

ANNEX B

TERMS OF REFERENCE FOR INSTITUTIONAL SERVICE CONTRACTING

Assignment	Inclusive Ethos Initiative with a UNICEF Corporate Partner
Location	Malaysia, occasional meetings in KL and Putrajaya
Duration	(6 months)
Reporting to	(Corporate Partnership (CSR) Officer)

1. JUSTIFICATION/BACKGROUND

The UN Convention on the Rights of a Child states that children have the right to learn and play in an environment free from discrimination. Research shows that interaction between children with and without disabilities enables children to accept one another's differences and develop critical social skills which promote inclusion and respect.

UNICEF recognizes that now more than ever, cross-sectoral and inclusive work is essential in achieving results for ALL and fulfilling the promise of the Agenda 2030 and the Sustainable Development Goals (SDG). Therefore, it is imperative that UNICEF and its partners embark on work that is both inclusive of ALL and specific in addressing particular groups of children that have been historically overlooked. Therefore, UNICEF is proposing to begin address disability in a broader sense of inclusion.

While the initial work on inclusive education, marked by the agreements proposed in the Salamanca Statement, was focused on providing access to children with disabilities to education, the argument for inclusion has been broadened overtime, and moved from access to participation. It is not enough that children have access to schools, but they must be provided with the conditions to participate fully in the education process. Likewise, it is not enough that facilities be physically accessible, but they must also provide the means to ensure full access to the services they provide.

2. OBJECTIVE, PURPOSE AND EXPECTED RESULTS

UNICEF proposes to continue their engagement with a key Corporate Partner by supporting the company to develop an Inclusive Ethos within their business operations. An Inclusive Ethos can be defined as below:

Inclusion (noun): the act of including; the state of being included; something that is included; a relation between two classes that exists when all members of the first are also members of the second; the act or practice of including students with disabilities in regular school classes

Ethos (noun): the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution

An Inclusive Ethos is a mechanism where pillars of environments are clearly connected to some of the most basic human rights and reflect an organization's commitment towards equal opportunities, non-discrimination and universal access. Building an inclusive ethos is based on the principle that each and every person has the right to develop to their full potential, and each and every person is worthy of participating in a learning process.

Learning needs to occur in a natural environment where each and every person should have access to the same learning curriculum, in ways that are tailored to take advantage of their strengths and aspirations. Children can be of any age, and learning should be tailored to each individual's learning style. Thus, the three core principles of Universal Design for Learning (Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression) are critical in ensuring participation. To create and maintain an inclusive ethos, learning must be understood as an act that occurs from the first to the last moment a student engages with the environment and requires that all its staff understands and can embody the inclusive ethos spirit.

This Ethos is in line with the UNICEF's principles of inclusive and equitable education for all and SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This Inclusive Ethos Initiative will seek to:

- Recognize the full learning potential of each student, regardless of their age, ability, gender, geographic origin, sexual orientation, or social status
- Develop a common curriculum for all, based upon the principles of Universal Design for Learning
- Encourage active participation of ALL students in the learning process
- Equip its staff with the skills needed to create and maintain an inclusive ethos
- Explore innovative social and technological solutions that promote inclusion
- Ensure the built environment draws into the wide range of human diversity

As a part of the Inclusive Ethos Project, UNICEF Malaysia will establish a reference group that will provide feedback and comments on all the deliverables under Section 4, participate in review meetings organized by the institution as required, play a key role in learning and knowledge sharing from the outcome of the inclusive ethos, provide support to encourage scalability and replication of the inclusive ethos project, and advocate for adoption of inclusive business practices and policies in the Malaysian context. The reference group will consist of (but not limited to):

UNICEF Malaysia

1. Deputy Representative
2. Corporate Partnership (CSR) Officer
3. Chief of Child Protection
4. Disability Consultant
5. Chief of Communications

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6. Regional Disability Focal Point

7. Children's Rights and Business Specialist

Corporate Partner

8. Chief Executive Officer
9. Representatives from management team

Government body/regulatory body (to be confirmed)

10. Representatives from Companies Commission of Malaysia (SSM)
11. Representatives from the Bursa Malaysia (stock exchange of Malaysia)

3. DESCRIPTION OF THE ASSIGNMENT

Specific dates and timelines will be agreed in consultation with UNICEF, the Corporate Partner and other key stakeholders with the views that the Plan below and suggested key activities be completed within the scale of the project.

MCO is looking to secure the expertise of a Specialist Institution to advise and support UNICEF and the Corporate Partner on the design of the Inclusive Ethos Initiative.

AIM: To create an inclusive ethos within the corporate partner's business, enabling ALL customers to the to be included in ALL activities regardless of their age, ability, gender, geographic origin, sexual orientation, or social status.

PLAN: This project has been developed according to a 5-phase Plan of Action, in which each phase has been designed to execute a specific set of actions.



- A. DEFINE** where the corporate partner is on their journey to becoming fully inclusive. With this aim, the technical expert will:
 - Complete a survey of environments similar to that being proposed and deliver an initial compilation of best practices/lessons learned to inform this venture;
 - Conduct a needs-assessment survey of the corporate partner and its staff and volunteers;
 - Conduct an Accessibility Audit.
- B. SENSE** what customers of the corporate partner have to say about their experience. With this aim, the technical expert will:
 - Plan and execute a series of end-user consultation workshops/focus discussion groups to gather information on existing resources and vision for the future, based on a human-centred approach to research.

- C. CREATE** a package of capacity development learning materials and opportunities for the corporate partner’s staff. With this aim, the technical expert will:
- DESIGN – Corporate partner, UNICEF and end-users co-design a training package aimed at enabling the corporate partner to develop and maintain an inclusive ethos within their workforce, infrastructure and environment
 - TEST - Conduct a training pilot with a sample of 20 staff
 - ITERATE - Gain feedback from the pilot cohort, revise the training package as needed, and validate the revised training with the pilot cohort and other key stakeholders
 - CREATE - Create an Inclusive Ethos capacity building training package for the corporate partner’s staff
 - STAFF & VOLUNTEER TRAINING
 - Standard training for ALL: After initial full team are trained, repeated every 6-12 months for new intakes
 - Supervisors
 - Day-to-Day Operational Staff
 - Volunteers
 - Specialised subjects: Scheduled at intervals throughout the year
 - Optional for all staff and volunteers
 - TRAINING OF TRAINERS (TOT)
 - Training of Trainers module will be developed to ensure that corporate partner retain the knowledge, and can continue to build capacity of new staff/volunteers that enter the team
- D. CHALLENGE** by putting the training to the test. Run an internal design challenge aimed at giving staff and volunteers the opportunity, time and materials to design, prototype and pitch ideas for a new ‘Experience’. This new ‘Experience’ should aim to explore Human Diversity and educate visitors on what an Inclusive Ethos means to corporate partner.
- E. SHARE** by transforming the staff/volunteer training and ToT into an open source Best Business Practice Circular and Guidance Toolkit to Creating an Inclusive Ethos for Corporate and Private sector service providers.

4. EXPECTED DELIVERABLES

#	Activity	Detail	Payment %
1	Inception Report	<ul style="list-style-type: none"> • Consists of consultant’s work plan and methodology for the entire duration of the project 	5%
2	Needs Assessment	<ul style="list-style-type: none"> • Initial mapping of a company’s overall Practices and Policies • Needs Assessment Report, which would include recommendations for strengthening a company’s Practices and Policies • Conduct an Accessibility Audit for a company • Conduct a survey for environments similar to the project proposed and deliver a compilation of best practices/lessons to inform this current project 	20%

3	Stakeholder Consultation Workshops	<ul style="list-style-type: none"> Conduct a series of consultation workshops to gain user-experience/inputs, co-design data and feedback from key stakeholders on development of an inclusive ethos for a company. 	
4	Strategic reference group	<ul style="list-style-type: none"> Provide support to the reference group (as referred to above) as and when agreed during the inception report timelines 	
5	Create an Inclusive Ethos Training Package for a company's staff members	<ul style="list-style-type: none"> Design a training package aimed at enabling a company to develop and maintain an inclusive ethos within their business Conduct a training pilot with a sample of 20 staff members of a company Gather feedback from the pilot cohort and revised training package if necessary Validation of revised training package with pilot cohort and other key stakeholders Finalisation of an inclusive ethos capacity building training for a company Must be packaged as an open-sourced training tool 	25%
6	Create an Inclusive Ethos Training Package for the training of trainers (ToT)	<ul style="list-style-type: none"> Develop a ToT module for a company to retain knowledge and continue building capacity within their business Must be packaged as an open-sourced training tool 	
7	Best Business Practice Circular (BBPC)	<ul style="list-style-type: none"> Develop a BBPC on why businesses should be inclusive and what are the long-term business benefits for a company. The contents of this BBPC should be drafted in a way that will give information to companies looking to replicate this project. The contents must include financial breakdowns, methodology, any legal frameworks, risk and mitigation and links to the Inclusive Ethos Training Packages and the Inclusive Ethos Training of Trainers package (Item 4 and 5) Must be packaged as an open-sourced guidance material 	10%
8	Documentation	<ul style="list-style-type: none"> Videographic and photographic documentation of the full project process Production of the following: <ul style="list-style-type: none"> a) 3 min full highlights film for documentation of journey and lessons learnt b) 60 sec highlights film suitable for social media posting c) 60-90 sec testimonials film to show the perspective and impact of initiative on stakeholders and end-users Photographic documentation of all activities/events UNICEF Consent forms for images and testimonials must be collected from all children under 18 years old <p><i>NB: All video documentation should be produced with captions, subtitles, sign language interpretation, voice overs</i></p>	20%

		<i>for captions and audio description and sign language where relevant.</i>	
		<i>See Annex A for detailed description of requirements</i>	
9	Creative Packaging and Communications	<ul style="list-style-type: none"> • Creative layout, design and printing of all written assets produced: <ul style="list-style-type: none"> a) Training Package b) ToT Module c) BBPC • 3 infographics in a format and layout suitable for social media posting on (Facebook, Twitter and Instagram) 	10%
10	Monitoring and Evaluation	<p>Conduct M&E activities along the line of:</p> <ul style="list-style-type: none"> • Pre-and post-survey with stakeholders • Focus group discussions with stakeholders • Impact assessment of Company-MCO relationship during the Memorandum of Understanding (MoU) period 	5%
11	Final Summary Report	<ul style="list-style-type: none"> • Final Report listing a summary of all activities undertaken. This should include challenges, lessons learnt, financial breakdown and ways forward. 	5%

1. REPORTING REQUIREMENTS

The institution is required to adhere to the following reporting requirements:

- Inception report to be submitted in the second week of commencement of contract in soft copy Word format to the Corporate Partnership (CSR) Officer. The inception report should contain the workplan for the entire project duration and methodology that will be used as well as a schedule for in-country work visits.
- Monthly progress reports to be submitted on the last calendar day of every month for the duration of the contract in soft copy Word format to the Corporate Partnership (CSR) Officer. The monthly progress reports should contain a detailed summary of the institution's progress each month along with minutes from all meetings.
- Final report to be submitted one week before the end date of the contract in soft copy Word format to the Corporate Partnership (CSR) Officer. The final report should contain a summary list of all activities undertaken during the contract period as well as challenges, lessons learnt, financial breakdown and ways forward.

2. LOCATION AND DURATION

Based in Malaysia and requires occasional travel to Kuala Lumpur and Putrajaya for the 6-month contractual period.

3. OFFICIAL TRAVEL INVOLVED

The bidder will be required to outline their travel costs as part of the financial breakdown attached to this bid. In their submission they will be expected to advise on their anticipated number of official visits to Kuala Lumpur, the duration and the costs attached.

4. CONTRACT MANAGEMENT

The institution (preferably a lead consultant) will report to the Corporate Partnership (CSR) Officer who will be responsible for managing the contract with technical support from the Disability Consultant and Chief of Child Protection. The Corporate Partnership (CSR) Officer will report to the Deputy Representative who will have oversight of the project.

5. FREQUENCY OF PERFORMANCE REVIEWS AND PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS

Performance review of the institution will be conducted at the end of 6-month contractual period by the Corporate Partnership (CSR) Officer with the support of the Disability Consultant and Chief of Child Protection. The performance indicators are as below:

- Completion of a comprehensive needs assessment report which contains mapping of the corporate partner's practices and policies, and recommendations for strengthening of these practices and policies. The needs assessment report must contain a completed accessibility audit.
- Completion of stakeholder consultation workshops.
- Completion of an Inclusive Ethos Training Package which includes completion of a training pilot for 20 staff members from the corporate partner's company.
- Completion of an Inclusive Ethos Package for the training of Trainers.
- Completion of a Best Business Practice Circular (BBPC) on Inclusive Ethos and Business.
- Completion of documentation of the overall project in videographic and photographic form.
- Completion of monitoring and evaluation process including pre-post surveys, focus group discussions and impact assessment of the corporate partner and UNICEF's Memorandum of Understanding.

6. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE

The work will be conducted by engaging a lead institution. The proposed team should consist of one (1) international senior-level consultant (Team Leader) that will be supported by at least one (1) national consultant (Team Member/Technical Expert). An international institution can subcontract a national institution for local implementation under this Terms of Reference.

The Team Leader should bring the following competences:

- Having extensive experience (at least 15 years) within the field of disability-inclusive development and inclusive education programming.

- Having extensive experience on social inclusion interventions – planning, implementing, managing, monitoring and evaluation.
- Holding an advanced university degree (Masters or higher) in international development, public policy, disability-inclusion, anthropology or similar, including sound knowledge of policy and systemic aspects; familiarity with the rights of children with disabilities.
- Bringing a strong commitment to delivering timely and high-quality results.
- Having in-depth knowledge of the UN’s human rights, gender equality and equity agendas.
- Having a strong team leadership and management track record, as well as excellent interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Specific experience of disability programming is strongly desired.
- Previous experience of working in a South East Asian context is desirable, together with understanding of Malaysia context and cultural dynamics.
- The Team Leader must be committed and willing to work independently, with limited regular supervision; s/he must demonstrate adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality.
- S/he must have the ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English.

The Team Leader will be responsible for undertaking the work from start to finish, for managing the needs, analysis, programme design, consultations, implementation, monitoring/evaluating as well as for report drafting in English and communication of the project’s results.

One (1) Team Member/Technical Expert:

- Holding advanced university degrees (Masters-level) in international development, public policy or similar.
- Hands-on experience in disability-inclusive programming design and implementation as well as solid expertise in social inclusion interventions.
- Strong expertise in equity, gender equality and human rights-based approaches to programme design and delivery and expertise in data presentation and visualisation.
- Be committed and willing to work in a complex environment and able to produce quality work under limited guidance and supervision.
- Having good communication, advocacy and people skills and the ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts in written and oral form.

7. PROPOSED PAYMENT SCHEDULE

Please refer to payment percentages indicated in section 4: Expected Deliverables

8. STRUCTURE AND EVALUATION PROCESS OF THE PROPOSAL

Technical Proposal:

The written technical proposal should include the following elements, as a minimum requirement:

- a. Presentation of the bidding institution or institutions if a consortium (maximum two institutions will be accepted as part of the consortium), including:
 - Name of the institution;
 - Date and country of registration/incorporation;
 - Summary of corporate structure and business areas;
 - Corporate directions and experience;
 - Location of offices or agents relevant to this proposal;
 - Number and type of employees;
 - In case of a consortium of institutions, the above listed elements shall be provided for each consortium members in addition to the signed consortium agreement; and
 - In case of a consortium, one only must be identified as the organization lead in dealing with UNICEF.
- b. Narrative description of the bidding institution's experience and capacity in the following areas:
 - Design and implementation of inclusive ethos initiatives;
 - Previous assignments in developing countries in general, and related to inclusion programmes, preferably in South East Asia.
- c. Relevant references of the proposer (past and on-going assignments) in the past five years. UNICEF may contact references persons for feedback on services provided by the proposers.
- d. Samples or links to samples of previous relevant work listed as reference of the proposer (at least three), on which the proposed key personnel directly and actively contributed or authored.
- e. Methodology. It should minimize repeating what is stated in the ToR. There is no minimum or maximum length. If in doubt, ensure sufficient detail.
- f. Work plan, which will include as a minimum requirement the following:
 - General work plan based on the one proposed in the ToR, with comments and proposed adjustments, if any; and
 - Detailed timetable by activity (it must be consistent with the general work plan and the financial proposal).
- g. Project team:
 - Summary presentation of proposed experts;
 - Description of support staff (number and profiles);
 - Level of effort of proposed experts by activity (it must be consistent with the financial proposal); and
 - CV of each expert proposed.

Please note that the duration of the assignment is anticipate from March to August 2019.

Financial Proposal:

Bidders are expected to submit a lump sum financial proposal to complete the entire assignment based on the terms of reference. The financial proposal should include an estimate of travel costs. However, the final travel component will be agreed based on the effective work calendar. Travel costs will be pre-approved and reimbursed by UNICEF as per the UNICEF rules and regulations for travel for consultants/non-staff.

Bidder shall be required to include the estimate cost of travel in the financial proposal. Please note 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). Details can be found at <http://icsc.un.org>.

9. 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/individual 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 in order to identify appropriate candidate.

10. REQUEST FOR PROPOSAL EVALUATION WEIGHTING CRITERIA

The evaluation weighting criteria is as proposed:

70 % technical + 30 % financial =100% total

1. Overall Response (X points)

The understanding of the assignment by the proposer and the alignment of the proposal submitted with the ToR

- Completeness of response (X points)
- Overall concord between RFP requirements and proposal (X points)

2. Company and Key Personnel (X points)

- Range and depth of organizational experience with similar projects (X points)
- Samples of previous work (X points)
- Number of customers, size of projects, number of staff per project (X points)
- Client references (X points)
- Key personnel: relevant experience and qualifications of the proposed team for the assignment (X points)

3. Proposed methodology and approach (X points)

e.g. Work plan showing detail sampling methods, project implementation plan in line with the project

- Proposed work plan and approach of implementation of the tasks as per the ToR (X points)
- Implementation strategies, monitoring and evaluation, quality control mechanism (X points)
- Technologies used - compatibility with UNICEF (X points)
- Innovative approach (X points)

Minimum technical score: X% of X points = X points

The price should be broken down for each component of the proposed work. 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; e.g.:

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

11. CONDITIONS AND ADMINISTRATIVE ISSUES

- The contractor will work on its own computer(s) and use its/his/her own office resources and materials in the execution of this assignment. **The contractor's fee shall therefore be inclusive of all office administrative costs**
- Granting access to UNICEF ICT resources for consultants/non-staff is considered as 'exception,' and therefore shall only be granted upon authorization by the head of the office on justification/need basis. This includes creation of a UNICEF email address, as well as access to ICT equipment such as laptops and mobile devices.
- All persons engaged under a UNICEF service contract, either directly through an individual contract, or indirectly through an institutional contract, shall be subject to the UN Supplier Code of Conduct: <https://www.ungm.org/Public/CodeOfConduct>
- Please also see UNICEF's Standard Terms and Conditions attached.

ANNEX C:

Documentation Requirements

Photography:

- The photographer must supply all photographic equipment required to deliver this assignment.
- The images will need to document these activities in as natural a setting as possible.
- All photos **MUST** be captioned.
- All photos should have Alt Text descriptions of the scene making images accessible to viewers who are blind

Videography:

- The videographer will provide all equipment:
- **Camera:** High end professional quality camera. Footage must be TV broadcast quality.
- **Format:** PAL
- **Sound:** Professional sound equipment required. Digital sound recorded at 48k. Use of external mics, separate audio tracks, distortion free, subject on mic (Recommended use of a pin (lavalier) wireless microphone for outdoor interviews.)
- The videographer will provide UNICEF with raw footage:
- **Visuals:** A mix of wide establishing shots, medium shots, close up details. Please see attachment for general visual guide.
- **Audio Track:** Track 1 – Natural sound. Track 2: Natural sound. Soundbites and interviews should be on natural sound track. The natural sound track (Track 2 particularly) does not have dipped sound.
- **Voice Overs:** A clear Voice Over in English and Bahasa Malaysia should accompany all text or non-verbal messaging used in video footage
- **Subtitles:** All video footage containing verbal interviews must be accompanied by subtitles in English and Bahasa Malaysia
- **Sign Language Interpretation:** All video footage containing verbal interviews must include sign language interpretation in addition to subtitles
- **Close Captions:** All video footage must be accompanied by close caption description of the scene making the footage/image accessible to persons who are blind

TRANSLATION

- Interviews (in all languages) must be transcribed/translated into English and Bahasa Malaysia in the Shot List.

ALL RUSHES MUST BE LABELED

Date; Length of tape (TRT); location; continuous timecode (hours match tape number); full name and ages for young people interviewed.

CAPTION

For activity footage, the video/photographer will provide basic caption information with their film/photos. This should follow the five “W”s of journalism – who, what, where, when, why. The video/photo captions should include:

- date and location of each image
- descriptions of the subject(s), what they are doing and their relation to each other
- name and age of children
- full name of the video/photographer

BRANDING

For activity images, “UNICEF” and “Corporate Partner” branding / logo should be visible in shots where available.

UNICEF Brand Book:

UNICEF is currently using the 3rd updated version of the UNICEF Brand Book.

Note: There is a choice to use the logo signature with or without the cyan container when paired with partner logos. The brand book provides further advice:

- Partners’ use of UNICEF’s branding and logo should be specified in the binding partnership instrument. Terms of use will differ based on the category of partnership and its scope.
- UNICEF’s logo and partners’ logos should be presented in proportionately equal sizing, with equal visual emphasis and adequate clear space around each logo.

Brand Book and the logo can be access via this Dropbox links:

- Brand Book – Version 3: https://www.dropbox.com/sh/mi3qkwx03lovda9/AAA5ZQ_J5smRQ92A1qwhfyt4a?dl=0
- Signature Logo in cyan container: <https://www.dropbox.com/sh/zcekdomj132tdlg/AABBXN15UYsuWdGvEhNk0V0Xa?dl=0>

VISUALS: OVERALL GUIDELINES

- UNICEF is all about children.
- Amongst others, UNICEF’s brand identity includes clear and forceful imagery of children.
- In keeping with UNICEF’s mandate, visuals of children must always maintain their dignity.
- UNICEF’s visuals are recognisable through our brand attributes - **simple, optimistic, bold, contemporary**.
- To represent UNICEF’s values visually, graphic treatment must be strong (simple, bold), with the subject looking directly at camera (and therefore at the viewer).



VISUALS: GENERAL ACTIVITIES

- Wide establishing shot, medium shots of the action and close up details.
- Wherever possible, include UNICEF branding in the visuals.

VISUALS: OUTDOOR INTERVIEWS (YOUTH)

- All shots of subject interviews should be filmed at least at eye-level of the subject. As far as possible, to use CU shoulder shots. Only in the case that the aesthetic composition suffers from this angle, the subject can then be filmed from a slight low angle (maximum 20 degrees).
- The subject should not be placed in the middle of the frame. The camera composition should always place the subject on one side of the frame (approx. 3rd of frame on right or left of centre).



3rd Center 3rd



3rd Center 3rd

- The subject should look at the interviewer (max. 10 degrees off camera). If the subject is on the right side of the screen, then subject must be looking left and vice versa.