

**TERMS OF REFERENCE (TOR) FOR INSTITUTIONAL CONTRACTORS**

<b>PART I</b>		
Purpose of Assignment	Developing a National life skill framework for adolescents and young people	
Location of Assignment	Nigeria	
Duration of contract	3 months	
Start date	From: May 2022	To: August 2022
Reporting to:	Chief Education	

**Background**

Life skills are defined as “a large group of psychosocial and interpersonal skills that can help young people make informed decisions, communicate effectively, and develop coping and self-management skills that may help lead a healthy and productive life<sup>1</sup>. Life skills programmes for adolescents aim to build knowledge and skills, and to promote empowerment and resilience.

Life skills development is a strategy used in interventions related to empowerment, sexual and reproductive health (including disease transmission prevention awareness), gender equality, employment readiness, livelihoods, education, citizenship, peacebuilding, child marriage prevention, addressing juvenile delinquency, drug use and other areas, as one component of broader agendas. In girl’s education promotion and child marriage prevention programmes, life skills for adolescent girls are a core intervention deployed to equip girls with information, skills and support networks so that they can be change agents in their own lives<sup>2</sup>

A growing body of evidence suggests that successful performance in school, work and life needs to be supported by a wide range of skills, attitudes and values whose development should be fostered by education systems. Teaching and learning life skills when done effectively are incredibly important for empowering children, adolescents specially girls and young people to achieve success in education, employment and personal goals and enable them to have a say in decisions that affect their lives.

In Nigeria’s complex and diverse scenario, life skills have inherent attributes to elicit empowerment and active participation from children, adolescents, and young people, helping them recognize their power and potential and take positive action to promote social inclusion, harmony and promote equal opportunities for all. There is evidence that life skills enable young people to protect themselves from a multitude of vulnerable social environments and risk-taking behaviors. Therefore, Nigerian children, adolescents and young people need to be provided the opportunity to gain knowledge and develop relevant values, attitudes and skills that will enable them to participate fully in education provisions and continue learning.

This request for proposal (RFP) will focus on the development of a National Life skills Framework targeting adolescents and young people who are in upper primary, and secondary schools focused on building support systems within the school to promote transition and learning outcomes.

**Purpose & Expected result:**

<sup>1</sup> Education for Change and UNICEF, Global Evaluation of Life Skills Education Programmes Final Report, New York, 2012, p.1

<sup>2</sup> Malhotra, A., Warner, A., McGonagle, A., & Lee-Rife, S., Solutions to End Child Marriage: What the evidence shows, International Center for Research on Women, Washington D.C., 2011

The purpose of this RFP is to develop a National life Skills Framework for children and adolescents. The life skills framework is primarily to be built on a strong Rights based and Empowerment approach, supporting children and adolescents in Nigeria to address vulnerabilities, lead informed lives, take decisions, and be responsible citizens. The primary target audiences for this framework are learners and their teachers, policy makers, teacher educators and other groups (governmental and non-governmental) that work with teachers, frontline workers and other functionaries in education, health, protection and nutrition, and organizations active in these sectors.

**Expected results:**

The expected National Life Skills Education Framework will have the following.

- a) Clear definition of the life-skills framework, its purpose and how it can be used
- b) Definition of various target groups by age
- c) Clear definition of most pertinent vulnerabilities associated with identified age groups
- d) Identification of required skills for the age group to prevent and mitigate identified vulnerabilities with emphasise on access to learning and transitions.
- e) Scanning of available opportunities and pathways to skills acquisitions- including national policies and legislation.
- f) Reflective and complementary of the on-going revisions to the National Secondary School Curriculum.
- g) Clear identification of strategies for acquisition of the life skills by each identified target group making sure various programmes meet their needs.
- h) Identification of players/partners/stakeholders in the environment that can offer the requisite skills.
- i) Suggestions of how various life skills can best be assessed.

**Working with Partners:**

The RFP will benefit from the expertise of any the institutions/companies who have Long-Term Agreements (LTAs) with UNICEF Headquarters in this functional area. The institution will partner with UNICEF Nigeria to support Nigeria government develop a National Life skills Education framework for Nigeria. The contractor will work in close collaboration with UNICEF Nigeria and key national and sub-national government agencies for the duration of the assignment. These include:

- UNICEF Child Protection Section

**National Partners -**

- Federal Ministry of Education (FME),
- Nigeria Educational Research Development Council (NERDC),
- Universal Basic Education Commission (UBEC)
- National Commission for Literacy, Adult and Non formal Education (NMEC),
- National Commission for Colleges of Education (NCCE),
- National Teachers Institute (NTI).

**Sub National Partners:**

- State Ministries of Education,
- State Universal Basic Education Boards,
- State Agencies for Mass Education

**National NGO Partners:**

- ING/National NGO working with adolescents and young people in education, leadership, business skills and empowerment programmes

- Job Ad companies profiling required skills sets for employability and job markets in Nigeria

### Description of the Assignment

1. Inception phase: A detailed work plan that covers the full duration and all components of this assignment.
2. Desk Review of relevant literature, including existing LSE initiatives in Nigeria and delivery frameworks.
3. Development of a skeletal Framework
4. Focus Group Discussions and Consultative Meetings to define Life skills for Nigeria with different stakeholders.
5. Development of the first Draft of the National Life Skills Education Framework.
6. Dissemination of the first draft to Government for validation
7. Finalization of draft National Life Skills Education Framework.
8. Public Presentation of the finalized National Life Skills Framework.

### Deliverables, timelines, and payment schedule

#### TASK 1: Inception Report:

- Proposal with Detailed Workplan.
- Validated Desk Review Report: This will involve the generation and documentation of evidence on life skills programmes globally and in Nigeria. It will involve a review of existing/similar interventions on Life Skills Education globally.  
Validation Meeting: Following the desk review, the contractor will present proposed recommendations, amendments, and good practices during a validation meeting with relevant government agencies. The workshop will serve to validate the findings of the desk review and help to take into cognizance political undertones in the definition of life skills for Nigeria for the targeted groups of adolescents and young people.

#### TASK 2: Development of First draft National Life Skills Education Framework

- Draft Skeletal Framework for the National Life Skills Education Framework
- Focus Group Discussion / Consultative meetings with relevant Stakeholders agree on
  - a) Clear definition of the life-skills framework, its purpose and how it can be used
  - b) Definition of various target groups by age
  - c) Clear definition of most pertinent vulnerabilities associated with identified age groups
  - d) Identification of required skills for the age group to prevent and mitigate identified vulnerabilities
  - e) Scanning of available opportunities and pathways to skills acquisitions- including national policies and legislation
  - f) Clear identification of strategies for acquisition of the life skills by each identified target group
  - g) Identification of players/partners/stakeholders in the environment that can offer the requisite skills
  - h) Suggestions of how various life skills can best be assessed
- First Draft of the National life Skills Education Framework.

#### TASK 3: Finalized National Life Skills Education Framework:

- Public Presentation of the final National Life Skills Education Framework to Government Partners.

- Set of PowerPoint slides on the life skills education framework

### Summary of Deliverables:

DELIVERABLE		TIMEFRAME	PAYMENT
1	<u>Inception Report:</u> <ul style="list-style-type: none"> <li>• Comprehensive work plan for the assignment.</li> <li>• Validated Report of existing/similar interventions on Life Skills Education globally and in Nigeria.</li> </ul>	Two weeks after the signing of the contract.	30%
2	<u>First draft National Life Skills Education Framework:</u> <ul style="list-style-type: none"> <li>• Draft Skeletal Framework for the National Life Skills Education Framework.</li> <li>• Report of Focus Group Discussions</li> </ul>	6 weeks after signing the contract	30%
3	<u>Finalized Validated National Life Skills Education Framework:</u> <ul style="list-style-type: none"> <li>• Final Copy of the National Life Skills Education Framework for Nigeria</li> </ul>	12 weeks after signing the Contract	40%
Total			100%

### Reporting Requirements

The selected institution will report to the Nigeria Country Office. The selected institution will provide weekly updates and monthly progress reports. The Institution is required to travel to Nigeria several times to organize meetings with UNICEF Nigeria and Government partners.

### Management & Reporting:

The selected institution will report to the Nigeria Country Office under the overall supervision of the Chief of Education, reporting to Education Specialist – Access & Social Inclusion in National office with support of the Senior Education Specialist in Kano Field Office. The selected institution will provide weekly updates and monthly progress reports to UNICEF through the Education Specialist.

### Qualification Requirements

- At least 5 years' experience of working in basic education in a development and humanitarian context
- Proven track record in developing Comprehensive Life Skills Framework.
- Proven track record in adopting innovative approaches in contexts related to the LSCE Initiative.
- Ability to work and deliver results in English language
- Ability to facilitate workshops and events and work in close contact with the different stakeholders.

### UNICEF Recourse in Case of Unsatisfactory Performance

- In case of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted. If the firm is unable to complete the assignment, the contract will be terminated by notification letter sent 30 days prior to the termination date. In the meantime, UNICEF will initiate another selection process to identify appropriate candidate.

## Evaluation process and methods

**THE EXPRESSION OF INTEREST WILL BE PUBLISHED ON UNICEF SITE AND REQUEST INTERESTED INSTITUTIONS WHO ALREADY HAVE EXISTING LTA WITH UNICEF TO APPLY.**

The call for application/expression of interest will last for 1 week.

One week after closure, shortlisted institutions will be informed for the second level of interview.

The selected institution will be contacted one week after the interview for an agreed time for the start of the contract.

**70% TECHNICAL, 30% FINANCIAL =100%**

### 1. Overall Response (30points)

- The understanding of the assignment by the proposer and the alignment of the proposal submitted with the ToR
- Completeness of response (15 points)
- Overall concord between RFP requirements (15 points)

### 2. Company and Key Personnel (20 points)

- Range and depth of organizational experience with similar projects (5 points)
- Relevant academic qualifications and years of technical experience of key personnel as per service category/is bidding for (5 points)
- Samples of previous work (5 points)
- Client references (5 points)

### 3. Proposed methodology and approach (20 points)

- Work plan showing detail sampling methods, project implementation plan in line with the project
- Proposed methodology and implementation strategies of the tasks as per the ToR (10 points)
- Monitoring and evaluation, quality control mechanisms (5 points)
- Innovative approach (5points)

**Minimum technical score: 70% of 70 points = 49 points**

The total amount of points allocated for the price component is 30. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited firms/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price

- *overall flow of the evaluation process - sequence of key stages*
- *Describe the overall evaluation approach. The weight allocated between technical and price proposal. The ratio between the technical and the commercial criteria established in the RFPS depends on the relative importance of one component to the other. e.g., 60/40 (technical/commercial) or 70/30 (technical/commercial). **Sum of technical and commercial must always equal 100 points.***
- *Minimum Technical Qualification Score (70% of the Technical Points can be adjusted to 60% if required),*
- *Technical evaluation criteria. Please refer to below table as an example on technical criteria and relative points*

*First, the Technical Proposals will be evaluated. The Technical Proposal was allocated a total possible score of 60/70 points (pt.) using following criteria. Technical Proposals receiving 70% of obtainable points (60/70 pt.) or higher, will be considered technically responsive and the Price Proposal will be opened. Proposals which are considered not technically compliant and non-responsive, will not be given further consideration.*

ITEM	TECHNICAL EVALUATION CRITERIA	MAX OBTAINABLE POINTS
1	<b>Overall Response</b> <i>Overall Response e.g., the understanding of the assignment by the proposer and the alignment of the proposal submitted with the ToR</i>	<b>20</b>
1.1	• Completeness of response	10
1.2	• Overall concord between TOR/needs and proposal	10
2	<b>Company and Key Personnel</b>	<b>30</b>
2.1	• Range and depth of organizational experience with similar projects	5
2.2	• Samples of previous work	5
2.3	• Number of customers, size of projects, number of staff per project	5
2.4	• Client references	5
2.5	• Key personnel: relevant experience and qualifications of the proposed team for the assignment	5
	• Company policy on Child labor, Safeguarding and Prevention of Sexual Exploitation and Abuse (articulate policies for the protection & safeguarding of children and prevention of PSEA) - mandatory	5
3	<b>Proposed Methodology and Approach</b> <i>e.g., Work plan showing detail sampling methods, project implementation plan in line with the project</i>	<b>20</b>
3.1	• Technologies used - compatibility with UNICEF	
3.2	• Project management, monitoring, and quality assurance process	
3.3	• Innovation approaches (With less impact to the Environment)	
3.4	• Instructional strategies	
	• Gender and disability considerations – As required	
	• Organization commitment to Sustainability (Please provide details (including and targets and achievements) of your organization’s sustainability management policy, management system to control sustainability issues. e.g., Environmental Management System, Social Accountability e.g., your contribution to local community etc.) that covers the service required	
<b>TOTAL TECHNICAL SCORE</b>		<b>70</b>
<b>TOTAL FINANCIAL SCORE</b>		<b>30</b>
<b>SUMMARY OF TECHNICAL &amp; FINANCIAL SCORE</b>		<b>100</b>

**FINANCIAL EVALUATION (30 points)**

Only those financial proposals for bidders which have been technically accepted according to the above criteria will be opened. The Financial proposal will be weighted based on the clarity and appropriateness.

The price should be broken down for each component of the proposed work. The total amount of points allocated for the price component is **xx**. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited firms/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price, e.g.:

$$\text{Max. Score for price proposal} * \text{Price of lowest priced proposal}$$

$$\text{Score for price proposal } X = \frac{\text{Max. Score for price proposal} * \text{Price of lowest priced proposal}}{\text{Price of proposal } X}$$

*The Contract shall be awarded to a bidder obtaining the highest combined technical and financial scores. Proposals not complying with the terms and conditions contained in this ToR, including the provision of all required information, may result in the Proposal being deemed non-responsive and therefore not considered further.*

#### **Administrative issues**

- *Whenever possible, bidder should be requested to provide an all-inclusive cost in the financial proposal. Bidder should be reminded to factor in all cost implications for the required service / assignment*
- *When travel is expected as part of the assignment, it shall be clearly specified (e.g., location, duration, number of journeys ...etc.) in the TOR. Bidder shall be required to include the estimate cost of travel in the financial proposal. It is essential to clarify in the TOR that i) travel cost shall be calculated based on economy class travel, regardless of the length of travel and ii) costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC)*
- *Unexpected travels shall also be treated as above.*
- *Resources and facilities to be provided by UNICEF, e.g., access to printer, office space...etc.*

#### **Project Management**

- *The UNICEF Nigeria Office will be responsible for managing the contract. The Contractor will maintain close contact with the responsible Education Specialist with support of Senior Education Specialist in UNICEF Nigeria Country Office under the overall leadership and supervision of the Chief of Education.*