

Terms of Reference

UNICEF Belize is seeking an Individual Contractor to provide Technical Support to the Lifelong Learning Programme

The UNICEF office was established in 1981, the same year that Belize gained its independence-- but our commitment to Belize dates back to 1954 with our early efforts to improve environmental health, vector control, school feeding programs and providing primary school textbooks. Since then, UNICEF has moved away from direct service delivery for families and children and towards capacity building. We care for children by supporting child service providers, policymakers and members of the Belizean community. UNICEF leads the way in educational efforts, early childhood development, legal and institutional reform, stronger systems for child protection and child justice, data management, monitoring and evaluation, and fostering positive adolescent development and participation in Belizean society. Through our strong partnership with the Government of Belize, we promote legislative and policy reforms and provide support to government and civil society organizations, transforming innovative ideas to reality.

Background:

Having access to quality early learning and education opportunities is a foundation for the guarantee of children's success in life. Still, children in Belize fail to realize this right as relevant educational opportunities should be maintained until compulsory education is completed. The Lifelong Learning (LLL) programme contributes to the realization of the rights of children and adolescents in Belize, especially the most disadvantaged, to quality, holistic and relevant Early Childhood Development (ECD) and lifelong learning. Disparities commence from early childhood where the MICS 2015 reported 15% stunting rate in the country with only 52% boys and 58% girls aged 36-59 months in Belize attending an organized, early childhood education programme and 12% are not developmentally on track in three out of the four domains. Of the children attending primary and secondary schools, many have challenges to access of quality learning or end up dropping out. The Education Abstract of Statistics 2018/2019 records that primary school completion rate is at 92% and the secondary completion rate is at 69%. These disparities are further highlighted in the most disadvantaged areas such as in rural Toledo where of the 55 primary schools in the district, 70% are in indigenous Maya communities.

The Belize Out of School Study (2018) indicated that in 2015, 9.48% of children of lower secondary school age were out of school, equivalent to 3901 persons. Of these, 2278 completed grade 8 but did not continue further in lower secondary. OOSC of lower secondary school age who completed grade 8, comprise 58.38% of all OOSC of lower secondary age. The impact of COVID 19 is now adding to the many factors associated with lack of school completion including poverty, disability, late entry and inadequate preparation for primary, along living in rural areas.

Humanitarian assistance was provided in vulnerable communities affected by the pandemic and the hurricane/flooding disasters. Schools remain close since March 2020, but humanitarian assistance was provided to school aged children and their families in most affected communities. Approximately 1970 hygiene kits were distributed to families, impacting over 4925 children. An additional 1800 boys and girls received MHM information booklets through the SCFM.

Data is from the MOE estimates showing that approximately over 60,000 students (from preschool to secondary school) accessed home-based learning resources during school closure caused by the pandemic. UNICEF directly supported the MoE with print-based lessons, radio lessons and video lessons, through a television/radio show produced with psychosocial support segments. The highest estimates for print based lessons are used. There can be a duplicate of the students reached with print, radio and video lessons so the highest estimate is best used for reporting.

In consultation with national stakeholders from the government, educational institutions, Non-Governmental Organizations (NGO), and Civil Society Organizations (CSO), the Lifelong Learning outcome ensures a gender-perspective and human

rights based approach to inclusive, integrated social services across the life cycle, from maternal, child health interventions through quality early childhood development to relevant pre-schooling, primary and secondary education for lifelong learning skills. The ministries with responsibilities for education, health and human development primarily lead the development of an integrated ECD service system, targeting supports and services, across the key sectors and levels of government, including non-government agencies. Within this programme, UNICEF works with partners to identify and address inequities, build capacities, and knowledge for the full implementation of ECD and education policies and services, including for children with disabilities and their families, also in the times of emergencies.

UNICEF works in 190 countries and territories to protect the rights of every child. UNICEF has spent 70 years working to improve the lives of children and their families. Defending children's rights throughout their lives requires a global presence, aiming to produce results and understand their effects. UNICEF believes all children have a right to survive, thrive and fulfill their potential – to the benefit of a better world.

Purpose of the Assignment:

The learning crisis requires us to put learning and a focus on the most marginalized children and young people at the centre of our programming. This means prioritizing transformative strategies which are equal to the challenge and doing so now in the context of opening up schools. As a development and humanitarian partner, UNICEF requires an Education Consultant to support the Lifelong Learning outcome and the emergency response for effective implementation of inclusive child and adolescent development strategies, with improved planning, monitoring and appropriate DRR programming

Main Responsibilities:

Under the supervision of the UNICEF ECD and Education Officer, the consultant will provide support in the implementation of early childhood development and strengthening of quality child friendly schools across the lifecycle including in emergencies. This includes:

- a. Technical support to the review of policies and strategic planning documents that are relevant for the development of a new National ECD Strategic Plan and the ECD/Education outcome for the new UNICEF Country Programme Document, 2022-2026.
- b. Support for the implementation of the Intersectoral Rolling Workplan on ECD, prioritized on increasing access to ECD for young children, families and communities most at risk.
- c. Technical support for strengthening Quality Child Friendly Schools framework from pre-schools to secondary schools, which includes reopening schools safer and better to improve learning outcomes for the most vulnerable during this pandemic; this includes the timely, efficient implementation of Education Thematic funds.
- d. Technical assistance in emergency preparedness and response in the ECD/Education sector with input for advocacy and Communication for Development activities to create social and behaviour change in regard to safe, healthy and inclusive schools and communities.

The consultant will submit monthly progress reports on deliverables listed in table below and also provide inputs to the development of the Country Programme Document (CPD) and Country Office Annual Reporting (COAR) as well as development of other relevant materials and assignments given from time to time.

Specifically, the Consultant will contribute to the accomplishment of the following tasks, under the guidance of the ECD and Education Officer:

Deliverables	Dates
<ul style="list-style-type: none"> • Develop workplan of consultancy and draft project plan based on Intersectoral Rolling Work Plan with provision of technical inputs and guidance to interventions to address back to school processes and continued home/distance or blended learning for the 	End of month 1 and 2

most marginalized, implementing Education Thematic Funds, expiring December 2021.	
<ul style="list-style-type: none"> • Workplan and implementation of monitoring for Care for Child Development trainings for field workers that come into contact with young children and their families, with focus on prevention of violence against children 	End of month 3
<ul style="list-style-type: none"> • Support for the strengthening and implementation of work in quality schools in positive discipline and literacy interventions including for COVID 19 and continuity of home-based learning, psychosocial support for teachers and children in primary schools and in child friendly municipalities, with other wrap-around services 	End of months 4 and 5
<ul style="list-style-type: none"> • Support the development of a national communication strategy for ECD based on the results of the situation analysis, including support for developing communication materials such as Human-Interest Stories etc. and support to implementation of parenting workplan and development of new national ECD strategic plan with final reports 	End of month 6 and 7
<ul style="list-style-type: none"> • Support for the strengthening and implementation of Water, and Sanitation, Hygiene (WASH) Standard Operation Procedures in Schools and Communities 	End of month 8
<ul style="list-style-type: none"> • Strengthening the monitoring, assessment and reporting of indicators in ECD and Education with documentation, Country Office Annual Report and final reports 	End of month 9

Other relevant support to the Lifelong Learning work as needed.

Estimated Duration of the Contract

The duration of the consultancy is over the period of **9 months**

Estimated date of commencement is 1 April 2021.

Payment

Payment is based on an invoice submitted monthly by the consultant, in accordance with a pre-approved work plan and following the certification of deliverables by the supervising officer through the monthly progress report.

Qualifications and Competencies

- Advanced university degree (Master's Degree) in the combination of the selective disciplines relevant to the following areas:
Education, Early Childhood Development, Curriculum and Instruction, Disaster Risk Reduction or other relevant discipline(s) such as programme management,
- 4 years of relevant professional work experience in education, ECD, and 2 years project management
- Knowledge on issues of education in Belize and on children's rights is an asset
- Demonstrated ability to produce high quality results in a timely manner
- Excellent command of English; excellent analytical and writing skills

Shortlisted candidates will be assessed on their ability to drive for results, plan and organize and working with people

Office Arrangements and Travel Requirements

The duty station for this project is Belize City. Workspace and equipment will be provided for the consultant to work from UNICEF Office for 50% of duration of contract and for 50% remotely. In-country travel for project monitoring is expected throughout the term of the agreement and travel plans will be coordinated and approved by the supervising officer. Assignment related travel will be covered by UNICEF.

Evaluation Process

Qualified candidates are requested to submit:

1. Cover letter with an updated CV
2. Diplomas and Certificates
3. An All- Inclusive Financial Proposal – with a breakdown of daily and monthly rates in Belize currency
4. At least 3 References

Travel costs and DSA will be covered in accordance with UN rules and regulations. No other remunerations apply. UNICEF considers best value for money as criteria for evaluating potential candidates. As a general principle, the fees payable to a consultant or individual contractor follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Please note that consultants and individual contractors are responsible for assuming costs for obtaining insurance.

Individual consultants will be evaluated based on a cumulative analysis methodology. The award of the Contract shall be made to the individual consultant whose offer has been evaluated and determined as:

- a. Responsive/compliant/acceptable, and
- b. Having received the highest score out of a weighted set of technical and financial criteria.
 - o Technical Criteria weight – 70%;
 - o Financial Criteria weight – 30%;

Criteria Weight Max. Point

Criteria	Weight	Maximum Points
4 yrs. professional experience in Education/ECD and project management	30%	30 points
Advanced university degree (Master's Degree) in the combination of the selective disciplines reflected in ToR above	20%	20 points
Demonstrated experience (work plan development, writing reports, convening meetings with various levels (technical people, policy makers), training groups	20%	20 points
Financial Proposal: Cost of consultancy (daily rate, lump sum, per deliverable, insurance)	30%	30 points

Technical Qualification (max. 70 points)

Total Score TOTAL Score (max. 100 points) 100%. Only candidates obtaining a minimum of 49 points in the Technical Criteria evaluation will be considered for the Financial Evaluation.

Applications

Applications can be submitted via this link and should include the following attachments:

1. Cover letter with an updated CV
2. Diplomas
3. Financial Proposal – monthly fee in Belize

Deadline

Deadline for submission of applications is **14 March 2021**. ONLY completed application packages received via this link and before the deadline will be given consideration. Only shortlisted candidates will be contacted.

For every Child, you demonstrate...

Our core values of Commitment, Diversity and Integrity and core competencies in Communication, Working with People and Drive for Results.

UNICEF is committed to diversity and inclusion within its workforce and encourages qualified candidates from all backgrounds to apply.