

## TERMS OF REFERENCE FOR SERVICE CONTRACTING

<b>Assignment</b>	Results framework monitoring and analysis of concluding project <i>Towards Safe School Initiative in North East Nigeria: Reaching the Most Vulnerable Children (Phase III)</i>
<b>Location</b>	Borno, Adamawa, and Yobe states
<b>Duration</b>	3 months
<b>Estimated number of working days</b>	65
<b>Start date</b>	15 <sup>th</sup> July 2022
<b>End date</b>	14 <sup>th</sup> October 2022
<b>Reporting to</b>	Education Specialist, Maiduguri Field Office
<b>Closing date for proposals</b>	12noon, Monday 11th July 2022

### 1. JUSTIFICATION/BACKGROUND

The protracted crisis in North East Nigeria since 2009 has exacerbated the weakness of basic social services delivery depriving children their right to education and protection amongst others. According to the 2022 Humanitarian Response Plan (HRP), 8.4 million people in North East Nigeria (2.6 million girls, 2.3 million boys, 1.8 million women and 1.6 million men) need humanitarian assistance this year because of the complex crisis. 2.2 million people are internally displaced in the north-eastern states of Borno, Yobe and Adamawa, and new displacement continues due to insecurity. More than 50 per cent of those affected are children, including unaccompanied minors or children orphaned by the crisis. More than 1.18 million children need urgent education services and estimated 1.1 million children need protection. Threats and risks to the well-being of girls and boys include family separation, explosive remnants of war, gender-based and conflict-related sexual violence, recruitment and use of children, abduction and other grave child rights violations.<sup>1</sup>

In north-eastern states, 29 per cent of Muslim children receive Qur'anic education<sup>2</sup>, which does not include foundational skills of literacy and numeracy. These children are officially considered out-of-school by the government. Worse still, nearly half of all children who have completed primary school cannot read a complete sentence.<sup>3</sup> The poor learning outcomes are a consequence of low levels of teacher quality, lack of textbooks and instructional materials (with up to 45 per cent of schools with inadequate learning materials), lack of safe and protective classrooms with gender appropriate sanitation facilities, and inadequate community spaces for self-expression, recreation and sports for children and the youth. Overall, children who complete eight years of basic education do not acquire skills that would enable them to make transitions to different pathways nor earn a decent livelihood.

Since December 2019, UNICEF in partnership with relevant state-level government authorities has been implementing the project *Towards Safe School Initiative in North East Nigeria: Reaching the Most*

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<sup>1</sup> Nigeria Humanitarian Response Strategy 2019-2021, available at <https://reliefweb.int/report/nigeria/nigeria-2019-2021-humanitarian-response-strategy-january-2019-december-2021>.

<sup>2</sup> Multiple Indicator Cluster Survey (MICS) 2016-17.

<sup>3</sup> Nigeria Education Data Survey (NEDS) 2015, available at [https://pdf.usaid.gov/pdf\\_docs/pa00kzpv.pdf](https://pdf.usaid.gov/pdf_docs/pa00kzpv.pdf)

*Vulnerable Children (Phase III)* funded by the government of Norway across Borno, Adamawa, and Yobe (BAY) States. While implementation is ongoing until November 2022, to date the project has reached over 1.3 million boys and girls; over 3,000 teachers, head teachers, and community members; and over 14,000 youth with a range of activities under Education and Child Protection programming. The project aims to strengthen the resilience and protection of the most vulnerable communities, especially children, and support inclusive, quality, and equitable basic education in North East Nigeria. This outcome is to be achieved through the following support:

- *Access to Education*, including construction of learning spaces and WASH facilities in education settings, distribution of educational material and school uniforms to children, and educational opportunities for children attending non-formal education (NFE) learning centres (namely Tsangaya and Islamiyah centres).
- *Quality Education*, including capacity development of teachers on child-centred pedagogy, psychosocial support (PSS), inclusive education, literacy and numeracy instruction, and managing large classrooms; in addition to capacity building of head teachers and Quality Assurance Officers (QAOs) on managerial, leadership, and assessment skills.
- *Education Systems Strengthening*, including supporting the BAY States in strengthening the Education Management Information System (EMIS) and training to school-based management committees (SBMCs) on SBMC effectiveness, protection of schools in crisis and provision of education services to vulnerable children including girls.
- *Opportunities for Youth*, including providing access to learning, training, and skills development opportunities for youth aged 15-24 years to empower them with technical and vocational education and training (TVET) for employment.
- *Child Protection*, including training of community volunteers (CVs) on support to mental health and psychosocial support (MHPSS) systems, training of after-school club patrons and matrons, providing materials for school-based and after-school PSS programming, construction and furnishing of child-friendly spaces (CFSs), establishment of school-based complaints management mechanisms, gender-based violence (GBV) case management, production and dissemination of awareness materials on PSS, GVE, prevention of sexual exploitation and abuse (PSEA) and mine risk education (MRE), and training of teachers and CVs on MRE.

## **2. OBJECTIVE AND TARGETS**

To measure the progress of programming, reliable data reflecting reach, efficacy, and impact of interventions at activity, output, and outcome level is essential. This allows for closer reflection on past programming and improved planning for future actions for the benefit of learners, especially children, within the BAY States. Through this work, involving data collection and analysis, the service provider will facilitate UNICEF in addition to government partners and the project donor to better understand challenges, lessons learned, and impacts in relation to education and child protection programming.

### **The specific objectives are:**

- 1) Analysis of project Results Framework and development of a plan to collect necessary data including making records of means of verification (MoVs) in relation to necessary indicators.
- 2) Conduct data collection for needed indicators through methodologies which may include key informant interviews (KIIs), surveys, focus group discussions (FGDs), collection of activity reports and/or supporting documentation from partners, collection of school records and other, collection of training pre- and post-tests, collection of databases retained by UNICEF, and/or consultation with UNICEF and/or partner staff. This step will entail the preparation of data collection tools as necessary.
- 3) Preparation of a database allowing for overall tracking of project data and data sources.

- 4) Analysis of monitoring data and documentation to facilitate measurement of project indicators.
- 5) Production of a Monitoring Report summarizing analysis, measurement of indicators, data sources, challenges and lessons learned in regard to the overall monitoring exercise and impacts in relation to education and child protection interventions.

The primary end user of this work is UNICEF which will use the information to conduct final reporting on the project to the project donor and additionally to inform future programming, possibly in consultation with donors and partners, including government authorities in regard to education such as State Universal Basic Education Boards (SUBEBs), State Ministries of Education (SMoEs), State Agencies for Mass Education (SAMEs), and State Ministries of Religious Affairs (SMoRAs). The final report may be shared in its entirety to the project donor, namely the Government of Norway, as an annex to final reporting prepared by UNICEF.

USERS	INTENDED USE OF THE WORK
UNICEF	<ul style="list-style-type: none"> <li>To understand programme progress and triangulate data generated and collected during the programme implementation.</li> <li>Consolidated data will inform future programming and facilitate final reporting to the project donor.</li> </ul>
Government partners, including SUBEBs, SMoEs, SAMEs, and/or SMoRAs	<ul style="list-style-type: none"> <li>To understand the changes and the attribution of the programme intervention within formal and non-formal education in targeted areas.</li> <li>To allow for integration of findings in the annual education operation sector plan.</li> </ul>
Government of Norway	<ul style="list-style-type: none"> <li>To better understand project implementation and impact in addition to final project reporting (narrative and financial) prepared by UNICEF.</li> </ul>

### 3. SCOPE OF THE WORK (WORK ASSIGNMENT)

The scope of work for this assignment will be limited to collecting, analysing, and reporting data in regard to fixed indicators for the project titled *Towards Safe School Initiative in North East Nigeria: Reaching the Most Vulnerable Children (Phase III)*. Both quantitative and qualitative data need to be retrieved across targeted locations in the BAY States. At the start of the work, the contracted firm will prepare a data collection work plan in consultation with UNICEF to ensure all monitoring needs are sufficiently captured. In some instances, it may be suitable to conduct data collection amongst a representative sample of project beneficiaries, in which case sample sizes also need to be determined in consultation with UNICEF, taking into account suitable confidence levels and margins of error.

Following preparation of the work plan, the contracted firm will commence preparation of any needed data collection tools, which may include questionnaires for surveys, FGDs, or KIIs; observation sheets; checklists; or others. All tools must be approved by UNICEF before commencement of use. Data collection can start immediately on approval of the initial work plan for those indicators which do not require the preparation of specialized tools.

As data is collection, the preparation of a database can simultaneously commence. This database should be designed by the contracting firm taking into account needs in regard to the requisite indicators, including (where appropriate) disaggregation of data by gender, age, disability status, and location. This database should be accessible through Microsoft Excel and should contain a sheet for each specific indicator. For some indicators, collection of quantitative data will not be necessary. In these instances, the information contained within the indicator sheet could be limited to a list of MoVs consulted and the final indicator measurement.

Analysis of monitoring data and documentation (MoV) should lead to the production of a finalized Results Framework, also accessible through Microsoft Excel and within a single sheet. The Results Framework, which is purely quantitative, will be provided by UNICEF and is to be completed by the contracting firm.

Production of the final Monitoring Report should focus on qualitative, narrative analysis. This report should include, at a minimum:

- A summary narrative per indicator, indicating data consulted, data collection methods (where appropriate), indicator result against the target detailed in the Results Framework, and narrative analysis detailing the implications of the result reached.
- A section dedicated to challenges and lessons learned (including both challenges and lessons learned related to the programming revealed through the monitoring work, and challenges and lessons learned in regard to the monitoring work itself).
- As appropriate, a section on recommendations in regard to programming, the design of Results Frameworks for future programming, and measures to be taken to facilitate effective future monitoring of similar projects.
- The quantitative Results Framework should be included as an annex to the final Monitoring Report.

The geographic scope of the study is detailed below. The Local Government Areas (LGAs) names indicate the full area of project implementation. However, not all activities have taken place in all LGAs. As such, data collection for any given indicator is likely to be limited to fewer locations than below as appropriately reflects implementation. Remote data collection will be acceptable provided that the contracting firm can provide strong assurances of the quality and authenticity of data supported in writing and with explanations of how data is not compromised by remote collection.

STATE	LOCAL GOVERNMENT AREA (LGA)
Borno	Bama Damboa Dikwa Jere Kalabage-Rann Maiduguri Metropolitan Center (MMC) Mafa Mobbar Nganzai
Adamawa*	North Mubi South Mubi
Yobe*	Gaidam Yunusari
<i>*Note that data collection may also need to take place in Yola (Adamawa) and Damaturu (Yobe) from state-level authorities.</i>	

A summary of the indicators to be measured is included below. In some cases, more than one indicator will be possible to measure through the same MoV (especially in instances where this should be addressed through a partner activity report).

GOAL/OUTCOME/OUTPUT	INDICATOR	MoV REQUIRED
Outcome 1: Strengthen the resilience and protection of the most vulnerable communities, especially children, and support inclusive, quality and equitable basic education in north-east Nigeria states	Percentage increase in primary education enrolment	EMIS, Enrolment Drive Campaign (EDC) data
	% of youths receiving vocational skills training actively involved in community services/activities contributing to the livelihoods and social cohesion of their communities	Sampled survey and/or focus group interview
Output 1: Conflict-affected children and adolescents have increased access to quality education in safe and healthy learning environment (Access)	1.1: # of children have access to inclusive quality and equitable basic education in a safe and protective learning environment through rehabilitated classrooms and TLS	School records
	1.2 # of children have access to inclusive quality and equitable basic education in a safe and protective learning environment through integrated basic education in Tsangaya/Islamiyah centers	Partner activity report(s)
	1.3: # of new registrations/enrolments through Enrolment Drive Campaigns (EDC)/back-to-School (B2S)	EDC data
Result 1: At least 260,000 girls and boys (4-17 years) have access to inclusive quality and equitable basic education in a safe and protective learning environment (formal and non-formal pathways) and 750,000 new registrations through Enrolment Drive Campaigns (EDC)/back-to-School (B2S).	1.1.1: # of Safe Learning Spaces/ Temporary Learning Spaces (TLS) constructed	UNICEF completion reports
	1.1.2: # of existing classrooms (basic education) in conflict affected areas rehabilitated	UNICEF completion reports
	1.1.3: # of gender-sensitive latrines (UNICEF standards) with hand washing facilities connecting to water rehabilitated	UNICEF completion reports
	1.1.4: # of children who benefit from teaching and learning materials (including face masks and soaps to IDP camps which will be produced under Output 4 - Adolescence)	Partner activity report(s) and data
	1.1.5: # of girls and boys who receive uniforms (including face masks and soaps to IDP camps which will be produced under Output 4 - Adolescents)	Partner activity report(s) and data
	1.1.6: # of Tsangaya and Islamiyah centers that integrate basic education (include integration of Radio Programming into non-formal education settings benefiting out-of-school, Tsangaya and Islamiyah	Partner activity report(s)

GOAL/OUTCOME/OUTPUT	INDICATOR	MoV REQUIRED
	children, including radio distribution and promotion of enrollment drive campaign)	
	1.1.7: % of accessible LGAs that flag off enrolment drives	EDC data
Output 2: Improved capacity of teachers, head-teachers and Quality Assurance Officers (QAOs) to deliver effective learning in humanitarian situations (Quality)	2.1: % of trained teachers observed using teaching techniques/materials from training	Classroom observation questionnaire
	2.2 % of trained head teachers who keep accurate school records	Sampled check of targeted schools
	2.3 % of teachers who have perceptions of improved teaching attitudes after PSS training	Training pre- and post-tests
Result 2: 1,950 Teachers, Head Teachers & Quality Assurance Officers (QAO) have increased capacity to deliver quality learning at pre-primary and primary levels on child-centered pedagogy, PSS, C/DRR, Education of Special Needs Children and managing overcrowded classrooms	2.1.1: # of teachers trained	Partner activity report(s)
	2.2.1: # of HTs & QAOs trained on managerial and leadership skills	Partner activity report(s)
	2.2.2: # of QAOs trained on quality assurance	Partner activity report(s)
Output 3: Strengthened school governance to support education for IDP children (Governance)	3.1 % of states implementing sector plans and releasing funds for EiE	Partner activity reports
	3.2 % of focus schools with functioning SBMCs	Sampled check of targeted schools
	3.3 % of children who feel the learning environment is safe and healthy.	Sampled survey on children regarding psychosocial wellbeing
Result 3.1: A comprehensive Education and Management Information System (EMIS) is strengthened and functional	3.1.1 # of key education personnel trained on EMIS and using of data for Education Planning	Partner activity report(s)
	3.1.2 % of target states that have developed evidence-based education sector plans which include EiE	Partner activity report(s)
Result 3.2: 1,100 School based management committees plan and maintain a safe and healthy learning environment in schools with increased community participation	3.2.1 # of SBMCs members trained	Partner activity report(s)
Output 4: Targeted youth benefit from livelihood and skills training (Adolescents/Youth)	4.1 % of youths have confidence gained from acquiring vocational skills to enable better employment opportunities	Sampled survey on youths regarding vocational skills training
	4.2 % of female/girls with improved confidence gained from production of school uniforms to enable better employment opportunities and livelihoods.	KIIs
Result 4: At least 15,000 youth (15+) empowered with	4.1.1 # of youth trained on vocational skills	Partner activity report(s)

GOAL/OUTCOME/OUTPUT	INDICATOR	MoV REQUIRED
vocational skills for employment.	4.1.2 % of youth completed/passed vocational training program	Partner activity report(s)
	4.1.3 # of SAME centers strengthened	Partner activity report(s)
Output 5: Conflict-affected children and adolescents have increased access to quality child protection services in a safe and healthy learning environment in schools and communities (CP Access and Quality)	5.1 # of girls and boys who have access to PSS	CPIMS, CFS enrolment records and project reports
	5.2 % of children with self-perceptions of improved psychosocial wellbeing	Sampled survey on children regarding psychosocial wellbeing

### Data Collection and Analysis Proposed Methodology

Though a detailed methodology is expected to be developed by the Consultants, the proposed methods should consist of:

- Collection of activity reports from relevant project partners, including following up with project partners to ensure quality and cohesion of needed reports (with support from UNICEF as necessary), and analysis of these reports,
- Analysis of EMIS, EDC, and Child Protection Information Management System (CPIM) data,
- Analysis of secondary data including school records, SBMC records, and child friendly space (CFS) records,
- Surveys, KIIs, and/or FGDs among agreed samples of targeted beneficiaries,
- Analysis of UNICEF completion reports,
- Classroom observations, and
- Marking and observation of training pre- and post-tests.

### 4. EXPECTED DELIVERABLES

The expected deliverables of this consultancy are in line with the objectives detailed under section Two above. Timelines are detailed under Section Five below. Expected deliverables consist of:

- 1) A data collection plan,
- 2) A set of data collection tools (final number of tools to be determined in consultation between the contracting firm and UNICEF),
- 3) A database produced in Microsoft Excel including all data collected and specifying MoVs consulted alongside results per indicator,
- 4) The completed Results Framework for the project (template to be provided by UNICEF), and
- 5) A final Monitoring Report to include at a minimum:
  - a. A summary narrative per indicator, indicating data consulted, data collection methods (where appropriate), indicator result against the target detailed in the Results Framework, and narrative analysis detailing the implications of the result reached.
  - b. A section dedicated to challenges and lessons learned (including both challenges and lessons learned related to the programming revealed through the monitoring work, and challenges and lessons learned in regard to the monitoring work itself).
  - c. As appropriate, a section on recommendations in regard to programming, the design of Results Frameworks for future programming, and measures to be taken to facilitate effective future monitoring of similar projects.
  - d. The quantitative Results Framework (Deliverable 4) included as an annex.

The final Monitoring Report should follow a standard professional format, and should additionally include a table of contents, table of acronyms, executive summary, and conclusion.

## 5. REALISTIC DELIVERY DATES AND DETAILS ON HOW THE WORK MUST BE DELIVERED

The total time allocated for the research is 3 months. It is expected that the following outputs would be delivered as below.

Tasks	Expected Output	Deliverables	Deadline
1. Inception phase	Preparation of a data collection plan in consultation with UNICEF	1. Data collection plan shared detailing finalization dates for data collection per indicator	29 July 2022
2. Data collection	Development of specialized data collection tools and preparation of a database in Microsoft Excel	2. Validated tools 3. Database	16 September 2022
3. Analysis	Actual conduct of the research-Field work	4. Results Framework	7 October 2022
4. Finalization	Submission of a final monitoring report	5. Final Monitoring Report	14 October 2022

### 5.1 Payment Schedule

Payment <sup>4</sup>	Conditions
<i>First payment:</i> 10% of total contract value	Upon submission and acceptance of the Data Collection Plan
<i>Second Payment:</i> 50% of total contract value	Upon submission and acceptance of the completed Database
<i>Third Payment:</i> 10% of total contract value	Upon submission and acceptance of the finalized Results Framework
<i>Final Payment:</i> 30% of total contract value	Upon submission and acceptance of the finalized Monitoring Report

## 6. OFFICIAL TRAVEL INVOLVED

The contractor's fee should be inclusive of all costs related to travel.

## 7. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE

The successful organization and individual team members must offer the following demonstrated experience, knowledge, and competencies:

- Minimum of master's degree in a relevant field, with at least 5 years' experience in conducting similar research for the proposed team leader,
- Minimum of 5 years of organizational experience conducting similar process evaluations,
- Strong experience with both qualitative and quantitative methodologies and research techniques with evidence of experience in conducting randomized controlled research,

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<sup>4</sup> In general, payments should be made against delivery of services/products. Advance payments on signature of contract are discouraged and need to be explicitly justified.



- Capacity to recruit, train, and supervise enumerators,
- Familiarity with the BAY States of Nigeria and education in Nigeria overall,
- Ability to work collaboratively with various stakeholders, including colleagues from state-level government authorities,
- High level proficiency in standard computer software including Microsoft Word and Excel,
- Demonstrated ability to meet deadlines and deliver quality reports, with recommendations,
- Excellent spoken and written English, of publication standards; and
- Familiarity with the UN and UNICEF programs.

## **8. CONSIDERATIONS RELATED TO THE ASSIGNMENT**

### *8.1 Role of the Consultancy Firm*

- The contractor will be responsible for recruitment, training, and payment of needed data collectors/enumerators.
- The contractor will be responsible for providing guidance on the key tasks to deliver the results for the consultancy.
- The contractor will be responsible for requesting, following up, and retrieving documents and data from external partners.
- The contractor will be responsible for all necessary logistical arrangements, including travel and accommodation.

### *8.2 Role of UNICEF*

- UNICEF will be responsible for introductions to external partners, especially government counterparts and key government officials.
- UNICEF will coordinate internally to ensure that the contractor is able to reach internal UNICEF colleagues as relevant.
- UNICEF will provide background documentation, including project proposal, interim reports, and other relevant and approved materials to facilitate the knowledge of the contractor.

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

The contract will be based on the delivery of satisfactory deliverables as requested when all tasks have been delivered in a timely manner as indicated in the Terms of Reference (ToR)/Contract. The contractor will be expected to deliver a high quality of work and for results achieved to correspond to the specification of the ToRs. The contractor is expected to maintain good communication with the Education Specialist, partners and other stakeholders with whom they will interact.

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

Frequent feedback will be provided to the consultant firm on the quality and the timely submission of deliverables as necessary.

Ongoing performance review, strategic direction, key deliverables and progress discussions to take place with UNICEF on a regular basis with the contracting firm. The contracting firm will work closely with the both the Education Specialist, partners as well as UNICEF's key stakeholders.

## **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:

### **Technical proposal:**

- A technical proposal that includes a brief cover letter and understanding of the assignment is required.
- Based on the proposed timetable laid down in these Terms of Reference, a proposal of the

detailed methodology, tentative work plan and time schedule is required.

- Updated profiles/ CVs of the team leader listing similar experiences/ assignments, highlighting those focused on data collection and analysis.
- Two examples of the firm's engagement in similar activities and assignments.

**Financial Proposal:**

- A financial proposal with a breakdown of all costs that are to be charged to UNICEF. 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 the work or that might have an impact on cost or delivery of products. Travel expenses should be based on the most direct route and economy fare. Quotations for business class fare will not be considered.

**12. INDICATION OF HEALTH STATEMENT AND CERTIFICATE OF GOOD HEALTH HAS BEEN RECEIVED PRIOR TO SIGNING THE CONTRACT**

The consultancy firm must ensure that their team adheres to COVID-19 travel guidelines set out by the Nigerian government including requirements that may be changeable during the period of work.

**13. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE**

UNICEF reserves the right to withhold payment on each individual and consolidated output until the consultant provides satisfactory quality output(s) as reviewed by the project supervisor. 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 in order to identify an appropriate replacement candidate.

**14. PROPOSAL EVALUATION AND WEIGHTING CRITERIA**

*70% technical + 30% financial = 100% total*

Submitted proposals will be assessed using Cumulative Analysis Method. All requests for proposals will be weighed according to the technical (70%) and financial considerations (30%). Financial proposals will be opened only for those application that attained 80% or above on the technical proposal. Below are the criteria and points for technical and financial proposals.

TECHICAL CRITERIA	TECHNICAL SUB-CRITERIA	POINTS
<b>1. Overall response</b>	Completeness, organization and presentation of proposal	5
	Overall concord between ToR requirements and proposal	5
<b>Maximum points</b>		<b>10</b>
<b>2. Consultancy firm and key personnel</b>	Range and depth of experience with similar assignments	8
	Client references	5
	Key personnel: relevant experiences and qualifications	7
<b>Maximum points</b>		<b>20</b>
<b>3. Strength of technical proposal</b>	Understanding of objectives of consultancy	10
	Technical quality and relevance of the proposal to the TOR; proven experience of the proposed	25

TECHICAL CRITERIA	TECHNICAL SUB-CRITERIA	POINTS
	team on formative research in the area of education and languages.	
	Knowledge of Nigerian socio-cultural environment	5
<b>Maximum points</b>		<b>40</b>
<b>TOTAL MAXIMUM POINTS</b>		<b>70</b>

*Minimum technical score: 80% of 70 points = 56 points*

#### **15. OTHER CLAUSES: PSEA LANGUAGE**

Consistent with the UN Secretary General's Bulletin related to "Special measures for protection from sexual exploitation and sexual abuse" (ST/SGB/2003/13), entities and individuals entering into cooperative agreements with an agency of the United Nations are obligated to "take preventative measures against sexual exploitation or abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred." Failure to do so "shall constitute grounds for termination of any cooperative arrangement with the United Nations." The Contractor is expected to have in place explicit policies related to the prevention of sexual exploitation and abuse of beneficiaries, including commitment to the IASC 6 Core Standards (IASC/2002), and the investigation of such cases. Where the contractor does not have enough capacity for the investigation of such cases, it should request the support of UNICEF. Reasonable suspicion of sexual exploitation or abuse of beneficiaries may be reported by any individual to UNICEF if the complainant so prefers.

#### **16. CONDITIONS**

- The contractor will work on their own computer(s) and use their own office resources and materials in the execution of this assignment. **The contractor's fee shall be inclusive of all office administrative costs.**
- The contractor's fee should be **inclusive of all travel costs.**
- Please also see UNICEF's Standard Terms and Conditions attached.

**Proposals (Technical & Financial) with all supporting documents should be addressed to:**  
[ngrsupply@unicef.org](mailto:ngrsupply@unicef.org)

**Deadline for submission of bids is 12 noon of Monday 15th, July 2022.**