

HIV & AIDS in the Education Sector in Cambodia

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Royal Government of Cambodia.
Ministry of Education, Youth and Sport.
Interdepartmental Committee for HIV & AIDS (ICHA)

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Notes on NGO Bidding & Contracting
Procedures

Fact
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HIV/AIDS in the Education Sector in Cambodia

Interdepartmental Committee for HIV & AIDS (ICHA) *NGO Bidding and Contracting Procedures*

Preliminary note:

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Introduction

As in many other South East Asian countries, HIV & AIDS is a major concern for Cambodia.

This ICHA Fact Sheet (#7) aims at briefly describing how the Ministry is selecting and contracting NGOs to assist in the implementation of the national “*Life Skills for HIV & AIDS Education Programme*” that is implemented across Cambodia for students, out-of-school youth and Street Children (also refer to ICHA Fact Sheet #3). This fact sheet also highlights some of the key lessons we learned and wish to share with colleagues.

While the country has recovered from the Khmer Rouge regime (1975-1979) and from the tragedy of losing up to 3 million children, women and men in the “killing fields”, Cambodia is still engaged towards mobilizing resources to rebuild and strengthen its society, including through providing adequate education and health services to its population.

Despite the fact that the HIV/AIDS prevalence rate has dropped from 2.1% (2002) to 0.9% (2007), Cambodia prevalence rate is still among the highest in the region. More worrying, the economic growth of the country, the population migration and the new consumer behaviors that the economic development is generating are increasingly putting the young Cambodian population at risk.

As a key actor of the “National Response to HIV & AIDS”, the Ministry of Education, Youth and Sport (MoEYS) has been implementing since 1999 an HIV & AIDS programme that aims at protecting and preventing the students, the out-of-school Cambodian youth and the MoEYS labour force from being infected and affected by HIV & AIDS. Developing policies, setting systems, mainstreaming HIV & AIDS in the Education sector, integrating HIV & AIDS in the national curriculum, training pre- and in-service teachers and education officers are therefore among the top priorities of the Ministry’s Interdepartmental Committee on HIV & AIDS (ICHA).

Thanks to the support of the United Kingdom’s Department for International Development (DFID), UNDP, UN Agencies and other development partners, ICHA is now, considerably strengthened and recognized for its experience in “mainstreaming HIV & AIDS in the education sector”. I am therefore grateful to Mr. Patrick Duong, the DFID/UNDP Advisor to the Ministry, for having prepared these fact sheets which primarily aims at giving an overview on the Ministry’s HIV & AIDS programme and share information and practices. I would also like to thank Ms. M. Brown, Mr. M. Crook, Mr. I. Beach, Dr. R. Jayakaran, Mr. J. Lee, World Education, CSCS, the ICHA members and the many other individuals and partners for the technical expertise they are providing to our programme.

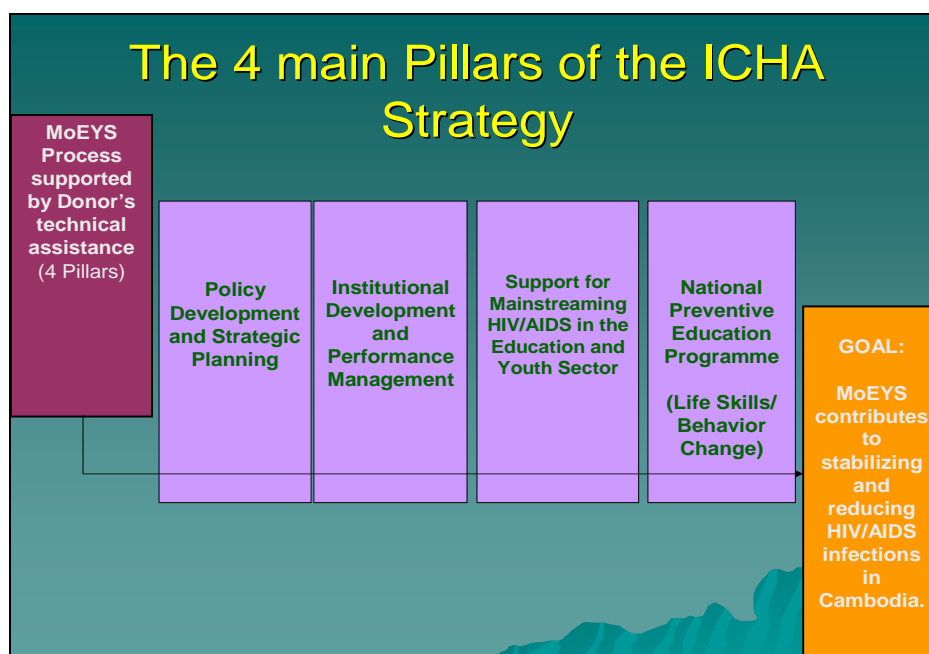
His Excellency, Im Sethy
Secretary of State
Chairperson of ICHA
Ministry of Education, Youth and Sport

List of Abbreviations:

AIDS:	Acquired Immune Deficiency Syndrome
BC:	Behaviour Change
BBC WST:	British Broadcasting Corporation / World Service Trust
DGAF:	Director General for Administration and Finance (MoEYS)
DGE:	Director General for Education (MoEYS)
DFID:	Department for International Development (United Kingdom)
DOE:	District Office of Education (MoEYS)
DOY:	Department of Youth (MoEYS)
EU:	European Union
HIV:	Human Immunodeficiency Virus
ICHA:	Interdepartmental Committee for HIV/AIDS (MoEYS)
IEC:	Information, Education and Communication
ILO:	International Labour Organisation
MAT:	Monitoring and Advisory Team (DFID)
MoCR:	Ministry of Cults and Religions
MoEYS:	Ministry of Education, Youth and Sport
MoH:	Ministry of Health
NAA:	National AIDS Authority
NCHADS:	National Centre for HIV/AIDS, Dermatology and STD
NFE:	Non-Formal Education Department (MoEYS)
NGO:	Non-Governmental Organisation
NIE:	National Institute of Education (MoEYS)
PAC:	Provincial AIDS Committee
PAS:	Provincial AIDS Secretariat
POE:	Provincial Office of Education (MoEYS)
PRD:	Pedagogical Research Department (MoEYS)
Q&A:	Questions and Answers
RGoC:	Royal Government of Cambodia
RTI:	Research Triangle Institute (NGO)
SCRH:	Strengthening Cambodia's Response to HIV/AIDS
SHD:	School Health Department (MoEYS)
STD:	Sexually Transmitted Disease
TA:	Technical Advisor
ToT:	Training of Trainers
TTD:	Teacher Training Department (MoEYS)
UNAIDS:	United Nations Joint Programme on HIV/AIDS
UNCT:	United Nations Country Team
UNDP:	United Nations Development Programme
UNESCO:	United Nations, Educational, Scientific and Cultural Organisation
UNFPA:	United Nations Population Fund
UNICEF:	United Nations Children's Fund
UNODC:	United Nations Office on Drug and Crime
USAID:	United States Agency for International Development

I. GENERAL INFORMATION

The 4 Pillars of the Ministry's HIV & AIDS Strategy:



- **Pillar 1:** Policy Development and Strategic Planning: The objective of this first component is to ensure that HIV & AIDS (and other related topics) remains a priority for the Ministry of Education, Youth and Sport and that relevant strategies and goals are set up.
- **Pillar 2:** Under this second pillar, institutional development, capacity building and training activities are organized to strengthen the Ministry's capacity to plan, implement and monitor HIV/AIDS programmes. Financial management, Procurement, Human resource management and Merit-based incentive schemes are also addressed under this component.



A special training session for female pre-service teachers.

- **Pillar 3:** This third component aims at mainstreaming HIV & AIDS across the MoEYS. It mainly focuses on integrating HIV & AIDS in the national curriculum, training pre and in-service teachers, developing curriculum and IECs, Research, Monitoring and Evaluation.
- **Pillar 4:** This last pillar supports the planning and implementation of the National “Life Skills for HIV & AIDS Education Programme” (LSHE) that targets the Cambodian youth (In-School and Out-of-School Youth, approximately 6 million).

THE LIFE SKILLS FOR HIV & AIDS PROGRAMME

The "Life Skills for HIV & AIDS Education" Programme (LSHE) is one component of the MoEYS HIV & AIDS programme that aims at mainstreaming HIV & AIDS in the Education sector and preventing the Cambodian youth and the education labour force from being infected and affected by HIV and AIDS.

The LSHE is designed to strengthen local and national capacities to design, manage and implement HIV prevention programming in Cambodia. The "Life Skills for HIV & AIDS Education" (LSHE) is implemented by contracted international and national NGOs in partnership with the Ministry of Education, Youth and Sport. MoEYS has also authorized contracted NGOs to subcontract implementing partners that have special thematic or geographical expertise. The LSHE targets youth in-school and out-of-school. In-school youth consist of primary students in grades 5 and 6, and secondary students in grades 8 and 11. Out-of-school youth (OSY) consist of youth over 13 years old residing in the targeted districts of the selected provinces. Exactly 50% of the districts in these provinces are targeted for implementation, and 100% of the schools with Grades 5 and 6 and Grades 8 and 11 are targeted, as well as 100% of the communities in those districts.

Note: Following the adoption of the new National Curriculum and the Local Life Skills Policy. MoEYS has decided (that from 2008), to gradually integrate the Life Skills for HIV Education Programme as part of the Local Life Skills Policy (with support of the national budget for school level implementation).

Summary of the LSHE Programme:

- To deliver, with the support of NGOs, a *Life Skills for HIV & AIDS Education (LSHE)* Programme in Primary and Secondary schools of Cambodia (rolling program).
- To adopt an appropriate methodology depending on the age and skills of the Cambodian youth (classroom teaching in Primary Schools¹ and Peer Education in Secondary Schools and with Out-of-School youth).
- To cover students from grade 5, 6 (primary) and from grade 8, 11 (secondary).
- To extend the programme to Out-of-School youth (over 13 years old), including street children.
- To establish and train in each District a core team (approx. 8-20 persons; depending on the size of the District) of Teachers, Youth Officers and Monks who will subsequently be responsible for delivering the *Life Skills for HIV & AIDS Education* program by providing:
 - Classroom teaching in primary schools (grade 5 and 6)
 - Training and supervising Peer Educators in Secondary schools and Peer Educators for Out-of-school youth over 13 years old.
- To sensitize teachers and School Directors on Life Skills for HIV & AIDS Education and on the benefits of Peer Education.
- To provide on-the-job training to Grade 5 and 6 teachers.
- To develop IEC materials for the programme, utilising available teaching/learning and peer education materials as appropriate.
- To create an enabling environment that will support a smooth implementation of the programme through sensitisation of parents, community leaders, monks as well as district and province based officials and other key stakeholders.

The following pages describe how MoEYS is advertising, short-listing, selecting and contracting NGOs.

¹ : As a pilot phase a Peer Education program was implemented in a selected number of Districts.

The selection approach:

1.1 The Ministry Education Youth and Sport (MoEYS) has invited Technical and Price Proposals from pre-qualified NGOs that have been short-listed from the "Letter of Interest" stage to bid for the provision of specific services for the Life Skills for HIV/AIDS Program as summarized below and described in detail in the attached Terms of Reference (see *Appendix 1*):

1.3 A "two-envelope" system is used for the bidding process. All Bidders are requested to submit simultaneously two sealed envelopes, one containing the Technical Proposal and one containing the Price Proposal.



Primary school children in Siam Reap where a HIV/AIDS awareness programme is implemented.

1.4 The Bids are awarded on a provincial basis. For the technical proposal however, the Bidders shall submit only one (1) proposal for all the provinces indicated in Letters of Interest. For the Price Proposal, the Bidders are required to prepare individual budgets for each of the provinces.

1.5 MoEYS first evaluate the Technical Proposals to award a technical score for each bidder. The Price Proposals is then assessed on a province-by-province basis, incorporating the technical score. The best provider for each province is determined on the quality and cost effectiveness of the Bid.

1.6 For the winning bid, the specific services required covers the period in accordance with the awarded province(s). The contract is awarded for one year renewable based on satisfactory achievement of agreed coverage and outputs.

1.7 The contract is funded from proceeds of grants from the Department for International Department (DFID) of the United Kingdom, administered by the United Nations Development Program (UNDP) and other development partners.

1.8 The Ministry of Education, Youth and Sport directly disburses to the Contractor the funds for activity implementation. The Contractor is responsible for the effective and transparent management and utilization of the program resources.

II. ELIGIBILITY TO BID

- 2.1 All bidders must be Non-Governmental Organizations (NGO) with legal status to work in Cambodia and have been short-listed from the "Letter of Interest" stage.
- 2.2 In the case of Bids submitted by a consortium of two or more organizations:
- a) The Bids shall designate one of the partners as the lead agency. This authorization shall be evidenced by submitting an agreement signed by authorized signatories of all partners.
 - b) The lead agency shall be authorized to incur liabilities, receive payments, and receive instructions for and on behalf of any or all partners of the consortium and the execution of the Contract.
 - c) A copy of the agreement entered into by the consortium partners shall be submitted with the Bid.

III. THE BIDDING PROCESS

- 3.1 Bidders are to submit simultaneously two sealed envelopes, one containing the Technical Proposal and one containing the Price Proposal, clearly marked as described in Section 8 below. Each bid will be evaluated separately against other bids.
- 3.2 The Technical and Price Proposals must follow the format indicated in Sections 4 and 5 below. All Price Proposals shall be in US Dollars. Bids shall remain valid for a period of 180 days after the date of bid closing.
- 3.3 The deadline for submission of bids is set within a period of 30 working days. At any time prior to the deadline for submission of bids, MoEYS may, for any reason, whether at its own initiative or in response to a clarification requested by a prospective bidder, modify the bidding documents by issuing addenda.
- 3.4 Any addendum thus issued shall be part of the bidding documents, and shall be communicated in writing to all purchasers of the bidding documents. Prospective bidders shall acknowledge receipt of addendum in writing to MoEYS.
- 3.5 To afford prospective bidders reasonable time in which to take an addendum into account in preparing their bids, MoEYS may extend the deadline for submission of bids.

IV. INSTRUCTION ON PREPARATION OF TECHNICAL PROPOSAL

- 4.1 The Bidders are allowed to bid for only the provinces indicated in their "Letters of Interest". The Bidders shall prepare only One (1) Technical Proposal for all the provinces.
- 4.2 The Technical Proposal should clearly demonstrate the Bidder's understanding of the assignment requirements and local conditions, and capacity for carrying out the task set forth in the

Terms of Reference shown in *Appendix 1*. A summary of key education statistics is provided in *Appendix 5*.

- 4.3 The Bidders are required to follow the broad program implementation strategy (see *Appendix 2*) and will be furnished with the Program Design Document (see *Companion Volume 1*). MoEYS however, is flexible with detailed activity planning and encourages the Bidders to propose alternative activity design based on their experience and expertise in implementing similar programs (e.g., number of days needed for peer educator training).



Cambodian secondary male students are priority groups for the Ministry's HIV/AIDS Programme.

- 4.4 The Technical Proposal shall not include any financial information. Technical Proposals containing financial information shall be declared non responsive.

- 4.5 The Technical Proposal shall contain the following sections in the sequence indicated:

Section 1: Executive Summary (max 5 pages)

Section 2: Organizational Background and Experiences (max 5 pages)

- 2.1 Rationale for overall bid
- 2.2 Legal status and history of the NGO(s) in Cambodia
- 2.3 Program management structure of NGO Contractor (or in the case of a consortia, the overall management structure of the consortia and the lead agency)
- 2.4 Demonstration of a proven track record in relevant professional experience, including monitoring and evaluation and financial management and reporting
- 2.5 Contact details of the person responsible for submitting the bid

Note: The bidder should be prepared to substantiate the claimed experience by providing contractual or other evidence as proof if so requested by MoEYS.

Section 3: Program Implementation and Proposed Activities (max 30 pages)

- 3.1 Situation assessment and overall Approach (e.g., environmental context, target groups and geographic location)
- 3.2 Proposed training strategy and methodology, including outline of proposed training program

- 3.3 Proposed capacity building strategy for MoEYS at all levels
- 3.4 Assumptions, Constraints and Risks

Section 4: Proposed Work Plan and Personnel (max 20 pages)

- 4.1 Proposed general work plan²
- 4.2 Proposed personnel and training schedule that clearly demonstrating achievement of geographic coverage

Section 5: Program Monitoring and Evaluation (max 10 pages)

- 5.1 Proposed progress monitoring system, including data and information management and reporting systems against work plan and outputs
- 5.2 Proposed program evaluation system, including joint MoEYS/bidder annual assessment

Section 6: Exit Strategy (max 5 pages)

List of Annexes

- Annex 1: Logical Framework (for Monitoring and Evaluation)
- Annex 2: CVs of Proposed Personnel

4.7 The bid proposal shall be in either Khmer (with English Executive Summary) or English (with Khmer Executive Summary). Innovation as well as succinctness in presentation will be an asset in proposal evaluation.

V. INSTRUCTION ON PREPARATION OF PRICE PROPOSAL

5.1 The Bidders are allowed to bid for only the provinces indicated in their "Letters of Interest". The Bidders shall prepare One (1) Price Proposal package with individual budgets for each of the provinces.

5.2 The Price Proposal shall be inclusive of all the Contractor's obligations mentioned in the Terms of Reference and these instructions. Contract funds may also be used for any costs incurred in the provision of the services, including NGO overheads and staff costs. This could include all expenses to be incurred by additional staff hired by the Contractors for the personnel expense, transportation and implementation of activities.

5.3 Detailed guidelines for Price Proposal is provided in *Appendix 4* and summary of key education statistics is provided in *Appendix 5*. The Price Proposal should be broken down into the main headings as follows:

Chapter 1: Program Training and Activity Costs

- 1. Provincial and District Level Training and Activities
- 2. School and Local-Level Training and Activities
- 3. Training Coordination Costs

Chapter 2: NGO Implementation Costs

- 4. Provincial and District Level Training and Activities

² Prior to contract negotiation, the bidder(s) will be required to provide detailed work plan for the winning provinces. The detail work plan will be attached as part of the contract agreement.

- 5. School and Local-Level Training and Activities
- 6. NGO Overhead and Human Resources

TOTAL DIRECT COSTS (*Chapters 1 And 2*)
 CONTINGENCIES (*10% of Total Direct Costs*)
 GRAND TOTALS

5.5 For each province, MoEYS has set up contract price ceiling and communicated the amount to the NGOs.

5.6 The bidders may indicate in the Price Proposal any matching contributions for the contracted activities. The contributions, either in cash or kind, could be from either the internal resources of the bidder or other funding agencies (i.e., Global Fund). Bidder's ability to mobilize additional resources for the program will be judged favorably in the evaluation process (see Section 6.6 below).

VI. EVALUATION OF BIDS

6.1 A two-envelope system is adopted for the bidding procedure. Bidders are to submit simultaneously two sealed envelopes, one containing the Technical Proposal and one the Price Proposal, packaged and marked as described in Section 8.

6.2 Initially only the technical proposals are opened, followed by examination of a bidder's qualification and bid responsiveness. A committee convened by MoEYS then evaluate the Technical Proposals in detail.

6.3 MoEYS may conduct clarification meetings with each or any bidder to request clarification of issues which are raised when evaluating the Technical Proposal.

6.4 A Technical Proposal Score is given by each member of the selection panel, using the evaluation criteria (see Appendix 5). The Panel then meet to compare scores and reach a final consensus.

6.5 The Price Proposals for all bids are opened at a public opening, after completion of evaluation of the Technical Proposals. All bidders are notified of the date the Price Proposals are opened, and are welcome to send a representative to the public opening.

6.6 The Best Responsive Bid score is then calculated for each province and the methodology is as follows:

- a) The technical score is multiplied by 80% to yield a Weighted Technical Score:

$$(\text{Technical Score}) \times 80\% = \text{Weighted Technical Score}$$

- b) Divide the Contract Price Ceiling by the Bid Price each Price Proposal yield a Price Index. The Price Index is then multiplied by 20 to yield a Weighted Price Score:

$$(\text{Contract Price Ceiling} / \text{Bid Price}) \times 20 \text{ points} = \text{Weighted Price Score}$$

- c) At the judgment of the selection panel, up to a maximum of 10 points can be awarded to the individual bid proposals for "Value Added Score", as defined below:

- a. Budget ratio between Chapter 1 (program training and activities) and Chapter 2 (NGO implementation costs) in the overall costing. Higher share for Chapter 1 will be assessed as an asset.
- b. Additional qualitative contribution to the program that cannot be assessed by the bid evaluation process. (e.g., diversity of NGO inputs).
- c. The bidder's ability to mobilize additional resources for the program (see Section 5.6).

The final evaluation score will equal the sum of the Weighted Technical Score, the Weight Price Score and Value Added Score.

$$\begin{aligned} & (\text{Weighted Technical Score}) + (\text{Weighted Price Score}) + (\text{Value Added Score}) \\ & = \text{Final Evaluation Score} \end{aligned}$$

6.7 MoEYS reserves the right to reject any bid that is deemed non-responsive without incurring any liability to the affected bidder(s). **A bid will be treated as non-responsive**, if

- a) The proposed organization fails to demonstrate its NGO legal status in Cambodia
- b) Any of the items in the bid preparation guidelines above are omitted or not complied with; and, in the opinion of the selection panel, such omissions and non-compliance will preclude the proposal from being evaluated in terms of the approved evaluation criteria, on the same basis and in direct comparison with other competing proposals.
- c) The price bid exceeds the contract ceiling amount; and, in the opinion of the selection panel, precludes the proposal as meeting minimum cost-effectiveness for the program.

6.9 After final evaluation, Bids are considered on a provincial basis against each other and MoEYS then awards the contract(s) to the bidder who has offered the Best Responsive Bid for each province. The Bid which results in the highest evaluation score is offer the first opportunity to enter into contract negotiation with MoEYS. Where more than one Bid receives the same best score, the one with the highest Technical Proposal Score and/or Pilot Phase score will be considered as the most responsive bid.



6.10 MoEYS may set a ceiling on the maximum number of provinces one Bidder can be awarded in order to ensure diversity of NGO inputs in program implementation

VII. AWARD OF CONTRACT

7.1 A sample contract agreement is provided in *Companion Volume 2*. For Bidders winning more than one provinces, the services required are generally packaged into a single contract. MoEYS does not notify the successful Bidder in writing that their bid has been accepted. This Letter of Acceptance shall name the provinces which MoEYS will award the Bidder for execution of the works by the Bidder.

7.2 MoEYS and the Bidder then negotiate in good faith to reach an agreement. However, if it becomes apparent that such an agreement cannot be reached, with the consent of both parties in writing, MoEYS will enter into contract negotiation with the bidder with the next highest evaluation score.

7.3 Since the selection is undertaken on a competitive basis, any changes in the proposed personnel following evaluation of the Technical Proposals are only allowed only if the replacement personnel has equivalent or better qualifications and experience, and with concurrence of MoEYS. MoEYS reserves the right to consider the next-ranked proposal if replacement does not meet these criteria.

7.4 Upon successful agreement of terms of the contract, MoEYS shall within two weeks inform the other bidders that their proposals have not been selected.

7.5 The selected contractor is expected to commence the Assignment on the date and at the location agreed to in the Contract.

VIII. TRANSMISSION OF BIDS

8.1 The original Technical Proposal and accompanying documents clearly marked "Original", plus five (5) hard copies and one (1) soft copy must be placed in a sealed envelope marked in red "Technical Proposal: Bidder Name _____ (insert organizational name). In the event of any discrepancy between the original and the copies, the original shall govern.

8.2 The Price Proposal (one master set) must be placed in a separated sealed envelope marked in red "Price Proposal for Provinces _____: Bidder Name _____."

8.3 Both sealed envelopes must be placed in a single envelope and received by MoEYS at the date, place and time specified in paragraph 8.5 below.

8.4 The original and all copies of the Bid shall be typed and shall be signed by the official representative duly authorized to sign on behalf of the Bidder.

8.5 The original bid and 5 hard copies and 1 soft copy should be submitted to the Ministry at the attention of the ICHA Secretariat.

APPENDIX 1: TERMS OF REFERENCE**Life Skills for HIV/AIDS Education Programme****Terms of Reference: NGO Contractor****I. Background on MoEYS**

The Ministry Education, Youth and Sport (MoEYS) is responsible for providing educational services to over 3,000,000 students. As one of the largest civilian Ministries of Cambodia, the MoEYS is administrating approximately half of the Cambodian civil servants (over 100,000 staff) and all public educational institutions. As mandated in the Law on HIV/AIDS (article 3), MoEYS response to HIV/AIDS is directed by its Inter-Departmental Committee on HIV/AIDS (ICHA), which is responsible for mainstreaming HIV/AIDS issues across the MoEYS departments and within its programs. In this respect, a large number of MoEYS Departments and different layers of MoEYS (central, provincial, district and school level) are responsible for developing, implementing, monitoring and evaluating HIV/AIDS activities.

The ICHA programme mainly concentrates on two main components: 1) *Mainstreaming of HIV/AIDS* within the MoEYS; and 2) *Life Skills for HIV/AIDS Education* in primary and secondary school and for out-of-school youth.

II. Life Skills Programme Design Overview

In 2004, MoEYS underwent an intensive process of reviewing and revising its medium term Education Strategic Plan (ESP) and Education Sector Support Program (ESSP) 2004/08. The Life Skills for HIV/AIDS Education component therefore was re-designed in order to respond to new policy and strategy priorities in education.

Taking account of the new priorities set by MoEYS, the revised program design is summarized as follows:

- To deliver, with the support of NGOs, a *Life Skills for HIV/AIDS Education* Program in primary and secondary schools of Cambodia, adopting a rolling program approach
- To cover students in primary grades 5 and 6 and from secondary grades 8 and 11
- To extend the program to out-of-school youth (over 13 years old), including street children.
- To adopt an appropriate methodology depending on the age and skills of the Cambodian youth. In order to determine the most appropriate approach the program will be launched as a pilot program in selected districts in 2 provinces.
- To establish and train in each district a core team (approx. 8-20 persons; depending on the size of the District) of Teachers, Youth Officers, NFE Officers and Monks who will subsequently be responsible for delivering the *Life Skills for HIV/AIDS Education*, including:
 - To conduct classroom teach in primary schools grade 5 and 6
 - To train, supervise and support peer educators in secondary schools and in selected primary schools on a pilot basis

- To train, supervise and support peer educators for out-of-school youth groups. (If feasible, the out-of-school peer educators could be trained together with the in-school counter-parts.)
 - To provide on-the-job training to grade 5 and 6 teachers on HIV/AIDS education
 - To sensitize teachers and school directors on the program and on the benefits of peer education approach.
- To develop IEC materials for the program, utilizing available teaching/learning and peer education materials as appropriate.
 - To create an enabling environment that will support a smooth implementation of the program through sensitization of parents, community leaders, monks as well as district and province based officials and other key stake holders.

The program is managed and coordinated through a core team drawn from the MoEYS Inter-Departmental Committee on HIV/AIDS (ICHA) led by a Secretary of State. The Director General for Education (DGE) and the Director General for Administration and Finances (DGAF) are responsible for the institutional/technical management and for the financial management of the program respectively.

III. Life Skills Programme Phasing and Coverage

The new *Life Skills for HIV/AIDS Education Programme* is conducted on a rolling basis and will cover, in the initial pilot phase in 2005, selected districts in two provinces. The programme will gradually expand to cover schools in all 24 provinces.

In order to ensure the programme adopts the most appropriate approach and methodology, an initial small-scale pilot phase will be organized in mid-2005 in selected districts in 2 provinces. During the pilot phase classroom teaching as well as a peer education approach were piloted in selected primary schools, while a peer education approach was piloted in secondary schools and with out-of-school youth.



Samples of IEC tools used in the “Life Skills for HIV/AIDS Education Programme”

IV. Specific Duties of the NGO Contractors

The Programme is executed by NGOs contracted by MoEYS to work in close collaboration with the designated district training team. In close coordination with MoEYS/ICHA, the NGOs are expected to carry the following specific duties:

Task 1: Program Planning and Orientation

1. To provide technical advisory support to MoEYS/ICHA to finalize detailed programme design and training/IEC materials
2. To formulate and implement a work plan with clear outputs and benchmarks to enable contract performance management and monitoring
3. To coordinate with MoEYS in the selection and appointment of the district trainers, including selection criteria and remuneration scheme.
4. To organize provincial and district Orientation workshops to inform local authorities and community leaders about the MoEYS Life Skills for HIV/AIDS Education Programme and seek their support

Task 2: Training of Trainers (TOT)

5. To conduct training of the district trainers on Life Skills for HIV/AIDS covering:
 - Classroom teaching in primary schools focusing on interactive learning approaches
 - Peer education Methodologies for secondary and out-of-school youth groups (and possibly primary).

Task 3: Program Support and Supervision

6. In selected primary schools, to support and supervise the district teams in:
 - Delivering classroom teaching on Life Skills for HIV/AIDS Education curriculum
 - Training of primary peer educators in selected primary schools, focusing on life skills related to HIV/AIDS as well as on practices to organize, implement and facilitate discussions and activities with their peers.
 - Providing guidance on the organization and implementation of primary peer education groups
7. In selected secondary schools, to support and supervise the district teams in:
 - Training of secondary Peer Educators, focusing on life skills related to HIV/AIDS as well as on practices to organize, implement and facilitate discussions and activities with their peers.
 - Providing guidance on the organization and implementation of secondary peer education groups
8. In out-of-school youth groups, to support and supervise the district teams in:
 - Identifying of young representatives to be trained to become peer educators, including formulation of selection criteria and procedures
 - Training of out-of-school peer educators, focusing on life skills related to HIV/AIDS as well as on practices to organize, implement and facilitate discussions and activities with

- their peers.
- Providing guidance on the organization and implementation of out-of-school peer education groups

Task 4: Programme Monitoring and Evaluation

9. To conduct initial assessment in collaboration with the district teams on the HIV/AIDS knowledge and associated risk behaviors of the targeted beneficiaries
10. To conduct rigorous progress monitoring on activity implementation
11. To conduct joint annual evaluation with MoEYS and partners to enable ongoing improvement of the programme design

Task 5: Programme Management

12. To comply with all programme technical management guidelines and reporting requirements, including documents for public dissemination (e.g., press release, MoEYS website update).
13. To comply with all programme financial management guidelines and reporting requirements, including audit.
14. To formulate and implement an exit strategy so to ensure effective handover of the programme management responsibilities to MoEYS after contract completion, including institutional development, on-the-job training and other related capacity building activities.

V. Roles and Responsibilities of MoEYS

In support to the Life Skills programme, MoEYS is developing the training and IEC materials for the programme. MoEYS is also facilitating the organization of the training workshops, the selection of the district teams and authorizing schools to host the Life Skills programme as a regular activity. In addition, MoEYS is committed to:

- Facilitate the selection in each District at least 6 teachers (primary and secondary) who will be trained and be responsible for delivering class room teaching, training students and supervising/supporting Peer Educators during the academic year.
- Organize Pre and In-Service trainings for teachers on Life Skills for HIV/AIDS through the MoEYS regular training programmes³ and the MoEYS/SCRH Mainstreaming component.
- Authorize Directors of Primary Schools and Teachers (grade 5 and 6) to organise and host the Life Skills for HIV/AIDS Education programme (at least 2 sessions of 2days/year).
- Authorize selected teachers (members of the District Team) to deliver peer education trainings.

³ UNICEF and UNESCO are supporting MoEYS Pre and In-Service Teacher Trainings.

VI. Contract Management Arrangements

The MoEYS HIV/AIDS initiative is directed by the Inter-Departmental Committee on HIV/AIDS (ICHA), which is responsible for mainstreaming HIV/AIDS issues across the MoEYS departments and within its programs.

The MoEYS/ICHA is primarily responsible for technical inputs into the programme, including monitoring and evaluation of NGO activity and impact.

The MoEYS Finance Department is responsible for financial management, including budget request, fund disbursement, contract payments and financial reporting



On the way to school!

APPENDIX 2: PROGRAMME IMPLEMENTATION STRATEGY

The programme implementation strategy which technical proposal must follow is as follows:

- Contracting experienced NGOs for effective service delivery
- Strong coordination with other NGOs and programmes implemented in the same targeted provinces and districts to build synergies and avoid overlap/duplication of efforts
- Emphasis on capacity building for MoEYS at all levels, including central, provincial and district education offices
- Life skills orientation for HIV/AIDS education to progressively integrate the program as part of MoEYS “Local Life Skills Programme” in the new curriculum policy
- Using of cascade training methodology: Training of Trainers
- Organizing core teams of district trainers to deliver the programme at the school/community level service delivery, as part of the programme sustainability strategy
- Provide classroom teaching (and/or peer education)⁴ in primary schools for grades 5 and 6 classes
- Provide peer education for secondary grades 8 and 11 students
- Provide peer education for out-of-school youth and vulnerable/street children (over 13 years old)

⁴ Depending on the final assessment of the pilot phase

APPENDIX 3: PRICE PROPOSAL GUIDELINES

I. General Financial Proposal Guidelines

The price proposal package should provide a separate budget for each province: (i) a summary sheet for the entire project cycle; (ii) annual provincial budget with quarterly breakdown. The budget format is provided below:

CHAPTER 1: Programme Activity Costs

- 1 *Provincial and District Training and Activities*
 - 1.1. Provincial Orientation Workshop
 - 1.2. District Orientation Workshop
 - 1.3. TOT: Training of District Trainer Teams (TOT)
- 2 *School and Local District Training and Activities*
 - 2.1. Life Skills for HIV/AIDS Education - Primary Students
 - 2.2. HIV/AIDS Peer Education in Secondary School
 - 2.3. HIV/AIDS Peer Education for out of school youth
 - 2.4. Grants for Schools and Out-of-School Youth Groups
 - 2.5. Annual Programme Evaluation
- 3 *Training Coordination and Support Costs*
 - 3.1. Supplementary Training Materials
 - 3.2. Communication and Postage
 - 3.3. Office Supplies, Equipment and Maintenance
 - 3.4. Documentation, Printing/Copying
 - 3.5. Other Activity Support Costs

CHAPTER 2: NGO Implementation Costs

- 4 *Provincial and District-level Training and Activities*
 - 4.1. Provincial Orientation Workshop
 - 4.2. District Orientation Workshop
 - 4.3. TOT: Training of Trainer for District Team
- 5 *School and Local-Level Training and Activities: District Team Support and M&E*
 - 5.1. Life Skills for HIV/AIDS Education - Primary Students
 - 5.2. HIV/AIDS Peer Education in Secondary School
 - 5.3. HIV/AIDS Peer Education for out of school youth
 - 5.4. Annual Programme Evaluation
- 6 *NGO Overhead and Human Resources*
 - 6.1. Central Programme Management and Administrative Staff
 - 6.2. Provincial/District Program Management and Administrative Staff
 - 6.3. Trainers
 - 6.4. General overhead
 - 6.5. Other miscellaneous support costs

Total Direct Costs (Chapters 1 + 2)

Contingencies (10% of total Direct Costs)

GRAND TOTALS

II. Specific Financial Proposal Guidelines

Budget Chapters

- Chapter 1: Programme Activity Costs is for costs incurred by non-NGO staff and organization
- Chapter 2: NGO Implementation Costs is for costs incurred by NGOs, including staff travel, per diem, overhead and other activity support costs

Training Materials and Activity Grant

- MoEYS intends to provide training/IEC materials for the Contractors to implement the program. The following items therefore should not be included Price Proposal:
 - Core Training Materials
 - HIV/AIDS Kits for provinces, districts and schools
 - Caps & T-shirts
 - Programme Stickers
 - Programme Certificates
- The Programme encourages Contractors to use the IEC materials they developed to supplement the core MoEYS curriculum in order to enrich the teaching and learning processes. If the Bidders wish to provide supplementary IEC materials, this budget item should be included and clearly indicated in the Price Proposal (line item 3.1).
- The Programme will provide a small grant for the participating primary and secondary schools and out-of-school youth groups for activity implementation. This grant will be managed by the NGOs, hence should be included in the Price Proposal (line item 2.4). The proposed amount is \$30 per school/group which could be adjusted at the judgement of the Bidders.

Travel, DSA/Per diem and Allowances

- Travel related expenses and allowances for central MoEYS officials attending workshops and monitoring visits will be managed directly by MoEYS/ICHA. These costs should not be included in the Price Proposal
- Travel related expenses and workshop allowances for Provincial and District Education officials will be managed by the NGOs. These costs should be built into the Price Proposal.
- For Government officials and civil servants, the Programme Financial Management Guidelines set standard rates for Daily Subsistence Allowance (DSA) and workshop allowances (see Tables below). These rates should be used for Provincial, District and school officials, including teachers in formulating the Price Proposal. Transportation costs (e.g. fuels and vehicle rental) however, can be set by the Bidders depending on the traveling distance.
- For non-Governmental officials, the rates for travel related expense, workshop allowances and trainer remuneration can be set by the Bidders and should be included and clearly indicated in the Price Proposal.
- For NGO staff, DSA and other travel related expenses should be clearly stated in the Price Proposal. NGO staff are not entitled to workshop allowances in addition to their remuneration payment.

APPENDIX 4: TECHNICAL PROPOSAL EVALUATION CRITERIA

A. Organizational Background and Experience (max 15 points)

1. Management capacity of the organization
2. Experience in similar projects
3. Experience in similar areas and conditions

B. Programme Implementation and Proposed Activities (max 35 points)

4. Understanding of situation and Overall Approach
5. Training approach and methodology
6. Capacity building for MoEYS
7. Assumptions, Constraints and Risk

C. Proposed Work Plan and Personnel (max 25 points)

8. Feasibility of work plan and performance targets
9. Project team composition and division of tasks
10. Specific experience of team members in relation to task

D. Programme Monitoring and Evaluation (max 20 points)

11. Programme Monitoring System & log frame
12. Programme Evaluation System & log frame

E. Exit Strategy (max 5 points)

13. Feasibility of Exit Strategy