

ANNEX B

TERMS OF REFERENCE FOR SERVICE CONTRACTING

1. JUSTIFICATION/BACKGROUND

Prior to the crisis of 2011, Libya had one of the highest enrolment rates in the region, with no significant gender disparity. The latest official statistics¹ show encouraging progress at primary and secondary level with regard to access to education in Libya. In order to do so, the availability of reliable information and data are key to assess the internal and external efficiency of the education system across all levels.

Currently basic education data are collected and stored in the Department for Information and Documentation of the MoE. However, educational information and data are also generated by other directorates and departments within the MoE. As part of UNICEF's phased approach, to support the MoE, to guarantee the provision of quality inclusive education, a new instrument for data collection has been utilized and a nationwide school assessment has been carried out 2012 providing new data, including comprehensive mapping and analysis of schools' distribution and capacity on a national scale. The data is stored in a database in the Department for Information and Documentation of the MoE but an interconnection with a comprehensive Information system is still missing.

The establishment of an evidence-based management system for policy and decision-makers will facilitate efforts to address issues related to access, equity, quality and relevance of education. Education Management Information System (EMIS) is designed to collect and analyze a wide range of data on the educational system in order to improve planning, resource allocation and mobilization, monitoring, evaluation and policy formulation. A school-based standardized information system is fundamental to improve the management of education at all levels and ideally the system should allow to track individual children across the grades. In the education management process, the information system should inform the different actors and partners on the state of the sector, its internal and external efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs. Additionally, due to the context in Libya which includes refugee and migrant children, EMIS will further enhance the availability of needed data for this affected population to further enhance planning and monitoring.

During Phase I of the EMIS initiative (2018), which focused on capacity building around data collection, UNICEF supported 13 municipalities and 800 educational institutions in Greater Tripoli. Additionally, UNICEF supported capacity building and data collection for Technical Vocational Education and Training (TVET) across all Libya. In October 2017, two workshops were conducted in Hammamet, Tunisia for 25 key personnel from the MoE and TVET on "Use of data and indicators for Education Planning". The outcome of the workshops led to the development of draft-0 of the National Index Framework (NIF) aligned with SDG4. Phase one also included the situation analysis of the organizational and technical capacity in the MoE which was completed and used to inform the 3-5 year EMIS development plan.

2. OBJECTIVE, PURPOSE AND EXPECTED RESULTS

The objective of this consultancy is to plan, manage and implement a nationwide EMIS that provides the information needed by education managers at all levels to achieve the goals of the Ministry of Education to improve the access and quality of education provision for children of all ages by ensuring that resources are planned for and utilised optimally through utilisation of accurate and timely data for planning and other activities.

The sub-objectives are to:

- a) Develop a decentralized web-based EMIS with a facility for centralized data entry (Completed in Phase I).
- b) Improve data quality, timeliness, and coverage (IDP/refugee/migrant populations – pre-primary/vocational institutions) for 2018-19. (MoE & TVET)
- c) Develop and strengthen capacity of 24 relevant staff of the Ministry of Education in Libya working on EMIS data collection, verification, use and analysis (approximately 300 staff members). (MoE & TVET)
- d) Collect and analyze 2018-2019 EMIS data from all Libya and present the issued data for the Ministry of Education through statistic book. The estimated coverage includes (77 municipalities + old 13 municipalities - about 3,200 schools + old 800 schools). Phase I collected data from Greater Tripoli for the year 2017-2018 (13 municipalities – 800 schools) and for TVET for the year 2017-201 (all Libya)

3. DESCRIPTION OF THE ASSIGNMENT (PHASE II)

The service provider is responsible

- Modify EMIS application to accommodate all Libya, all Regional Education Offices and all municipalities (about 3,200 schools).
- Data collection for the year 2018/2019 for Greater Tripoli and 2018/2019 for the rest of Libya.
- Modify EMIS to establish Trends for some indicators within the Greater Tripoli area for the years 2017/2018 and 2018/2019.
- Train 24 Staff from east, middle and south of Libya (12 east, 6 middle & 6 south) on the use of EMIS Data and Indicators for Education Planning, study of the SDG- Education Goals, Localising SDG Education Goals to Libyan Education Sector Plans and challenges (2 weeks training - Group of 12, each week) in Tunisia/Hammamet.
- Train 77 Master Trainers from all remaining municipalities (1 member x 77 municipalities) in addition to 3 from the Center for Information and Development (CID) for data collection/entry. (conduct 1 workshop for data capture and data collection mainly for the east (for 2 days - a group of 20) in Tunisia/Hammamet. The remaining (middle & south) will take place in Tripoli (in close cooperation with the MoE)
- The 80 trained (Master Trainers – 20 trained in Tunisia & 60 trained in Tripoli thru MoE arrangements) will train approx. 3,200 data entry personnel in their respective regions (one from each school) for data collection.
- Extend some Indicators for the purpose of addressing some challenges such as surplus of teachers, violence in schools, etc. (around 60 new indicators will be added to the existing 32 indicators in Phase I)

Extended scope for TVET Phase (II)

TVET represents a key sector for Libyan development, especially with high unemployment rate of youth and it covers children between the ages of 15 - 18 years.

- Conduct data collection for the year 2018/2019 (data for 2017/2018 collected)
- Extend the number of Indicators to accommodate key challenges that the Sector faces.
- Establish Trends in indicators for the years 2017/2018 and 2018/2019
- Conduct a capacity building workshop on the use of indicators for sector analysis and policy making:
 - Train (12 employees) in Tunisia/Hammamet to become Master Sector Analysts in using data and indicators
 - Perform Sector Analysis based on 2017/2018 and 2018/2019 indicators and trends
 - Document Sector Analysis
 - Conduct a workshop to present the findings and propose policy recommendations

4. EXPECTED DELIVERABLES

All deliverables should be submitted in English and Arabic languages. Training workshops (#3) will be carried out in Hammamet, Tunisia at 4 star hotel (24, 20 & 12 trainees). The roll out training will take place in Libya in close cooperation and coordination with the MoE.

The Consultancy Agency will deliver a report upon completion of each assignment and a final report at the end of consultancy, with payment being subject to deliverables and based on the timelines provided in this ToR.

The deliverables will include:

MoE (Phase II)

- a) An additional list of indicators (around 60 new indicators will be added to the existing 32 indicators in Phase I) developed with better quality, timeliness and coverage (monitor IDP/refugee/migrant populations; violence in schools, surplus of teachers,...) for 2018/19 statistical yearbook.
- b) Capacity development of all key MoE staff relating to the use of EMIS Data and Indicators for Education Planning (24 participants)
- c) Capacity development of all relevant key MoE staff relating to EMIS on data capture & data collection & verification (approximately 20 MoE who will reach the remaining 60) developed and strengthened.
- d) 2018-2019 EMIS data collected and analyzed for all Libya (77 municipalities with about 3,200 schools). *The 80 trained (Master Trainers) will train approx. 3,200 data entry personnel in their respective regions (one from each school) for data collection (MoE arrangement)*
- e) A statistic book developed for the MoE presenting the issued data.

TVET Phase (II)

- f) Capacity of key relevant TVET staff relating to the use of EMIS Data and Indicators for Education Planning (12 participants)
- g) An additional list of indicators to be extended to accommodate key challenges that the Sector faces (TVET)
- h) 2018-2019 EMIS data collected and analyzed for all Libya (TVET). Work with the MoE staff to address all the bottlenecks
- i) Sector Analysis based on 2017 data and indicators performed and presented through workshop to present the findings and propose policy recommendations. (TVET)
- j) A statistic data book developed for the TVET.

5. REPORTING REQUIREMENTS

The contracted institution will complete the assignment under the direct supervision of the assigned MoE staff and UNICEF Education.

The service provider will report on progress to UNICEF Education at least once at the start of the first activity and at the completion of each tranche of the training.

The final report should be delivered in both English and Arabic in word document and finalized based on the inputs from UNICEF Education.

6. LOCATION AND DURATION

Training will be carried out in Libya and Tunisia/Hammamet. The MoE personnel training and development of EMIS will require consultation meetings with different government departments and municipalities.

7. OFFICIAL TRAVEL INVOLVED

The training workshops will take place in Hammamet, Tunisia for Master Trainers and in Libya as part of roll out plan.

8. ICT CONSIDERATIONS (PLEASE CHECK IF APPLICABLE):

Consultants should use their own office, equipment and stationaries.

9. CONTRACT MANAGEMENT

The consulting agency will complete the assignments under the direct supervision of UNICEF Chief of Education and in close partnership with MoE at Tripoli, UNICEF senior education consultant, and Ministry of Education Officials in the east, Tripoli, Sirte and southern part of the country.

The Education Section at UNICEF Libya Country Office will be responsible for the contract and the project. UNICEF Operation Manager will be responsible for technical matters like payments. Supply will remain the focal point for all administrative, financial and commercial queries and correspondence, including contract amendment.

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

n/a

11. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE

The consultancy institution will have at least 20 years of experience at the international level in providing technical assistance on education reform, development and planning with specific and significant experience in supporting Governments, International Organizations and other relevant institutions in the establishment of the Education Management and Information System. In addition, extensive experience (at least five years) in the MENA region is required, as well as an operating office in Libya.

The project team must be composed of senior experts (at least 10 years of experience in relevant fields), with the following profile:

- Advanced degree in education, statistics, mathematics, computer science or related fields;
- At least five years of extensive experience and demonstrated ability in designing and establishing EMIS;
- Excellent understanding of the current status and trends in terms of international education indicators, standards and targets in the context of MDGs, EFA, SDGs, etc.;

- Competency in EMIS-related database programmes and other software with broad understanding of information systems and technology;
- Extensive knowledge and skills of computer programmes applications, particularly in the area of database management system (e.g. SQL programming);
- Strong analytical skills using diverse and complex quantitative and qualitative data from a wide range of sources;
- Knowledge of the Libyan education system, in particular the area of teacher development;
- Experience in education monitoring under an emergency context is an asset;
- Demonstrated application of technical knowledge and sharing it with government partners;
- Fluency in English and Arabic;
- Ability to communicate effectively, both orally and in writing, to varied audiences;
- Ability to work effectively in a multi-cultural environment.

12. PROPOSED PAYMENT SCHEDULE

Payments will be paid upon completion and approval of each deliverable as per the below table

Payments	Deliverables	Estimate Duration (Timeline)	Estimate % of payment
1 st payment	A list of indicators developed with better quality, timeliness and coverage (monitor IDP/refugee/migrant populations; violence in schools, surplus of teachers,...) for 2018/19 data (MoE). An additional list of indicators to be extended to accommodate key challenges that the Sector faces (TVET)	2 month	20%
2 nd payment	Capacity of 24 relevant MoE (including 12 TVET) staff relating to EMIS data collection, verification, use and analysis developed and strengthened (east & south).	4 month	30%
3 rd payment	A 2018/19 EMIS data collected and analysed for Libya (77 municipalities/MoE) 2018-2019 EMIS data collected and analyzed for all Libya (TVET) – To be covered by TVET	9 month	40 %
4 th payment	A statistic data book developed for MoE presenting the issued data and sector analysis including the findings workshop. A statistic data book developed for the TVET – To be covered by TVET	3 month	10%
			100.00%

13. STRUCTURE AND EVALUATION PROCESS OF THE PROPOSAL

(items to be included in proposal/response, such as workplan, timeline, methodology, samples, budget, etc.)

Submission of proposal addressing description of assignment including overall approach and methodology for achieving the expected results. The proposal should include CVs of proposed consultants and clarification concerning capacity of undertaking inside in Libya. Each proposal will be assessed first on its technical merits (including by reference to legal requirements) and subsequently on its price. In making the final decision, UNICEF considers both technical and

financial aspects. The Evaluation Team first reviews the technical aspect of the offer followed by the review of the financial offer of the technically compliant vendors. The proposal obtaining the overall highest score after adding the scores for the technical and financial proposals is the proposal that offers best value for money and will be recommended for award of the contract.

14. 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.

15. REQUEST FOR PROPOSAL EVALUATION WEIGHTING CRITERIA

70% technical; 30% financial = 100% total

1) Overall Response (10 points)

- general adherence to Terms of Reference and tender requirements

2) Company and Key Personnel (30 points)

- team member(s) meet academic requirements
- company meets minimum (10) years of experience
- company has previously conducted similar work
- company is properly registered a/o has required certifications, memberships, etc. or conducted work for Libya.

3) Proposed methodology and approach (30 points)

- deliverables are addressed as per TOR
- proposed timelines are met

Minimum technical score: 70% of 70 points = 49 points

16. 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 service providers/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.