**ANNEX 1. TERMS OF REFERENCE FOR INDIVIDUAL CONTRACTORS**

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| **PART I** | | | |
| Title of Assignment | Education in Emergencies (EiE) support to ESAR - contractor | | |
|  | International | National | |
| Contract Type | Individual Consultant | Individual Contractor (Full Time) | |
| Indicate level of consultancy | Mid-Level (P-3) | | |
| Hiring Section | **Education Section** | | |
| Location | Initially remote, with the aim to join the duty station and with travel in the region | | |
| Duration | Full time over 11.5 months | | |
| Start/End date | **From:1-Oct-21** | | **To: 15-Sep-22** |

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| **Part** *II (this information is for INTERNAL use only; shall not be shared with candidates)* | | |
| Supervisor | *Carolin Wäldchen, Education Specialist (Emergencies), ESARO* | |
| Planned Budget/Estimated Cost of assignment |  | |
| Budget Code | SM170463  SC189904 | |
| AWP Activity | *PCR/IR #* Activity 60: Monitoring, evidence and learning on C-19 children and schools (Supporting Emergency Preparedness and Resilience building for Pandemics)  240R/A0/10/801/006/041 | |
| Proposed assignment is included in the approved ESARO Consultant Plan | *Yes* | *No* |
| Proposed methodology for sourcing of qualified candidates | Advertisement | Expression of Interest |
| **Child Safeguarding** | | |
| Is this assignment considered an “[Elevated Risk Role](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Guidance%20on%20Identifying%20Elevated%20Risk%20Roles_finalversion.pdf?CT=1590792470221&OR=ItemsView)” from a child safeguarding perspective? | Yes | No |
| Is this a Direct contact role? | Yes # of hours per month? **Choose an item.** | No |
| Is this a child data role? | Yes # of hours per month **Choose an item.** | No |

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| **PART III: Signatures** | | | |
| **Function** | **Name and Designation** | **Signature** | **Date** |
| Prepared by | Carolin Wäldchen  Education Specialist (Emergencies) |  | **15.09.2021** |
| Reviewed | Abhiyan Jung Rana  Regional Education Advisor |  |  |
| Endorsed by | Jill Osborn  Regional Chief of Human Resources |  |  |
| Approved by | Lieke van de Wiel  Deputy Regional Director |  |  |

**TERMS OF REFERENCE FOR INDIVIDUAL CONTRACTORS/ CONSULTANTS**

|  |  |  |
| --- | --- | --- |
| **PART I** | | |
| Title of Assignment | Education in Emergencies support to ESAR - contractor | |
| Section | Education Section | |
| Location | Initially remote, with the aim to join the duty station and with travel in the region | |
| Duration | Full time over 11.5 months | |
| Start/End date | **From:1-Oct-21** | **To: 15-Sep-22** |

**Background and Justification**

2020 was extremely difficult for children in the Eastern and Southern Africa region (ESAR) -- a region characterised by high levels of fragility and by complex emergencies. In addition to facing emerging and protracted conflicts, sub-regional droughts and a locust infestation, COVID-19 had a devastating impact on children’s access to essential services including education. School closures impacted around 130 million students in ESAR. Learning completely stopped for many them, increasing the risks of permanent drop outs and adding to the 37 million children out of school before the pandemic. School closures also deprived many children of a protective environment and of their one nutritional meal a day.

Since COVID-19 was first reported in Africa in February 2021, the pandemic has evolved and with it, the preparedness and response needs to what has become a protracted crisis. School reopening in most countries was delayed for long timespans, and while all countries in the Eastern and Southern Africa region finally reopened their schools either partially or fully by the beginning of 2021, the emergence of new variants of the coronavirus and new spikes in infection rates from late 2020 heralded the second wave of the pandemic in several countries, and subsequently, by mid year, a third wave, leading to yet more country wide school closures in various affected countries. Countries throughout the region -- including those countries with limited previous experience, structures and capacities in EiE – were forced to suddently step up nation-wide Education in Emergency responses, work on the provision of continuity of learning for all children during school closure and ensure safe school reopening and operations. Reaching the most marginalised and keeping learners safe has been in an enormous challenge everywhere and despite considerable successes, continues to be.

Over one year after the start of COVID-19, whilst countries need to continue to respond to critical emergency response needs, there is now a critical need to shift to more systematic education preparedness, risk mitigation and resilience building measures, to keep current and future learning going and safe for all. Countries need to systematically invest in education and health measures, collaboration and partnerships to reduce risks of COVID-19 transmission to keep schools open and safe for all learners and teachers, to prevent further detrimental impact of school closure on the learning, wellbeing and future of an entire generation. The global pandemic has exacerbated already existing vulnerabilities of children affected by fragile contexts, conflict, natural disaster or both – and is threatening to further widen the equity gap in the region.

This situation calls for increased attention, technical and financial support and critical capacity building measures. UNICEF has a key role to play in supporting education in emergencies and fragile contexts in ESAR, so that all children can learn safely. The ESARO Education section is fully engaged by providing technical assistance and expertise to Country Offices’ work with governments on Education in Emergencies, including in the COVID-19 context. With the regional EiE portfolio growing, additional technical support is required.

**Scope of Work**

1. ***Goal and Objective*:** Under the supervision of the ESARO Education Specialist (Emergencies), the contractor will support the Education Specialist (Emergencies) in providing effective and efficient technical assistance on EiE to emergency affected countries in ESAR, and supporting other relevant activities under the EiE ESARO workplan.

1. ***Provide details/reference to AWP areas covered:*** This contract is to support the Education Specialist’s portfolio on Education in Emergencies by providing quality support, technical assistance and capacity building on EiE. In the ESARO workplan, it covers a number of EiE related workstreams, and falls under Activity 60: Monitoring, evidence and learning on C-19 children and schools (Supporting Emergency Preparedness and Resilience building for Pandemics) IR # 240R/A0/10/801/006/041
2. ***Activities and Tasks:***Under the guidance of the Education Specialist (Emergencies), the incumbent will support the Education Specialist in providing technical assistance on EiuE to country offices and support the implementation of relevant activities under the ESARO EiE workplan. The contractor will undertake the following tasks:
3. **Supporting regional monitoring, evidence generation and learning efforts:**

* Support outreach to Country Offices and the systematic monitoring and documenting of EiE responses, policies and strategies
* Support regional evidence generation, analysis, the development of trends and lesson learned, good practice and guidance

This includes work on all EiE domains as relevant to the region, and will focus on the following areas:

* EiE and cross-sectoral preparedness and response measures for COVID-19, children and schools, for complex emergencies, in fragile, conflict/disaster-affected contexts
* Advancing key programme approaches in the region (triple nexus, risk informed-, integrated and cross-sectoral programming, resilience, systems building, inclusion…)
* EiE for refugees, IDPs, children on the move
* Girls’ education in emergencies; mental health and psychosocial support in education
* Partnerships and funding for EiE
* Early Childhood Education in Emergencies Education
* Climate change

1. **Support the implementation of EiE activities under the ESARO workplan, including, but not limited to**
   * Monitoring and measuring EiE learning outcomes
   * Capacity building on EiE
   * Developing good practice on cross sectoral and integrated programming in humanitarian contexts
   * Integrating MHPSS in EiE
   * Supporting the integration of peacebuilding in education programming
2. **Support in providing technical and capacity building support to Country Offices**
   * Support the review and quality assurance of CO preparedness and response plans, strategies and proposals (COVID-19 and other)
   * Support Country TA requests
   * Capacity building initiatives (trainings, webinars, resource-sharing, etc.), including on the new CCCs
3. **Assist in Partnerships & resource mobilization**
   * Ensure regular participation and contributions to the EiE Regional Working Group
   * Support EiE partnership engagement as needed (including with UNHCR, WFP, WHO, ECW, ECHO, GPE, INEE and others)
   * Support resource mobilization efforts
4. ***Work relationships:***The consultant will be supervised by the Education Specialist (Emergencies) of ESARO and as needed, work in collaboration with other ESARO team members in Education and other sectors
5. **Outputs/Deliverables:**

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| --- | --- | --- |
| **Outputs** | **Payment** | **Deadline** |
| Monthly progress report which includes details on tasks related to   * + Supporting regional monitoring, evidence generation and learning efforts on Covid-19 and other emergencies   + Supporting the implementation of EiE activities under the ESARO workplan   + Providing technical and capacity building support to Country Offices   + Assisting in partnerships & resource mobilization | Monthly payment | End of each month (in line with payment schedule below) |

**For all contracts, please ensure that the due date of the last deliverable leaves a buffer for the supervisor of the assignment to review the final output before paying. This ensures that internal quality assurance is performed so that the work is up to standard before the final payment. In addition, for deliverable based payments, the last payment cannot be less than 10% of the total payment as per policy.**

**Payment Schedule**

Payments will be issued on a monthly basis as follows

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| --- | --- | --- | --- |
| **Deliverables** | **Duration**  **(Estimated # of days or months)** | **Timeline/Deadline** | **Schedule of payment** |
| Payment 1 | 1 month |  | 31 October, 2021 |
| Payment 2 | 1 month |  | 30 November, 2021 |
| Payment 3 | 1 month |  | 15 December, 2021 |
| Payment 4 | 1 month |  | 30 January, 2022 |
| Payment 5 | 1 month |  | 28 February, 2022 |
| Payment 6 | 1 month |  | 31 March, 2022 |
| Payment 7 | 1 month |  | 30 April, 2022 |
| Payment 8 | 1 month |  | 30 May, 2022 |
| Payment 9 | 1 month |  | 30 June, 2022 |
| Payment 10 | 1 month |  | 31 July, 2022 |
| Payment 11 | 1 month |  | 31 August, 2022 |
| Payment 12 | 1 month |  | 16 September, 2022 |

**Desired competencies, technical background, and experience**

1. *Education: Academic qualifications and required level of education;*

Advanced University degree in education, development, social science or communications or comparable academic preparation.

1. *Specialized skills/technical knowledge/experience*

Policy and Programming for EiE, including preparedness, response, risk reduction, resilience,

Data, monitoring and reporting,

Capacity building, multi-country trainings, and technical support in EiE,

Knowledge management on EiE, including the documentation of good practice and lessons learned,

Advanced analytical, communication and writing skills in English, including drafting concise documents based on the review of multiple information sources,

Developing high quality resources and presentations for various audiences,

Ability to work remotely and independently

*Desired:*

Experience of supporting UNICEF’s priorities, frameworks and approaches in EiE in a complex emergency/ disaster and-or conflict affected,

Practical EiE experience in the Eastern and Southern Africa region

1. *Length of relevant work experience required*

At least five years of relevant work experience in Education in Emergencies including supporting the design, implementation and monitoring of emergency responses, in programming for resilience and risk reduction

1. *Must exhibit the UNICEF Core Values of:*
   1. *Care*
   2. *Respect*
   3. *Integrity*
   4. *Trust*
   5. *Accountability*
2. *Competencies:*
3. Builds and maintains partnerships
4. Demonstrates self-awareness and ethical awareness
5. Drive to achieve results for impact
6. Innovates and embraces change
7. Manages ambiguity and complexity
8. Thinks and acts strategically
9. Works collaboratively with others
10. *Languages needed.*

Fluency in English required, fluencey in French and Portugese considered an asset

**Administrative issues**

The assignment will be supervised by the Education Specialist (Emergencies) in the Eastern and Southern Africa Regional Office (ESARO), Education Section. The contractor will be able to start the assignment remotely - to be reviewed based on context and needs - with the aim of joining in-person. The assignment includes some travel in the region, as needed (an estimation of 5 missions) and depending on COVID-19 travel restrictions in 2021/2022 for which the UNICEF office would cover DSA and travel costs. Travel will be in economy class. If the contractor is required to quarantine while traveling, UNICEF will pay for the quarantine if not organized by the host country.

**Conditions**

As per UNICEF DFAM policy, payment is made against approved deliverables. No advance payment is allowed unless in exceptional circumstances against bank guarantee, subject to a maximum of 30 per cent of the total contract value in cases where advance purchases, for example for supplies or travel, may be necessary. The candidate selected will be governed by and subject to UNICEF’s General Terms and Conditions for individual contracts.

**Risks**

Risks include an inability to respond to RO/CO requests for technical assistance in a timely manner and potential delays in the finalisation of key technical documents for ESARO or COs. The UNICEF supervisor will take every measure to facilitate the work of the contractor, monitor progress on a weekly basis and facilitate her/his relations with relevant colleagues in ESARO as well as COs as key stakeholders of this work.

**How to Apply**

*If you are advertising the consultancy, once it is advertised you can include the link for dissemination of the ToR.*

Qualified candidates are requested to submit a cover letter, CV, P11 form and their technical proposals to the online recruitment portal (Talent Management System) or email provided.

Interested candidates to submit a cover letter, updated CV and indicate ability, availability, and rate (monthly) expressed in US$ to undertake the terms of reference.

**Applications submitted without a fee/ rate will not be considered.**