



AFD - UNICEF EDUCATION INFRASTRUCTURE DEVELOPMENT
IN BISSAU

Upgrading of school and sports infrastructure

PROJECT FUNDING PERIOD:

3 years, (2024- 2027)

DONOR:

AFD - [Agence Française de Développement](#)

OBJECTIVES AND DESCRIPTION OF THE PROJECT



The long-term goal of the project is that students from **Agostinho Neto Secondary School, Kwame Nkrumah Secondary School, Rui Barcelo da Cunha Secondary School and Salvador Allende Primary School, as well as children and young people from Bissau's *Reno Neighborhood*** (with a focus on adolescent girls and other marginalized groups), have increased retention and completion rates, improved physical health and strengthened soft skills.

To achieve this goal, UNICEF will rehabilitate sports and academic infrastructures and develop a community management model to oversee the efficient administration of sports facilities and provide high-quality Sport for Development programs.

The project consists of three deliverables:

Result 1: The Agostinho Neto Secondary School, the annex of the Ministry of Education and the shared sports recreational facilities have improved and fully accessible infrastructures.

Outcome 2: New and renovated sports facilities are efficiently managed through a participatory and community-based management model consisting of the Ministry of Education, neighboring schools and youth and community representatives.

Outcome 3: Adolescents and young people (especially adolescent girls and other marginalized groups) have access to better recreational and sports activities, including Sport for Development.

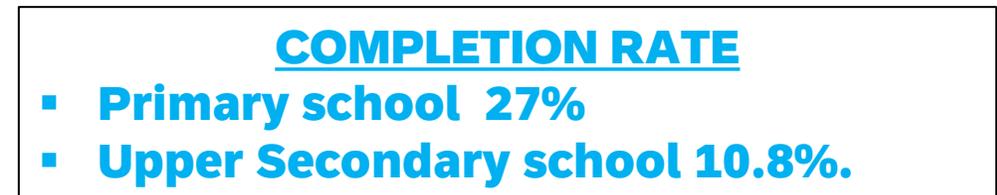
ANALYSIS OF PROBLEMS AND OPPORTUNITIES



Since gaining independence from Portugal in 1974, Guinea-Bissau has experienced severe political instability, marked by nine successful coups since 1980. This unrest has destabilized governance, including key ministries like the Ministry of Education, undermining public administration. With 68.4% of the population living below the poverty line and a literacy rate of just **53.9%**, (source: ISU/UNESCO) in 2022.



The constitution guarantees the right to education, but access to quality education remains limited. Structural barriers contribute to widespread educational exclusion, with significant numbers of children out of school: **27.7%** of primary, **23.3%** of lower secondary, and **31.9%** of upper secondary school-age children are not enrolled. For those who do attend, educational quality is poor, reflected in a primary school completion rate of only **27%** and an upper secondary completion rate of **10.8%**.



Inadequate infrastructure, outdated curricula, and inconsistent teacher training further impair educational outcomes. Additionally, rapid population growth has outpaced the development of public recreational facilities, limiting opportunities for children's holistic development. UNICEF's Sport for Development (S4D) approach offers a potential solution by fostering personal and social development through sports and recreation, addressing some of these challenges.



PROCUREMENT

UNICEF Guinea Bissau intends to recruit a reputable Architecture and Engineering Company and establish an institutional contract for the supply of technical expertise to UNICEF to carry out an Infrastructure Needs Assessment



In this context, UNICEF invites Institutions interested in participating in the Request for Proposal for services, LRQS2024-9191547.

Bids must be submitted no later than Wednesday 31 July 2024 at 23:59 local time and be mailed to bissausupply@unicef.org

The opening of bids will be on Thursday, 1 August 2024 at 15:00 local time. For any general or technical clarification, contact the UNICEF Bissau Office at bissausupply@unicef.org

DEAD LINE
Wednesday 31 July
2024 at 23:59

BID OPENING
Thursday, 1 August
2024 at 15:00

Queries to bissausupply@unicef.org

Task 1: Site assessment and documentation

Technical Assessment provides basic information about existing buildings and playgrounds. Consultant to visit all possible sites and locations for construction in close consultation with the Ministry of Education, UNICEF Education programme staff and relevant government authorities, ensuring that the needs and project brief are fully understood.

Evaluate the characteristics of all existing project sites and structures to recommend in rehabilitation works. During the site visit, conduct an initial environmental and social risk screening for the construction and operation of facilities.

- 1.Examine the building plans, proposed sites and proposed scope of schools and determine if appropriate, taking into account the local context and long-term maintenance and usability.
- 2.Make recommendations and prioritize rehabilitation works of existing structures and advise on the scope of the project.
- 3.Make recommendations on sites to be rehabilitated/renovated based on project feasibility and budget, focusing on facilities where service provision is funded as part of the project.
- 4.Study the local Standards and Specifications for construction. Recommend improvements, where necessary, and develop updated specifications for proposed projects, as needed.
- 5.In consultation with partners, involve local communities in the review and planning process and propose modalities to involve them during construction and maintenance.
- 6.Landscaping.

Presentation:

The information collected during the site visits must be finalized and submitted to the “UNICEF Education Section”. The assessment report will include a draft social and environmental impact assessment report, designs/drawings for each facility, and detailed quantity lists for each facility.



ASSESSMENT REPORT WILL INCLUDE:

- Draft social and environmental impact assessment report**
- Designs/drawings for each facility**
- Detailed quantity lists for each facility**

Task 2: Environmental and social impact assessment

Define and conduct the relevant scope of environmental and social factors to investigate, identify the environmental and social risks related to the construction and operation of facilities and identify the corresponding potential environmental and social impacts, discuss risk factors and propose mitigation strategies, evaluate the project and propose environmental and social mitigation strategies to be implemented. Risk screening, impact identification and mitigation measures should cover risks related to the works and any physical or economic impact on the local population, as well as risks related to construction activities (i.e. working and working conditions, occupational health and safety, public health and safety). Submit a full report on the environmental and social impact assessment report, along with detailed recommendations and mitigation factors. The ESMF will cover the preparation, construction and operation of the projects and will include a draft Environmental and Social Management Plan (ESP, including accompanying provisions); The ESMF establishes the principles, guidelines and procedures for assessing environmental and social risks and proposes measures to reduce, mitigate and/or compensate for potential adverse environmental and social impacts and increase positive impacts and opportunities for all interventions under the Project. The ESMF will be developed in accordance with national legislation and international E&S standards, as required by AFD's Sustainability Directive

Presentation:

Submit a full report on the environmental and social impact assessment report, along with detailed recommendations and mitigation factors.



Submit full report on the environmental and social impact assessment, along with detailed recommendations and mitigation factors.

Task 3: Support the UNICEF project management team in Tender process



1. Provision of design and specification for the proposals, including presentation to the proponents during the applicant workshop.

2. Respond to technical questions /queries from bidders

3. Support the UNICEF supply team in the evaluation of proposals and analysis of the proposals submitted.

UNICEF will inform the consultant the details of engagements during the tender process, however the consultant will remain standby to provide support in the entire period of tender.

PROJECT SITES location



 Augustino Neto School  Sports grounds  Ministry building

PROJECT SITES location



**MINISTRY OF EDUCATION
(Annex)**

- Rehabilitation of office building
- Landscaping

SITE 01 - AGOSTINHO NETO SCHOOL

The school was built in 1960s and was extended over several times. The building has undergone minor rehabilitation in the past, but the dilapidation rate has affected more to buildings in the perimeter. However, the building foundations are not affected, the walls are mildly affected while the roof is severely affected.

The roof structure in some places is termed risky for use of space. The electrical system requires an overhaul installation considering the standby electric generator and solar system. There are total of 37 classrooms including other spaces such as staff rooms, administration, laboratory, canteen, toilets etc.

SITE 03 - MINISTRY OF EDUCATION

The ministry building was built in 1949, there were several attempts to rehabilitate parts of the building but there is no evidence of full cover. The building was also partitioned internally with glass aluminum and minor extensions externally.

The foundations are intact yet there is effect of tree rooting in several places. The building walls require minor rehabilitation but the roof including its structure is in need of extreme rehabilitation.

The mechanical and electrical systems also extremely dilapidated. The washrooms are non-functional. There boundary walls are at some places risky to approach. There is no air-conditioning system while the passive cooling system need rehabilitation.

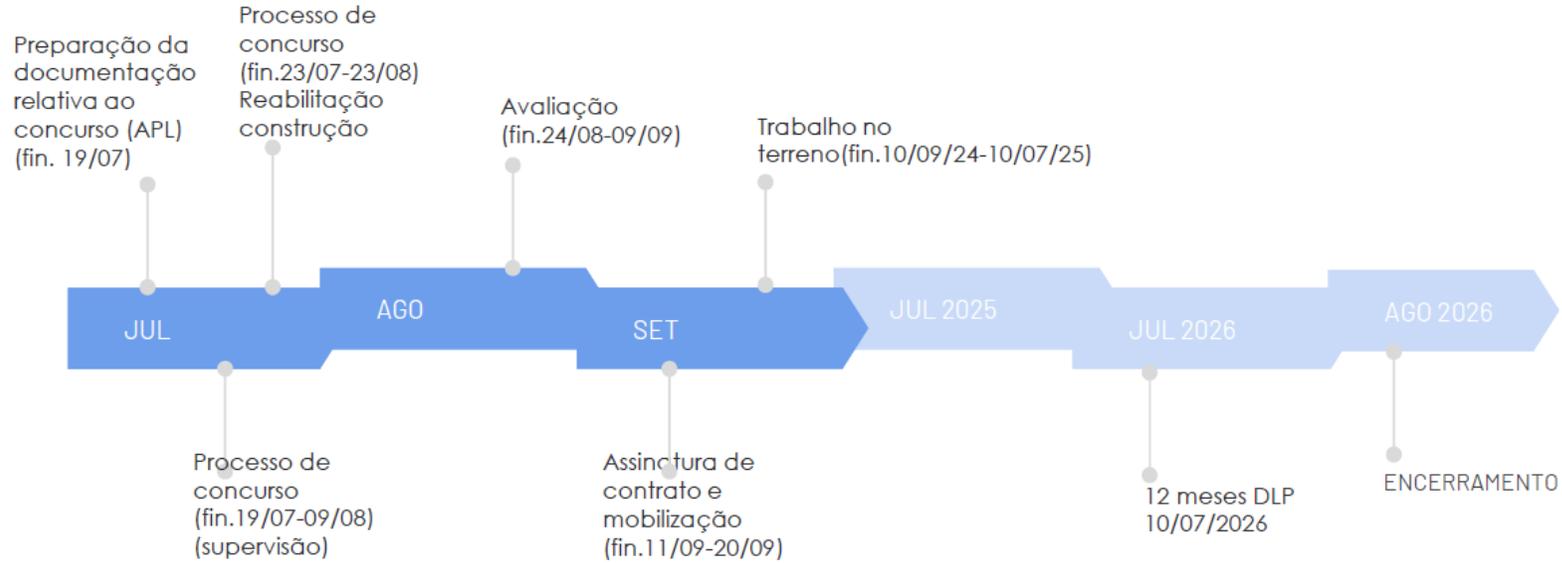
SITE 02 - SPORTS GROUNDS

There are 3 pitches located between Agostinho Neto school and the ministry of education. These pitches are multi purposely used for sports as well as social activities. The foundation and floor are mildly affected. The first pitch is 43X27m, the second pitch is 26X27m and the third pitch is 44X30m there are no lighting system or boundary wall except for the perimeter wall of other structures.

Needs:

1. One Outdoor multipurpose sport complex
2. One Indoor multipurpose sport complex
 - Reception/ticketing/control lobby
 - Changing room for girls and boys with washrooms
 - Toilets for visitors
 - Minimum 2 offices medium size
 - Meeting room small size
 - Storage room for sports equipment

TIME-LINES



Phase 1:	Site survey and assessment	2 weeks
Phase 2:	The submission of the documents and reports	3 weeks
Phase 3:	Tender support to UNICEF	1 week

TECHNICAL

ITEM	TECHNICAL EVALUATION CRITERIA	MAX OBTAINABLE POINTS
1	Mandatory requirements:	Qualified/Disqualified
1.1	Valid Tax clearance certificate (Certidao de quitacao)	Yes / No
1.2	Valid business license (Licensa)	Yes / No
1.3	Valid government documents (Documentos administrativos)	Yes / No
2	Overall Response	10
2.1	Completeness of response	5
2.2	Overall concord between TOR/needs and proposal	5
3	Company and Key Personnel	40
3.1	The firm has an office in Bissau equipped with minimum working facilities	5
3.2	Range and depth of organizational experience with similar projects showing samples of work in the past 10 years including information on project value, location and client name	5
3.3	<u>Project Manager: Do they have:</u> Minimum Bachelor Degree in Architecture / Engineering with more than 5 years of experience; experience working on projects of a similar scope; Knowledge of AutoCAD or similar drafting software; Written and Verbal abilities in English, French and/or Portuguese.	10
3.4	<u>Architect: Do they have:</u> Minimum of Bachelor degree with more than 5 years' experience; experience working on projects of a similar scope; Knowledge of AutoCAD or similar drafting software; Written and Verbal abilities in English, French and/or Portuguese.	5
3.5	<u>Civil Engineer: Do they have:</u> Minimum of Bachelor degree with more than 5 years' experience; knowledge of local building construction techniques and standards; Knowledge of AutoCAD or similar drafting software; Written and Verbal abilities in English, French and/or Portuguese.	5
3.6	<u>Electrical Engineer: Do they have:</u> Minimum B.E. (Electrical) having minimum 5 years of experience or Diploma (Electrical) having minimum 10 years' experience; experience designing electrical plans; Written and Verbal abilities in English and Portuguese	5
3.7	<u>Environmental and Social Science Expert: Do they have:</u> Minimum bachelor's degree in environmental engineering, or similar advanced degree from an internationally recognized tertiary institution; a qualification in environment, social development, gender will be an advantage; At least five (5) years professional experience in environmental management; experience in producing ESMF guidelines and reports; Written and Verbal abilities in English, French and/or Portuguese.	5
4	Proposed Methodology and Approach	20
4.1	Methodology on how to approach site assessment, design solution, equipment and technology used, modality of presentation, innovative approach to design and presentation	10
4.2	Work plan showing in detail time periods for site survey/assessment, design documentation, preparation for design and environment report.	10
TOTAL TECHNICAL SCORE		70
TOTAL FINANCIAL SCORE		30
SUMMARY OF TECHNICAL & FINANCIAL SCORE		100

FINANCIAL

No.	OUTPUT	Amount (XOF)
1	Site assessment report	
2	Design, BoQ and standard specifications document	
3	Environmental Impact Report	
4	Support for the UNICEF tender process	
TOTAL		



THE PAYMENT SCHEDULE WILL BE AS MENTIONED IN THE TABLE BELOW

No.	Payment Framework Evaluation (Task/Result)	% of Total Payout
1	Setting up and mobilizing the project team to the site, presentation of the detailed assessment plan and reporting schedule	10%
2	Design and construction documentation submitted for non-objection	40%
3	Environmental Impact Reporting	40%
4	Preparation and support for the tender process	10%

ANNEXES:

1. UNICEF School design principles
2. Generic school design brief
3. Generic design samples
4. Accessible components of built environment
5. EMP checklist for construction and rehabilitation activities
6. Passive design technique for the built environment



End of Presentation

QUESTIONS?

