

# **Terms of Reference for Long Term Agreement for Foundational Learning Recovery Services:**

## 1. Background

The future of education for children and adolescents is at a pivotal moment. COVID-19 has meant that millions of children in the Latin American and Caribbean (LAC) region have missed out on months, many of them years, of education. This has affected the foundational skills – basic literacy, numeracy, and transferable skills – that are the critical building blocks for their lives of learning. And it is those skills that empower children to access other new knowledge, experiences, and opportunities. By 2030, UNICEF’s goal is to support an additional 2.25 million 10-year-old children from LAC to be able to read according to their level.

There is a strong need to identify service providers that can support Country Offices (CO) in the LAC region with the capability to effectively design, coordinate and monitor specific tools, resources, initiatives, programs that tackle key aspects of foundational learning.

With this goal in mind, UNICEF Regional Office for Latin America and the Caribbean (LACRO), as part of UNICEF’s global education strategy, will work to ensure foundational learning for all children and adolescents in LAC through the identification and provision of expert service providers in the development, management, coordination, and monitoring of a wide range of deliverables on foundational learning, so that UNICEF LAC COs can, in turn, support their respective countries in the advancement of core foundational learning matters.

## 2. Purpose, Objectives & Outputs

### *Purpose*

The purpose of this Request for Proposal for Services (RFPS) is to identify global and/or regional service provider(s) to provide professional technical support, assessment, assurance, and advisory services in foundational learning to countries in the America and the Caribbean region where UNICEF has presence. UNICEF LACRO seeks to establish Long Term Agreements (LTA) with one or more of the said service providers.

UNICEF does not guarantee it will place orders for any amount and is not bound to purchase any minimum number of services with applicants. UNICEF reserves the right to utilize other sources at its discretion. **If any UNICEF LAC CO wishes to use the established LTA, specific orders will be placed through standard UNICEF Institutional/Corporate Contracts and the agreed rate stated in the LTA will be used to calculate the ceiling for the contract amount established by the CO.**

### *Objectives*

The overall objectives of these foundational learning-related activities are:

- Provide UNICEF education LAC Country Offices specialists with the required knowledge, evidence, and data to effectively and efficiently implement foundational learning recovery programmes and initiatives adapted to their context and needs, as well as to support the Ministry of Education in such efforts.
- Create common and systematic understanding and awareness of the importance of prioritising with foundational learning programmes, through the funding, design, implementation, and monitoring of key work around this area, that can advance learning outcomes of all children and adolescents in the LAC region.

- Contribute to strengthening advocacy and policy dialogue related to foundational learning and its undeniable impact on economic and social development of societies.

## Outputs

**All outputs have been formulated in an open way so that all LAC COs can use them, as none of them have a country-specific focus.**

The outputs will be developed in collaboration between UNICEF LAC COs and the selected institution(s). UNICEF staff may provide most of the content related to foundational learning including policies and regulations, and relevant information associated with programmatic work and operations, if any. However, it is expected that the institution(s) selected will already have an extensive expertise in designing and developing work around this education area.

*The specific services / outputs to be delivered by the institution(s) selected are described below:*

***\*Note that institutions are expected to apply for one or several of the following groups in full; hence, a partial offer for some but not all products in a given group will disqualify the presented offer for that specific group***

<b>Group 1 of outputs: Methodology &amp; Strategy Design</b>
<b>Product 1: Teaching at the Right Level (TaRL) approach</b> Design of a TaRL methodology to improve diagnostic assessment and flexible remedial learning strategies in schools with the aim to advance learning outcomes.
<b>Product 2: Education public investment strategy</b> Design of a flexible and scale up an education public investment strategy that can advise local and regional governments in LAC countries to present country-specific investment projects to central governments with the overall aim to advance and strengthen learning recovery programmes and initiatives in their respective countries. Such strategy would include a country-specific analysis covering key data on local, regional, and national investment on education; local, regional, and national learning poverty levels; and the future social, economic, and political costs of education underinvestment.

<b>Group 2 of outputs: Research &amp; Analysis</b>
<b>Product 1: Regional research on perceptions on learning in Latin American and the Caribbean (LAC)</b> Carry out regional research on societal actors' perceptions (at the economic, social, political levels) and beliefs about learning and its importance for life, with the aim of identifying needs and potential paths for behavioural change in families and other key related actors that allow a considerable advancement in foundational learning outcomes for all children, including most vulnerable ones.
<b>Product 2: Comparative analysis of the competences/capacities or skills involved in Learning Recovery Initiatives in LAC with other similar teaching strategies focused on Teaching at the Right Level (TaRL) approach being developed in the region.</b> <ul style="list-style-type: none"> <li>• Conduct a comparative curricular analysis of the competences/capacities/skills developed in Learning Recovery Initiatives in LAC with other similar teaching strategies on Teaching at the Right Level (TaRL) approach being developed in the region.</li> <li>• Identify gaps, strengths, and lessons learned of the initiatives.</li> <li>• Provide recommendations for incorporation, reorganization, or withdrawal of capacities.</li> </ul>

**Product 3: Learning Assessment Analysis**

Carry out an analysis of foundational learning assessments in the region (at country level) that investigate the social and economic impact of the design and implementation of learning recovery policies and interventions.

**Group 3 of outputs: Systematization & Recommendations****Product 1: Systematization of the implementation of learning recovery spaces**

- Document and systematize the implementation outcomes of Learning Recovery Initiatives being implemented in the LAC region with methodologies such as for example the monitoring and evaluation "Most Significant Change (MSC) methodology" or any other relevant methodologies in learning recovery.
- Showcase and monitor the impacts/changes generated by these education methodologies in children's lives through the documentation, development and dissemination of human-interest stories and other knowledge management and sharing products.
- Based on the impact identified, provide recommendations for the improvement of the implementation, and scale up of the strategies identified in the countries.

**Product 2: Acceleration and remedial learning models**

- Identify and analyse accelerated and remedial learning methodologies focused on the transition between different education levels present in the LAC region.
- Identify and support the implementation of education models considering non-formal, out-of-school education or summer courses/initiatives in one or several countries of the region.
- Provide recommendations on the design and implementation of accompanied transition models focused on the transition from secondary to upper secondary, with a special focus on students falling behind, and on vocational orientation.

**Reporting of deliverables**

The LAC Country Office issuing a contract will define the specific deliverables, procedures required and reporting requirement at the time of requesting the service.

### 3. Target Audience

The audience of the above-mentioned outputs includes UNICEF LAC education experts, teachers, and education personnel from communities in LAC countries, LAC governments and key global, regional and national education partners.

### 4. Payment Provisions

The deliverables must be determined by each LAC CO interested in using any of the service providers under this LTA and the service provider.

UNICEF's policy is to pay for the performance of contractual services rendered or to effect payment upon the achievement of specific milestones described in the TOR and contract (delivery based). The payment schedule will be included in each contract resulting from the LTA linked to deliverables where payment will be processed upon satisfactory delivery and UNICEF approval of the respective deliverable.

**If any UNICEF LAC CO wishes to use the established LTA, specific orders will be placed through standard UNICEF Institutional/Corporate Contracts and the agreed rate stated in the LTA will be used to calculate the ceiling for the contract amount established by the CO.**

## 5. Location & Duration

UNICEF intends to enter a Long-Term Arrangement for Services (LTA) with the successful Bidder(s) for the provision of an indefinite quantity of the specified services. In the event of UNICEF signing a LTA, the following shall apply:

- a) The LTA shall be valid for 3 years from the date when both parties have signed the agreement with an option for further extension of a 2-year period subject to satisfactory performance of the service provider.
- b) The LTA shall be awarded per group of outputs (Group 1, Group 2 and/or Group 3) and all LAC UNICEF COs can issue contracts under this LTA.

**Contract(s) for services will be directly issued under the LTA by UNICEF LAC Country Offices.**

## 6. Qualification Requirements: Skills, Technical Background & Experience

The selected institution should have the following qualifications:

- Capacity to manage one or several groups of outputs of this LTA.
- Proven extensive relevant experience across the full scope of the TORs (i.e., conceptual, and technical knowledge) for the relevant groups the institution prepares an offer for.
- Proven experience in designing, delivering and/or supporting international and national education programs, including work on foundational learning, and learning recovery.
- The ability to manage complex assignments, in multi-country contexts.
- The ability to contribute to critical thinking around children and adolescents' education issues.

## Requirements of the proposal

Proposals to UNICEF should include the following sections:

- Name and a brief background of the institution. Include existing experience and areas of expertise that will be of benefit to this TOR, such as working with UNICEF/UN, contributions to education-related work and foundational learning, along with contact information (contact person name and email address). UNICEF may contact reference people for feedback on services provided by the institutions.
- A proposed outline for the development of the outputs containing the main stages of the process.
- Comments and suggestions to proposed design and delivery structure of the outputs, which may include ideas on methodology.

## 7. Evaluation of the Technical Proposal

UNICEF will set up an evaluation/selection team composed of technical and contracting representatives. Following the submission of the proposals, a technical evaluation will be conducted to assess the merits of each proposal.

The technical evaluation team will evaluate the proposals in accordance with the technical evaluation criteria as outlined below and according to the relative weighting that UNICEF ascribes to each criterion:

Category	Criteria	Score
Mandatory prequalification criteria (all these criteria need to be a pass to progress in the selection process)	The bidding institution clearly outlines the group or groups of outputs it is applying to in this tender (partial offering within a given group is not possible; either present an offer for the full package in a group or refrain from presenting an offer at all for that group)  Possible offer combinations: - Group 1 only - Group 2 only - Group 3 only - Groups 1, 2 - Groups 1, 3 - Groups 2, 3 - Groups 1, 2, 3  For reference: - <i>Group 1 of outputs: Methodology &amp; Strategy Design</i> - <i>Group 2 of outputs: Research &amp; Analysis</i> - <i>Group 3 of outputs: Systematization &amp; Recommendations</i>	Pass/fail
	Three (3) contact references from previous relevant work experience provided (if institution applies for several groups, three relevant contact references are required per group)	Pass/fail
	Relevant/key team members' profile/CV submitted	Pass/fail
	Cover letter submitted by institution	Pass/fail
	Through submitted team CVs, reference letters and/or previous similar works, the company provides proof of having excellent fluency level in Spanish and/or English within its workforce	Pass/fail
	Three (3) examples submitted of previous similar works undergone -not more than 5 years old- that are proof of the institution's knowledge capabilities in the group or groups applied for (if institution applies for several groups, 3 examples are required per each group)	Pass/fail
Experience and	<b>Brief Description of the Firm</b>	10

skillset	<ul style="list-style-type: none"> <li>• Provide brief description of the organization, including the year and country of incorporation and type and size of relevant activities undertaken in the field of education that might be of interest for this call: <b>up to 5 points</b></li> <li>• Provide details of partner collaborations, affiliations, or licensing arrangements in countries, including the duration of the partnerships and number of joint ventures as partners, etc.: <b>up to 5 points</b></li> </ul>	
	<p><b>Previous relevant experience</b></p> <p>Breadth of relevant experience in covering the group or groups applied for as presented in the TOR, i.e., core knowledge and technical knowledge</p> <p><i>7+ years of relevant experience: 20 points</i>  <i>5-7 years of relevant experience: 15 points</i>  <i>3-5 years of relevant experience: 10 points</i>  <i>0-3 years of relevant experience: 0 points</i></p>	20
	<p><b>General Organizational Capability</b></p> <p>Relevant/key team members' profile/CV incl. project roles undertaken that match eventual projects that would be undertaken under this LTA: <b>up to 5 points</b></p>	5
	<p><b>Language Skills</b></p> <p>Proven language skillset present at company's workforce</p> <p><i>Proven language working efficiency in Spanish: 2 points</i>  <i>Proven language working efficiency in English: 2 points</i>  <i>Additional proven working efficiency in French and/or Brazilian Portuguese: 1 point</i></p>	5
Methodological approach	<p><b>Methodology</b></p> <p>Description of methodology to undertake the specific group of deliverables applied for: <b>up to 10 points</b></p>	10
	<p><b>Project Management, Quality Assurance &amp; Risk Management</b></p> <p>Description of detailed quality assurance and risk management mechanisms in place: <b>up to 10 points</b></p>	10
Total Points Technical Proposal		60

- ❖ *Only proposals which receive a minimum of 40 points will be considered further.*
- ❖ *No price information should be contained in the technical proposal.*

**Evaluation of the Financial Proposal**

The financial proposal should be separated from the technical proposal and submitted in a different email. The total number of points allocated for the financial component is 40. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those price proposals received 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.:

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

See **Appendix B** to complete the Financial Proposal.

**Commercial Evaluation**

- ❖ For the proposal to be considered technically compliant, the proposer must achieve a **minimum score of 40**. All the financial proposals will remain unopened until the technical evaluation is completed. Once the technical evaluation is completed, only the technically compliant proposals will have their financial proposals opened. The other financial proposals remain unopened.
- ❖ As part of the Commercial Evaluation, UNICEF will review proposal’s compliance with the RFPS mandatory requirements: submitted bid form, currency of proposal, compliance with Instructions to Bidders and Specific Terms and Conditions, acceptance of UNICEF General Terms and Conditions.

**1. Administrative issues**

Prior to submitting their offer, institutions are strongly encouraged to:

- Review the standard UNICEF Contractual Provisions and the UNICEF General Terms and Conditions of Contract (Services) for the supply of services publicly available on the UNICEF Supply website: <https://www.unicef.org/supply/media/911/file/General%20terms%20and%20conditions%20of%20contract%20for%20services.pdf>
- Proposers should familiarize themselves with the obligations imposed on suppliers and their personnel and sub-contractors under the UNICEF Policy Prohibiting and Combatting Fraud and Corruption and the UNICEF Policy on Conduct Promoting the Protection and Safeguarding of Children: <https://www.unicef.org/supply/documents/unicefs-policy-prohibiting-and-combatting-fraud-and-corruption>

## APPENDIX A: EXPRESSION OF SERVICE BID

Through the below table, mark the group or groups of outputs your institution is applying for in this tender (partial offering within a given group is not possible; either present an offer for the full package in a group or refrain from presenting an offer at all for that group):

Group 1 of outputs	Group 2 of outputs	Group 3 of outputs

## APPENDIX B: FORMAT FOR FINANCIAL PROPOSAL

If any UNICEF LAC CO wishes to use the established LTA, specific orders will be placed through standard UNICEF Institutional/Corporate Contracts and the agreed rate stated in the LTA will be used to calculate the ceiling for the contract amount established by the CO.

The table shown below is suggested for use as a guide in preparing the price proposal.

### Outputs of Group 1

<u>Description of activity</u>	<u>Number of days</u>	<u>Cost per day</u>	<u>Total price (USD)</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8. Other costs			
<b>Total</b>			<b>XXXXX</b>

### Outputs of Group 2

<u>Description of activity</u>	<u>Number of days</u>	<u>Cost per day</u>	<u>Total price (USD)</u>
1.			
2.			
3.			
4.			

5.			
6.			
7.			
8. Other costs			
<b>Total</b>			<b>XXXXX</b>

**Outputs of Group 3**

<u>Description of activity</u>	<u>Number of days</u>	<u>Cost per day</u>	<u>Total price (USD)</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8. Other costs			
<b>Total</b>			<b>XXXXX</b>