



**Republic of Uganda**

**MINISTRY OF EDUCATION AND SPORTS**

**WORLD BANK SUPPORT TO:**

**UGANDA SECONDARY EDUCATION EXPANSION PROJECT (USEEP)**

**(Project No.: P166570)**

**TERMS OF REFERENCE**

**FOR:**

**PROCUREMENT OF SERVICE PROVIDERS TO IMPLEMENT ACCELERATED  
EDUCATION PROGRAMME (AEP) IN 8 CENTRES**

**August, 2025**

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## **LIST OF ACRONYMS**

AEP:	Accelerated Education Program
BOG:	Board of Governors
CEC:	Community Education Committee
DEO:	District Education Officer
IDA:	International Development Association
MoES:	Ministry of Education and Sports
NCHE:	National Council for Higher Education
NCDC:	National Curriculum Development Centre
OPM:	Office of the Prime Minister
PSEA:	Protection from Sexual Exploitation and Abuse
PTA:	Parents Teachers Association
SEN:	Special Educational Needs
SNE:	Special Needs Education
UNEB:	Uganda National Examination Board
UNHCR:	United Nations High Commissioner for Refugees
USEEP:	Uganda Secondary Education Expansion Project

## **1.0 Background**

The Ministry of Education and Sports has received financing support from the World Bank for expansion of secondary education with the purpose of enhancing equitable access to quality and inclusive Lower Secondary Education. The focus of the proposed Project will be on increasing access by providing facilities where there are none and yet demand is high, addressing gender specific support and barriers and enabling access to education for refugees. Other activities that will contribute to the quality of education is the provision of learning materials and the introduction of new mechanisms and support for teacher development and building communities of practice, which will serve as a peer-to-peer teacher support mechanism.

The project has four components which include:

- i. Component 1: Expansion of Lower Secondary Education
- ii. Component 2: Hosting Community and Refugee Education Support
- iii. Component 3: Improving Teachers Support and Strategy Development Nationally
- iv. Component 4: Project Management, Monitoring and Evaluation

Under Component 2 Hosting Community and Refugee Education Support; sub component 2.1 Special Needs Education Support 13 AEP centers will be implemented in existing lower secondary schools in refugee hosting communities/districts. Five (5) pilot centers were advertised earlier and are at contracting level. Additional 8 centers are to be established in existing schools. All activities under this sub-component are financed through grants received through the IDA 18 sub-window for refugees and host communities. The target population is refugee and host community school-aged children eligible for lower secondary education (ages 16-25) who have already completed primary school level. The component will support the development and execution of the following programs: (i) support to Special Needs through implementing Accelerated Education Program (AEP); and (ii) supply of special needs materials and adaptation of materials for learners with sensory impairments.

The AEP program will be implemented with support from experienced service providers in Lower secondary AEP who will be procured by the MoES. The service provider will work in close collaboration with other different stakeholders that have relevant experience in AEP, which include: District Education Offices (DEOs), UNHCR, OPM and other relevant organizations in education in emergency. The Special Needs Education Department will coordinate the implementation.

The AEP will provide students who have missed the opportunity to enroll in lower secondary school at the appropriate age or who dropped out of school for various reasons (displacement, pregnancy, etc.) with a chance to enrol for a fast-track learning programme/opportunity. The program will start with small scale pilots in five existing schools building on some of the most promising early AEP initiatives by leading service providers. This will be followed by additional

eight AEPs in newly constructed schools after one year, resulting to 13 pilot AEP centers across all refugee hosting regions.

The second phase of AEP will be implemented in eight existing secondary schools from the districts of Kikuube – Kiziranfumbi SS, Kiryandongo- Panyadoli Self-Help SS, Adjumani – Ofua SS, Koboko – Longira SS, Kamwenge – Biguli SS, Kyegegwa- Bujubuli SS, Kampala – Old Kampala SS, and Madiokollo – Okollo SS from January 2026 to December 2026. The main deliverable under this item is having the 8 AEPs in place and functional and performance reports on the enrolled students including successes, lessons learnt and recommendations.

Implementation of the AEP program targets to enrol into lower secondary AEP centers a total of 1,120 students (50% refugees and 50% host communities, and 50% female and 50% male) out of school children in refugee and host community children aged 16 – 25 years. The two-year program, will cover S1&S2 (year 1) and second for S3 &S4 (year 2).

The activities will be evaluated based on the following core principles: (1) Relevance - designed to directly tackle the learning needs of refugee and hosting community; (2) Evidence-based - proven track record of positive impact; (3) Cost-effectiveness and sustainability - ensures system's capacity to maintain the project.

## **2.0 Purpose of the Project:**

The AEP will provide students who have missed the opportunity to enroll in lower secondary school at the appropriate age or who dropped out of school for various reasons (displacement, pregnancy, etc.) with a fast-track learning opportunity to 'catch-up' and re-join students of the same education level group in lower secondary.

## **3.0 Specific Objectives**

To enable students who have experienced educational interruptions to acquire the necessary proficiencies that will enable them to 'catch-up' and re-join students of the same education level group in lower secondary education.

## **4.0 Scope of the assignment**

The current scope of the assignment will be limited to the 8 (Eight) AEPs in existing secondary schools in 8 districts; of Kikuube – Kiziranfumbi SS, Kiryandongo- Panyadoli Self-Help SS, Adjumani – Ofua SS, Koboko – Longira SS, Kamwenge – Biguli SS, Kyegegwa- Bujubuli SS, Kampala – Old Kampala SS, and Madiokollo – Okollo SS from January 2026 to December 2027 in the refugees and host communities.

District	No. of AEP centers	No. of learners per AEP center	Target No. of AEP Learners				Total
			Y1		Y2		
			Level 1	Level 2	Level 1	Level 2	
Kikuube	1	240	120	120	120	120	240
Adjumani	1	240	120	120	120	120	240
Kiryandongo	1	240	120	120	120	120	240
Kamwenge	1	240	120	120	120	120	240
Kyegegwa	1	240	120	120	120	120	240
Madiokollo	1	240	120	120	120	120	240
Koboko	1	240	120	120	120	120	240
Kampala	1	240	120	120	120	120	240
Total	8	1,920	960	960	960		1,920

#### 4.1 Set up of AEP Centres

- i. AEP for lower secondary (O' Level) education is programmed in two levels; Level I (for S.1 & S.2 dropped outs), and Level II (S.3 & S.4 dropped outs). So, a learner who dropped out at lowest level of Ordinary secondary has the opportunity to complete that level of education in only two years.
- ii. The establishment of AEP centres shall be in agreement with key local stakeholders (including the Community Education Committee, school administration, District Education Committee) prioritizing proximity to locations with the highest number of out of school learners within the lower secondary education age threshold.
- iii. The National Curriculum Development Centre (NCDC) in collaboration with Ministry of education and sports developed a condensed syllabus for AEP which provides teachable contents to be covered for the said classes mentioned above for the different levels.
- iv. The AEP shall be hosted by an existing secondary school and shall not be autonomous. The school administration and Board of governors of the host school are responsible for successful implementation of the AEP. Service providers will report to MoES and enter into an MoU with District Local Governments (DLG) where each school is located.
- v. For each AEP centre, 10 teachers will be recruited by the service provider following the guidelines of the MoES and DLG and deployed and paid by the service provider.
- vi. The mobilization of candidates for the AEP at each school shall be done by the AEP host school administrators/headteachers, out of which, learners to benefit from the AEP programme shall be selected.

- vii. AEP learners shall be taught using a flexible condensed syllabus provided by MoES. Schools will provide dedicated space for AEP separate from classrooms used for mainstream learning.
- viii. Learning hours shall be agreed upon between the teachers and the learners of AEP to ensure that no one is left behind. Agreed hours will be reported by the lead AEP teacher to the head teacher for concurrence.
- ix. After a given level of AEP, learners who pass the examination for that level will be able to join the next level of education in the mainstream schools. Learners who pass Level I may continue to Level II or enroll in S3 at the same school or another school of their interest. Learners who pass Level II will receive an O Level Certificate and can go on to join advanced level of education, that is; Senior 5 or an institution for vocational studies.

## **5.0 Roles of the Service Provider**

The service provider will put in place and operate functional AEP centres in existing secondary schools in refugee and host communities as follows:

of Kiziranfumbi SS, – Kikuube, Panyadoli Self-Help SS – Kiryandongo, Ofua SS - Adjumani, Longira SS -Koboko, Biguli SS -Kamwenge, Bujubuli SS -Kyegegwa, Old Kampala SS-, Kampala and Okollo SS -Madiokollo District.

- i. Facilitate mobilization activities in close collaboration with the District Education Office and Community Leaders. The service provider will be responsible for facilitation of air time and other costs of media engagement and community-level mobilization activities. The roles of the other parties will be as follows:
  - a. District Education Office will be responsible for media engagement to talk about the AEP program, monitor and provide routine support supervision in the schools hosting AEP.
  - b. Community Leaders will be responsible for door-to-door mobilisation of learners in the community for the program and create awareness on the importance of going back to school. Attend meetings at the centre.
- ii. Recruit AEP teachers as part of the service provider teams, including qualified refugee teachers depending on the level and proof of qualification or upon accreditation based on assessment by National Council for Higher Education (NCHE) or Uganda National Examination Board (UNEB), and pay AEP teachers' Salaries. Teachers teaching level 1 and level 2 need to meet the minimum qualification requirement as follows:
  1. Diploma in Secondary education or Bachelor Degree in Education secondary.
  2. Registered by the MoES or its equivalent for non-Ugandan
  3. 3 years' experience in secondary education.

4. The teachers shall be recruited for the following subjects: English, Mathematics, Physics, Chemistry, Biology, History, Geography, Christian Religious Education, computer studies and Entrepreneurship plus sport science

- iii. Organize a one-week AEP teachers' Training and Refresher Training within one week after contract signing, with support supervision from MOES.
- iv. Establish and train AEP Community Education Committees (CECs) to support in the mobilisation of learners in the community for AEP
- v. Establish and support 1 youth education club per AEP centre for peer-to-peer support, retention and completion of education. The Youth Education club shall consist of students both boys and girls in AEP centres to mentor and support each other.
- vi. Hire an independent consultant to conduct baseline, mid-term and end term evaluations for implementation of AEP which will include status quo, relevance, effectiveness, efficiency, cost efficiency, sustainability, impact, lessons learnt, best practices and recommendations for AEP implementation. MoES will provide guidance to consultants on methodology for the evaluation to ensure consistency across lots.
- vii. Conduct quarterly joint school inspection and supervision, in collaboration with District Education Offices (DEO) and MoES officials which will entail assessment of the enrolment, assessment of facilities, assessment of adherence to time table, quality of lesson delivery, and collection of best practices. The visits will also identify and document case studies of learner experiences with the AEP.
- viii. Conduct joint annual reviews with MoES, DEO, and NCDC, to monitor progress of implementation, ensure quality of delivery and provide technical and management advice and support for improvement which will be based on the following areas: what went well in the implementation of AEP, what did not go well during Implementation of AEPs, and recommendations
- ix. Participate in the dissemination of the AEP secondary guidelines.
- x. Provide reports on the implementation of AEP which will include; quarterly, annual and completion reports. The contents of the reports shall be as follows:

No.	Type of report	Contents of the report	Timeline for submission	No of copies
1.	Quarterly report	This will include progress of the implementation at every stage	15 days after each quarter	3 hard copies and 1 soft copy
2.	Annual report	This will include progress of annual planned activities and indicate plans for next year	Annually at the end of third term	3 hard copies and 1 soft copy

3. Completion report This will be a summative report showing progress since inception of the program. At the end of the project, during the last month of implementation, 5 hard copies and 1 soft copy will be prepared.
- xi. Coordinate with MOES in inspection and evaluation of the implementation of AEP.
  - xii. Organise joint Community Education Committee (CEC) meeting with Parents Teachers Association (PTA) and Board of Governors (BOG) of the host schools to strengthen the system management and support service to learners in AEPs.
  - xiii. Organise and facilitate routine career guidance and counselling by setting up career guidance days.
  - xiv. At the conclusion of the project, hand over to the DLG and MoES to assume responsibility for implementing the AEP including a completion report.

## 6.0 Roles of Host Schools

- i. Provide overall administration and management of the AEP centres including admission, routine monitoring and provision of space
- ii. With facilitation of Service Provider, conduct mobilization and share information in the community on the available opportunity of AEP through sharing messages in communities, churches, media and meetings. etc
- iii. Sensitization of the community, potential students, and parents on the AEP programmes to make them aware of the program (e.g. through flyers, radio segments). This will be done by school administration with support from CEC and service provider.
- iv. Collect data/information on the learners in AEP from the parents and learners to make informed decision to support the learners. This will be coordinated between the school administration and the service provider.
- v. Conduct routine support supervision of teachers in AEP and give feedback to the Ministry and service provider. The host school will conduct support supervision on a daily basis.
- vi. Coordinate with the service provider through meetings and report sharing on AEP for the smooth running of the AEP program in the school.
- vii. Provide vacant land for the AEP firm to erect structure in case the host school does not have enough structures, and/ or learning spaces or facilities for the AEP Centre and learners.
- viii. Provide opportunities to facilitate transitioning of learners from AEP Center to the formal education system. Sometimes these have included scholarship opportunities while other times linking the AEP students to formal and vocational schools
- ix. Overall supervision and management of the AEP Centers in close coordination with the AEP Lead Teacher (recruited by the service provider among the AEP teachers).

- This includes holding (joint or separate) general meetings for host school and AEP Center within the school.
- x. Protection, referrals and security for all children within the school, including AEP learners, and Protection from Sexual Exploitation and Abuse (PSEA)
  - xi. Provide adequate WASH facilities (e.g. latrine and clean water) to meet the needs of all learners, including AEP learners
  - xii. Enforcing discipline through general assemblies, joint meetings for both learners and teachers in the host schools and AEP centres where discipline messages are shared
  - xiii. Monitoring performance of teachers and learners in both host schools and AEP centres
  - xiv. The Head teacher of the host school is responsible for evaluating all teachers including AEP teachers. This however is at the discretion of each host school management/administration. In some schools, the Head Teacher evaluates on the AEP Center Managers and delegates the task of appraising the AEP teachers to them.

## **7.0 Roles of the MoES**

- i. Provide technical leadership and coordination of the implementation of AEP.
- ii. Provided flexible curriculum through condensed syllabus for AEP.
- iii. Disseminate AEP guidelines to regulate the implementation of AEP lower secondary. This will include the following key activities:
  - a) Development of a roadmap for the dissemination of guidelines
  - b) Organise dissemination of the guideline's workshops
  - c) Printing of the guidelines
  - d) Distribution of the guidelines to AEP centres
  - e) Monitoring the use of AEP guideline and implementation
- iv. Ensure availability of furniture such as desks (1 desk per 3 learners), blackboards, shelves, teachers' tables, and chairs for 5 the AEP centres in 2 lots.
- v. Procure and supply instructional materials like text books at a 3:1 ratio.
- vi. Monitoring of activities under the subcomponent in accordance with the USEEP monitoring plan.
- vii. Taking over AEP centres and mainstreaming the staff beyond the project.
- viii. Provide progress reports to the project technical team.

## **8.0 Linkages with the host school**

Mobilisation of AEP learners follow from the community-based activities and campaigns targeting out of school children and their households, with messaging on right to and value of education, educational opportunities available, back to school messages and parental/community engagement on their roles and messages.

Out of school children are reached through community-based activities, are followed up and enrolled in AEP centres by following the steps of administering placement tests by teachers, offering guidance and counselling based on their scores and appropriate levels to be placed in,

confirm the requisite documents they need to be able to get registered by UNEB (in level II). They eventually get enrolled in either level I or II of AEP.

Lead AEP Teacher from among the AEP teachers already recruited by the service provider, shall be appointed to coordinate AEP activities. However, the Lead AEP teacher works alongside and under the supervision of the host school Head Teacher.

A strong linkage created within the AEP and host school administration through a structure called the Community Education Committees that co-opts some PTA and BOG members from the host schools. The CEC are committed community members who are responsible for mobilization of learners to return to school, monitoring of activities, providing oversight and support supervision at the AEP centres

### 9.0 Deliverables and timeline

There will be 8 AEP centres in existing secondary schools in refugee and host communities as follows, and a service provider who has been awarded a contract will have the following deliverables:

- Operational and functional 8 AEP centres (1 AEP centre established at each Centre in 8 existing secondary schools from January 2026– December 2026)
- 80 Teachers (M/F) recruited, trained and equipped to support and provide lower secondary Accelerated Education Program –(10 teachers per centre -ensure they are a mix of both male and female teachers)
- Data of out of school youths from the host communities provided termly - that have been enrolled and attending AEP classes (this data should be disaggregated by refugees, host communities, gender and reflecting disability as appropriate) provided
- 8 Community Education Committees (CECs) established, trained, and actively supporting the delivery of lower secondary AEP in each centre. (1 CEC at each centre).
- teachers trained on AEP curriculum and pedagogy skills, gender-sensitive teaching methodologies and working with SEN learners at each centre
- Signed MOU with the district local government clearly indicating the role and agreement of each party.

### 9.1 Specific AEP Deliverables 2026 to 2027

SN	Description of deliverable	Task	Timeline from contract effectiveness
1	Inception report	The report shall outline the service provider’s mobilization plan, work plan, strategy, methodology, sustainability strategies, a	2 weeks after contract signing

		<p>quality assurance plan and timelines for the services. The quality assurance plan shall include the following (i) A quality policy statement setting out the objectives of the plan, a costed work plan for implementation of activities, and (ii) implementation plan for the AEP centres under the respective lot: In the implementation plan we expect the services provider give the following:</p> <ul style="list-style-type: none"> <li>a) The start date and the end date,</li> <li>b) Location of the Centre,</li> <li>c)Recruitment plan of the staff,</li> </ul> <p>Teachers should have Diploma or Degree in secondary and should be Registered by the MoES or its equivalent for non-Ugandan</p> <p>(iii) The personnel who will implement the work plan including their qualifications, roles and responsibilities and authority. The service provider is also expected to provide project implementation plan for appropriate follow-up during implementation of the AEP activities for the first established five AEP centres, A monitoring and evaluation framework /Tool highlighting key areas of assessment and questions on AEP implementation and management. For sustainability, the Service provider should indicate in the plan how the students in level 1 in year 2 will progress to level 2 after the end of the project, We expect the appropriation of the some funds to be transferred to the Centre school to cater for those students.</p>	
2	MoUs with local governments prepared and signed	The service provider will prepare and have an MoU with each Local government where AEP centres are operated. The MoUs should clearly indicate the roles of local government and the service provider and the sustainability strategy.	1 month after the contract signing

3	120 learners enrolled on AEP for Level 1 and 120 learners enrolled on AEP for level 2? at each centre	The service provider is expected to work with the District Local Government and community local leaders to set the developed criteria to ensure the right students are enrolled according to the age bracket (16-25 years) , mobilise for enrolment of 120 students from refugee and host community for level 1 and level 2 at each centre.	3 months after the contract signing
4	10 AEP teachers recruited at each centre to deliver AEP	The service provider will Co-opted a member of the District Education Officer and District Service commission on the recruitment of teachers, recruit 10 teachers per centre for the 8 AEPs Teachers recruited should be able to teach one or two of the eleven subjects. The recruitment will consider the Local government and Ministry of education and sports procedures for recruitment of Secondary teachers.	1 month after contact signing
5	10 teachers per centre will be trained on AEP programme to be delivered	10 teachers recruited at each centre will be trained on the new lower secondary curriculum, and AEP methodology. The training will be organised and supported by the service provider while Ministry will provide technical guidance	1 month after recruitment of teachers.
6	Termly assessment of competences	The teachers will conduct termly assessment of competences to ascertain students achievement of the skills	At the end of every term
7	Establishment of 1 Community Education Committees at each centre	In each AEP centre, the service provider will establish one community education committee composed of influential persons in the community who will support in mobilisation of students for the AEP program.	5 months after establishment of the AEP Centres
8	Establishment of 1 educational club at each centre	The service provider will facilitate the establishment of one educational club in each centre composed of AEP students for peer-to-peer support and mobilisation of other students from the community.	3 months after establishment of AEP Centres

9	1 AEP center established and functional at each centre	The service provide will operate the 1 AEP at each centre under the respective lots from January/February 2026 to December 2027 in 8 existing secondary schools.	3 months from signing the contract
10	Quarterly AEP Centre inspection and supervision report per year (4)	The District local government and MoES shall carry out regular Centre inspection while the Service provider will provide monthly, Termly and annually progress reports to the Ministry of Education and Sports endorsed by the District Local Government line department.	Monthly and Termly (every after 3 months in two years)
11	3 reports: implementation and evaluation reports including the data of youths enrolled	The service provider will share 3 reports that include: 1 baseline, 1 midline and 1 end line.	1 at the beginning of the implementation then 1 during midterm review (after one year and the lastly 1 at the end of project implementation
12	Participate in the dissemination of the AEP guidelines	The service provider will participate in the dissemination of AEP guidelines	In 3- month, time after signing the contract
13	Completion report	The service provider is expected to submit a completion and end of project report highlighting achievements, stories, lessons, challenges and recommendations	2 weeks on completion of the activities

## 10.0 Invitation

The Ministry of Education and Sports (MOES) will invite for sealed Proposals from eligible Bidders for Uganda Secondary Education Expansion Project (USEEP)” establishment and implementation of the 8 Accelerated Education Program. The first Accelerated Education Program will be implemented in 8 existing secondary schools in 8 districts to benefit both refugees and host communities.

## 11.0 Qualifications and Experience of the organization

- i. A service provider/s with at least 3 years’ experience and a track record in implementation and administering AEP at lower secondary education level.

- ii. Proven experience of having implemented activities in the different refugees and host communities, including undertaking assignments in designing and implementing programs that target vulnerable persons and other related issues, within the last eight years
- iii. Must have core personnel with qualifications of at least a bachelor's degree in social work, education and other related disciplines.
- iv. Having connection with community organizations within the refugee and host districts with AEP lower secondary with signed MoUs or Agreements.

The AEP provider will deploy a team of well qualified personnel/experts to undertake the assignment. All the experts shall be highly skilled and experienced, and curriculum vitae (CV) of proposed staff shall be reviewed as part of the evaluation process. Key staff shall achieve a minimum score of 75% or shall be replaced if the Consultant progresses to negotiations stage.

The proposal of the AEP provider shall be set out in detail showing the list of experts required for the assignment and the duration (person/days) for which their services are required. The AEP provider shall present the staffing schedule in a manner that makes it clear as to which personnel will be involved in a specific activity. A staff organogram reflecting the envisioned activities should therefore be presented.

The AEP Service Provider's team shall comprise the following key experts (or an equivalent staffing configuration which includes the qualifications and experience specified below):

- i. Country Director/Chief Executive/Executive Director
- ii. Head of Programs/Program Manager
- iii. Finance and Admin Manager (FAM)
- iv. Human Resource (HR) Manager
- v. Monitoring, Evaluation, Accountability and Learning (MEAL) Manager
- vi. Logistics and Security Manager (LSM)
- vii. Communication Officer (CO)
- viii. Lead AEP teacher (who will be among the recruited teachers)
- ix. 10 AEP teachers at each centre

## **12.0 Qualifications and Experience of Key Staff**

- i. Country Director/Chief Executive/Executive Director; Must have a minimum of a Master's Degree in humanities/social work/education with a minimum of 5 years' experience in leading a team of different staff.
- ii. Head of Programs/Program Officer; Should have a Bachelor's Degree in education/humanities/social work with at least 3 years' experience heading programs in refugee and host community
- iii. Finance and Admin Officer; Must have a Bachelor's Degree in humanities/social work with specialization in finance and accounting with at least 3 years managing organization finances

- iv. Human Resource (HR) officer; should have a Bachelor's Degree in HRM/humanities/social work with HR component with at-least 3 years in HR and 2 years' experience working in refugee and host community
- v. Monitoring, Evaluation, Accountability and Learning (MEAL); Should have a Bachelor's Degree in M&E /humanities/social work with at-least 3 years working on refugee related programs
- vi. Communication Officer (CO); should have a Bachelor's Degree in education/humanities/social work with at-least 3 years' experience in mobilization of refugee and host community.
- vii. AEP Lead Teacher; should have a bachelor's degree in education secondary with at-least 3 years teaching in secondary schools. Having worked in refugee and host communities for at-least one year will be an added advantage. Must be a registered Teacher with the Ministry of Education and Sports.
- viii. AEP Teachers; Bachelor's Degree in education-secondary and registered by the Ministry of Education or Diploma in secondary education in areas where there is scarcity of bachelor qualified teachers/ justified with financial implication.

#### **12.1 Total Minimum Months input**

24 months.

#### **13.0 Reporting Mechanism and Quality Assurance**

The service provider will report to the Permanent Secretary through the Commissioner Special needs and Focal Point Person who will be appointed as Contract Manager from the Department of Special Needs and Inclusive Education to coordinate and manage the related issues pertaining this project.

The service provider will submit quarterly progress reports to Permanent Secretary through the Commissioner SNE detailing activities undertaken in the previous month as well as the activities to be undertaken in the following months.

The service provider will make presentations of the progress of the project to different levels of approval of the ministry starting with the committee in the user department.

#### **14.0 Structure of the Report**

The reporting format should be of standard including but not limited to the following:

- i. Cover page
- ii. Acknowledgement
- iii. Table of Content
- iv. List of abbreviations
- v. Glossary of Terms
- vi. Foreword
- vii. List of figures
- viii. Executive summary

- ix. Introduction/background/objectives
- x. Methodology
- xi. Findings
- xii. Recommendation (lessons learnt, conclusions and recommendations)
- xiii. Appendices