencies* – will finance: (i) the development of an ICT strategy to incorporate digital skills into secondary education; (ii) the purchase of 184 portable boxes/racks of laptops for senior secondary schools; (iii) the implementation of five school-based computer laboratories; and (iv) an evaluation of the implementation of both types of ICT solutions – portable boxes and school-based computer laboratories, which is expected to inform future programs.
- Component 4 will, in addition to the overall project coordination, monitoring and evaluation, finance: (i) the hiring of Technical Assistants to support the implementation of various project activities under Components 2 and 3; and (ii) the enhancement of the capacity of the MoE to manage the education system including (but not limited to) trainings in evidence-based planning and decision-making.
- Component 5 supports the purchase and distribution of health and hygiene kits for 3,400 private schools to create a safe school environment for students and teachers amidst the spread of the COVID-19 pandemic.

2.4 The PDT currently supports both the planning and implementation of a portfolio of projects for the MoE, and the activities of technical working groups (TWGs) established by the Ministry, who are mainly made up of civil servants, to lead on the implementation of various project sub-components. The limited technical capacity of the TWGs to execute project activities, coupled with a sense of ownership that has been less than adequate are part of the challenge to effective project delivery.

3. Objective of the Consultancy

The objective of the proposed assignment is to provide technical and operational assistance to the IRISE Deputy Project Coordinator and Technical Lead for an effective management of the Project.

4. Scope of Services

The Individual Consultant to be hired based on this Terms of Reference will perform the following tasks:

- a) *Learning task*: to become familiar with the main project documents including the Project Financing Agreement, Project Implementation Manual (PIM), Contingency Emergency Response Component (CERC) Manual, School Grants Manual, Project Implementation Plan, Project Procurement Strategy for Development, Project Procurement Plan and Project Appraisal Document.
- b) Propose one or more tool(s) or procedure(s) to be used by the PDT to manage the Project on a daily basis. Discuss this proposal with the Deputy Project Coordinator and Technical Lead and reach an agreement on what tool(s) or procedure(s) to use.
- c) Review and monitor the progress in the implementation of each activity of the Project Implementation Plan.
- d) Identify the units and people responsible for the implementation of each activity of the Project Implementation Plan. With assistance of the Deputy Project Coordinator and Technical Lead, meet each one of those people responsible for the implementation of the Project and explain what is expected from each one of them over the course of the project implementation.
- e) Feed the selected tool(s) or procedure(s) for project management with all relevant data needed for timely monitoring and control.
- f) Using the selected tool(s) or procedure(s) for project management, prepare visually attractive resources (examples: scorecards, matrices, charts) for identification of implementation bottlenecks and activities that are in critical paths of major milestones.
- g) Alert the Deputy Project Coordinator and Technical Lead about delays with the implementation of project activities on a daily basis. Propose measures to address these delays.
- h) Develop and promote a proactive approach to project management within the PDT: project management should be done as an ordinary task, rather than as a reaction to requests submitted to the PDT.
- i) Provide managerial support to the Deputy Project Coordinator and Technical Lead, hereafter referred to as “DPC”, for the IRISE Project;
- j) Support the DPC in managing the workflow of all PDT members on the Project including monitoring the work performance of individual staff on a weekly basis;
- k) Identify capacity gaps among project staff and recommend appropriate training and development program for each;
- l) Train project staff in using a suitable project management tool for the IRISE Project;
- m) Ensure the timely preparation, revision and submission of project workplans and budgets;
- n) Ensure regular updating of all living project documents including the PIM;
- o) Develop a reporting template for all project staff, consolidate and submit to the DPC timely progress reports on all project implementation activities;
- p) Work very closely with the TWGs and Consultants hired for components 2 and 3 to ensure the timely implementation of DLI activities under the two components;
- q) Track and follow up on the activities of all other TWGs to ensure compliance with work schedules and quality delivery of project targets;
- r) Work closely with the M&E Specialist on data collection, analysis, and reporting on indicators of the project results framework;

- s) Work closely with the Independent Verification Agency (IVA) and manage the verification process for verifying the DLI results to ensure timely disbursement;
- t) Ensure proper and efficient documentation/record keeping on all project transactions including finance;
- u) Identify project activities that are being delayed and recommend strategies to the DPC for accelerating implementation;
- v) Review and update project disbursement projections based on pace of implementation;
- w) Participate in all World Bank Implementation Support Missions;

5. Deliverables and Timeline

The Consultant to be hired based on this ToR will deliver the following outputs:

Expected Output	Description	Duration upon commencement of assignment
Project activity monitoring tool or procedure	Prior to development of the project activity monitoring tool, the Consultant will conduct a desk review showing clear understanding of the project and the assignment, followed by a Work Break Structure with budgeted and actual expenditures that are traceable to activity and timeline and a variance report.	3 weeks
Project team weekly performance report	This will match the actual weekly outputs of each project staff, including TWGs to expected deliverables based on ToRs and work plan	4 weeks (and continues weekly throughout contract period)
Updated project documents	This includes any of the following documents as needed: AWP, budget, PIM, results framework targets, disbursement projections and burn rate, etc.	6 weeks (and regularly as the need arises)
Project reporting template	This is a template that will facilitate overall reporting on all aspects of project activities	7 weeks

	on all components and subcomponents	
Implementation status report	This is a monthly progress report on all project activities including the identification of implementation challenges and a recommended strategy of how to overcome those challenges.	8 weeks and continues monthly throughout the contract period
Consolidated training report on project staff	This report should show what training activities were recommended and undertaken by each project staff including members of the TWG especially for the focal persons based on their capacity building needs for enhanced project implementation.	12 weeks

6. Other Terms

- The Consultant to be hired based on this ToR will be directly supervised by the Deputy Project Coordinator and Technical Lead for IRISE.
- The duration of the proposed assignment is 12 weeks subject to renewal at the end of each period based on satisfactory measurable performance up to a maximum of 52 weeks.
- The performance of the Consultant to be hired under this Terms of Reference will be assessed based on indicators such as:
 - Percentage of activities of the Project Implementation Plan managed through the agreed tool(s) or procedure(s) for project management: target = 100% of activities
 - Percentage of activities of the Project Implementation Plan that have been experiencing moderate or substantial delays since the start of the assignment: target to be agreed with the Deputy Project Coordinator and Technical Lead every 12 weeks.
 - A proactive project management culture is in place.
- The Consultant will be stationed in Monrovia, Liberia with travel to field sites as required.
- The Consultant will be selected under the Individual Consultant Selection (ICS) Method under the World Bank's "Procurement Regulations for IPF Borrowers", Fourth Edition, November 2020.

7. Qualification and Experience

7.1 Technical experience

The Individual Consultant to be hired should possess the following skills and competences:

- Proven record in planning and project management;
- Capacity to work focusing on results;
- Perform multiple tasks at the same time;
- Deliver under tight schedules and make real changes in challenging project implementation contexts;
- Build the capacity of PDT's members for effective project management;
- Excellent communication and reporting skills;
- Capacity to work well in teams;
- Excellent computer skills;
- High levels of enthusiasm and commitment;
- Proven knowledge of project management tools and procedures;
- Project management certification (example: Project Management Professional – PMP) would be an advantage.

7.2 Qualification

a) Academic qualification

Higher education degree (at least Master's) in project management, business or public administration, economics, development studies, education, social science or relevant field.

b) Work experience

- At least 3 years of relevant experience (although 5 years would be preferable) in project management or directly related activity.
- Experience in management of projects financed by international development organizations would be an advantage.
- Knowledge about good project management practices.
- Knowledge about Liberia's education system would be an advantage.

8 Inputs

8.1 Inputs to be provided by the MoE

The MoE will provide the Consultant the following:

- i. Office space in the Project Office;
- ii. The IRISE Project Appraisal Document;
- iii. The Implementation Manual of the IRISE Project;
- iv. The Project Annual Workplan
- v. Project Financing Agreement
- vi. CERC Manual
- vii. School Grants Manual

- viii. Project Implementation Plan
- ix. Project Procurement Plan
- x. Project Procurement Strategy for Development
- xi. Any other relevant information and material required for the assignment.

8.2 Inputs to be provided by the Consultant

The Consultant to be hired through this ToR shall be responsible for ensuring he/she has the appropriate equipment needed for the assignment such as laptop, etc.