**Republic of Liberia**



**Government of Liberia**

**Ministry of gender development**



**economic empowerment of adolescent girls**

**and young women**

**project**

operational manual

February 2009

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#### *Acronyms*

|  |  |
| --- | --- |
| AGS | Adolescent Girls |
| AGWG | Adolescent Girls Working Group |
| AWPB | Annual Work Plan And Budget |
| CV | Curriculum Vitae |
| EAC | Employers Advisory Committee |
| EC | Evaluation Committee |
| EGIRP | Economic Governance And Institutional Reform Project |
| EPAG | Economic Empowerment Of Adolescent Girls And Young Women  |
| FLY | Federation Of Liberian Youth |
| FMR | Financial Monitoring Report |
| GBV | Gender Based Violence |
| GoL | Government Of Liberia |
| IC | Independent Consultant |
| ICB | *I*nternational Competitive Bidding |
| IDA | International Development Association |
| IEC | Information Education Communication |
| ILO | International Labor Organizations |
| IM-PAC | Inter-Ministerial Project Advisory Council |
| IPA | International Procurement Agency |
| ISA | International Standards On Auditing  |
| LCS  | Least Cost Selection |
| M&E | Monitoring And Evaluation |
| MIS | Monitoring Evaluation System |
| MoA | Ministry Of Agriculture |
| MoE | Ministry Of Education |
| MoF | Ministry Of Finance |
| MoGD | Ministry Of Gender And Development |
| MoL | Ministry Of Labor |
| MoU | Memorandum Of Understanding |
| MoYS | Ministry Of Youth And Sports |
| CWIQMTR | Mid Term Review |
| NGO | Non Governmental Agency |
| OM | Operational Manual |
| PC | Population Council |
| PFMU | Public Financial Management Unit |
| PICT | Project Implementation And Coordination Team |
| QBS | Quality Based Selection |
| QCBS | Quality and Cost Based Selection |
| RFP | Request for Proposal |
| SBD | Standard Bidding Documents (SBD)  |
| SOE | Statement of Expenses |
| SPN | Special Procurement Notice |
| TOR | Terms Of Reference |
| TP | Training Provider |
| UNDB | United Nations Development Business |
| WB | World Bank |

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# Context and organization

Context

### Background and Justification

1. Recent analysis of CWIQ data has showed that women’s labor force participation rates are significantly lower than men’s in Greater Monrovia (51.3% versus 65.4%). Behind these lower rates for women are a complex list of factors, including individual preferences, cultural norms and other factors. A background study for this project, based on a sample survey and focus groups of adolescent girls and young women in Greater Monrovia, identified the following supply-side factors keeping young women (aged 16-24) from entering wage employment: (i) lack of productive skills; (ii) lack of contacts to help in job search; (iii) poor life skills (e.g., lack of punctuality and poor inter-personal skills); and (iv) sexual harassment from employers that dissuades young women from seeking paid work. Limited labor demand of course also plays an important part. Reported barriers impeding young women’s entry into self-employment include: (i) lack of start-up capital ;(ii) lack of contacts; and (iii) lack of business skills.
2. There have been very few initiatives in Liberia to promote the successful entry of girls and young women into productive employment. Therefore, the Government of Liberia, the World Bank (WB), the Nike Foundation and the Government of Denmark have joined to work together to enhance the economic empowerment of adolescent girls (AGS) and young women in Liberia. This partnership’s pilot project will enable AGs and young women to take advantage of entrepreneurship opportunities and enter wage employment in the private and public sectors.

### Legal context

1. The implementation of the Project will follow the rules of :
2. The Grant Agreement signed between the Republic of Liberia and the International Development Association ("World Bank") dated September 11th 2008, for a “Multi-donor Trust Fund ("MDTF") Grant for the Economic Empowerment of Adolescent Girls in Liberia";
3. National laws and regulatory dispositions;
4. The institutional mandate of the Ministry of Gender and Development (MoGD).

## Operational manual

1. This manual outlines operational guidelines and procedures for implementing the *Economic empowerment of adolescent girls and young women* (EPAG) project. The supporting documents, files and forms required for the implementation and management are included in annexes to this operational manual (OM).
2. The operations conducted under the Project by any collaborating agency or organization are subject to the guidelines and procedures outlined in the OM. Financing agencies must agree with policies and approaches as stated and cannot modify the operating mechanisms for the part of the project funded from their contribution. The OM may only be modified in all or in part by a common agreement between the Government and the World Bank.
3. *Conflicts of interests*: No committee member, PICT staff, including permanent or temporary employees or subcontractors, will be allowed to possess a direct or indirect personal interest in: (i) an activity financed by EPAG; (ii) a private enterprise selected for the implementation of an activity financed by EPAG.

## Objectives and strategic approaches

### Objective

1. The overall objective is to improve employment and increase income for adolescent girls and young women in Greater Monrovia, Montserrado County and Margibi County and thus to enhance the well-being of young women in Liberia. This project will test two innovative approaches to promoting productive employment for the targeted beneficiaries. It will also strengthen the institutional capacity of government partners and implementing agencies.

### Strategic approaches

#### Targeting

1. The target population will comprise adolescent girls and young women in Greater Monrovia, Monterrado County and Margibi County (city of Kakata). Target communities have been identified by the MoGD for both the job skills and business development services training (Components 1 and 2). It is expected that a total of 2,508 girls will receive training in the two components: 1,500 in business development services and 1,008 in job skills training. The final number of beneficiaries reached may be larger or smaller than this number, depending upon the budgets negotiated with the Training providers (TPs).

Communities and number of students to be trained in the first 18 months of the project.

#### Training principles

1. Training content and delivery will be shaped by the following principles:
2. *Relevance:* Content will be tied to the reality of the girls’ lives, recognizing their level of knowledge and experience;
3. *Engagement*: Girls will have opportunity to speak out and be given leadership opportunities;
4. *Simplicity*: Training content will be kept as simple as possible;
5. *Dynamism*: Training will take advantage of the girls’ energy and their need to be physically active;
6. *Demand-driven:* If girls do not recognize the need for training, it is hard to motivate them. First contact needs to focus on enabling girls to recognize the tangible benefits of participating.
7. Delivery of training will follow the following principles:
8. *Safety:* Training venue will be a safe and accessible place which girls feel is their own;
9. *Youth-friendly Facilitation:* Participants need to identify with the trainer. Trainer needs to have enough energy to serve as a magnet for participants as he or she will influence whether girls like the training;
10. *Dialogue*: To createtrust and confidence, training delivery will account for listening to participants; the trainer must be someone who can listen;
11. *Learning Styles:* Recognizing that people have different learning styles, the trainers will mix lecture, hands-on training, role-plays, scenario planning and exams.

## Brief description of project components

1. The Project will be implemented according to the following components:



1. EPAG Components
2. Component 1 will provide skills training for wage employment for AGs and young women aged 16-24;
3. Component 2 will provide business development services and facilitate access to microcredit for young women entrepreneurs aged 18-24;
4. Component 3 will finance an evaluation study on training impact;
5. Component 4 will finance capacity building and workshops, project management and monitoring, according to the institutional set up.

##

## Institutional set up

### EPAG organizational chart



1. EPAG organizational chart

### Inter-ministerial advisory council (IM-PAC)

#### Members

1. The IM-PAC will be comprised of Deputy Ministers or senior-level staff from:
2. The Ministry of Gender and Development (MoGD) – Chairperson;
3. The Ministry of Youth and Sports (MoYS)-Co-chair;
4. The Ministry of Labor (MoL);
5. The Ministry of Finance (MoF);
6. The Ministry of Education (MoE).
7. Each of the above-mentioned ministries will have only one representative in the Council. The designated members will have full authority to take decisions during the meetings. Members will serve as focal persons on all questions relevant to their ministry. Donors representatives associated with the project may attend the Council meetings as observers.

#### Responsibilities and operation

1. The IM-PAC will provide the overall policy oversight for the project and will guide and supervise the administration and operation of EPAG in accordance with the OM. It will:
2. Approve the EPAG OM and review and approve all quarterly financial records, technical reports and annual plans;
3. Oversee the effective implementation and ensure through all other committees and bodies that EPAG is implemented according to plan;
4. Promote policy dialogue with all stakeholders, making the case for the inclusion of adolescent girls in relevant national policies, such as the National Youth Policy.

IM-PAC detailed TORs and operation mechanisms

### Employers advisory committee (EAC)

#### Members

1. The EAC will be co-chaired by the MoGD and the MoYSs with members participating from various private sector companies in Liberia, including the World Lebanese Cultural Union, the Liberia Marketing Association, the Chamber of Commerce, and Liberia Business Women Association.

#### Responsibilities and operation

1. The EAC will provide guidance to the MoGD, the IM-PAC and TPs on:
2. *Key occupations* for which training should be provided and those for which training should not be provided, taking into account labor demand conditions. These recommendations should be provided for both wage employment and entrepreneurship;
3. *Quality and types of training*. EAC members will meet with TPs to explore the TPs’ strategies for business development services, training and wage training. EAC members will provide TPs input on course content and training methodologies.
4. In addition, EAC members will advocate for the economic empowerment of AGs and young women in Liberia.

EAC detailed TORs and operation mechanisms

### Project implementation and coordination team

1. The PICT will have the full authority to manage and administer the EPAG under operating guidelines and procedures set out in the OM. The PICT will report to the Deputy Minister for Planning and Administration, unless otherwise directed by the Minister.
2. The MoGD will recruit PICT staff on a competitive basis according to requested qualifications. The PICT staff will enter into renewable annual performance-based services contracts and will manage the project’s components implementation. The PICT will be headed by a Coordinator and will have: (i) an M&E Director, (ii) a Procurement Specialist, and (iii) an Administrative Assistant.

#### Coordinator’s responsibilities

1. The main responsibility of the Coordinator will be to manage the EPAG and to ensure proper implementation of all activities within the scope of the project:
2. *Administrative tasks* will include (i) timely drafting of action plans and reports, (ii) insurance that all activities are in compliance with the OM, (iii) consistency with the national policies, (iv) proper information dissemination under the project, (v) verification that expenditures are in accordance with the OM prescriptions;
3. *External relations with stakeholders* will comprise (i) keeping the IM-PAC and other advisory committees and technical teams informed on the progress of the project, including matters that require attention (ii) all IEC preparation and implementation, (iii) inter-relations with all external groups that interact with the project;
4. *Internal relations* will include (i) management of the PICT staff, (ii) revision and approval of the reports and work plans of each specialist, (iii) staff performance evaluations, (iv) adequate implementation of mentoring.

PICT Coordinator detailed TORs

#### M&E Specialist responsibilities

1. The main responsibility of the M&E Manager will be to monitor EPAG implementation and to ensure proper collection of data necessary for the measurement of the Project’s indicators:
2. *Operation of the Monitoring Information System* (MIS) will include: registry of data supplied by organizations implementing the projects’ components and the Project Finance Management Unit (PFMU), analysis of data and their aggregation, verification of adequacy between financial and technical information on the state of implementation and transmission of aggregated data to the Coordinator;
3. *Monitoring of activities* implemented under components 1,2, 3 and 4;
4. *Continuous mentoring* and interaction with the MoGD M&E staff.

PICT M&E Specialist detailed TORs

#### Procurement Specialist responsibilities

1. The Procurement Specialist will be responsible for processes for goods, works and services as detailed in the Terms of Reference in Annex 6

PICT Procurement Specialist detailed TORs

## Extended technical team

1. The term “extended technical team” describes partners associated with the Project and active in the areas of training or adolescent girls. These partners—drawn from within the MoGD, other ministries or civil society—will be called upon to support the project at various stages of preparation and implementation.
2. The PICT will develop dialogue and coordination mechanisms with this extended technical team. In particular, the PICT will:
3. *Establish contact with the gender focal point* in each department or ministry (when not already a member of the IM-PAC). This focal point will be responsible for the issue/exchange of any information on policies, technical and legal situation of AGs and implementation of new dispositions;
4. *Operate permanent communication channels* both to keep civil society organizations informed about the project and to promote the provision of technical support to the project.

### MoGD

1. The divisions within the MoGD that will participate as part of the extended technical team are:
2. *In the Planning and Administration Department*: (i) the Child Protection and Development Division, (ii) the Women’s Empowerment Division, and (iii) the Decentralized Planning and Coordination Division;
3. *In the Research and Technical Services Department*: (i) the Policy Division, (ii) the Research Division, (iii) the Human Rights and Public Affairs Division and (iv) the GBV unit.

TORs of MoGD divisions participating in the technical team

1. The extended technical team will:
* Ensure the mobilization and promotion of AGs issues and EPAG within their divisions;
* Ensure liaison and concertation with the PICT on a regular basis and provide any specific advice that could improve the project implementation;
* Support the preparation/adoption/implementation of improved projects and policies on AGs issues;
* Participate in specific capacity building activities organized by the EPAG.
1. Upon invitation of the PICT Coordinator, the members of the extended technical team will meet formally at least every quarter with the PICT or/and with consultants contracted under Component 4.

### Other ministries and external civil society organizations

#### Other ministries

1. Technical consulting and information relations will be set up by the PICT with ministries with a policy mandate that involves AGs. The PICT will maintain close contact with the gender focal points in the ministries that are not members of the IM-PAC but are likely to be concerned at a certain point in the projects’ implementation. Each focal point will inform all concerned parties in his/her ministry of EPAG’s activities and inform the PICT of relevant activities on AGs in his/her ministry. The staff of the PICT will formally report at least twice a year to each ministry on EPAG implementation progress.

#### Civil society

1. Individuals from important civil society organizations working on AGS issues may be invited to join the extended technical team. The primary motivation for this is for these individuals to provide input to the PICT on EPAG implementation issues and broader policy issues on AGs. Important civil society organization include, inter alia: (i) the Adolescent Girls Working Group (AGWG), (ii) the Child Protection network, and (iii) FLY. In addition, through component 4 of this project, activities will be undertaken in order to improve their ability to contribute to AGS policies and programs.
2. The EPAG networking activities will result in at least the following:
* Establishment of a rooster of civil society organizations and network competencies on AGS;
* Collaboration with or involvement of at least 2 networks and 5 NGOs.

#

# Component 1: Skills training for wage employment

## Objectives and expected results

1. The component seeks to provide job skills training to AGs and young women in order to empower them with the skills, experience and support networks necessary to obtain jobs. The training offered to the participants will focus on job skills, but will also integrate life skills training and mentoring.
2. The objective of the component is thus to increase job skills, employment and incomes among the 1008 girls trained for wage employment in nine communities (see Annex 1 for a list of communities). Approximately 504 girls will be trained in round 1 (the first 18 months of the project), and another 504 will be trained in round 2 (the second 18-month training period).

## resource allocation

1. The total budget of the component is estimated at ---.

## MoGD and PICT responsibilities

### Implementation matrix and calendar



1. Component 1 implementation matrix and calandar

### Activity 1: Training providers selection process

#### Selection process

1. The MoGD / PICT will select TPs on a competitive basis using the quality-based selection process (QBS) as described in Chapter 6, section 6.3.4 of the OM. Under the QBS, 6 candidates will be short-listed from among those that responded to a request for expressions of interest. These candidates will receive a Request for proposal (RFP) that will specify in detail the required expertise of the candidate.
2. The three TPs recruited will provide services over an 18-month period to the first cohort of AGs (see paragraph 10 below for a breakdown of this 18-month period).
3. The MoGD, at its discretion and based on the performance of the three training providers, can renew some, all or none of the contracts of these three TPs to provide training services for the subsequent training period. If new training providers are to be selected for the second round of training, a quality-based selection process will be employed.

#### Requirements

1. Each candidate will submit individual technical proposals. These will be analyzed and ranked according to a set of pre-identified criteria by the internal evaluation committee (EC) set up by the MoGD. Successful TPs will be required to build a team, drawing expertise from different sources. The selection criteria for this consultancy are explicitly given in the request for proposals. They include:
2. Specific experience of the consultants relevant to the assignment and a post-conflict environment;
3. Adequacy of the proposed methodology and work plan, including the technical approach and methodology, the work plan and organization and staffing
4. Key professional staff qualifications and competence for the assignment.
5. The TPs should, at a minimum, assign the following staff to the project: (i) director with a master’s degree in a relevant field and at least 10 years of equivalent experience, (ii) job placement officer with a university degree and at least 5 years experience, (iii) M&E officer with a university degree and at least 5 years of experience, (iv) accountant with a university degree and at least 5 years of experience, (v) a minimum of 3 trainers. Trainers will possess technical certifications and a minimum of 3 years of experience.

Selection criteria for training providers

#### Pre-proposal support activities

1. To support the preparation of the technical proposals, the MoGD will provide each short listed TPs with a copy of:
2. The adolescent girls vulnerability study for Liberia;
3. An indicative list of national NGOs working on jobs training and business development skills training. TPs will be strongly encouraged to work in collaboration (either via joint venture or sub-contracting) with local organizations.
4. In order to facilitate the preparation of effective proposals and to avoid wasted effort by interested parties which cannot meet the basic requirements, the MoGD/PICT will hold a pre-proposal conference to ensure a clear understanding on the part of prospective TPs of what must be done to meet the requirements set out in the RFP. Questions regarding the Project, the objectives and expected results, the institutional set up and the Terms of Reference will be addressed at the pre-proposal conference.

### Activity 2: Performance based contracting

#### Contract clauses

1. TPs will be issued a contract for 18 months (first cohort). Within this 18-month period, they will have:
2. Up to five months to design training modules, obtain rights to use training centers, select beneficiaries (done jointly with the impact evaluation firm) and hire trainers;
3. A minimum of six months to implement training;
4. Six months to ensure job placement, mentoring and monitoring;
5. The final month will enable the MoGD to verify girls’ employment status.
6. TPs will be issued a performance based contract for 18 months during which each implementation phase will be clearly identified, with its set of pre-defined indicators and expected results. The contract will include the following information and documentation:
7. Identity and contact information of the parties;
8. Total budget, including the description of the financing plan and disbursement schedule;
9. Description of objectives, duties, liabilities and responsibilities of both parties;
10. Terms of references and performance indicators, including the structure of withheld incentive payments (see paragraph 17 below);
11. Duration of the Contract with schedule of training rounds;
12. Disengagement clauses;
13. TORs and conditions for national subcontracted NGOs/consultants with all necessary details if applicable; and
14. Other supporting documents.
15. The PICT will be allowed to:
16. Inspect any site, equipment, straining session, documents and financial record financed through or related to the contract;
17. Question the beneficiaries on services provided and quality of training;
18. Interrupt the implementation of a contract if the interruption clauses apply.
19. The TPs will state that they will:
20. Implement training activities according to the technical and administrative norms and processes stated in the contract and the OM;
21. Not undertake, simultaneously to this contract, other mandates that could cause conflicts of interest or impediment its implementation;
22. Use sound and reliable administrative and financial procedures. They will have their accounts audited according to the OMs prescriptions and will maintain a proper accounting of all transactions conducted with the EPAG financing;
23. Provide in a timely manner all reports, work plans and documents as indicated in the OM;
24. Inform the PICT of all circumstance that could impediment the implementation of an activity.
25. Any decision to annul a Contract will be transmitted by the PICT to the IM-PAC for revision and endorsement. The contracts of the TPs may be annulled for the following reasons:
* The firm does not provide the required services and reports by their required deadlines or has provided unsatisfactory services;
* There has been proven embezzlement (including falsification of attendance logs), as demonstrated by an external audit;
* There have been two or more cases of sexual relations between trainers and students.
1. ***The structure of payments*** is designed to elicit optimal performance by TPs. The payment strategies adopted recognize the three steps of the training services and apply lump sum and time-based approaches. There will thus be a hybrid payment structure, containing both lump-sum and time-based elements to meet the specific needs and requirements of the assignment.

#### Withheld Incentive Payments to TPs

1. Contracts will include provisions for significant performance incentive payments to TPs that successfully complete their mandates and place their graduates in jobs. The introduction of performance incentive payment in the contract is intended to provide a clear signal to TPs of the importance of: (i) providing training in areas for which labor demand exists; (ii) making substantial efforts to place training graduates in employment or providing significant help to training graduates in job search; and (iii) providing “follow-on” mentoring to graduates once they are placed in the job to ensure their success.
2. Fifteen percent of the total contract amount will be retained by the MoGD. Of this retained amount, organizations will receive an amount equal to the percentage of girls entering the program who:
3. Successfully complete the training; **and**
4. Have been employed as wage workers for a minimum of 20 hours per week for at least three months at a point six months after completing the classroom training,

multiplied by the amount retained. The performance of training organizations on the above-mentioned criteria will be subject to verification by the MoGD or its agents.

Special conditions from OM to include in TPs contract

### Activity 3: Training preparation tasks

#### Screening instrument development

1. The MoGD will prepare or have prepared a screening instrument to evaluate the basic literacy level of the candidates to training. These will be administered by the TPs in collaboration with the firm undertaking the IE of the project at the beginning of the selection process.

#### Review of recruitment strategy

1. The PICT will be responsible for reviewing the recruitment strategies developed by the TPs and the impact evaluation firm. The recruitment strategies will be finalized during the Quality Enhancement workshop, where TPs will work together to determine recruitment procedures in each community.

### Activity 4: Management and monitoring of training provision

#### Financial management

1. The EPAG financial resources for implementation will be transferred to the TPs account in tranches as specified in the Contract. The proposed payment structure recognizes the four phases of the training services: (i) Phase 1: - Project Design Phase; (ii) Phase 2; - Training Phase; (iii) Phase 3: - Mentoring Support Phase; and (iv) Phase 4: Evaluation Phase
2. Each phase is composed of the following ‘phase-critical’ output elements:

***Phase 1: Project Design Phase (5 months)***

* Hiring of training venue,
* Inception Report.

*[Phase 1 Costs made up of consultants fees and reimbursable expenses totaling (P1)]*

***Phase 2: Training Phase (6 months)***

* Submission of Attendance Logs;
* Submission of Training Progress Reports;
* Submission of Completion Bonus Report;
* Payment of Transportation Allowances.

*[Phase 2 Costs made up of consultants fees and reimbursable expenses totaling (P2)]*

***Phase 3: Mentoring Support Phase (6 months)***

* Submission of Employment Reports (at 3 and 6 months);
* Overall Training Report (Final Comprehensive Report).

*[Phase 3 Costs made up of consultants fees and reimbursable expenses (P3)]*

***Phase 4: Evaluation Phase (1 month)***

* The Withheld Incentive Payment (15% of the contract sum)

*[Phase 4 Costs are made up of the withheld incentive payment (P4)]*

1. The total contract sum will be P = (P1+P2+P3+P4). The Project will:
2. Allow 10% of the total contract for Advance Payment sum against the submission of a Bank Guarantee for Advance Payment **(***This will be recovered in six equal monthly installments***)**;
3. Allow 15% of the contract sum to be held and disbursed upon meeting conditions for the releaser of the “Withheld Incentive Payment (WIP)” in Phase 4.
4. A portion the balance of 85% of the contract sum will be apportioned in a pro-rata manner in the ratio of the costs of the phases, i.e. P1:P2:P3, such that
* P1(new) = P1/(P1+P2+P3) \* 0.85P
* P2(new) = P2/(P1+P2+P3) \* 0.85P
* P3(new) = P3/(P1+P2+P3) \* 0.85P
1. Following this, the Project will hold 20% of P1(new), P2(new) and P3(new) to trigger payments for critical outputs (lump sum payments). The balance of 80% of P1(new), P2(new) and P3(new) will be spread over the duration of the assignment for the respective phases (Time-based payments).
2. Let 20% of P1 (new) = A1 and 80% of P1 (new) = B1. Let 20% of P2 (new) = A2 and let 80% of P2 (new) = B2. Finally, let 20% of P3 (new) = A3 and let 80% of P3 (new) = B3.
3. The payment structure for the four phases shall be as follows:
* 10% of the contract for Advance Payment sum against the submission of a Bank Guarantee for Advance Payment;
* 15% of the contract sum to be held and disbursed upon meeting conditions for release of the “Withheld Incentive Payment (WIP)”.

***Phase 1: Project Design Phase (5 months)***

* 50% (A1) for completion of Training Venue Hiring
* 50% (A1) for submission and acceptance of Inception Report
* 100% (B1) to be distributed and paid monthly for each of the 5(five) months

***Phase 2: Training Phase (6 months)***

* 25% (A2) for Submission of Attendance Logs
* 25% (A2) for Submission of Training Progress Reports
* 25% (A2) for Submission of Report on Training Accounts
* 25% (A2) payment of Transportation Allowances
* 100% (B2) to be distributed and paid monthly for each of the 6(six) months

***Phase 3: mentoring Support Phase (6 months)***

* 50% (A3) for submission and acceptance of Employment Reports
* 50% (A3) for the submission and acceptance of the Overall Training Report
* 100% (B3) to be distributed and paid monthly for each of the 6(six) months

 ***Phase 4: Evaluation Phase (1 month)***

* See paragraphs 17 and 18 above.
1. Payments are to be made exclusively for eligible expenditures under a TP’s contract. The funds may not be invested in any financial instruments nor loaned or used as security for any activities unrelated to the contract. All the payments will be effected within five working days after reception of a duly filled Request for Payment. Tranches will be effected upon fulfillment of the following conditions:
2. Receipt of a written payment request from the TPs. The request should be complemented by a statement of expenditures, including support documents like copies of receipts, vouchers, statements of accomplished works, etc.;
3. Progress and financial reports as specified in the Contract have been sent to the PICT.

#### Monitoring

1. The PICT will be responsible of the monitoring of training preparation and implementation, including (i) approving the inception report and all other reports; (ii) identifying at an early stage any technical or financial difficulties; and (iii) proposing modifications to project design or implementation procedures if necessary. The PICT will monitor the performance of the TPs during each of the four phases of training (see above).

### Activity 5: Monitoring of follow-up activities and labor market outcomes

#### Lessons learned workshop

1. The PICT M&E Director will be responsible, within six weeks of the completion of training, for preparing a report on the performance of each TP, based on the surveys of training graduates, monthly reports of TPs, and completion reports.
2. The MoGD will hold a lessons learned workshop with all stakeholders during the first round of training. It will also review the overall training evaluation report submitted by TPs.

#### Management of incentive payments for TPs

1. See paragraphs 17 and 18 above. In the last month of the assignment, the PICT will review all supporting documents and will calculate the amount of the incentive payments to TPs.

##

## Training providers’ responsibilities

### Implementation matrix and calendar



1. C1 implementation, TPs responsibilities and calendar

### Activity 1: Proposal preparation and negotiation

1. The preparation of a proposal will be conducted according to the guidelines as stated in the Request for Proposals. The proposal will include:
2. A technical proposal submission form;
3. A description of the consultant’s experience;
4. A description of the consultant’s organization;
5. Comments or suggestions on the TORs;
6. A description of the approach, methodology and work plan for performing the assignment;
7. The team composition, task assignments and staffing schedule, with the Curriculum Vitae (CV) for proposed staff. International consultants are strongly encouraged to associate with non-short-listed local NGOs/consultants who have relevant experience on the ground.
8. The financial proposal will be submitted simultaneously and will include fees and expenses for the following: (i) project personnel; (ii) cost of necessary travel, including transportation of the personnel and per diem allowances, (iii) cost of renting training sites; (iv) cost of applicable international or local communications, (v) cost, rental and freight of any instruments or equipment required, (vi) cost of printing and dispatching of the reports, (vii) other allowances or costs.
9. Proposal preparation will be supported by a pre-proposal conference. Each candidate will submit its proposal to the MoGD according to the guidelines in the RFP. The TPs will sign a contract with the MoGD as specified in section 2.3.3.

### Activity 2: Training preparation

#### Calendar and outputs

1. TPs will have a maximum of five months to design training. TPs will produce an inception report by the end of the fifth month with the following sections:
2. Curriculum:
	1. Technical training curriculum,
	2. Life skills curriculum,
	3. Mentoring curriculum and mechanisms,
	4. Community support activities,
	5. Schedule for training by location (days and hours during which training will be offered),
3. Recruitment and staffing:
	1. List of participants (both intervention and control group) by location,
	2. List of trainers (with corresponding resumes) by location and by course,
	3. List of training venues (with description).

#### Quality enhancement workshop

1. TPs will participate in the quality enhancement workshop which will enable providers working in the same communities to coordinate their recruitment and community engagement strategies. The workshop is described under chapter 5.1.4

#### Definition of technical training curriculum

1. TPs will determine and justify their choices of functional areas in which training will be provided on the basis of: (i) meetings with potential employers to gauge opportunities for young women and detailed market analysis; (ii) detailed and up-to-date information available on employment trends in Liberia; and (iii) consultations with the EAC on the type of skills and occupations that will be needed in the short-term. The EAC will also review the training curricula to ensure that the training will meet employers’ demands. As collaborations increase between the EAC and the TPs over time, TPs may enter into direct relationships with businesses to train for particular vacancies or needs.
2. The description of the curricula will include, for each course, a description of: (i) the trainer’s profile, (ii) training content and delivery mechanisms; and (iii) the number of hours per week and the schedule of the training.

#### Definition of life skills curriculum

1. Life skills training will be integrated seamlessly with the job skills training and will address specific barriers which keep young women from (i) entering and successfully completing training programs, and (ii) finding a job. These barriers include early pregnancy, social restrictions from family members and community, endemic sexual violence and transactional sex. Life skills training will include the following elements:
* Knowledge skills (including sessions on numeracy, financial literacy, basic sexual and reproductive health, and labor rights);
* Behaviour skills (including sessions on leadership, confidence-building, problem-solving, communications skills, time management, conflict management, job search techniques and interviewing).
1. TPs can provide life skills training either by themselves or by sub-contracting to other organizations. Sub contracting will specify: (i) tasks to be performed, (ii) salaries and other benefits, (iii) reporting obligations and (iv) expected outputs /evaluation mechanisms.
2. While life skills training will be integrated into job skills training, the description of the life skills curricula will include, for each course, a description: (i) of the trainer’s profile, (ii) of the training content and delivery mechanisms; and (iii) the approximate number of hours per week and the schedule of the training.

#### Definition of mentoring curriculum and activities

1. Mentoring will provide psycho-social support to girls and help them transition to employment by introducing them to role models. Identified mentors will come from the girls’ own communities and will be women. Mentors will undergo formal training before being matched with girls.
2. The description of the curriculum of the mentoring program will include a (i) list of mentors and their qualifications (by community); (ii) description of the training program for mentors; (iii) list of activities that mentors and mentees will undertake together; (iv) estimated number of contact hours per month between each mentee and her mentor and (v) role of the business community or business organizations in buttressing the work of individual mentors.

#### Definition of community support activities

1. The TPs will undertake specific activities to mobilize communities, including parents and boyfriends, to support the AGs and young women. The proposed community engagement strategy will identify key stakeholders who influence girls’ ability to participate in programs and outline mechanisms for working with these stakeholders to increase and sustain girls’ participation.

#### Identification of trainees and selection processes

1. Participants will be young women:
2. Aged 16-24;
3. With basic literacy (as demonstrated in a literacy test);
4. Who have been out of regular school for at least one year prior to applying for admission to training. This provision is designed to avoid giving an incentive for girls to leave school to join this program.
5. The TPs, working in close collaboration with the firm hired to conduct the impact evaluation and the TPs selected for the implementation of Component 2 (business development services training), will be responsible for choosing participants randomly among eligible and interested young women in the target communities. The MoGD will have the responsibility of monitoring this selection process.

#### Distribution of trainees across training options

1. In each round of training, an individual TP for job skills training will train approximately 168 girls evenly distributed over three communities. Participants will be distributed as follows:
2. In each community, approximately 318 AGs will be accepted into the EPAG training program.[[1]](#footnote-1) This number will vary slightly over communities (see Annex 1 for the number of trainees per community and per type of training);
3. The first selection will be into either treatment groups (those who receive training in round 1) and control groups (those who will receive training in round 2). A fair and transparent way to do this will be to have eligible girls draw a number from an urn, with numbers ordered 1 to 318 per community;
4. Girls will be able to enroll—in order of their numbers—in business development skills training or job skills training until one of the two training options is filled. Then girls can either choose the other training option or not to participate in round 1, until all slots in the second type of training are filled. Note that in most communities, on the first round of training there will be 56 slots for job skills training and 75 slots for business development services training—see Annex 1;
5. Girls from among the 318 who did not get into training in round 1 will be put on the wait list (i.e., the control group) and will be eligible to receive training in round 2;
6. At the beginning of round 2, there will be a similar drawing of numbers for girls to choose which type of training they wish to pursue;
7. For both business development services training and job skills training, half of the AGs will be trained in pairs. Training in pairs seeks to accelerate the development of social capital and hence raise retention and completion rates. The formation of pairs will take place after training begins so as not to create conflict in communities or have undue pressure placed on the girls by families or others vis-à-vis the identity of their “pair”;
8. Assignment to pair-wise training will be random. If there are 56 girls in a community who will receive job skills training, 28 will be randomly assigned to a class where pair-wise training will be used.

#### Selection of a training venue

1. TPs will be responsible for identifying and obtaining the rights to use (including paying any costs) appropriate training locations. In selecting the training venue, TPs will consider proximity to where the participants live and work as well as safety; both have been identified as important determinants of girls’ participation and retention.

### Activity 3: Training implementation and management

#### Calendar and outputs

1. Training itself will last a minimum of six months. Expected outputs are:
2. Training progress reports
3. Management of transport/food allowance accurate and supported by monthly attendance logs;
4. Completion bonuses distributed to trainees (and supported by the completion bonus report)

#### Course agenda and methodologies

1. Training will take place a maximum of four to five days per week and will have approximately three to four contact hours per day. The TP will be responsible for conducting a training schedule that addresses both safety concerns and minimizes conflicts with young women’s income-earning activities. Training classes should conclude by 5 p.m. since girls have safety concerns about travelling to and from training in the evening. During training, the TPs will apply measures for minimizing drop outs, especially in regard to the retention of pregnant girls or girls with children.

#### Management of the transportation/food allowance

1. TPs will administer a transportation allowance of --- per day per trainee, conditional upon attendance. TPs will be reimbursed monthly for the cost of the allowance by the PICT upon submission and approval of attendance logs.

#### Management of completion bonus

1. TPs will administer a completion bonus to trainees based on attendance of approximately-- per trainee. The minimum requirement for trainees to receive this bonus is at least 75% attendance for each month of the classroom training, subject to verification by the PICT. This bonus will take the form of a deposit into a savings account which will be opened for graduating trainees by the TP.

#### Submission of reports

1. TPs will submit a monthly report to the PICT that details:
2. AGs’ attendance (logs should provide both individual data and average attendance by class);
3. AGs’ performance in training (both individual data and average performance by class);
4. Attendance by trainers;
5. Difficulties and solutions adopted;
6. Interactions with the EAC and other stakeholders
7. At the end of training, TPs will report on the number and names of girls who successfully complete the training (defined as having at least 75% attendance for each month of the training).
8. TPs will also distribute a survey to trainees on the last day of class (developed by the PICT M&E officer) to gather trainees’ opinions on: (i) the relevance and quality of the training; (ii) the main difficulties faced by AGs in completing training; (iii) the skills acquired through training; and (iv) expectations for probability of employment. Each TP will be responsible for returning these survey forms to the PICT for processing by the IE firm.

#### Financial set up

1. Each TP will open an account for the purposes of the implementation as soon as a Contract is signed. The account number will be transmitted to the PICT with a legal examination right. After signing the Contract, the PICT will credit the account with the first payment necessary for the starting up of implementation. Payments will be successive and conditional on written proof of disbursement of the previous payment, as stated in the contract.

### Activity 4: Job placement, mentoring and monitoring

#### Calendar and expected outputs

1. This phase will follow immediately to the training phase and will be implemented during the next six months. Each TP will furnish the PICT with:
2. Employment Reports (at 3 and 6 months after training completion) on AGS placement;
3. A final training report (final comprehensive report at 6 months after completion of classroom training).

#### Job placement

1. TPs will identify job placements for program graduates. Prior to the completion of training, potential employers should already have been contacted by TP staff devoted to finding job placements.
2. Once the AGs have been placed in employment, TPs will conduct less-intensive, follow-up training for a six-month period to help AGs adapt to their job and perform adequately. This may include:
3. On-demand individual training to bolster specific skills needed to perform well in jobs;
4. Regularly-scheduled group training to address common employment problems;
5. Mentoring by successful wage employed women;
6. An ongoing evaluation of the quality of the training to measure adequacy of training to the employment market, based on feedback from trainees.

### Activity 5: Monitoring of labor market outcomes and completion

#### Expected outputs

1. The expected outputs are:
2. Overall training report;
3. Withheld incentive payment (15% of the contract sum) distributed to TPs following satisfactory reports.
4. Each TP will submit an overall training evaluation report with the following content: (i) brief description of training offered; (ii) feedback from trainees on quality and usefulness of training; (iii) detailed information on job placement for AGs working in wage employment six months after training completion, including: their names; contact information; type of job held; name, address and phone number of employer; date job begun; and number of hours/week worked; iv) lessons learned and suggestions for improving training program; and v) calculation of the amount of the withheld incentive payment for which the TP requests payment.
5. This overall training report is due no later than 10 days after the completion of the sixth-month follow-up period. The PICT will have a period of 20 days to verify the data presented in this report and begin processing of the withheld incentive payments. This verification will involve random site visits to places of employment to verify employment.
6. Submission of reports will be done according to the timetable set by the MoGD and PICT and given to the TPs after the contract has been signed .

Sample of a reports timetable with preliminary deadlines

#

# Component 2: Business development services and links to microcredit

1. *The design and implementation of Components 1 and 2 are very similar. Therefore, contents applicable to both components will not be repeated here. One should consider that, for all sections in which no specific content has been added in this chapter, the specifications of the corresponding section in Component 1 chapter are valid and applicable.*

## Objectives and expected results

1. The component seeks to provide business development training to AGs and young women in order to empower them with the skills, experience and support networks necessary to conduct a viable economic activity. The training offered to the participants will focus on business skills, but will also, as in Component 1, integrate life skills training and mentoring.
2. The objective of the component is to increase business skills, employment and incomes among the 2500 AGs trained for entrepreneurship in nine communities (see Annex 1 for a list of communities); approximately 1250 girls will be trained in round 1 (the first 18 months of the project), and another 1250 will be trained in round 2 (the second 18-month training period).

## resources allocations

1. The overall budget of the component is estimated at -----.

## MoGD and PICT responsibilities

1. The tasks are the same as in Component 1, except for the following:

### Activity 2: Performance based contracting

#### Incentive payments to TPs provision

1. In the case of component 2, the use of performance-based contracts will give a clear signal to TPs of the importance of: (i) promoting entry into areas of micro-enterprise for which market prospects are good; and (ii) providing “following-on” training to graduates after formal classroom training is completed in order to ensure the success of their micro-enterprises.
2. Fifteen percent of the total contract amount will be retained by the Ministry of Gender and Development. Of this retained amount, organizations will receive an amount equal to the percentage of girls entering the program who satisfy the all the criteria below:
3. Successfully complete the training;
4. Keep regular account books for a period of six months following the training, subject to verification every other month by the MoGD; **and**
5. Have an ongoing business or are otherwise gainfully employed for a minimum of 20 hours per week six months after completion of the training,

multiplied by the amount retained. The performance of training organizations on the above-mentioned criteria is subject to verification by the MoGD or its agents.

### Activity 4: Evaluation activities / completion

#### Management of incentive payments for TPs

1. See paragraphs 6 and 7 above. In the last month of the assignment, the PICT will review all supporting documents and will calculate the amount of the incentive payment to TPs.

## Training providers responsibilities

1. These tasks are the same as in Component 1, except for the following:

### Activity 2: Training preparation

#### Definition of technical training curriculum

1. The business development training will be offered in areas of self-employment for which there are perspectives of viability and not in sectors that seem to be saturated (ex.: baking, soap-making and tie-dyeing). TPs will determine and justify their choices of functional areas in which training will be provided on the basis of: (i) consultations with the EAC on the type of skills and occupations that will be needed in the short-term; and (ii) detailed market analysis; based on up-to-date information on employment trends in Liberia.
2. The curriculum and training activities will focus on:
3. Choice of entrepreneurship as a career;
4. Identification of profitable small enterprises suitable for young women (market research). This will include an evaluation of the current activity and support in an eventual change;
5. Managerial skills;
6. Book-keeping and records management;
7. Business planning ;
8. Role of microfinance and accessing / managing credit;
9. Building savings ;
10. Marketing;
11. Negotiation skills;
12. Specific skills needed to support areas of entrepreneurship with expanding demand (ex: masonry skills, small-scale agro-processing such as honey and jams, and metal-working).

#### Definition of mentoring and community support activities

1. Mentoring processes and activities will be the same as in Component 1, except that they should be oriented towards mentors acting as women entrepreneurs and capable of serving as role models of entrepreneurs.

#### Micro-finance partnerships definition

1. Both external finance and own finance are important to the success of small businesses. To address the need for external finance, TPs will form alliances with microfinance institutions that will consider lending to graduates of the training program. TPs will facilitate access of AGs who have completed the training and have a viable business plan to these third-party microfinance providers.
2. The TPs will be in charge of the identification of appropriate microfinance partner(s). They will also verify the soundness of the microfinance institution(s), using some or all of the following criteria:
3. Legal status and number of years of experience in Liberia;
4. Current orientation and strategies;
5. Human resources and proximity of services to clients;
6. Growth perspective;
7. Operational and financial viability;
8. Interest in promotion of new financial products;
9. A rate of non-repayment of loans that does not exceed 10%;
10. At least 25% of clients are women.
11. Within four weeks of signing the contract, TPs will deliver to the PICT a signed memorandum of understanding detailing a microcredit organization’s willingness to consider extending credit to training graduates. The memorandum will specify: (i) respective rights and obligations, (ii) the type of credit services that would be considered and the conditions attached; (iii) the social intermediation activities to be conducted by the institution and the TPs, (iv) an estimation of the total amounts (credits) that could be distributed to the AGs, conditional upon solid business plans, and (v) monitoring indicators.
12. Only under exceptional circumstances should TPs directly provide microfinance to graduates. Microfinance may be delivered by the TP only if there is a lack of sound financial institutions within a reasonable distance. If credit is to be provided by the TP, conditions will be in conformity with market terms. In such a case, microfinance should not be provided automatically to all trainees: Only those with a viable business plan should receive or be directed to such financing. Approval of the MoGD will be needed for a TP to supply microcredit directly.

#### Trainees identification and selection processes

1. Participants will be young women:
2. Aged 18-24;
3. With basic literacy (as demonstrated in a literacy test);
4. Who have been out of regular school for at least one year prior to applying for admission to training. This provision is designed to avoid giving an incentive for girls to leave school to join this program;
5. Who have conducted some form of established small-scale business (including buying/selling, petty trading, family business or farm) in the last 12 months.
6. The TPs, working in close collaboration with the firm hired to conduct the impact evaluation and the TPs selected for the implementation of Component 1 (job skills training), will be responsible for choosing participants randomly from among eligible and interested young women in the target communities. The MoGD will have the responsibility of monitoring this selection process.

#### Distribution of trainees across training options

1. In each round of training, an individual TP for business development services skills training will train approximately 225 girls evenly distributed over three communities. Participants will be distributed as follows:
2. In each community, approximately 318 AGs will be accepted into the EPAG training program.[[2]](#footnote-2) This number will vary slightly over communities (see Annex 1 for the number of trainees per community and per type of training);
3. The first selection will be into either treatment groups (those who receive training in round 1) and control groups (those who will receive training in round 2). A fair and transparent way to do this is to have eligible girls draw a number from an urn, with numbers ordered 1 to 318 per community;
4. Girls will be able to enroll—in order of their numbers—in business development skills training or job skills training until one of the two training options is filled. Then girls can either choose the other training option or not to participate in round 1, until all slots in the second type of training are filled. Note that in most communities, on the first round of training there will be 56 slots for job skills training and 75 slots for business development services training—see Annex 1;
5. Girls from among the 318 who did not get into training in round 1 will be put on the wait list (i.e., the control group) and will be eligible to receive training in round 2;
6. At the beginning of round 2, there will be a similar drawing of numbers for girls to choose which type of training they wish to pursue;
7. For both business development services training and job skills training, half of the AGs will be trained in pairs. Training in pairs seeks to accelerate the development of social capital and hence raise retention and completion rates. The formation of pairs will take place after training begins so as not to create conflict in communities or have undue pressure placed on the girls by families or others vis-à-vis the identity of their “pair”;
8. If there are 75 girls in a community who will receive business development services training, there will be three classes of 25 girls each. Two classes in a given community will use pair-wise training, while one will not. In another community, one will use pair-wise training and two will not. Over all communities, the number classes that use pair-wise training will be the same as the number of classes that do not.

### Activity 4: Business start up, mentoring and monitoring

#### Follow up and support to businesses

1. TPs will conduct less-intensive, follow-up training for a six-month period after graduation from the classroom training to help AGs open and expand their businesses. This follow-on training will be both regularly-scheduled group training (facilitating network development) and on-demand individual training. Activities will include:
* A series of regularly-scheduled training events that will ensure that the young women have ways to address their ongoing need for business development support, as well as strengthen the social network of young women entrepreneurs in the target communities;
* Mentoring by successful businesswomen;
* Customized, just-in-time support on an as-needed basis to individual entrepreneurs; this support can be capped at a maximum of four hours per participant per month;
* For those with a viable business plan, referral to a microfinance institution.
1. This follow-on training may be provided directly by the TP or sub-contracted to an organization that provides services to existing businesses. If sub-contracted, the TP will be responsible for the contracting of the organization that will provide the services, as well as for monitoring the quality of the services provided. These activities will include record-keeping, mentoring, etc. The contract will be approved by the PICT / MoGD before effectiveness.

#

# Component 3: Impact evaluation

## Objectives

1. Impact evaluations generally attempt to answer two questions:
2. Is our project having the hoped-for impact on beneficiaries—i.e., are we doing the right thing? and
3. Are we doing it in the right way—i.e., can we achieve the same outcome more effectively and efficiently via another type intervention.
4. The Impact Evaluation study (IE) to be financed by the Project will attempt to answer these two questions. More specifically, the IE is designed to: (i) identify the impacts of the training programs on participants, in comparison to those who do not participate (control group) and (ii) determine whether training provided to AGs in pairs is more effective than training provided to AGs as individuals. Answering these two questions will provide information that can improve the design and implementation of initiatives in Liberia and elsewhere that are intended to promote the economic empowerment of AGs and young women.

## Financial resources

1. The component has a budget of -------.

## MoGD and PICT responsibilities and calendar

1. IE study implementation matrix : MoGD and PICT responsibilities

### Activity 1: Results framework and IE design

#### Results framework

1. Since there have been few evaluations of youth-oriented training programs, an important output of the EPAG will be the possibility for stakeholders to draw lessons from the investment in AGS’ economic empowerment—lessons that can be used to change program design, to scale up the activities, or to replicate the program in other settings. This component will provide the means to understand the potential impact of investments in AGs on their well-being and development.
2. Specific questions that will be answered by this impact evaluation are:
3. Are young women in Liberia prevented from obtaining productive wage employment due to lack of marketable skills? Will providing these skills enhance success in the labor market? Indicators include the incidence of employment and the level of income earned;
4. Does training in business development services lead to greater success in the development of entrepreneurial activities? Indicators include the incidence of successful launch of enterprises and the income earned from these enterprises;
5. What is the relative cost-effectiveness of these two alternative methods (job skills training versus business development services training) for economic empowerment, in terms of the income gains to the AGs who participate? Indicators include a comparison of the relative changes in incomes and productive economic activity across the two groups;
6. What is the impact of economic empowerment on the incidence of violence suffered or threats received by participants, from partners and others? Indicators include self-reported experience of violence and other adverse events;
7. What is the impact of economic empowerment on the manifest outcomes of other types of behavioral risk-taking? Indicators include incidence of pregnancy and self-reported sexually transmitted infection.

EPAG Results framework

#### Impact evaluation design

1. With input from the World Bank, the MoGD/PICT finalized the basic impact evaluation design before sending RFPs to short-listed IE firms. This was necessary in order for the IE firms to have sufficient information to prepare full proposals.
2. The basic IE design is given below in Figure 6. Participants will be assigned to treatment or control groups. The treatment group will then be permitted to choose to receive either BDS or wage training. Finally, the training participants will be assigned to receive training either individually or in pairs.
3. Figure 7 gives the evaluation timetable. The project will likely begin officially in March 2009. Within the first month, the evaluation firm should be designing and testing the questionnaires. The baseline survey takes place following initial recruitment of AGs into the project, but prior to assignment to treatment or control groups.
4. The large surveys (baseline and follow-up) are scheduled at approximately one year intervals. This is partly to give the intervention some time to work. It is unlikely that the training participants will be able to find employment or establish businesses within a mere few months. The differences in the follow-up periods between the groups getting training in different rounds will provide some information to examine that question, as well as the question of whether the effects of training attenuate or (conversely) increase with time.



1. Evaluation design (flow of participants across sample survey groups).



1. Evaluation timetable
2. The study will involve the collection of a range of different survey questionnaires:
3. A baseline survey,
4. A control survey (identical to the baseline survey),
5. An exit survey given to program participants immediately after their training (these will differ slightly according to training received),
6. A follow-up survey, given to participants no earlier than six months after they have completed their training. The follow-up surveys will enable to see whether there is any attenuation of training impact over time.
7. Within the broad guidelines mentioned above, a detailed program for carrying out the survey will be developed by the selected firm.

Detailed impact evaluation design

### Activity 2: Selection and pre-proposal conference

#### Requirements

1. The MoGD / PICT will select the IE study firm on a competitive basis using the quality-cost based selection process (QCBS) as described in Chapter 6.3.4 of the OM. Each short-listed candidate will submit individual technical and financial proposals. These will be analyzed and ranked according to a set of pre-identified criteria by the internal evaluation committee (EC) set up by the MoGD.
2. The selected firm will have considerable experience in designing and managing surveys, preferably in managing panel surveys (involving repeated interviews with individuals over time). This includes (i) the preparation of survey and training materials, (ii) training and supervising interviewers, (iii) data entry, (iv) maintaining records, and (v) ensuring confidentiality of records. The firm will have sufficient experience and capacity to manage survey logistics, including equipment, materials, and personnel. The firm will preferably have experience in handling sensitive material and information, and in conducting interviews concerning potentially difficult topics among vulnerable groups.

Selection criteria for IE study firm

#### Pre-proposal support activities

1. To support the preparation of the technical proposals, the MoGD will provide each short listed IE firm with a copy of:
2. The adolescent girls vulnerability study for Liberia;
3. A detailed design description for the impact evaluation (as an annex to the RFP).
4. In order to facilitate the preparation of effective proposals, and to avoid wasted effort by interested parties which cannot meet the basic requirements, the MoGD/PICT will hold a pre-proposal conference to ensure a clear understanding on the part of prospective service providers of what must be done to meet the requirements set out in the RFPs. Questions regarding the terms of reference will addressed at the pre-proposal conference.

### Activity 3: Performance based contracting

1. The IE study firm will be issued a lump-sum performance based contract with the MoGD and will answer directly to the Director of Planning and Administration. Each study step will be clearly identified, with its set of pre-defined indicators and expected results. The contract will include the following information and documentation:
2. Identity and contact information of the parties;
3. Total budget, including the financing plan and disbursement schedule;
4. Description of objectives, duties, liabilities and responsibilities of both parties;
5. Duration of the Contract with terms of references and performance indicators;
6. Disengagement clauses;
7. Other supporting document.
8. The MoGD will be allowed to:
9. Inspect any document and financial record related to the contract;
10. Question the beneficiaries on the quality of the interviews;
11. Interrupt the contract if the interruption clauses apply.
12. Any decision to annul a contract will be transmitted by the PICT to the IM-PAC for revision and endorsement. The contracts of the training providers may be reasons captured in the contract which are relevant for termination of contracts.

### Activity 4: Monitoring

1. The PICT will continuously monitor the performance of the IE firm according to a set of pre-defined performance indicators.

### Activity 5: Dissemination of IE results

1. The IE report will be distributed to the IM-PAC, donors, and other ministries and agencies of Government, the EAC, the World Bank Resident Mission, civil society organizations and all relevant stakeholders. The report will be used to inform debate on: (i) appropriate policy responses to promote the economic empowerment of AGs and young women; and (ii) whether and how this project might be scaled up.

##

## Impact evaluation firm responsibilities



1. IE implementation matrix: IE firm responsibilities

### Activity 1: Proposal preparation and submission

1. The preparation of a proposal will be conducted according to the guidelines of the RFP. The proposal will include among others:
2. A technical proposal submission form;
3. A description of the consultant’s organization and experience;
4. Comments or suggestions on the Terms of Reference;
5. A description of the approach, methodology and work plan for performing the assignment;
6. The team composition, task assignments and staffing schedule, with the Curriculum Vitae (CV) for proposed staff.
7. The financial proposal—presented simultaneously with the technical proposal— will include fees and expenses for the following: (i) personnel costs; (ii) a per diem allowance in respect of personnel, (iii) cost of necessary travel, including transportation of the personnel, (iv) cost of office accommodation, investigations and surveys, (v) cost of applicable international or local communications, (vi) cost, rental and freight of any instruments or equipment required, (vii) cost of printing and dispatching of the reports, (viii) other allowances or costs.
8. The proposition will be submitted to the PICT within 30 days of receiving the RFP.

### Activity 2: Survey preparation

#### Instrument Preparation

1. The IE study firm will proceed to the following:
2. Survey design, with translation (as needed) and preparation of field-testing questionnaires for participants, TPs, employers, communities and families as necessary;
3. Preparation of training manuals and protocols for interviewers;
4. Design of a tracking device with participants over time, so as to be able to reach all trainees after completion of the program for follow up interviews;
5. Hiring and training survey interviewers and managers. The IE firm will recruit exclusively female interviewers so as to encourage young women to participate more fully and to discuss more openly, particularly on the sensitive issues of sexual violence and predation.
6. As the project is targeting young women and will elicit potentially sensitive information about behavior, vulnerability, and risk-taking, the IE firm will build its strategy and interventions following the following principles:
7. Interviewers will be able to assure the participants that their answers will be completely confidential;
8. Interviewers will assure participants that they will not be forced to answer any question, and that their participation in the project does not depend on their willingness to answer questions or on the answers they give;
9. Interviewers will be able to discuss sensitive issues with care and objectivity.
10. In cases where the interviewer suspects (via e.g. a discussion of symptoms) that a woman is infected with a sexually-transmitted disease, the participant will be provided with a referral to medical services for further diagnosis and possible treatment;
11. In cases where the interviewer suspects that the participant is a victim of, or is at risk for, violence or abuse, the participant will be provided with a referral to counseling, legal, or protective services as appropriate.
12. At the end of the preparation, the IE firm will submit to the MoGD for approval a complete evaluation plan and design, with all survey instruments (baseline survey, control survey, exit survey, follow-up survey).

### Activity 3: Field work and interview management

#### Sampling and participant selection

1. The IE firm should gather the data available on the study locations in order to understand the characteristics of the local population, and if possible, to derive a sampling frame and calculate sample weights. In additional, the IE firm will:
2. Collaborate with the TPs in the selection of participants; and
3. Assist in the assignment of participants into training and control groups (see Figure 6 above for more details).

#### Survey instruments

1. The IE will employ at least three types of questionnaires: baseline, exit poll for training participants, and follow-up surveys. In addition, the evaluation will include some key-informant-type interviews with local community and business leaders in the nine selected sites. This will provide information on the opportunities available in these communities, and the constraints to entering the labor market or establishing a business in the area.
2. The baseline questionnaire will consist of standard household-survey-type questions, but will not be as exhaustive or time-consuming. It will collect information on the young woman, her history and experience, her family, her (and her family’s) assets, her community, her choices, her attitudes and hopes for the future. These latter questions will most likely be self-reported beliefs, but we may include modules to measure discount rates and other characteristics more quantitatively. The follow-up questionnaires will resemble the baseline questionnaire as closely as possible. This will enable the comparison of changes in attitudes and behavior over time. In addition, the follow-up surveys will include questions on the business and employment experiences of the young women since the completion of their training.
3. At the end of each round of training, the IE firm will administer a short exit survey to trainees. This is intended to collect information on the participants’ views of their training, the content, pedagogy, and trainers. In addition, this survey will elicit information that might help to understand the characteristics of the participants and their environments during the training period that influence their performance during the training course. This survey will be no longer than two pages (four sides), and can be completed in half an hour or less.
4. See Figure 7 above for the timeline for applying these various survey instruments.
5. The IE firm will have the primary responsibility for the design of the survey instruments, in close collaboration with the MoGD and the World Bank team. The IE firm will manage survey logistics, including transport and other support to interviewers, supply of materials, and other requisite goods and services.

#### Other interviews

1. Interviews will also be conducted with TPs, employers, communities and families as necessary.

### Activity 4: Data management

#### Data processing compilation

1. The IE firm will maintain the data and retain paper questionnaires over the course of the project. The IE firm will be responsible for:
2. Designing a data-entry program with adequate consistency checking (ex. double-entry) and preparation of materials for data entry;
3. Hiring, training, and supervising data-entry clerks (these may be drawn from the pool of interviewers);
4. Entering data;
5. Maintaining records over time.
6. Ensuring proper matching of questionnaires/respondents across survey rounds.
7. Ensuring data confidentiality.

#### Collaboration with project monitoring

1. At each stage of the project, the IE firm will collaborate closely with the MoGD project team, especially with the M&E specialist of the PICT who will be responsible for tracking project implementation. The IE firm will assist the Ministry and the M&E specialist in designing and applying a monitoring framework, and to collect and analyze data to assist with project monitoring as necessary.

### Activity 5: Reporting and completion

#### Reporting

1. The IE firm will report to the Director of Planning and Administration of the MoGD and will provide:
2. An inception report, with all necessary methodology and questionnaires;
3. A baseline survey report (including baseline data--both raw and cleaned—and descriptive statistics and preliminary analysis);
4. Exit survey reports (for round 1 and 2, containing raw and cleaned data, as well as descriptive statistics and preliminary analysis);
5. Follow up survey reports (including raw and cleaned data, as well as descriptive statistics and preliminary analysis);
6. Final report, containing all data collected as part of the IE, descriptive statistics and final analysis.
7. Submission of reports will be done according to the timetable set by the MoGD and PICT and given to the IE firm after the contract has been signed (see annex 10 for example).

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# Component 4: Institutional strengthening of government partners

## Sub-component 1: Project implementation and coordination

### Objectives and expected outcomes

1. Objectives are to :
2. Build and improve MoGD’s technical capacity and the enabling environment for effective project coordination and implementation;
3. Ensure sustained transfer of knowledge from the project to MoGD staff.
4. Expected outcomes include:
5. Effective management and implementation of tasks, funds, and staff;
6. On time delivery of project tasks;
7. On time and accurate preparation of the project’s scheduled reports, work plans and completion report;
8. Six MoGD staff have direct project implementation skills in the areas of project coordination and M&E.

### Project implementation / coordination

1. C 4 (1) Implementation and coordination activities

#### Activity 1 Performance-based contracting

1. PICT staff will be hired by MoGD on the basis of performance-based contracts with stipulations for mentoring and transferring skills and competencies to selected MoGD staff working in the respective fields of expertise of each PICT assignment.
2. Upon completion of their first year contracts, each PICT staff will be assessed on the basis of the performance of their assigned tasks, as well as on the knowledge and capacity that they have transferred to MoGD staff through mentoring and direct training. Likewise, MoGD staff will be assessed on the basis of skills they have acquired based on learning results agreements or compacts that they would have entered into at the time of their participation in the EPAG’s mentoring/shadowing program.
3. PICT staff will be responsible for specific tasks itemized in the respective Terms of Reference in their job description and as agreed with MoGD at the time of signature of their contracts. To ensure the smooth implementation of the project, the PICT will be responsible for:
4. Preparation, processing and signature of contracts according to IDA and the OM specifications;
5. Monitoring or delegated monitoring of activities subcontracted, including identification of bottlenecks, support to problem resolution, verification of performances and proposal of contract readjustments (with IM-PAC, IDA approval);
6. Channel to all contracted parties relevant documents and information that would be essential to their mandates implementation.
7. Contracted parties will observe in all management implementation tasks the following principles: (i) honesty and independence from external pressures and influence, (ii) impartiality, thus avoiding discrimination and favoritism, (iii) efficiency at the lowest possible cost. There will be no acquisition of means and goods that are not essential to achievement of objectives.

#### Activity 2: Quarterly and annual reporting

1. Quarterly Financial Monitoring Reports (FMRs)will be prepared by the PICT Coordinator with the support of the PFMU and PICT staff, in a format agreed with IDA. The FMR will contain (i) financial statements, (ii) a procurement management report and (iii) an EPAG progress report.
2. Financial statements timely and accurate preparation will be under the responsibility of the PFMU and are to be checked by the PICT Coordinator. They will include details on :
* *Sources and uses of funds*: This section will summarize the sources of financing, with uses of funds described under the disbursement categories in the Grant agreement (goods, consultants services and training, operating costs);
* *Uses of funds by activity*: This section will summarize EPAG expenditures by component and sub–component. The total actual, planned and cumulative expenditures should match those shown as uses of funds. The section will also present : (i) a budget analysis of expenditures against original plan and, if necessary, (ii) proposals for budget / implementation revisions with justifications.
1. The Procurement management section will be prepared by the PICT Procurement Specialist and approved by the Coordinator. It will provide information on performance of procurement activities as detailed in the procurement plans. The reports will compare procurement performance against the plan agreed and highlight key procurement issues. It will include:
* A procurement process monitoring report for goods and services;
* A contract expenditure report for goods and services
1. The EPAG progress report will be supported by information available in: (i) TPs reports, (ii) workshops reports, (iii) contracts with external consultants, (iv) extended technical teams reports. It will link financial information with physical progress, and highlight issues that require attention. The section will include:
2. *A brief discussion of EPAG progress*: (i) training activities (number / type of training / trainees) conducted, (ii) IEC / policy advocacy activities conducted; (iii) an analysis of actual situation against planned implementation, (iv) best practices and lessons learned, with problems and issues, (v) progress and experiences with the mentoring/shadowing programs; (vi) Cross TPs comparisons (methodology, outputs);
3. *An output monitoring section* (Unit of output by Component / activity): (i) number / list of M&E activities conducted and their results (vs. EPAG indicators), (ii) outputs rating, (iii) a summary of IE study results: nature of benefits, preliminary impacts, etc..
4. Besides the preceding, annual reports will also include: (i) a summary and update of the quarterly reports, (ii) a summary of performance as compared to approved work program and prospective allocations (showing disbursements and balances), (iii) a summary of latest internal audit report and (iv) conclusions of the IE study.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reports  | From | To | Jan | Feb | Mar | Apr | May | Jun | Jul | Au | Sep | Oct. | No | Dec |
| Quarterly reports | PICT | IM-PAC, IDA |  |  | 31 |  |  | 30 |  |  | 30 |  |  | 31 |
| Annual reports | PICT | IM-PAC, donors |  |  |  |  |  |  |  |  |  |  |  | 31 |
| Approvedannual reports | PICT | Stakeholders |  | 15 |  |  |  |  |  |  |  |  |  |  |

1. Reporting calendar

#### Activity 3: Annual work plan and budget (AWPB)

1. Budgeting and budgetary control will be the responsibility of the MOGD/PICT The timing will be conform to the time lines of the MoGD and the process should be started by end of first quarter and submitted to the Bank by October 15th.
2. The PICT Coordinator will prepare the annual work plan and budget (on the basis of PICT staff inputs) according to the following steps and dates (indicative):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AWPB preparation  | From | To | No | De | Jan | Feb | Mar | Apr. | May | Jun | Jul | Aug. | Sept | Oct. | Nov | Dec |
| Identification of activities  | PICT |  |  |  |  | 28 |  |  | 1er |  |  |  |  |  |  |  |
| Submission of AWPB | PICT | IM-PAC |  |  |  |  | 31 |  |  |  |  | 1er |  |  |  |  |
| Submission of approved IM-PAC  | MoGD | Donors |  |  |  |  |  | 15 |  |  |  |  |  | 15 |  |  |

1. Annual work plan and budget calendar
2. The first AWPB will include a detailed calendar for the first year of implementation, per component and will be submitted to the IM-PAC for review and comments within 60 days of EPAG start. For the second year, the preliminary draft will be sent the IM-PAC one month prior its next meeting. After the necessary comments and clarifications have been made at the meeting, a finalized version will be sent to the IM-PAC members before the beginning of the next fiscal year for approval. The AWPB will then be transmitted to IDA for no-objection.
3. Technical aspects of the AWPB will cover:

The intended strategy for EPAG implementation in the period covered, based upon strengths and weaknesses identified in previous quarterly and annual reports;

1. Activities to be conducted by component and by responsible entity (based on past performance), with their (i) objectives and justification, (ii) analytical code, (iii) output indicators for the period. For activities that are already being implemented, the AWPB will specify (i) implementation progress e and reason for eventual delays, (ii) changes in methodology and required tasks for completion (with their costs), (iii) a detailed timeline.

Detailed implementation timeline sample form

1. Budgetary aspects will cover:
2. A statement of unspent budget, with an explanation for under spending and details of how this amount will be applied;
3. A description the planned allocation of funds, per component, with proposals for an eventual report or reallocation of funds;
4. A summary presentation of the annual budget with (i) training costs, (ii) M&E and impact evaluation costs, (iii) administration cost, ( iv) a disbursement profile for the coming year;
5. A financing and disbursement plan;
6. A procurement plan specifying type, quantity and timing of goods and services to be procured.

#### Activity 4: Mid-term review and completion report

1. The PICT will prepare and submit draft TORs for the mid-term review (MTR) that will cover the objectives, scope, key issues to be addressed, MTR team composition and a timeframe for completion of the review. These TORs will be submitted to IDA for no-objection. IDA will be expected to participate in the MTR.
2. At least four weeks prior to the mid-term review, the PICT will also prepare and submit to IDA a specific internal midterm report including details on each component’s state of implementation.
3. Within four weeks following this review, the PICT will prepare and submit to IDA a work plan that will be considered satisfactory. This work plan will be based on the mid-term review observations and will, upon approval, guide the further implementation of EPAG.
4. Following the notifications to IDA of the impending grant closure, and of the upcoming completion mission, the PICT Coordinator will prepare a consolidated completion report and submit it to the IM-PAC and donors within 6 weeks after the end of the project. The report will analyze the overall performance of the project and each component outputs and impact. It will include, among others :
5. An analysis of the overall budget, disbursements and implementation performance as compared to the project work plan and budget;
6. A presentation of an aggregated overall financial report showing distribution and balances, overruns and savings, procurements reports;
7. Training reports (global and by round) showing (i) the number of trainees, the sectors on which training was given, location, results and impacts, (ii) overall performance according to indicators;
8. A summary of the IE study reports including assessment of impacts on beneficiaries, nature of benefits, degree to which AGs are active in the labor market, etc.;
9. PICT’s effectiveness report including staff turnover, staff costs related to operational performances, mentoring /shadowing program results in capacity building, etc.;
10. Summary of latest internal audit reports.
11. The last external audit of financial statements will be transmitted to IDA within six months of project end.

### Mentoring/shadowing program



1. C4 (1) Implementation of mentoring/shadowing program
2. Each PICT staff member will mentor at least one and no more than two designated MoGD staff working in the respective PICT staff’s technical fields. A total of six designated mentees will be assigned to PICT staff as follows: Project Coordinator (1 MoGD staff); Procurement Specialist (2 MoGD staff); M&E Specialist (2 MoGD staff) and Administrative Support Person (1 MoGD staff). These designated mentees will in turn undertake to “shadow” the respective PICT mentor, liaising with them on a regular basis in order to observe and learn by doing.
3. Within one month after each PICT staff is contracted, , the MoGD senior staff will (i) identify and assign the MoGD personnel who will participate in the mentoring/shadowing program, (ii) specify the details of the mentoring/shadowing capacity building approach in a learning plan or compact and (iii) designate a senior MoGD staff as responsible for monitoring this program. In its decision on priority mentoring activities, the MoGD will consider the following topics:
4. General knowledge and awareness: (i) strategic planning, (ii) inter-ministerial/inter-institutional coordination, (iii) comprehensive donor coordination / project implementation, (iv) social and economic development targeting and planning, (v) implementation of projects with a gender sensitivity and approach, (vi) range of participatory strategies, tools and techniques (needs assessment surveys, rapid appraisal techniques, beneficiary assessment), (vii) adolescent girls programming;
5. Project management, procurement and M&E: (i) establishment of criteria for allocation of resources and general selection criteria for service provision, (ii) strategic communication and outreach to local stakeholders, (iii) office administrative procedures, processes and internal controls; (iv) financial controls and accounting of project, (v) cost effective management, (vi) management information systems, (vii) procurement according to World Bank standards: procedures: identification, selection, procurement, disbursement, evaluation, (viii) M&E and impact assessment.
6. The mentoring activities will take place throughout the duration of the Project. They will be led according to the annual pre-established calendar and may take the form of:
7. Technical support from the PICT on contents directly applicable to tasks to carry out and based on an individual approach (level of personal experience of the mentored personnel) ;
8. Direct practice (in management and procurements for example) ;
9. Study and participation in activities conducted by the PICT staff;
10. Mobilization of expertise on specific themes.

### Project launch, capacity building and quality enhancement workshops



1. C4 (1) Workshops implementation

#### Activity 1: Orientation session for senior staff

1. Upon Project initiation and after designation of the staff that will participate in the mentoring / shadowing program, the PICT will hold an orientation session for the MoGD staff. The Minister will designate the target audience from the ministry’s senior technical and administrative staff. This session will :
* Present the project, its objectives, components, results framework and its operating procedures;
* Explain the institutional set up, governance and oversight mechanisms and the EPAG organizational chart (Figure 2);
* Detail the procurement and financial management arrangements;
* Explain the mentoring/shadowing program designed to strengthen the Ministry’s capacity.

#### Activity 2: Project launch workshop

1. The workshop will allow finalization of the first year work plan and all implementation arrangements. Objectives are to:
2. Orient stakeholders to project and outline roles and responsibilities ;
3. Ensure smooth and efficient roll-out of EPAG;
4. Clarify requirements for procurement and financial management,
5. Introduce key documentation and procedures,
6. Fine tune forthcoming quality enhancement workshop.
7. The workshop will be prepared by the MoGD, the PICT and the PFMU/IDA procurement staff and will be held in April 2009 (1 day). Participants will include: (i) PICT and MoGD staff, (ii) TPs, (iii) representatives from the IE firm, (iv) AGWG members, (v) WB / NFD representatives.
8. The agenda will include a detailed presentation of: (i) EPAG (objectives, implementation plan and timeline, components and technical issues, M&E system, IE methodology, etc.) (ii) key documents (OM, legal documents, and project documents), (iii) fiduciary aspects (financial arrangements, procurement, etc.), (iv) governance arrangements.

#### Activity 3: Capacity building workshop

1. The workshop will increase TPs knowledge on AGs issues and how to engage them. Objectives are to:
2. Strengthen AGs programming and build supporting evidence base in Liberia;
3. Strengthen Liberian networks of organizations working with AGs.
4. The workshop will be prepared by the AGWG and delivered with the support of facilitators (from the Population council (PC) and local/international experts in girls’ economic empowerment) in March 2009 (2-3 days). Participants will include: (i) AGWG members, (ii) PICT staff, (iii) TPs.
5. The agenda will include a presentation of (i) AGs in Liberia, (ii) livelihood, financial literacy, protection programs for girls (case studies & good practices) (iii) innovative strategies to build girls’ leadership, (iv) clinic on M&E of AGs programs.

#### Activity 4: Quality enhancement workshop

1. The workshop will strengthen training programs and solidify relations between the TPs, the IE firm and the EAC. Objectives are to:
2. Enhance training programs to effectively target AGs and meet labor demand;
3. Foster learning and coordination between TPs;
4. Build partnerships between TPs and EAC members;
5. Clarify M&E framework and impact evaluation.
6. The workshop will be prepared by the PICT and delivered with the support of facilitators (from PC, AGWG, and local/international experts in girls’ economic empowerment) in March 2009 (2 days). Participants will include: (i) EAC members, (ii) PICT staff, (iii) TPs, (iv) IE firm.
7. The agenda will include (i) a presentation of TPs (objectives and curricula, areas of improvement per capacity building workshop, working sessions with experts to enhance work plans, curricula), (ii) a working session on recruitment (recruitment strategies and common approaches, strategies for helping girls select wage vs. business development training); (iii) a working session on pairing of girls (rationale for pairing, sharing of pairing strategies and common approaches) (iv) a presentation of EPAG M&E (roles and responsibilities, IE firm work plan and timeline); (v) a meetings of EAC members with TPs.

## Sub-component 2: Institutional strenghtening of MoGD and stakeholders for AGS policy advocacy and programs



1. C4 (2) Implementation matrix

### Objectives

1. The objectives are to strengthen the institutional and analytical capacity of MoGD and stakeholders for informed analysis and coordinated implementation of national policies and programs in support of AGS. In this context and for the purposes of this project, “institutional strengthening” is defined very broadly. While it includes formal, classroom type capacity-building activities such as workshops, the bulk of activities will be of a less formal type. They will focus more on networking and sharing of experiences, communications and advocacy, and taking advantage of strategic entry points for policymaking on AGs. The target beneficiaries are the stakeholders in government, civil society, the private sector, and the donor community identified below.

### Target beneficiaries

| **Agency** | **Target beneficiary** | **Institutional strengthening activities** |
| --- | --- | --- |
| MoGD | * Senior staff in charge of policy – Deputy Ministers; Assistant Ministers; Directors
* Technical staff in charge of policy and research
* Technical staff in charge of programs – Child welfare, Gender officers
* Planning & administrative staff
* County staff – Country gender coordinators & child protection officers
 | Supervising and managing the preparation of policy briefs, communications strategy, IEC campaign and outreach |
| MoYSMoEMoL | * Senior staff serving on IM-PAC
* Technical staff providing input to project
* Gender Focal Points
* Inter-ministerial Committee on Youth Employment
* Scott Fellows
 | Contribution to reviews of policy and preparation of policy notes, etc.Collaboration on the situation of Liberian AGS report |
| LISGIS | Technical staff | Sharing existing data from surveys. Collaborative arrangement LISGIS / MoGD on survey designs to elicit AGS information |
| Parliamentarians, Cabinet Committees  | * Parliamentary Committees on Gender Equity, Youth, Labor
* Cabinet members
 | Policy briefs and dialogues |
| Adolescent Girls Working Group | Individual members and sub-committees | Formal partnership for peer review, clearing house for AGS information, technical advisory & “watch dog” for training providers |
| Existing networks and joint programs | * Joint Program on Youth Employment
* Gender Focal Points in line Ministries,
* UN Gender Theme Group
* Federation of Liberian Youth (FLY)
* IMO’s Information Management Offices (UNCHR), information centres
* County Development Officers
* Micro-finance group, CBL
* Child Protection Network
 | Dialogues, consultations, contribution to AGS Resource Center  |

1. Target beneficiaries of sub-component 2

### Policy and strategic oversight of EPAG

1. It is proposed that at each quarterly meeting, the IM-PAC holds at least one agenda item on the policy dimensions of adolescent girls’ economic empowerment be included for discussion, guidance, and strategic planning. Currently, there is at least ten GoL policies adopted or under preparation relevant for the adolescent girls’ issues targeted by the project. However, not all of them incorporate explicit statements about AGs. In its capacity as secretariat for the IM-PAC and the EAC, the PICT will be responsible for ensuring that technical information is available to facilitate their work and lead to concrete actions.
2. The PICT will:
3. Ensure that technical information on current AGs policies is available to IM-PAC and EAC;
4. Incorporate for discussion, guidance, and strategic planning in each IM-PAC meeting one agenda item on the policy dimensions of AGS’ economic empowerment;
5. Draw on the implementation experience of EPAG and other AGs initiatives to prepare briefings for senior government policy makers (e.g., cabinet and Parliament) for the purpose of policy and legislative decision making.
6. To support this assignment, the PICT will prepare ToRs and recruit a consultant /firm which will:
7. Review and compile actual policy documents available in the (i) education policy, (ii) youth policy, (iii) labor policy, (iv) child protection law, (iv) rape law and GBV policies, (v) social welfare policy; (vi) health policy, (vii) gender policy, (viii) decentralization policy (ix) micro-finance strategy;
8. Support the preparation by MoGD staff of briefings to senior government policy makers for the purpose of policy and legislative decision making (on the basis of the implementation experience of EPAG and other AGS initiatives).
9. The consultant/firm will work closely with the MoGD (i) senior staff in charge of policy, (ii) technical staff in charge of policy, research and programs (child welfare, gender officers), (iii) planning & administrative staff, (iv) County staff – Country Gender Coordinators & County Child Protection Officers for Montserrado & Margibi Counties.

### Evidence-based policy for adolescent girls

1. While interest in AGs is increasing, there is an unmet need to significantly improve the knowledge base about cost-effective policies and programs that aim to improve adolescent girl’s economic empowerment and to reduce or confront the vulnerabilities and challenges that adolescent girls face. Through LISGIS and other groups, recent surveys such as the DHS, CWIQ, the Census, etc., include data that could be analyzed to shed light on the socio-economic status of adolescent girls in different parts of Liberia. In addition, there is a need to collaborate with LISGIS to ensure that in the future, survey designs and modules incorporate questions that will elicit relevant and useful data on the socio-economic and demographic profiles of adolescent girls. Activities to be conducted here include:
2. Prepare TORs, obtain a no-objection from IDA and contract a short-term consultancy on adolescent girls’ data gathering and analysis. If an international consultant is hired, he will be paired with a local Liberian researcher/statistician in an arrangement similar to the mentoring/shadowing approach used under sub-component 1 (report due in December 2009);
3. Prepare six thematic policy notes on adolescent girls (on issues relevant for the national policies on youth, health, labor, education, agriculture, etc.)
4. In 2010 draw on available data to prepare a report on the situation of Liberian AGs.

### Strengthening existing networks

1. Because there is no single agency with a mandate for adolescent girls, this activity will concentrate on creating a community of practice with skills and information necessary to promote policies and programs relevant for AGS. The newly-formed network: Adolescent Girls Working Group (AGWG) presents a timely and promising opportunity for the project to nurture a coherent, supportive and policy-oriented network. It will be the main mechanism for networking, but others, such as the UN Gender and Youth theme groups and the NGO community will also be strategic partners. Core network strengthening activities will include:
2. MoGD/PICT to present to the AGWG once a month to discuss emerging EPAG lessons, seek feedback, and strategize on AGs’ issues;
3. MoGD/PICT to hold bi-annual meetings with the Gender Focal Points from the key line ministries – MoYS, MoE, MoL, MoH, MoA- to identify a list of action items to respond to these issues in their respective sectors;
4. Compile a toolkit and develop a resource center on AGs (that contains a broad array of information on AGs issues from these networking activities). The PICT will liaise with the Extended Technical Team and seek advice from the MoGD Department of Research and Technical Services for the establishment of the AGs resource center. The resource center will be both physical and web-based, with physical copies inventoried and housed in the MoGD’s Reading Resource Room. The PICT will contract up to two technical assistants for the preparation of the tool kit on AGs. It will (i) prepare TORs, (ii) obtain no-objection from IDA, (iii) have the tool kit completed by October 2010;
5. Establish the formal partnership arrangement between EPAG and the AGWG for the later to serve as a peer review mechanism for the project and participate in EPAG monitoring (e.g., inspection of training sites and verification of the training services). Depending on the legal status of the AGWG, this will be in the form of a MoU between MoGD and the AGWG. MoGD could also develop a callable roster consisting of AGWG members who can perform these services;
6. Support the capacity building workshop hosted by the AGWG just prior to the project launch workshop that focuses on good-practice programming for adolescent girls, program strengthening and cross-learning.

### Communication and outreach tasks

#### IEC campaign

1. Within its first months of operation, the PICT will, in collaboration with the AGWG, select technical assistance to develop the IEC campaign and communication strategy to disseminate current and emerging information on the economic empowerment of AGS. Experts would be hired following IDA no-objection to develop an IEC campaign and to develop and disseminate current and emerging information on AGs using a variety of printed and electronic media. The first year work program for the IEC campaign will be submitted to the IM-PAC for approval. The IEC consultants should also seek the advice of the EAC.

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# Fiduciary arrangements

## Project fiduciary arrangements

1. According to the Memorandum of Understanding (MoU) between the MoGD and the MoF, the Public Financial Management Unit (PFMU) located in the MoF will have the responsibility for the EPAG financial management, including accounting policy and procedures, reporting, budgeting, internal control, financial planning and forecasting.

Memorandum of Understanding between MoF and MoGD

1. The PFMU will at all times during the implementation period create a separate database in their integrated accounting and financial management software system to capture and record all transactions in respect of eligible expenditures under the project.
2. The PFMU staff will be responsible for:
3. Maintaining the accounting records for EPAG;
4. All financial transactions and documents, including the account replenishment and payments of EPAG eligible expenditures;
5. Timely preparation of financial statements/reports and supporting documents, including the financial aspects of the interim un-audited financial reports;
6. Operating the computerized accounting system,
7. Bank account operations and petty cash replenishment;
8. Facilitating the financial audits of the project.
9. All financial and accounting activities will be conform to the PFMU *Administrative and Financial Manual* prescriptions. Since the PFMU is responsible for FM aspects of implementation, where ever there is any ambiguity in procedures and processes as it relates to FM, the PFMU Manual will be the document of reference.

Administrative and financial manual of PFMU

## Financial and accounting arrangements

### Source of funds

1. The EPAG Project will be financed by (i) the IDA Multi-Donor Trust Fund for the Economic Empowerment of Adolescent Girls.

### Flow of funds



1. Flow of funds

### Designated Account

1. To facilitate timely project implementation, the PFMU will establish, maintain and operate, under terms and conditions set out in the MoU, a Designated Account in US$ in a commercial bank. The Designated Account will be separate from the other Treasury accounts and used exclusively to cover the EPAG eligible expenditures. Grant funds will be handled through the Designated Account. The selection process and criteria for selection of the commercial bank will follow the IDA’s Disbursement Handbook procedures.
2. Applications for the replenishment of the account will be submitted at least every three months or when 20 % of the initial deposit has been utilized, whichever occurs earlier. The necessary documentation will comprise Statements of expenses (SOE) listings for expenditures below the prior review thresholds and full documentation details for expenditures greater than the prior review thresholds, and will be prepared in accordance with requirements described in the IDA Disbursement Handbook.
3. All the financial claims related to the grant can be signed exclusively by those who are defined and authorized according to the Signature List:
* Head of PFMU and
* General Controler of Republic of Liberia (alternative: Assistant Minister of Expenditures.

### Transaction processing

1. No individual in the PFMU should be able to initiate, authorize, execute, or record a transaction without the active involvement of PICT Coordinator and the Finance Division personnel being mentored (for example, all withdrawals and transactions should be witnessed and countersigned).
2. Payments to suppliers or consultants will be made from the Designated Account using regular Bank Payment Order procedure. Suppliers or consultants must provide an original invoice summarizing total expenditures already incurred and a cover letter on official letterhead. Such documentation will be submitted on the basis of either contract terms or on a monthly basis. The format of the supporting documentation may vary depending on contract conditions.
3. The procedures for processing an invoice for payment, including required approvals and documentation will be as follows :
4. The PICT Coordinator receives invoice with required reporting documents;
5. The PFMU Disbursement specialist/accountant registers invoice and verifies all expenditures made by consultants for their eligibility against the contract terms and conditions and advises PICT Coordinator of any abnormality;.
6. PICT Coordinator and gives his approval upon verification of technical progresses and advice from PFMU on financial aspects
7. Upon approval from PICT Coordinator, Disbursement specialist/accountant from PFMU prepares payment order[[3]](#footnote-3) (or application for withdrawal, in case of Direct Payment), properly authorizes a bank payment order in the computerized accounting system and forwards it to PFMU Manager. If combining two or more contractor/vendor invoices on a Payment Order, the total net amount is entered;
8. Unit Manager approve the invoice, sign the payment order, and forward it for payment.
9. Disbursement specialist/accountant upon receipt of approved invoice and payment order signed by authorized persons effects the payment, register transaction in appropriate books in the Accounting System.
10. The procedure of invoice payments for operating costs will be as follows:
11. Reception and registration of invoices and supporting documents from PICT Coordinator by PFMU Disbursement specialist/accountant;
12. Preparation of payment documents and submission of them together with invoices and supporting documents to PFMU Manager for signing;
13. Returning of signed payment documents to Disbursement specialist/accountant;
14. Disbursement specialist/accountant effects the payment, register transaction in appropriate books in the Accounting System.

### Management of the petty cash

1. The PICT administrative assistant will hold a petty cash (not more than $--- equivalent in local currency at the end of each day) for small expenses or for cases in which cash payment are preferable. The petty cash account may be used only to pay:
* Local market purchases of supplies and materials for offices utilization (office supplies, minor miscellaneous supplies, minor repairs and replacement parts for machinery and equipment not under procurement contracts). Such payments may be made provided that the items cannot be expediently paid through regular payment procedures;
* Car carrier charges;
* Postage due on mail;
* Travel advances; and fuel.
1. Special authorization of the PICT Coordinator is required in order for the petty cash account to be used for purposes other than those listed above. The use of the petty cash will be conform to the following guidelines:
2. Petty cash operations should be limited to a minimum and replaced as possible by bank transactions;
3. Division of duties in the handling of cash is one of the most effective ways to ensure control over this asset. No individual (Administrative Assistant)will have complete control in the handling of cash;
4. If any collections are made, they are to be documented by the issuance of sequentially pre-numbered debit petty cash orders. All such receipts are to be strictly accounted for. The reason for any missing documents must be determined and documented. All petty cash transactions will be recorded in the manual Cashbook and the computerized accounting system. Petty cash withdrawals will be registered on the same day as the transaction in the Cashbook on the basis of cash debit order. Both cash debit and credit orders must be pre-numbered and filed in sequential order in a separate folder "Petty Cash Orders";
5. The payee are expected to account for the advance within seven days after the activity for which an advance was requested. The payee will not get a second advance until he (she) submits the Advance Report documenting the use of the previous advance (with supporting documents, receipts and checks, including currency exchange checks).
6. All disbursements from petty cash accounts are to be supported by original (no photocopies) receipts or vouchers bearing the signature of the payee or petty cash advance forms;
7. Petty cash accounts are to be reconciled twice a month by the PFMU and surprise counts of petty cash are to be made periodically;
8. The petty cash will be replenished through withdrawals from the Designated Account, for an amount that will not exceed the authorized ceiling. The list of expenses and their receipts will be transmitted to the PFMU upon each replenishment request. The PICT Coordinator and the PFMU designated person will sign checks prepared by the DS/A who will replenish the petty cash.

### Audits

1. The PFMU has an internal auditor who will ensure adequate internal checks to address any weaknesses in financial management.
2. A qualified and an independent external audit firm will be appointed on terms and conditions acceptable to IDA and in accordance with International Standards on Auditing (ISA). The audit will cover all EPAG activities, including eligibility of expenditures and physical inspections of activities and assets. The auditor will prepare a written opinion on the level of relevance and reliability of financial documents and other supporting information concerning the EPAG’s financial state and performance. In addition to the Opinion, the auditor shall provide a management letter outlining the following:
3. Weaknesses, if any, and necessary improvements to the internal control and financial management systems;
4. Comments and recommendations on accounting and bookkeeping system;
5. Report on correspondence of the contracts' terms and conditions to the Grant Agreement and project documents requirements; and,
6. Other information and details that, in the auditor’s opinion, is useful for the improvement of PFMU’s accounting and internal control systems.
7. To ensure timely submission of the audit report, arrangements may be made to make use of existing PFMU audit arrangements, if possible.

Terms of reference for external audit

## Procurement arrangements

### General rules

1. Procurement for the EPAG will be carried out in accordance with (i) the WB's "Guidelines: Procurement under the IBRD Loans and IDA Credits" May 2004 revised October 2006; (ii) "Guidelines: Selection and Employment of Consultants by World Bank Borrowers" May 2004 revised October 2006 and (iii) the provisions stipulated in the Grant Agreement.
2. The PICT will: (i) use the Bank’s *Standard Bidding Documents* (SBD) for all international competitive bidding (ICB) processes; (ii) apply the appropriate procurement procedures; (iii) update the procurement plan on a regular basis, especially during annual reviews with IDA and other donors, based on comparison of target and actual completion dates, and seek the Bank’s “No-Objection” as required for all relevant procurement-related documents and/or issues; and (iv) based on implementation experiences propose for IDA and other donors' consideration necessary modifications that would accelerate procurement, while still maintaining compliance with the Bank's Procurement Guidelines.

### Responsibilities and Capacity building

1. Measures to assure procurement capacity are:
2. The recruitment of a procurement specialist at the PICT level. The designated specialist will be familiar with IDA’s procurement procedures as reflected in the TOR. The PICT procurement specialist will, among others: (i) monitor all procurement activities of the Project at all levels; (ii) build capacities of the identified MoGD staff whose procurement capacity need to be built;
3. The outlining of procurement procedures in the OM and also thorough definitions in the Financial and administrative manual of the PFMU, with relevant forms in annexes, to offer guidance to the staff;
4. Elaboration and use of the procurement plan for the first year of the Project, and subsequent updates of these plans as and when required;
5. The conduct of procurement post-reviews by Bank staff during supervision missions, with a view to identifying and sharing the possible weaknesses with MoGD procurement, to enable IDA and MoGD take the necessary training steps to remedy the situations, and bring about improvements in staff capacities.
6. In the first months following commencement of EPAG implementation, MoGD procurement staff including the PICT Procurement Specialist will participate in a procurement training program offered by the International Procurement Agency (IPA) and conducted under the aegis of the Economic Governance and Institutional Reform Project (EGIRP). The procurement training, among others, will address recent changes in the Bank’s Procurement Guidelines and standard documents

### Procurement Plan (PP)

1. The MoGD has developed a PP for EPAG implementation. This plan has been agreed between the MoGD and IDA on October 2008 and is available in the MoGD offices in Monrovia. It will also be available in the project’s database and in the IDA external website.
2. The MoGD procurement staff, together with the PICT’s Procurement Specialist, will update this plan annually or as required to reflect the actual implementation needs and improvements in institutional capacity. It will be approved by the PICT Coordinator and sent to IDA for non-objection. Given that there are no works activities in the project, the plan will identify (i) the list of goods and services to procure, (ii) their estimated costs, (iii) the applicable procurement method, (iv) and the planning dates associated with the procurement activities’ steps. After IDA’s non-objection to the updated PP no other goods and services activities may be added or introduced unless IDA’s further “Non-Objection” is sought.

### Procurement and Selection Methods

#### Procurement Method

1. The following considerations underpin procurement procedures: (i) the need for economy and efficiency in the implementation of the project, (ii) the Bank’s interest in giving all eligible bidders from developed and developing countries the same information and equal opportunity to compete in providing goods and works financed by the Bank, (iii) the Bank’s interest in encouraging the development of domestic contracting and manufacturing industries in the borrowing country, and (iv) the importance of transparency in the procurement process.

#### Selection Method

1. Five main considerations guide the Bank’s policy on the selection process as follows:
* The need for high quality services;
* The need for economy and efficiency;
* The need to give all qualified consultants an opportunity to compete in providing services financed by the Bank;
* The Bank’s interest in encouraging the development and use of national consultants in its developing member countries; and
* The need for transparency in the selection process
1. The following procurement methods will be followed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Expenditure Category** | **Contract value Threshold (US$)** | **Procurement Method** | **Contracts subject to Prior Review** |
| 1 | Consulting Services |  |  | All contracts |
|  |  | All contracts |
| All values  | IC | All contracts |
| All values | SSS | All contracts |
| 2 | Goods and Services (other than consulting services) |  | Shopping | None |

1. Procurement methods per type of contract
2. Thresholds for each procurement or selection category may be reviewed by IDA, depending on procurement staff’s performance during project implementation.

### Procurement of goods and non consulting services

1. The EPAG will finance the procurement of goods and equipment including office equipment and furniture, computer and vehicles, etc. Goods will be grouped to the extent possible in package sizes and homogenous groupings that will encourage economy and efficiency.

#### Shopping procedure

1. Procurements of readily available off-the-shelf goods estimated to cost less than ----- each may be procured through shopping procedures on the basis of three written quotations obtained from qualified national suppliers with good track record. Processes will be conducted according to the following steps:

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Task or Activity Step** | **Responsible** | **Remarks** |
| 1 | Prepare Technical Specifications for Non-Shelf Item | MoGD /PICT Procurement Staff | This would be done for works and also goods which are not of the “off-the-shelf type |
| 2 | Identify at least three suppliers with good track record in the supply of the product  | MoGD /PICT Procurement Staff | Draw from a long list which shall periodically be refreshed to include new names |
| 3 | Invite and receive quotations from these suppliers | MoGD /PICT Procurement Staff | A copy of this shall go into the procurement file |
| 4 | Evaluate the quotations received and identify supplier that provided the least cost for the goods | MoGD /PICT Procurement Staff | A copy of this evaluation report shall go into the procurement file |
| 5 | Issue an LPO to above supplier | MoGD /PICT Procurement Staff | A copy of this evaluation report shall go into the procurement file |
| 6 | Receive goods from the supplier and sign the accompanying Waybill retaining a copy. | MoGD /PICTStore keeper | Copy of the Waybill will be made for the procurement file |
| 7 | Enter the goods into the stores records by issuing a copy of the SRV to the Supplier | MoGD /PICTStores Staff | Copy of the SRV will be made for the procurement file |
| 8 | Receive from the Supplier the Invoice, accompanied by a copy of the Waybill, and SRV | MoGD /PICT /PFMUAccounts Office | The Account section will arrange for copies to be made for the procurement file |
| 9 | Based on above documents, Accounts Office will prepare a payment voucher | PICT/PFMUAccounts Office | The PV shall also be copied to the procurement file |
| 10 | Pay the supplies and conclude the transaction by getting an official receipt for the payment, | PFMUAccounts Office | Accounts shall copy the receipt to the procurement file |
| 11 | Archiving of all documentation | MoGD /PICT /PFMU Procurement and Accounts Staff | Procurement and Accounts sections shall ensure that the specific procurement file for the activity contains all information relevant to the procurement of that activity |

1. Shopping procedure

### Procurement for consulting and training

1. Contracts for consultant services and training will be packaged in a manner that will combine related skills and services, in order to attract competition, improve quality of services, and reduce the number of contracts to be managed by the PICT.
2. Short list of consultants for services, estimated to cost less than --- equivalent per contract, may comprise entirely national -consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines.
3. The MoGD may and with justified reasons, terminate any contract or implementing arrangements between the PICT and a contracted party. Any controversy, claim made or linked to a contract or termination or invalidity issue will be submitted to arbitration according to national laws.

#### Advertising procedure for procurement

In the specific cases of QBS and QCBS contracts identified in the project procurement plans Expressions of Interest (EOIs) will be (i) drafted and submitted to the WB Office that will arrange for its publication in UN Development Business online (UNDB online) and in the Development Gateway Market (dgMarket), and also (ii) advertised in newspapers of wide national circulation and in the official gazette by MoGD.

#### Quality cost based selection

1. QCBS will be used for the recruitment of the IE firm. The steps are as follows:

|  |  |  |
| --- | --- | --- |
| Step | Task | Responsible |
|  | Prepare ToRs  | PICT / MoGD |
|  | Seek Non objection for the TOR and estimate its cost | IDA, upon request from PICT Coordinator |
|  | Prepare EOI and advertise in both UNDB and dgMarket, and also locally | PICT Procurement Specialist/MoGD procurement staff |
|  | Prepare RFP (without shortlist) | PICT Procurement Specialist/MoGD procurement staff |
|  | Evaluate/Assess EOIs Received and Short-list consultants | Evaluation Committee of MoGD |
|  | Seek Non-objection on short-list and RFP | IDA, upon request by MoGD |
|  | Receive Non-objection on RFP | IDA |
|  | Issue /Send RFP to short-listed consultant firms | PICT Procurement Specialist/ MoGD procurement staff |
|  | Receive the Technical and Financial proposals in separate envelopes | PICT Procurement Specialist/ MoGD procurement staff |
|  | Open the Technical Proposals, ensuring that the Financial Proposals are kept under lock and key  | MoGD internal evaluation committee  |
|  | Evaluate the technical proposals and seek No-Objection for the Technical Evaluation report,  | MoGD internal evaluation committee |
|  | Based on the No-Objection, open the financial proposals of firms that made the set minimum score and above | MoGD internal evaluation committee |
|  | Prepare the combined technical and financial evaluation report and identify the firm who scored highest in the combined evaluation | MoGD internal evaluation committee |
|  | Negotiate the contract with this firm which scored highest in the combined evaluation | PICT/MoGD Team |
|  | Seek Non objection, based on the combined evaluation report, minutes of negotiations and the draft contract | MoGD / IDA |
|  | Sign contract with the successful firm  | PICT and Consultant  |
|  | Publish the contract award | PICT Procurement specialist / MoGD procurement staff |
|  | Archiveor ensure that all documentation is filed in the appropriate procurement files. | PICT Procurement specialist / MoGD procurement staff |

1. QCBS process

#### Quality based selection

1. Quality based selection (QBS) procedures will be used for contracting TPs for the implementation of components 1 and 2.
2. The procurement process is identical to the QCBS procedure, except for the following:
* If the RFP requests the submission of separate technical and financial proposals: in this case, QCBS steps are to be followed, except that only the financial proposal submitted by the consultant with the highest technical score will be opened;
* If the RFP requests just the submission of a technical proposal: only the consultant with the highest technical score will be invited to submit a financial proposal for negociations.

|  |  |  |
| --- | --- | --- |
| Step | Task | Responsible |
|  | Prepare ToRs  | PICT / MoGD |
|  | Seek Non objection for the TOR and estimate its cost | IDA, upon request from PICT Coordinator |
|  | Prepare EOI and advertise in both UNDB and dgMarket, and also locally | PICT Procurement Specialist/MoGD procurement staff |
|  | Prepare RFP (without shortlist) | PICT Procurement Specialist/MoGD procurement staff |
|  | Evaluate/Assess EOIs Received and Short-list consultants | Evaluation Committee of MoGD |
|  | Seek Non-objection on short-list and RFP | IDA, upon request by MoGD |
|  | Receive Non-objection on RFP | IDA |
|  | Issue /Send RFP to short-listed consultant firms | PICT Procurement Specialist/ MoGD procurement staff |
|  | Receive the Technical and Financial proposals in separate envelopes | PICT Procurement Specialist/ MoGD procurement staff |
|  | Open the Technical Proposals, ensuring that the Financial Proposals are kept under lock and key if a financial Proposal was requested in the RFP | MoGD internal evaluation committee  |
|  | Evaluate the technical proposals and seek No-Objection for the Technical Evaluation report,  | MoGD internal evaluation committee |
|  | Based on the No-Objection, open financial proposals according to guidelines in paragraph 30 above | MoGD internal evaluation committee |
|  | Negotiate the contract with this firm  | PICT/MoGD Team |
|  | Seek Non objection, based on the evaluation report, minutes of negotiations and the draft contract | MoGD / IDA |
|  | Sign contract with the successful firm  | PICT and Consultant  |
|  | Publish the contract award | PICT Procurement specialist / MoGD procurement staff |
|  | Archiveor ensure that all documentation is filed in the appropriate procurement files. | PICT Procurement specialist / MoGD procurement staff |

1. QBS process

#### Individual consultant recruitment

1. Individual Consultants (IC) will be hired in accordance with Section V of the Consultant Guidelines. Individual consultants will be used for small assignments of short-term duration such as special studies, training for implementation agencies and workshops, technical advisors for the project management, etc.

|  |  |  |
| --- | --- | --- |
| Step | Task | Responsible |
|  | ToRs preparation | PICT / MoGD |
|  | Non objection on ToRS | IDA, upon request from PICT Coordinator |
|  | Invite at least 3 known individual consultants specialized in the assignment who have expressed interest or have been approached directly by the Borrower to submit their CVs or use the option of EOI advert to access CVs  | PICT Procurement Specialist/ MoGD procurement staff |
|  | Compare the CVs and identify the individual who meets the minimum relevant qualifications and deemed capable of carrying out the assignment | MoGD internal evaluation committee  |
|  | Send the TOR out to this individual consultant to facilitate the submission of financial proposals | PICT |
|  | Negotiate the financial proposals since the selection process did not include price | PICT |
|  | Seek Non objection for the contract | MoGD requests IDA Non-Objection |
|  | MoGD signs contract with the Individual consultant  | PICT /MoGD |
|  | Archive all documents relevant to the selection process into its procurement file | PICT Procurement specialist / MoGD procurement staff |

1. Individual consultant selection process

#### Least cost selection

1. Least Cost Selection (LCS) procedures will be used for the auditing services contract.

|  |  |  |
| --- | --- | --- |
| Step | Task | Responsible |
| 1 | Apply steps 1 to 12 of the QCBS process, which ends with the opening of the financial proposals of firms that made the set minimum score and above | PICT / MoGD/ Evaluation Team |
| 2 | Identify the firm that offered the lowest corrected price | Evaluation Team |
| 3 | Negotiate the contract | MoGD |
| 4 | Seek No-Objection  | MOGD/ IDA |
| 5 | Sign contract | MoGD and firm |
| 6 | Publish the Award of contract | PICT Procurement specialist / MoGD procurement staff |
| 7 | Archive all documentation into the specific procurement file opened for the activity | PICT Procurement specialist / MoGD procurement staff |

1. Least cost selection process

#

# Project monitoring system

## Objectives

1. The objectives focus on project processes and results rather than impact (covered by Component 3). The main objectives are to:
2. Ensure that procedures carried out are in compliance with the Grant Agreement, OM, etc.;
3. Provide regular information on progresses toward results;
4. Identify and address risks, bottlenecks and problems so that continuous project re-design and improvement become standard operating procedures;
5. Feed evidence on activities and results to transparent systems for communicating progresses, thus enhancing stakeholders and public confidence in their overall transparency.

## Design of the Monitoring and evaluation (M&E) system

### Monitoring definition

1. Project monitoring designates the regular follow up of current activities and their progresses. It will be used to: (i) measure activities’ progresses and the efficiency of the implementation mechanisms; (ii) systematically record the actions undertaken by all organizations participating in the project, including all consulting firms; and (iii) quickly identify bottlenecks and emerging problems. Monitoring will include:
2. The physical follow-up of activities by the responsible entities (field visits notes and reports, activities reports, etc);
3. The operation of the EPAG computerized technical monitoring information system (MIS) that will support verification of activities’ progress (against the timeline of planned activities) and provide quantitative data (number of beneficiaries, sub-contractors, activities, etc.);
4. The operation of the EPAG computerized financial MIS which will record the disbursements, procurements activities and allow cross comparisons with the technical data figures.
5. Monitoring should not be confused with impact evaluation. The project’s impact evaluation, conducted by an external organization, is designed to measure the change in project beneficiaries’ welfare compared to a group of non-beneficiaries with very similar in characteristics.
6. Some of the surveys conducted by the IE organization, however, will be very useful for project monitoring. Particularly useful will be the exit surveys administered to trainees immediately upon completion of training, since they will gather information on the perceived usefulness of training and suggestions from trainees on improving training; these suggestions could be incorporated in the second round of training offered by this project.

### System definition

#### Conditions and criteria

1. The global monitoring system will consist of (i) the system users and operators, (ii) the data to monitor (key information for M&E indicators, administrative and financial information) (iii) identification of procedures (by whom, when) and (iv) M&E tools (MIS, information exchanges, etc.). To insure the success of M&E the following conditions need to be met:
2. Support and commitment of the MoGD and other stakeholders;
3. Receptive and responsive decision-making process;
4. Provision of PICT with the necessary tools for the implementation of the monitoring activities such as computer equipment, computer networks, etc.;
5. Recruitment of the necessary and qualified M&E/ management information system staff both at the PICT and at the MoGD levels;
6. Active role of IE firm in the development and carrying out of M&E activities;
7. Incentive and capacity for MOGD mentored staff to ensure effective use of M&E tools in the future.
8. Some of the criteria to measure the success of M&E will be: (i) extent of MoGD ownership of M&E activities, (ii) ability to better monitor and report on project activities and results, (iii) ability to distill lessons learned, (iv) ability of MoGD to sustain the use of M&E procedures and update them when necessary, (v) extent to which the M&E activities have been institutionalized and (vi) ability to transfer knowledge and ownership.
9. TPs and the IE firm will play a major role in the facilitation of M&E by focusing on the direct contact with beneficiaries. They will also play a vital role in and contribute to developing a sustainable methodology and ensuring that lessons learned on the ground are fed back into the planning process.

#### Tools

1. The following tools would be used for project M&E:
2. Detailed project logical framework with a developed set of performance, results and impact indicators;
3. Computerized management information system data : collected, analyzed, and delivering all the information needed;
4. Regular and special reports;
5. Financial, management, procurement and technical audits. Financial/ management audits will be carried out on annual basis. Special audits will be carried out upon completion of grant;
6. Regular evaluation of training and institutional strengthening activities;
7. Participatory M&E activities;
8. Special studies, including *inter alia,* the impact assessment study.

#### Computerized Information management system

1. The MIS will support the management and the monitoring of the Components and provide necessary information to PICT staff, the IM-PAC and participating donors. The MIS will be the major tool supporting the M&E of performance. It will track components activities, monitor progresses, flag activities experiencing unusual delays and signal possible cost overruns. MIS-generated reports will be an integral part of the quarterly reports and comprehensive annual reports submitted to the IM-PAC and donors. The database of the MIS will be used to (i) manage and monitor the investments from identification to hand over and (ii) measure the indicators of the project.
2. A particular importance will be given to the codification of the activities/beneficiaries. This codification will permit that information of different sources and natures is recorded and managed in a coherent way.

#### Users and their respective needs

1. The users of M&E data are essentially: (i) the IM-PAC and donors, (ii) the MoGD, other ministries of the Government and local authorities, (iii) TPs and the IE firm, (iv) civil society groups and organizations. Their respective needs should be taken into account in the M&E information gathering and dissemination
2. The following figure identifies the type of information needed by the different stakeholders and the source of information that the PICT is to consult to provide this information.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Monitoring needs | Evaluation needs | Source |
| A- Institutional structure |
| 1.-Oversight and decision levels:IM-PACEACMoGD senior staff | * State of implementation of components’ activities and disbursements
 | * Results evaluation
* Progresses towards EPAG target indicators
* PICT and TPs performance evaluations (external)
 | * Annual work plan and budget
* Quarterly and annual reports from PICT with MIS data up to date;
* Reports from sub contracted TPs and other organizations/firms
* PICT/Project evaluation report
 |
| 2.-Implementaiton level:PICTMoGD technical staffPFMU | * Current and planned activities
* Evolution of disbursements (component, TP, etc.)
* Activities undertaken by sub-contracted organizations/ firms or contractors activities; accordance with OM specifications.
 | * Evaluation of training (by beneficiaries, TPs, PICT)
* Results evaluation
* PICT and TPs evaluation (external)
* Other studies and results of capacity building activities
 | * Annual work plan and budget
* Internal quarterly reports
* Reports from TPs and consultants,
* MIS data on training and financial state
* PICT/project evaluation report
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Monitoring needs | Evaluation needs | Source |
| B- Stakeholders |
| Focal points  | * Implemented activities related to their sectors
* Policies and issues relevant to their sector
 | * Evaluation of activities or results related to their sector
 | * Annual work plan and budget
* MIS data on their sector
 |
| TPs and consultants, networks, NGOs, beneficiaries | * Training implementation;
* Impact evaluation results
 | * Ex ante evaluation
* Results evaluation
 | * Training reports (attendance logs, transportation/food allowance logs, student performance reports)
* Annual reports and work plan
* IE data and reports
 |

1. M&E needs and sources of information

## Monitoring activities

### Monitoring

#### Activities

1. The monitoring officer will be required to verify the number of enrolled and participating students for the approval of invoices. The PICT will develop a system/procedure for checking the veracity of reports provided by the TPs on attendance, payment of transport/food allowances, and payment of completion bonuses. This procedure may utilize the random visits to monitor quality of training provision (see next section).

#### Performance

1. The PICT performance monitoring will consist of continuous and regular follow-up activities of current operations and their progress according to a set of pre-defined performance indicators. These activities will include the assessment of technical and financial progresses, facilitated by the MIS and covering operational, technical, and financial management aspects of the project. Performance monitoring will be carried-out (i) at the PICT level; (ii) at the consultants level (TPs, IE firm, consultants) and, (iii) at the beneficiary level.
2. The PICT performance will be monitored by:
3. MoGD : on-going monitoring will be done through: (i) regular analysis of data entered into the MIS both at the central and regional level; (ii) reports of the PICT; and (iii) regular supervision visits of the PICT staff;
4. IM-PAC: periodic supervision and monitoring will be done through receipt and review of periodic reports provided by the PICT, independent auditors’ reports, yearly work plans, and other reports;
5. IDA/donors:through regular PICT management reports, supervision missions, independent auditors’ reports, reports on special studies, mid-term review.
6. Contracted TPs, IE firm and consultants performance monitoring will be ensured by:
7. PICT: staff through (i) field supervision and reports; (ii) reports of local consultants and (iii) regular analysis of data entered into the MIS system during reporting periods;
8. Contracted consultants who observe implementation processes (principally members of the AGWG—see below); and
9. M&E and lessons learned workshops.
10. Particular emphasis will be placed on monitoring the quality of training provided to beneficiaries. The MoGD, working together with members of the AGWG will be responsible for monitoring the quality of training. The AGWG will prepare a callable roster of individuals with expertise in the provision of vocational and life skills training; these individuals will be contracted by the MoGD to conduct quality monitoring. Staff from the PICT will frequently accompany these monitors on their visits to training sites.
11. In order to provide the correct incentives for training providers, the monitoring of quality should:
12. *Be professional and impartial.*  Quality monitors should use a standard approach for all visits, so that all training providers and all sites are subject to the same quality standards. A checklist—provided in the next section—should be used for the visits to ensure this standardization. The project coordinator from the MoGD will train the quality monitors in the use of this checklist. Quality monitors will be impartial in applying the checklist;
13. *Be frequent but random.* On average, training classes should be visited once per month.[[4]](#footnote-4) In order to uncover the true situation in the sites, the day of the visit should not be announced in advance. The randomness of the visits will be guaranteed by putting paper slips with the 48 classes/sites (see Annex 1) in an urn each week and drawing the 12 classes/sites that will be visited that week.[[5]](#footnote-5) The weekly visit schedule will not be divulged to training providers;
14. *Be conducted in pairs.* Two sets of eyes and ears are better than one, and the interaction between two reviewers will lead to higher quality inspections;
15. *Incorporate the feedback of trainees.* Trainees need to have the opportunity to meet privately with the quality monitors to report cases of misconduct (including sexual predation) by trainers, as well as other problems or issues with the training.
16. Quality monitors will evaluate training providers along the following criteria and use a scale of 1-10 to rate performance on each criterion (see figure 24).[[6]](#footnote-6) Note that the total weighted score will range from 0 to 100. The MoGD will be responsible for incorporating the scores from these visits into the MIS.
17. Quality scores will be shared with the TPs (with the Project Leader) within one week of the inspection visit. Low total scores will trigger immediate follow-up from the Project Coordinator with the TP. Low scores in particular areas should trigger follow-up as well. Records should be kept of communications with TPs and the response of these providers.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Score (1-10)** | **Weight of criterion** | **Weighted score** |
| **Management of training** |  |  |  |
| * Attendance logs maintained
 |  |  |  |
| * Transparent administration of transportation/food allowance
 |  |  |  |
| * Training provider has system in place to monitor instructor and student performance
 |  |  |  |
| **Teaching and learning** |  |  |  |
| * Attendance rate of students (on day of visit)
 |  |  |  |
| * Course syllabus available and known by students
 |  |  |  |
| * Printed instructional materials available to students
 |  |  |  |
| * Trainers practice good practice teaching methodology (interactive, not just lecture)
 |  |  |  |
| * Practical/experimental work being done
 |  |  |  |
| * Equipment in use and raw materials available (if applicable; if not, score at maximum score)
 |  |  |  |
| **Classroom environment** |  |  |  |
| * Classroom clean and orderly
 |  |  |  |
| * Environment free of distractions (noise, non-students, etc.)
 |  |  |  |
| * Respectful treatment of trainees (including lack of sexual pressure/predation by trainers)
 |  |  |  |
| **Total score** |  |  |  |

1. Checklist for quality monitoring

#### Mid-term and final review

1. A donors mid-term review will take place early enough (say after 8 months) so that the lessons can be fed into the design of the second phase, and a final evaluation at the end of the project. The mid-term and final reviews should be based on external evaluations by independent consultants.
1. In each of the two rounds of training, most communities will have 75 girls in BDS training and 56 in job skills training, for a total of 131 in each of two rounds of training. If 262 AGs are to be trained and assuming an attrition rate of 30% of those who are on the wait list for round 2 (i.e., girls who between rounds 1 and 2 decide not to participate), it will be necessary to have 187 AGs on the wait list for round 2. 131 + 187 = 318 AGs enrolled. [↑](#footnote-ref-1)
2. In each of the two rounds of training, most communities will have 75 girls in BDS training and 56 in job skills training, for a total of 131 in each of two rounds of training. If 262 AGs are to be trained and assuming an attrition rate of 30% of those who are on the wait list for round 2 (i.e., girls who between rounds 1 and 2 decide not to participate), it will be necessary to have 187 AGs on the wait list for round 2. 131 + 187 = 318 AGs enrolled. [↑](#footnote-ref-2)
3. If MoGDs’ Finance Division being mentored is considered skilled, the preparation of the payment request may be of its responsibility. [↑](#footnote-ref-3)
4. Training providers or sites where serious problems are detected may be subject to more frequent random monitoring at the discretion of the MoGD. [↑](#footnote-ref-4)
5. To minimize travel costs, it might be desirable to use nine slips (one per location), and draw 2 or 3 slips for locations that will be visited in a given week. If this is the approach used, it will be important to conclude all visits to a location in a single day. [↑](#footnote-ref-5)
6. This quality checklist is a modified and simplified version of the checklist used by the Asia Pacific Accreditation and Certification Commission. [↑](#footnote-ref-6)