

**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

<p><b>Title:</b> Local consultant to collect financial information and data for an Education Public Expenditure Review</p>	<p><b>Funding Code</b> WBS:3900/A0/08/883/001/004  Grant: GC- Non-Grant</p>	<p><b>Type of engagement</b></p> <p><input checked="" type="checkbox"/> Consultant  <input type="checkbox"/> Individual Contractor Part-Time  <input type="checkbox"/> Individual Contractor Full-Time</p>	<p><b>Duty Station:</b> Freetown, Sierra Leone</p>
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**BACKGROUND**

Since 2018, the Government of Sierra Leone (GoSL) has further committed to strengthening the education sector through the launch of its flagship Free Quality School Education (FQSE) Program. To deliver promised access and learning improvements through the FQSE Program, the education sector needs to drive substantive efficiency gains and resource mobilization to maintain fiscal sustainability.

The Sierra Leone education system consists of five levels: pre-primary, primary, junior secondary, senior secondary, and tertiary education. The Ministry of Basic and Senior Secondary Education (MBSSE) is responsible for pre-primary, primary school, JSS, and SSS, and the Ministry of Technical and Higher Education (MTHE) is responsible for tertiary and technical/vocational education. The Teaching Service Commission (TSC) is a semi-autonomous body under the MBSSE, responsible for teacher management and enhancing the quality of teachers and learning. Policy decisions have decentralized some functions of basic education service delivery over recent years, and these functions are the responsibilities of the Local Councils.

According to the Annual School Census 2019, there were 11,168 basic and senior secondary education schools in Sierra Leone in 2019. Of these, pre-primary schools accounted for 15.7 percent, primary schools for 64.1 percent, JSSs for 14.6 percent, and senior secondary schools (SSSs) for 5.6 percent. The majority of schools delivering primary and secondary education lie outside government ownership. Only 18 percent and 10 percent of schools are directly owned by the Government at the primary and secondary levels respectively<sup>1</sup>. The GoSL has a school approval process in place that can qualify non-government (community/mission) schools for government support, including financial assistance. In 2019, three-quarters of the schools that have applied had been approved. Government approval implies the payment of subsidies, teacher salaries, examination fees, and provision of textbooks. However, in practice, the approval process does not necessarily guarantee immediate support, as the GoSL faces operational and fiscal limitations.

The FQSE Program sets out to address many of these issues. The FQSE Program is implemented in the context of a rapidly growing student population. The FQSE program costing commissioned by Foreign Commonwealth and Development Office (FCDO)- has estimated the funding gap of between US\$3 billion and US\$6 billion between now and 2023. Meanwhile, the recently published education sector analysis (ASC 2020) outlines how expenditure varies substantially among sub-sectors, with pre-primary sub-sector having the lowest share of spending at approximately 2 percent and the secondary and higher education having the lion’s share of expenditures. This is a phenomenon takes place in a context where the country is yet to achieve universal primary education coverage. In addition to delivering promised access and learning improvements, the FQSE Program needs to drive substantive efficiency gains for free quality education to become affordable and fiscally sustainable for all subsectors.

Recently, the World Bank commenced an Education Public Expenditure Review (PER) covering the primary and secondary subsectors as part of the overall programmatic PER exercise. The programmatic PER has been led by the World Bank team from Macroeconomics, Trade and Investment Global Practice (GP). It analyzed fiscal policy and intends to provide policy advice to the GoSL with a focus on fiscal policy and public financial management.

However, as the WB supported Education PER did not cover all education subsectors such as the pre-primary, Technical and vocational Education and Training (TVET), and higher education which are areas government is keen in strengthening, it was deemed necessary to expand the PER to cover the whole Education sector to have clear and holistic picture of the public spending in the Education sector. Therefore, this proposed Education PER exercise will focus on the areas that are not covered by the recently completed PER by World Bank team, i.e. Pre-primary and Tertiary subsectors. The complete PER covering all sub-sectors will be launched as one comprehensive report. The PER findings are intended to inform the Government’s decision-making and its medium-term reform priorities in the education sector, as well as programs of the World Bank, UNICEF, and other development partners. Moreover, it will provide the evidence to

advocate for public finance investment for children in the sub-sectors that requires increased investments and that have a potential ripple effect in improving learning outcomes, such as the pre-primary and TVET sectors.

**Purpose of Activity/Assignment:** The purpose of this consultancy assignment is to support the Joint Education Public Expenditure Review exercise UNICEF is undertaking in collaboration with the World Bank covering pre-primary and tertiary sub-sectors. The assignment will cover collection of data and relevant documents as well as preliminary analysis on the public financial budget allocation and expenditure practices in relation to the education sector, primarily pre-primary and tertiary. While UNICEF will recruit a local consultant for gathering financial data from Ministry of Finance (MOF), MBSSE and MTHE, World Bank is recruiting the data analyst consultant to analyze the collected financial and education data. The two consultants will collaborate closely, and the national consultant would be expected to work with the international consultant to fill any data gaps as the analysis progresses.

**Objectives of the PER**

The overall objective of the Education PER is to assess the quality of public spending on all the sub-sectors of education and recommend measures to help heighten the quality and efficiency of public spending. Specifically, this Education PER will assess: (i) the adequacy and sustainability of public spending in the education sector; (ii) the efficiency and effectiveness in the use of these resources; (iii) the equity of education expenditure in terms of the distribution of expenditures, complementary inputs, and outcomes; (iv) the key management and governance issues facing the education sector; (v) Scrutinize the key cost drivers, relate them to the assessment of quality of education (efficiency, effectiveness), especially the quality of teaching and structure of teacher salaries; and (vi) provide policy recommendations. Analysis has already been undertaken for pre-primary and secondary sub-sectors, and the analysis of pre-primary and tertiary sub-sectors will follow the same methodology and format.

**Scope of Work of this Consultancy**

- Collect financial data – including the amount budgeted/allocated and expenditure (e.g. direct, related, supportive of etc.) – for each subsector of education (particularly for pre-primary and higher education) by district. Though the main data source utilized for the PER is BOOST data, however the BOOST does not provide disaggregated data by district. Therefore, the consultant will collect disaggregated data from the relevant ministries.
- In addition to collecting data from the Ministry database, documentation and personnel, the consultant will provide a brief report presenting the information collected, including a table of the applicable sources and documents and how the data was defined and collected.
- Conduct meetings with key government ministries as required to collect information/data and collaborate with the international consultant to ensure data gaps are filled to the extent possible.

**Child Safeguarding**

Is this project/assignment considered as “Elevated Risk Role” from a child safeguarding perspective?

YES  NO    If YES, check all that apply:

Direct contact role     YES  NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role     YES  NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the Child Safeguarding SharePoint and Child Safeguarding FAQs and Updates

<b>Budget Year:</b> 2021	<b>Requesting Section/Issuing Office:</b> Education	<b>Reasons why consultancy cannot be done by staff:</b> This assignment requires specialized knowledge and skills on Public Financial Management (PFM) and dedicated time in financial data gathering, which staff could not have.	
<b>Included in Annual/Rolling Workplan:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, please justify:			
<b>Consultant sourcing:</b> <input checked="" type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Both  <b>Consultant selection method:</b> <input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview)		<b>Request for:</b> <input checked="" type="checkbox"/> New SSA – Individual Contract  <input type="checkbox"/> Extension/ Amendment	
<b>If Extension, Justification for extension: N/A</b>			
<b>Prepared by</b>	<b>Start Date: 01 Sep 2021</b>	<b>End Date: 15 December 2021</b>	<b>Number of Days (working) 50</b>
<b>Reviewed by</b>			

<b>Work Assignment Overview</b>			
Tasks/Milestone:	Deliverables/Outputs:	Timeline	Estimate Budget
Consultant presents a work plan UNICEF and WB team detailing how he/she will approach the task.	Draft work plan	one week	
UNICEF and World Bank team provide inputs on the workplan and then approves the final workplan.	Final workplan	One week	20%
Collect financial data from ministry of Finance and the two education ministries with breakdowns detailing amount budgeted/allocated and expenditure (e.g. direct, related, supportive of etc.) – for each subsector of education (particularly for pre-primary and higher education) by district.	Raw financial data sheet detailing amount budgeted, allocated and expended by sub sector.	Four weeks	40%
Prepare a brief report presenting/discussing the data collected from the various ministries database and any outstanding data gaps	Brief report of the data collected and analysed	Two weeks	20%
Collect feedback from UNICEF and World Bank team and provide additional information if required.	Revised report		
Prepare final report detailing of the process and the product of the consultancy	Final report	Two weeks	20%
Total			100%

<b>Estimated Consultancy fee</b>	<b>Total approximately</b>		
Travel International (if applicable)	NA		
Travel Local (please include travel plan)			
DSA (if applicable)			
<b>Total estimated consultancy costs<sup>ii</sup></b>			
<p><b>Minimum Qualifications required:</b></p> <p><input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p><b>Enter Disciplines</b> Economics and Finance with specialisation on Public Finance Management</p>	<p><b>Knowledge/Expertise/Skills required:</b></p> <ul style="list-style-type: none"> <li>- Masters’ degree in Economics, Public Expenditure Management/Finance or relevant field with 5 years relevant experience</li> <li>- Excellent understanding and knowledge about Public Financial Management (PMF), Education structure and financing in Sierra Leone</li> <li>- Experience working with government officials/ministries</li> <li>- Excellent understanding about financial data</li> <li>- Excellent communication skills</li> </ul>		
<p><b>Administrative details:</b></p> <p>Visa assistance required: <input type="checkbox"/></p> <p>Transportation arranged by the office: <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based:</p> <p>If office based, seating arrangement identified: <input type="checkbox"/></p> <p>IT and Communication equipment required: <input type="checkbox"/></p> <p>Internet access required: <input type="checkbox"/></p>		
<b>Request Authorised by Section Head:</b>	<b>Request Verified by HR:</b>		
<p><i>Approval of Chief of Operations (if Operations):</i></p> <p>_____</p>		<p><i>Approval of Deputy Representative (if Programme)</i></p> <p>_____</p>	
<p><i>Representative (in case of single sourcing/or if not listed in Annual Workplan)</i></p> <p>_____</p>			

<sup>i</sup> Although schools must comply with government policies and regulations and the majority of non- government owned schools receive support from government.

<sup>ii</sup> Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

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Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

**Text to be added to all TORs:**

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.