

## TERMS OF REFERENCE FOR SERVICE CONTRACTING

<b>Assignment</b>	Technical support to re-design and prepare the necessary weekly materials for the Learning Support Services offered from Grade 1 to Grade 9 in UNICEF supported Makani centres.
<b>Location</b>	Jordan A global consultancy company can be considered with the expectation that they would work home based with deployment of local consultant/s organisation/s in Jordan
<b>Duration</b>	7 months
<b>Reporting to</b>	Social protection specialist – Makani program- and Education Manager, UNICEF Jordan

### 1. BACKGROUND

Jordan is home to 10.7 million people, where forty per cent of the population is under 18, 20 per cent between age 15-24 years, 63 per cent under 30 years and 62 per cent in the productive age between 15 to 64 years (Census 2015). Jordan is facing an unprecedented increase in the unemployment rates since 2014, with significantly higher rates for the young and female labour force. The unemployment rate during the COVID-19 lockdown has increased to 23 per cent in Q2 2020, representing an increase of 3.7 percentage point from Q1 of 2020, where the high unemployment rate is recorded for youth: 57.7% for 15-17 years old and 42.2% for 20-24 years old.

According to the World Bank (2020) estimates that Jordan's short-term economic growth has substantially worsened due to COVID-19 pandemic. The economic growth is projected to contract significantly to -3.5 per cent of GDP in 2020.<sup>1</sup> Even with the advent of positive COVID-19 response and opening of sectors in the country, widespread pandemic in the bordering countries, global financial crisis, and heightened regional uncertainty pose further challenges for Jordan's economy. Sluggish economic growth will have a direct and indirect impact on the lives of children and youth. According to NSPS (2019), the poverty rate for Jordanians in the country is 15.7 per cent, which means more than one million Jordanians live below the poverty line.

Jordan also hosts more than 2.8 million registered refugees, which is the second-largest refugee population in the world, and the majority of them live below the national poverty line<sup>2</sup> With the Syrian crisis in its tenth year in 2020, approximately 657,756 Syrian refugees are registered in Jordan as of August 2020, with an overwhelming majority (estimated 80%) living out of camps. However, the numbers of Syrians in Jordan, including those unregistered is

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<sup>1</sup> Last Accessed 27 May 2020. Available at: <http://pubdocs.worldbank.org/en/914661554825485360/mpo-jor.pdf>

<sup>2</sup> According to UNCHR, which counts only the refugees covered under their mandate, Jordan hosts the second largest ratio of refugees to citizens and the sixth-largest refugee population in absolute terms. However, they acknowledge that Palestinian refugees are not a part of their calculations as they fall under the mandate of UNRWA.

estimated to be more than 1 million. Jordan is also home to 67,000 Iraqi refugees, 6,000 Sudanese, and nearly 20,000 Pakistanis and 2,500 from other countries.

Vulnerable children and youth in the country are in continuous need of learning support services, skills building training, psychosocial support, and case management services to address their needs. The children residing in vulnerable communities are at heightened risks of early marriage, child labour, gender-based violence, and other exploitation and abuse. Without education, protection, and support, vulnerable children and young people are at risk of losing hope, of accepting violence as normal and replicating it; undermining their own futures, the future of their nations, and the stability of the region. In short, an entire generation is at risk of being lost.

Although the Government of Jordan has provided access to schools for Syrian refugees to the extent possible, but still 36 per cent of Syrian children are out of school, UNICEF continues to scale up an alternative, innovative approach to expanding learning opportunities to realize out-of-school children's right to access education.

In order to provide the comprehensive provision of services to all vulnerable refugee and Jordanian Children, UNICEF Jordan launched the Makani (My Space) approach in 2015, linking interventions in child protection – psychosocial support services; education – learning support services ; adolescent and youth participation – skills building and innovations labs; as well as providing Early Childhood Development services. The Makani centres offer a comprehensive and multi-sectoral approach to service provision for children and young people (0-18 years old), girls and boys, families and community members. Makani programme aims to promote and address children and young people's full development and well-being – physical, cognitive, social and emotional – helping them shape their futures. Each Makani centre has a community outreach component as well as referral mechanisms systems. Makani centres are operated by UNICEF – in refugees camps-, Ministry of Social Development, non-governmental and community-based organizations across the country, whose staff receive a range of training necessary to deliver these integrated services. In early 2019 Makani services went into programmatic shift where UNICEF merged the Child protection components and life skills with learning support services to assure higher impact and increase cost efficiency.

## **2. JUSTIFICATION**

There is a strong justification for refreshing the Learning Support Services (LSS) in the Makani centres to align them more closely with the needs of students in 2021 and onwards and to address the specific needs of these students over the next five years.

- a. LSS was originally designed for out of school children but now works predominately with children attending schools.
- b. The needs of children have changed over the protracted period of the Syrian refugee crisis
- c. Stakeholder feedback
- d. COVID-19 pandemic and the emergence of new challenges for education
- e. Wider use of technologies and connectivity for learning
- f. Low achievement in reading

**a. LSS was originally designed for out of school children but now works predominately with children attending schools:**

Originally LSS was set up for out of school refugee students from Syria. Over time school enrolment has become more successful and now most children attending LSS sessions are in schools. Consequently, the curriculum content, the delivery system within the Makani centres of academic and wrap around support and the pedagogy used to deliver sessions all need to be revised.

**b. The needs of children have changed over the protracted period of the Syrian refugee crisis:**

At the start of the Syria crises Makani programme focus was on enrolling out of school children in short LSS cycle before referring them to public school. Over the years Makani centres focus shifted from school referral and enrolment to retention. LSS therefore changed to a retention strategy for vulnerable in-school children.

**c. Stakeholder feedback:**

In early 2020, UNICEF education and social protection team undertook a joint assessment for Makani LSS component. The assessment targeted LSS beneficiaries' parents, frontline staff and implementing partners' technical staff. The assessment has concluded that there is a need to change the LSS curriculum due to the change in the groups Makani targets and in the changes made to Ministry of Education (MOE) school curriculum.

**d. COVID-19 pandemic the emerge of new challenges for education:**

The onset of COVID-19 has impacted education access and learning for children in Jordan. Since 15 March 2020, all schools, kindergartens and universities (private and public) have been closed, effecting more than 2.3 million learners. The MOE has broadcast televised lessons nationally and established digital platforms to facilitate children's access to educational content and a learning management system. In addition, the MOE has formulated the 2020/2022 Education during Emergency Plan (EDEP). The EDEP is a guiding framework for education stakeholders to ensure that children are safe and continue learning in a distance learning modality in three phases: response phase (Mar-May 2020), remedial and enrichment programmes phase (May-Sep 2020) and sustainability phase (Sep 2020-Sep 2022).

UNICEF has worked closely with MOE to support continued learning. This has included designing and implementation of a national remote and blended learning programme 'Learning Bridges' for all students in grades 4 to 9. Implementation is in the early stages but beginning to develop traction. The main aim of the programme is to provide students with continued learning during school closures that allows them to apply and practice that week's curriculum learning objectives. Some of the noticeable outcomes from implementation so far is that where teachers are motivated there is a good amount of innovation and engagement that shows Jordan is ready for seeing learning more broadly than the confines of a traditional textbook driven approach in a teacher centred classroom. The LSS revised programme will build on what has been achieved through Learning Bridges.

**e. Wider use of technologies and connectivity for learning**

Due to COVID-19, schools, Makani Centres and UNICEF have all been making greater use of available technologies and experimenting with different ways to communicate with students. WhatsApp and Facebook have been used widely. However, there is an urgent need to develop an advanced platform to help children to receive Makani services remotely and help to bridge the education gaps for vulnerable children.

School closure effected vulnerable children in different ways especially those who have limited or no access to internet or the needed family support. UNICEF believes that school closure will widen the existing educational attainment gaps already prevalent in the refugees and/or vulnerable Jordanian communities.

In 2020, children across Jordan have faced unprecedented educational challenges due to the school closures. Although MOE and Makani centres were able to rapidly adjust to COVID-19 and shift to remote learning, the existent curriculum and materials were not designed to be used for online learning. This added additional learning quality challenges. Therefore, UNICEF plans to digitize Makani curricula to make it more suitable for online use. The digitization process will focus on creating user-friendly content for children and parents on web-based platforms providing interactive learning materials, skills building, training and ECD services. UNICEF is already piloting this process through developing a self-assessment early mathematics package for parents. Through the support of KfW, UNICEF will build interactive, easy-to-access curriculum content which can be used for Makani beneficiaries in KfW-supported centres and for other Makani and non-Makani beneficiaries. To ensure high-quality content UNICEF will not only leverage its existing technical capacity but will also contract specialized institution/s to lead the digitization process and content adaption. UNICEF will share companies/institutions short listed based on the technical evaluation for KfW's approval before UNICEF's review of the financial bids. The digitization of the Makani curriculum will support community members to access high quality learning and skills building content which will enable them to overcome the unprecedent challenges posed by the COVID-19 pandemic.

#### **f. Low achievement in reading**

According to the world bank report in October 52 per cent of elementary students in Jordan suffer from "learning poverty". The WB defined learning poverty based on the percentage of 10-year-olds who cannot read or understand a simple story. Throughout the implementation of Makani programme reading was reported as one of the challenges facing children in Jordan. UNICEF anticipate that school closure will further increase the learning poverty in Jordan especially for vulnerable children. UNICEF plan to develop and implement a reading recovery programme that will support the development of reading skills alongside children's access to LLS in the Makani centres.

### **3. OBJECTIVE AND TARGETS**

The objective of this consultancy service is to support the education and social protection sections in UNICEF JCO to redesign and provide the implementation materials to develop the Learning Support Services to meet the needs of students enrolled in school making insufficient progress. The programme and materials will focus on the CORE subject areas of mathematics and Arabic literacy that will support students to be successful within the grade level they are studying.

#### **4. SCOPE OF THE WORK (WORK ASSIGNMENT)**

Education and Social Protection services want the consultancy company to provide technical advice, support and piloting in the re-design of the Learning Support Services leading to the creation of a training of the trainers package, a training programme for LSS facilitators and a full programme of lesson plans for implementation.

##### **4a Background research paper**

The first phase of the consultancy will be a desk review. Before the new programme is developed it is important the consultants have a good understanding of the development of programmes in the Makani, areas of success and challenge and how LSS has changed since its inception in 2015 to its current programme in 2020 including how the programme has developed to manage school closures. It would be expected that the consultants will work closely with UNICEF staff and implementing partners as well as the stakeholders of LSS to review reports, evaluations and materials available about the programme as well as to talk to relevant stakeholders and assess the capacity of the system as a starting point for designing a new programme.

UNICEF JCO will share their thoughts, knowledge and experience of what a redesign could look like and it would be expected that the consultants will use this as a basis to guide discussion and make suggestions to the overall design of the programme going forward. The outcome from the desk review would be a short report with a clear proposal of how the components of the programme would be best developed moving forward and how best to create each component as a digital offering.

##### **4b. Mathematics and Arabic**

The LSS component of Makani has traditionally provided instruction in mathematics and Arabic. The programme was graded into 3 levels with 3 sub levels. Students were assigned to an appropriate level based on a placement test. Although LSS has been designed to be more fluid and open ended, in practice it is structured around worksheets with some open-ended questions and a limited range of teaching methods. In the revised version of LSS the proposal is to move away from this approach which was originally based on students not attending school and move towards supporting them with the learning outcomes of the grade group that they attend. The overall objective of the programme will be to keep students progressing in their enrolled grade group. This will mean that facilitators will have to be trained to differentiate work once they are familiar with the needs and abilities of the students they are working with, one of the challenges that will have to be tackled in the training packages.

As well as developing the content of the programme the pedagogy by which students are taught also needs to be revised. Learner centred approaches and the application of learning to real life contexts are used in the LSS sessions, however, an over reliance on a worksheet approach has prevented this from flourishing as much as it could. The new programme should be developed with minimal reliance on worksheets. It should be activity based with opportunities for students to develop 21<sup>st</sup> century skills such as communication, collaboration, problem solving, reasoning and critical thinking. Activities developed should give pupils plenty of opportunities to develop a sense of global citizenship, understand issues of sustainability and introduce them to debate and reasoning, all of which could be developed through the chosen texts and activities. LSS sessions will be supporting the same learning outcomes as

pupils encounter in schools, but the idea is not to repeat the same teaching methodology and approach that children have already struggled with. With smaller group sizes it should be possible to make good use of all forms of art, integrate key learning from the humanities and include technology in both mathematics and literacy wherever possible to develop creativity and promote pleasure in learning. It is worth noting that the view of education is traditional and in developing a different approach to learning the training will need to embrace the same approach with facilitator's in order to support appreciation and value of the approach and consider how centres will work with parents who also perceive education in a very traditional way.

Many of the children attending Makani centres have additional social and emotional needs. While it is not proposed that the LSS programme itself should be explicitly addressing those needs, facilitators do need to be able to identify children who are distressed or disengaged and know how to find ways to work with them, their parents and/or refer the child or family for additional support. The training developed should address this area.

A view of education in Jordan has developed that is compartmentalised. Subjects are largely isolated from one another when they are taught. Students are introduced to a secondary model of curriculum implementation from Grade 4. When considering the LSS programme it is important that the core learning outcomes for mathematics and Arabic can be linked to wider learning to build neural networks.

New programmes also need to take account of how COVID-19 has changed learning environments and how the programme can make best use of new online resources and modalities. The Government of Jordan's efforts to provide online learning to the nation through a single platform has been much welcomed. Further work is being done to try and create more interactivity between teachers and their students. Currently there are two large constraints, both of which MoE is trying to address. In the initial stages of COVID-19 facilitators and teachers were using Facebook and WhatsApp groups to communicate with their students. This has been stopped by MOE as they want teachers to work entirely through the national online Darsak platform. However, the functionality of Darsak is not as flexible and student communication is therefore limited. Facilitators can continue to make use of WhatsApp and other resources.

The second constraint is the video content is presented as though to a class and there has been insufficient adaptation of the method of teaching to an online environment. This creates challenges in getting children motivated to learn especially for the younger age groups. There is also a commonly held view that if children are having fun they are not learning formal school content but involved in extra-curricular activity that has less value.

All these issues will need to be addressed through a carefully prepared training programme for the facilitators. It needs to be remembered the facilitators are not trained teachers and while they have gained much experience over the years, materials still need to be structured and mindsets will need to be challenged.

#### **4c Online provision of LSS**

The COVID-19 pandemic over the last six months has led to school closures across the globe. Jordan has had national school closures from March 2020 and continuing into January 2021 with only a very short attendance in September. This has clearly identified the need to deliver more education services online. Whilst there is a national system to deliver online learning that leads to a fixed modality for schools the Makani centre provision does not come under the jurisdiction of Ministry of Education, but the Ministry of Social Development. This means that the LSS programme can be prepared for online delivery to best meet the types of materials that are developed and to take into consideration families and students' access to devices, connectivity, data and technological literacy. Building on the Desk Review it would be important to ensure that during the development phase remote/blended learning is included in the conceptualisation of the programme. The online component of the materials will need to be stand-alone for the majority of children, but also have a process to create a support and feedback loop between the facilitators and students using tried and tested methods of communication. By January 2021 more will have been learned from the national Learning Bridges programme that may indicate some of the challenges and successes.

It would be important to develop a training module to accompany any online methodologies showing the process clearly and emphasising educational challenges that need to be overcome. For example, providing individualised feedback in a timely manner; dealing with misconceptions.

The online materials may also be supportive for all children going forward regardless of the long-term outcome of the COVID-19 situation so an easily accessible platform would need to be considered.

## **5. EXPECTED DELIVERABLES**

### **1.) Report with recommendations for future of LSS**

The desk review report should provide research and good practice examples developed in the teaching of Arabic language and mathematics education in out of school contexts.

It is expected that the scoping report will provide an analysis prepared from available evaluations and reports of the implementation of LSS this far and through a consultation with UNICEF staff, implementation partners and key stakeholders. The report should include an analysis of key information around children's' learning outcomes in Arabic literacy and mathematics obtained from LSS assessment records and triangulated with school level USAID/ RAMP data and the recently completed Arabic literacy assessment by UNICEF through the Diglossia platform and any other sources that can be found.

The consultants will need to work with UNICEF staff, implementing partners and facilitators to determine the capacity for a new LSS system to be developed that was more open ended and activity based making a wider use of curriculum subjects. This baseline assessment will serve to inform recommendations about how far a new approach to learning is possible and how much training and support would be needed to make the new model effective.

### **2.) LSS Programme of Study with lesson plans and training for each of the grade groups 1 to 9**

The LSS programme will be built based on recommendations from deliverable 1 after discussion with the UNICEF team and implementing partners.

The consultants will identify the key learning outcomes from the mathematics and Arabic school curriculum for grades 1 to 9. For grades 4 to 9 the consultants can work with the identification already made by MOE Department of Curriculum for Learning Bridges. For Grades 1 to 3 the consultants should co-ordinate with RAMP/USAID.

The consultants should then create a curriculum framework that emphasises the teaching of the key learning objectives (1 for Arabic and 1 for maths per grade group, session by session). It might include some of the elements below - these are ideas only. It is not expected that every session will cover all of the final agreed upon elements

Learning Objective	21 <sup>st</sup> Century Skills	Global Citizenship/Humanities	Arts	Technology
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Once the framework has been agreed each session will be made into a fully scripted lesson plan.

A TOT package should accompany the LSS programme. It should address wider aspects of education and learning so participants understand why the learning objective can be delivered in a greater variety of ways that improves student engagement and learning. The package should also introduce the scripted lessons and provide practice for trainers in doing these with children from grades 1 to 9. This will provide an opportunity to review lessons etc. It would be suggested that the TOT is implemented as soon as there are enough lessons to provide examples as this will allow time for the consultants to trial the lesson plan template to ensure there is enough structure and detail to be followed by facilitators and can be adjusted accordingly at this stage.

Once the final lesson plan template is agreed the lessons should be completed for all sessions and grades from 1 to 9. Parallel to this the training for facilitators can be designed. The expectation is that lessons will be supplied twice a week in each subject in each grade group. Lessons will be 45 minutes. Students will receive the lessons for 14 weeks in semester 1 and 14 weeks in semester 2 in addition to summer semester which will be more focused on activities-based learning.

It would be expected that the consultants will support the trainers to deliver the training to the facilitators until the training has been consolidated and is delivered to a good quality.

The consultants will be expected to provide on-going coaching, mentoring as well as monitoring and evaluating the programme in semester 1 of 2021.

### **3.) Online provision of LSS**

The programme developed for the mathematics and Arabic sessions needs an online version. It may not be possible to put all components of the programme online and inevitably some of the richer face to face teaching and learning is going to be lost.



From the outset it is expected that the consultancy will provide technical advice on what parts of the content of the programme can go online and how far the process can be developed to create interaction between facilitators and students. The consultants would be expected to prepare a document for discussion and agreement with UNICEF and partners before online content is developed.

Once the agreement is established the consultants should support a carefully selected group of LSS facilitators to build the online content. If the online content may require the services of a technology company. The process of hiring such a company would be through the consultancy. The cost of this work cannot be accurate in any proposal at this stage so a lump sum should be approximated and 'held' as a separate amount from the work of the consultancy. Payment against that sum then needs to be against invoices.

It may be necessary to look for other ways to support the programme online such as videos and applications. It is not expected that the consultancy will develop applications, but they would be expected to provide advice on what is available and could be used to compliment learning. For example, is there a way of integrating World Reader or Kutabee etc into the online offer. Can these resources be introduced in teaching sessions?

As for the programme itself, all training should be developed so it could be hosted online. UNICEF will remain responsible for having training digitised and hosted.

#### **List of deliverables**

<b>Deliverable</b> (details indicated above)	
<b>Deliverable 1:</b>	Desk review with recommendations for future of LSS
<b>Deliverable 2:</b>	LSS Programme of Study with lesson plans and training for each of the grade groups 1 to 9
<b>Deliverable 3:</b>	Training packages including system of coaching and support
<b>Deliverable 4:</b>	Online provision of LSS

#### **Submission due per deliverable and payment schedule - for SP to complete**

Payment is contingent on approval by the contract manager and will be made as indicated in the following table.

<b>Deliverable</b>	<b>Submission due</b>	<b>Payment terms</b>
1. Report with recommendations for future of LSS	15 March 2021	<b>5 per cent</b>
2. LSS Programme of Study with lesson plans and training for each of the grade groups 1 to 9	30 May 2021	<b>50 per cent</b>
3. Training packages including system of coaching and support	30 May 2021	10 per cent
4. Online provision of LSS	30 June 2021	<b>35 per cent</b>

No Advance payment to be made. Payments will be made against each milestone/ deliverable and only upon UNICEF's acceptance of the work performed. The terms of payment are Net 30 days, after receipt of invoice and acceptance of work. Payment will be effected by bank transfer in the currency of billing.

## **6. OFFICIAL TRAVEL INVOLVED**

There is no official travel involved for this consultancy service unless travel restrictions associated with the COVID-19 pandemic in Jordan as of January 2021 are lifted. It is expected that the global consultants will support remotely and that local consultant(s) will provide in country advice as required.

## **7. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE**

This consultancy is planned to be conducted by an institution or by a registered consultancy group/firm being well-established and highly qualified, experienced institution, which has experience in education program design and curriculum development

The entity should demonstrate expertise in education program design and curriculum development . and have minimum 10 years of experience in math and Arabic curriculum developments areas.

In addition to the profile of the institution, the team to deliver the service should have the following profile and qualification:

If the project is conducted by an international firm, the team leader will ensure that a national expert (Fluent Arabic speaker) is included in the team.

The team will be comprised of a team leader and team member(s), ensuring balance with qualifications, skills and experience stated below.

The contracted institution must guarantee the following qualifications, knowledge and experience of its team members, demonstrated by CVs indicating examples of past experience:

- Minimum of 10 years of experience in the design of mathematics and literacy programmes with at least two team members specialised in the teaching of Arabic language and literacy.
- In-depth knowledge of different approaches to teaching and learning including cross-curricular (with a focus on humanities, arts and technology) and activity and project and problem-based learning.
- Demonstrated experience of working with national school curriculums in language and mathematics and using this to design classroom programmes of study
- Minimum of 10 years experience in providing technical advice and programme design and development in areas of teacher/facilitator training.
- Technical consultancy experience in the education sector in the Middle East.
- Some experience on the use of distance learning, e-learning and innovative solutions in development and emergency contexts.
- The consultancy firm must include one senior lead consultant but may further propose the composition of its team as it deems relevant to the assignment.
- The team is recommended to include national consultants with expertise on distance learning. The selection of national consultants needs to be done in a rigorous process.

For the lead consultant:

- A Masters or advanced degree in education
- Substantial experience as a teacher inclusive of teacher education
- Minimum 10 years of work experience in providing technical advice and expertise to contracting organisations in developing education programmes, such as distance learning/e-education, teacher development, basic education, learning assessment and educational research
- Ability to work with multiple stakeholders
- Ability and considerable experience of managing teams virtually
- Strong analytical skills including analysis of both quantitative and qualitative data
- Effective communication skills, both orally and in writing in English (Arabic language can be an asset)
- Sensitivity to diverse opinions and difficulties arising from differing cultural perceptions
- Previous work experience for the UN programmes desirable

## **8. CONTRACT MANAGEMENT**

The contractor (service provider) will regularly report to (xxxxxxx). The xxxxx Section at UNICEF Jordan Country office will be responsible for managing the contract. Overall supervision of the contract will fall on {(name and title of the project Manager (s))}.

## **9. PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS**

Deliverables are submitted on time and the quality of work should be acceptable to UNICEF. Overall performance at the end of the contract will be evaluated against the following criteria: timeliness (as per the timelines agreed with UNICEF), responsibility, initiative, communication, and quality of the services and products delivered. the training program quality will be assessed against using known good practices in the structure of and organization of continued professional development, any research used should reflect contemporary knowledge in the field. The training should also include different types of activities to ensure maximum participates engagement.

For the materials the framework for the development the lessons plan will be agreed between UNICEF education specialist and the company before the full development is finalized. Also as lessons are developed lessons will be reviewed by UNICEF education specialist

## **10. FREQUENCY OF PERFORMANCE REVIEWS**

Given this is an emergency response, monthly management meetings between the lead consultant, UNICEF Chief of Education and Social Protection and other relevant colleagues will be held to discuss progress.

## **11. CALL FOR PROPOSALS**

A two-stage procedure shall be utilized in assessing the proposals, with assessment of the technical proposal being completed prior to any price proposal being compared. Applications shall therefore contain the following required documentation:

Financial and technical proposals will need to be submitted to UNICEF.

### **A. Technical proposal**

A technical proposal should be submitted as an overall response to TOR ensuring that the purpose, objectives, scope, criteria and deliverables of the project are addressed. The proposal shall include detailed breakdown of the necessary components to show the work and competence of the firm to execute the assignment.

Technical Proposals must include:

- Short statement on understanding of the TOR (2 pages max);

- Initial proposal on the approach to achieving the 3 deliverables (4 pages max);
- Detailed workplan and timeline indicating the time required per set of deliverables;
- CVs of individual team members
- Composition of the team and brief introduction to key-experience and expertise of each member indicating the technical deliverables they will be in charge of;
- Elaboration of the available expertise
- Plan of how the global and national team members are going to work together
- Quality assurance mechanism and risk mitigation measures put in place
- One or two specific examples of similar projects done
- At least two references from a previous employer

## **B. Financial Offer**

A financial proposal with a breakdown of all costs that are to be charged to UNICEF and based on deliverables. This includes estimated number of working days, consultancy fees, all office administrative costs, international and local travel costs, as well as any additional requirements needed to complete project or that might have an impact on cost or delivery of products.

The Financial Proposal shall be submitted in a separate file, clearly named Financial Proposal.

No financial information should be contained in the Technical Proposal.

## **C. Timetable (Schedule)**

This section should include a proposed time/delivery schedule. An action plan specifying the timeframe with various milestones and activities should be included under this section.

**In addition, the institution should consider the following in the submission:**

- a) Company profile (Company structure, team composition, organogram...etc)
- b) A complete copy latest audited financial statements with comparative figures for the two most recent years; preferably signed by Company's accounting firm/certified external auditor.

The financial statements are to include, but not limited to, the following:

- The Balance Sheet (mandatory)
- The Income Statement/Profit and Loss Statement (mandatory)
- Statement of cash flows

- c) A copy of Company's certificate of legal registration

## **12. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE**

Overall performance at the end of the contract will be evaluated against the following criteria: timeliness and quality submission of deliverables received and quality of the services delivery.

UNICEF reserves the right to withhold payment and consolidated output until the contractor provide satisfactory quality output as reviewed by the project manager / supervisor. In case of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted and subsequently, the contract will be terminated in accordance with the General terms and conditions stated in the tender document if the contractor fails to deliver.

### 13. CONDITIONS

- The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment.
- The contractor's fee shall be inclusive of **all logistical and office administrative costs**
- UNICEF will provide assistance where possible for necessary access and permits required for the work.