CONSULTANCY PROCUREMENT NOTICE

Date: 19 April 2021

TITLE OF CONSULTANCY: ROLLING OUT THE SUSTAINABLE DEVELOPMENT GOALS (SDG) PLANNING GUIDELINES AND mapping data for SDG indicators in the Ministries Of Basic Education, Tertiary Education, Research Science And Technology And Employment, Labour Productivity And Skills Development

COUNTRY: Botswana

ASSIGNMENT DESCRIPTION: Individual Consultant to facilitate the roll out the SDG Planning Guidelines AND conduct an exercise to fill the gaps of the missing data that is available for the Forty-Six Sustainable Development Goals (SDGs) Indicators identified in the **"Easily Feasible"** Category of the Botswana Domesticated Indicator Framework in the Ministries Responsible for Education and , Skills Development

PROJECT NAME: Support to the Ministry of Finance and Economic Development (MFED) to Lead in the coordination of the Sustainable Development Goals

PROJECT NUMBER: 00109278

DURATION: 40 days spread over a period of 4 months to September 2021.

Proposals with reference should be submitted in a sealed envelope clearly labelled **"Individual Consultant to facilitate workshops for rolling out the SDGs Planning Guidelines and conduct data mapping of the "Easily Feasible" SDGs in the Education Sector" no** later than **07th May 2021at 12:00 noon (Botswana Time)** to:

The Resident Representative
United Nations Development Programme
P.O. Box 54
Gaborone
or by email to
procurement.bw@undp.org

Any request for clarification must be sent in writing, or by standard electronic communication to the address or e-mailed to enquiries.bw@undp.org. UNDP Botswana will respond in writing or by standard electronic mail and will send written copies of the response, including an explanation of the query without identifying the source of the inquiry to all prospective bidders.

***NOTE**: Entities interested in applying for this assignment are free to do so provided they submit a CV of only one qualified consultant and present its bid in a manner that would allow for evaluation*

of the bid in accordance with the evaluation criteria specified in these solicitation documents. That is, the experience required is that of the individual whose CV would have been submitted by the company rather than that of the company. Further, if the submitted bid wins, the ensuing contract will be between the UNDP and the company/firm, not the individual

1. BACKGROUND AND CONTEXT

1.1 The Sustainable Development Goals (SDGs) are a critical component of the 2030 Agenda adopted by members of the United Nations in September 2015. They are a universal call for action to end **poverty** in all its forms; for protection of the **planet**; and for ensuring that all **people** enjoy **peace** and **prosperity** by 2030. Central to the 2030 agenda is the pledge by all members **to *leave no one behind,*** r*e*aching out first to those who are furthest. The SDGs Global Indicator Framework which provides a menu of actions for transforming the world has a total of 17 Goals, 169 targets and 209 indicators. In view of their interconnectedness, countries are called upon to ensure that balance is maintained at all times between the three dimensions of sustainable development, i.e. the *economic, social and environmental*, so that progress made in one goal or target does not undermine progress in the other(s).

1.2 SDGs in Botswana are implemented across all government ministries, departments, and agencies. Following the adoption of the Global Indicator Framework in July 2017 by the UN General Assembly, the country, through Statistics Botswana, engaged in a consultative process that led to the adoption of a Domesticated Indicator Framework (DIF).

1.3 The work of Statistics Botswana pertaining to the 2030 Agenda on Sustainable Development takes prominence from the 47th Session of the United Nations Statistical Commission (UNSC) held in March 2016. As per the decision of this body, Statistics Botswana as the national statistical organization, is to take the lead in the coordination of the SDGs GIF at the national level and is among the 28 member countries that make up the IAEG – SDGs. The UN Stats Commission coordinates technical work on the development of international statistical standards, methods, and guidelines, and implements the Global Indicator Framework (GIF), undertaking follow-ups and reviewing progress being made towards the attainment of the SDGs and their targets

1.4 To appropriately gauge the strides made in the implementation of the 2030 Agenda, quality and timely data is critical. This data must feed into a comprehensive and well-kept SDGs monitoring system for the country. In this context, the initial work by Statistics Botswana involved consultations to assess the capacity of the National Statistical System and to determine the status regarding methodology and data availability to measure SDG indicators on a regular basis. This culminated in the development of the Botswana National SDGs Domesticated Indicator Framework which contains 17 goals, 169 targets and 209

indicators. Of the 209 indicators, 158 are measurable and categorized under Tier I and II, 47 are unmeasurable as their methodologies are still being defined, while 4 are multitier indicators[1]

1.5 The SDG data for the measurable Botswana Domesticated Indicator Framework falls into three categories which are set out in the Sustainable Development Goals Indicators Stats Brief 2018 as follows:

Category 1: Available

Contains indicators which already have baseline data. Here only 55 or 34.8% of the measurable indicators were found to have baseline data.

Category 2: Easily feasible

This category contains those indicators whose baselines can be easily made available or are possible to compute with a little more effort and manageable capacity building by the producer. These are 46 in number (29.1%).

Category 3: Feasible with strong effort

Contains indicators whose feasibility is more difficult but possible when significant resources are put in the production of the data. These have been found to be 57 in number or constitute 36.1% of all the relevant SDG indicators.

1.6 The above classification implies that the country's SDG statistical monitoring capacity, i.e. the ability of the country to generate or produce SDG data is at a low of 34.8%. This capacity can however be increased to 63.9%, with an additional forty-six indicators in the easily feasible category whose baselines can be developed with little effort and manageable capacity building. It is in this context, that UNDP in collaboration with Statistics Botswana as a first step, wish to engage a consultant to initiate a process that would lead to the expansion of the SDGs statistical monitoring capacity in the country by assessing and mapping available data and gaps for the forty-six indicators classified under the *easily available category mentioned above. The mapping of indicators is part of a broader work which seeks to strengthen the lead role in the coordination of SDG by the SDG Secretariat in MFED. The Mapping of the indicators will be preceded by a process of Rolling Out SDG planning guidelines which is expected to assist* line ministries, departments and agencies in data collection, determination of indicator baselines, setting of the annual targets and implementation. Taking this structured approach

[1] ***Tier 1***: The indicator is conceptually clear, there is an established methodology, standards are available, and data is regularly produced by countries.

Tier 2: The indicator is conceptually clear, there is an established methodology, standards are available, but data is not regularly produced by countries.

Tier 3: The indicator does not have an established methodology and standards, or methodology/standards are being developed/tested.

with the SDGs will accelerate their implementation and enhance development efforts in the country.

1.6 The SDG Planning Guidelines were developed through collaboration between the United Nations Development Programme (UNDP) and the National SDGs Secretariat, with the objective being to enhance the integration of the SDG targets and indicators in planning and policy instruments, thereby accelerating implementation of the SDGs in the country.

1.7 The Ministries responsible for Education and skills development mentioned above is among key ministries selected for domestication of SDG Planning Guidelines. The ultimate objective of the exercise is to enhance the integration of SDG targets and indicators in national/sectoral plans and financial instruments.

Context of the Assignment

1.8 National Development Plan (NDP) 11 and Vision 2036 constitute short and long-term development policy frameworks for Botswana with the former developed as the first step towards attainment of the national vision that promises to transform the economy and achieve prosperity for all by 2036. The priorities for NDP 11 reflected below highlighted the developmental challenges facing the country at the time while also considering the regional, continental and global commitments that the country must comply with. The six original priorities of the Plan are:

i) Diversified Sources of Economic Growth & Human Capital Development
ii) End Poverty & Fight Inequality
iii) Social Development
iv) Sustainable Use of Natural Resources
v) Consolidation of Good Governance & Strengthening of National Security; and
vi) Implementation of an Effective Monitoring & Evaluation System.

These priorities, while building towards attainment of the Vision pillars, namely: - sustainable economic development; human and social development; sustainable environment; and governance, peace and security; are aligned very closely to the aspirations of both the 2030 Agenda for sustainable development and the Africa Agenda 2063. The priorities have since been narrowed to four in the context of the ongoing NDP 11 mid-term review to focus on four clearly-defined and distinct areas below:-

(i) Promotion of export-led growth
(ii) Ensuring more efficient government spending and financing
(iii) Building human capital
(iv) Provision of appropriate infrastructure

1.9 The NDP 11 Performance Framework (PF) was developed in the context of priority area (vi) to serve as a framework for measuring progress being made

towards the country's priorities. However, on account of the limited data, skills, capacities as well as financial resources, the coverage of the PF in terms of what is to be measured is limited. It consists of only 88 high-level key performance indicators drawn from national and ministerial high-level development objectives. These are however to be complemented by ministerial level performance indicators to constitute a complete set of performance indicators, including some selected SDG indicators to be used for measuring progress towards identified priorities, nationally, continentally and globally.

1.10 The SDG Planning Guidelines were developed to supplement the above efforts, and in particular, to support the planning function led by the Ministry of Finance and Economic Development (MFED) to ensure maximum integration of the SDG targets and indicators in plans, projects and programmes using a structured approach. This approach ensures the application of a methodical or systematic process, using available data, to plan for the attainment of specific and agreed targets or objectives within a prescribed period of time. Among others, the SDG Planning Guidelines seek to ensure that:

i) planning for integration of SDGs is evidence based, and supported by quality and disaggregated data collected for all relevant and prioritized targets and indicators;

ii) SDG targets and indicators are domesticated/nationalized, bearing in mind that global targets were defined as aspirational and global, with the understanding that each government could set its own targets guided by the global level of ambition and taking into account national circumstances; and

iii) the country's SDG monitoring capacity is expanded, including the development of skills and capacities for data collection, analysis, baseline determination and target setting. This will facilitate the regular updating of the DIF and reflect progress with respect to all SDG indicators that are being tracked.

2. OBJECTIVES OF THE ASSIGNMENT

2.1 On behalf of Ministries of Basic Education, Tertiary Education, Research Science and Technology and Employment, Labour Productivity and Skills Development, UNDP is seeking the services of an Individual Consultant (IC) to thoroughly prepare and facilitate a series of workshops aimed at rolling out the SDG Planning Guidelines and the further integration of related SDG targets and indicators in the policy and planning instruments of the Ministry. The IC will further work with the core team to undertake a data mapping exercise for indicators identified as Easily Feasible in the DIF and develop an action plan for the indicators to be populated using Internationally defined methodology. The IC will work with a team of experts, i.e. the performance improvement coordinators in the

Departments responsible for the specific indicators or knowledgeable in the subject areas including experts from parastatals of the Ministry, the Planning, M & E Officers and SDGs Focal Points, throughout the process.

The experts will bring in relevant knowledge and expertise in related indicator subjects to address the complex issues involved in the process across the various stages of SDG integration as outlined in the Guidelines. A small core group[2] will undertake preparatory work, providing all the necessary support to the process and the IC

3. SPECIFIC OBJECTIVES/TASKS

PART A

3.1 The specific objective of this intervention is to support the Education Sector to apply the proposed SDG integration approach outlined in the Planning Guidelines to SDGs targets and indicators that are relevant to the ministry. MFED has already approved the piloting of the SDG Planning Guidelines and the respective templates in six ministries, through a process that involves five (5) stages highlighted below and covered in detail in the Guidelines: -

i) Revisiting the DIF to confirm which SDG targets and indicators are relevant to Botswana and a direct responsibility for the Education Sector, including re-defining indicators and their calculation methodologies, where necessary, to suit the national context;

ii) Prioritizing targets and indicators to be implemented;

iii) Collection of baseline data and determining baselines.

iv) Setting of annual targets; and

v) Integration of Relevant Targets/Indicators into national / sector policies, plans and programmes.

3.2 Therefore, working with the core team and other experts, the Consultant will be expected to undertake the work related to the five stages outlined above by carrying out the following tasks:

Stage 1 - Revisiting the DIF to confirm which SDG targets and indicators are relevant

i) Review preparatory work done by the core group on Template 1 to:

[2] It is proposed that the core group be made up of Planning officer, M & E Officer, Ministry Performance Improvement Coordinator and SDGs Focal Point in the Ministry and supported by National SDGs Secretariat.

- identify all possible SDG targets and indicators that the Education Sector has the responsibility to implement (directly and indirectly), as a lead ministry or as a support ministry.

- check alignment of the SDG indicators to those contained in the NDP 11 Performance Framework; and

- list all ongoing policies, projects and programmes that contribute to the attainment of the SDG targets and indicators under consideration.

ii) Prepare for the workshops by reviewing all relevant literature: i.e. (internal and external) policies, legal frameworks and strategic documents setting out the landscape of the education sector in the country and/or guiding the operations of the ministry as well as SDG related documents and principles. These will include, but not limited to the following:

- a review various policies and legislation governing the management of the education sector in the country such as the following:
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- 1994 Revised National Policy on Education
- Tertiary Education Policy
- Draft Policy on Open and Distance Education
- National Policy on vocational Education and Training
- Inclusive Education Policy
- Early Childhood Care and Education Policy
- Draft Equal Opportunities Policy
- Revised Remote Area Development Programme
- Education and Training Sector Strategic Plan
- National Human Resources Development Strategy
- Policy on Shared use of Resources
- a review of the Botswana National Implementation Plan for SDG 4-Education

- a consideration of domestication documents for the UN conventions and protocols with a bearing on education and skills development

- an analysis of national development planning frameworks: Botswana Vision 2036, National Development Plan (NDP 11) and its Mid Term Review, Budget Speech(es) , Economic Transformation Strategy and NDP 11 M&E Framework (5-year plans), State of the Nation Address(es), Bank of Botswana Report(s), Statistics documents

- Review of the SDGs Global Indicator Framework and associated domestication instrument such as the following:
- -SDGs Domesticated Indicator Framework
  -Metadata for the respective SDG indicators as well as metadata for Education indicators, and

- Any other relevant literature on COVID 19 and its impact on the attainment of the SDGs in general and specifically the education sector in Botswana.

iii) Ensure that the relevant expertise around the SDG targets and indicators has been mobilized as this will be required to verify that the SDG targets and indicators identified are relevant and facilitate the prioritization exercise.

iv) Conduct/Facilitate a Workshop to validate the information prepared on Template 1; adjust or redefine targets and indicators and their calculation methodologies as necessary to suit the national context, using concepts and definitions for statistics or data management; and complete the rest of the columns in Template 1[3].

Stage 2 - Prioritizing targets and indicators to be implemented

v) Review preparatory work done by the core group to confirm the list of indicators agreed to be relevant under Stage 1, and if indicator has a methodology or can be measured given its tier classification.

vi) Facilitate a workshop to prioritize the targets on the basis of a criteria outlined in the Guidelines and confirm which of the indicators will be implemented using an alignment approach and those to be implemented using a structured approach[4], and complete the rest of the columns in **Template 2.**

Stage 3 - Collection of baseline data

3.3 A lot of data is collected as day to day administrative data in the Ministries. The intention here is to assist the ministry with the development of data collection tools in order to compile the data in appropriate format and disaggregation, according to SDG meta data or prescribed statistical standards and classifications. Existing baseline data will also be identified. Where baseline data is available, the process can be advanced directly to Stage 4.

3.4 The consultant will undertake the following tasks:

vii) Review and confirm preparatory work by the core group, listing prioritized indicators on Template 3;

viii) Convene a consultative meeting with the team of experts to establish a common understanding regarding methods and modalities for data collection including identification of responsible entities for data collection; time and resources required for data collection.

[3] Although Stage 1 foresees the streamlining of indicators to separate those to be implemented using an alignment approach from those to be implemented using a structured approach, this work can be done much more effectively after prioritization of indicators under Stage 2.

[4] See SDG Planning Guidelines for an understanding of the structured vis-à-vis the alignment approach.

ix) Compile the information and complete the remaining columns of **Template 3** of the draft SDG Planning Guidelines

x) Develop data collection tool(s) for each of the indicators and a Data Collection action plan.

Stage 4 - Setting of annual targets

3.5 Before the annual targets can be set, baselines would have to be available for the indicators under consideration. Instead of awaiting the determination of baselines following data collection in Stage 3, which may take long, here, the process can make use of available baseline data to determine annual targets that would lead to the attainment of the overall SDG target. Where data is readily available, the process may start with determination of baselines[5].

The consultant will undertake the following tasks:

xi) Review the list of indicators for which data is available; and those for which baselines and base years are available as prepared by the core group on Template 4. Where only data is available, the process will start with baseline determination. Where indicator baselines and base year are available, the process will proceed to target setting.

xii) Conduct/facilitate a workshop for determining indicator baselines and setting of annual targets.

xiii) Complete the rest of the columns on **Template 4** on the Draft SDG Planning Guideline.

Stage 5: Integration of Relevant Targets/Indicators into national / sector policies, plans and programmes.

This will not be part of the consultancy and will be undertaken through an internal process driven by the core group.

Stage 6: Updating the Botswana National Implementation Plan for SDG 4 to include the work done in Stages 1 to 4 Above.

[5] Determination of baselines is a process under Stage 3, but will be done here together with the setting of annual targets while work to collect other data continues under Stage 3.

Facilitator will Working with the core team undertake the work outlined below:

i) Following the Stage 4: a revision of the Plan will be necessary to include the SDG target and indicators identifies as relevant and of priority to the sector in addition to those already highlighted in the Implementation plan as well as the baselines thereof.

ii) Further the Targets set by the sector will be included on the revision of the Plan and its Monitoring and Evaluation chapter adjusted to reflect the emerging information.

PART B

To Map The Data That Is Available For The Forty-Six Sustainable Development Goals (SDGs) Indicators In The "Easily Feasible" Category

The main objective of the assignment is to support Statistics Botswana to assess the adequacy of the data that is currently available, and to define the data that is missing for the forty-six (46) indicators categorized as **easily feasible** in the Botswana SDG Domesticated Indicator Framework Stats Brief of December 2018. In other words, the assignment will entail preliminary work, on the basis of which indicator baselines will be calculated, **and NOT calculate the baselines.** This latter work is expected to be done by the respective line ministries with support from Statistics Botswana and the relevant UN agencies or other cooperating partners according to their mandates.

This preliminary work of mapping available and missing data will form the basis for future and effective collaboration between line ministries, Statistics Botswana, UN agencies and other international organizations on SDGs. It will also benefit those UN and international agencies that are custodians of different SDG indicators in clarifying where and how they intervene in the implementation of SDGs in Botswana[6].

The Goals and Number of Indicators Identified as "Easily Feasible," SDG Domesticated indicator Framework for Botswana

SDG NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
No of Indicators/Goal	3	1	6	3	4	3	4	3	3	0	1	4	0	0	2	5	4	46

[6] UN Resolution 71/313 urges UN funds, programmes, specialized agencies, the Secretariat and other international agencies, to intensify their support for strengthening data collection and statistical capacity building for SDGs using all their available means of support.

Working with the core team from the Education Sector, the Consultant will provide guidance on how to conduct the following:

Task 1: Understanding the requirements of the 46 indicators in terms of data.

1.1 Review in-depth, the indicators prioritised by the Education Sector out of the 46 SDG Indicators and become familiar with the globally accepted methodologies used for calculating the indicators and their data requirements.

1.2 Identify if any indicator in 1.1 has been adapted to the national context and if a nationally adapted methodology has been/or is being recommended as per stage 2 above.

The Consultant must capture this information for all the indicators from the 46 that are the responsibility of the Lead Ministries in Education in a matrix. Using this information, the Consultant carry out the following:

Task 2: Mapping what is available and what is missing.

The consultant will capacitate the core team from the Education Sector to undertake the following:

2.1 Define and map clearly what data is available for each of the indicators from the 46 that the Education Sector is responsible for,

- the year the data was collected, where that data is currently filed and the quality of the data.

2.2 Comment on the year the data was collected and if it is adequate.

1.3 Comment on any estimates of the data and their adequacy.

1.4 Define clearly what components of the data are missing for the indicators identified as relevant to the Education Sector out of the 46 indicators.

1.5 Define the source(s) of the data and the regularity of collection for each of the indicators from the 46 that are the responsibility of the Education Sector.

1.6 Suggest or indicate who the lead or custodian ministry/institution for the respective indicators is/or should be.

Task 3. Collection of the missing data for the 46 SDG indicators.

The Consultant will impart knowledge to the core team on the collection of the missing data to enable them to pursue the following:

3.1 Become familiar with current methods of collecting national data. With this knowledge, recommend HOW the data should be collected for **each** of the missing data for all indicators from the 46 that are responsibility of the Education Sector. Suggest the tools to be used to collect the data, its disaggregation level, and whether the data should be digitized or not.

3.2 Identify potential source(s) of data within and outside the National Statistical System.

3.3 Suggest the institution that should collect the missing data for each of the indicators from the 46 that are responsibility of the Education Sector

3.4 Identify the required skills and capacities for data collection, analysis, and compilation for the respective indicators in the respective institution.

3.5 Recommend the institution that should analyse the collected data to ensure it can be used for calculating the SDG baselines.

3.6 Prepare an Action Plan (with a budget) for collecting the missing data.

4. METHODOLOGY

4.1 The consultant will familiarize him/herself with the SDG Planning Guidelines and the Botswana DIF and the Metadata provided by the UNSDS.

-Templates to be used to guide the work at every stage. He/she will work closely with the core team in the ministry to prepare for the workshops.

4.2 Extensive desk review of various reports/publications in addition to those cited under paragraph 3.2 (ii) above, UN publications and various reports on SDGs, strategic instruments and performance reports for the Education Sector , as well as other relevant documents also envisaged (e.g. NDP 11 Mid Term review report).

4.3 Follow the work undertaken under the Joint SDG Fund to draw synergies and ensure harmony between the two assignments.

4.4 The consultant may identify and engage other relevant stakeholders to further inform him/herself and gather information as necessary.

[N/B Given the advent of COVID 19, workshops may be conducted virtually].

5. DELIVERABLES

5.1 The key deliverables expected from the assignment are:

i) **Inception Report:** with a clear roadmap or work plan for undertaking and completing the assignment outlined as Part A and B above. The Report must detail the understanding of the assignment; show how each action in the overall and specific objectives will be addressed. The Inception Report will be presented to the expert team which will also serve as a reference group for the assignment.

ii) **Stage 1 Outcomes: Rolling Out SDG Planning Guidelines:** Workshop, Workshop Report accompanied by a fully completed Template 1.

iii) **Stage 2 Outcomes Rolling Out SDG Planning Guidelines:** Workshop, Workshop Report accompanied by a fully completed Template 2.

iv) **Stage 3 Outcomes Rolling Out SDG Planning Guidelines:** Consultative meeting, Report of the meeting, data collection tool(s), Data Collection Action Plan and a fully completed Template 3.

v) **Stage 4 Outcomes Rolling Out SDG Planning Guidelines:** as defined in paragraph 3.5 above, namely Workshop, Report of the Workshop with determined baselines, annual targets and a fully completed Template 4.

vi) ***Final Report*** addressing each action outlined in Scope of Works above as Part B, mapping of the available and missing data pertaining to the forty-six easily available indicators and recommendations. The report should contain a Data Mapping Exercise with a Matrix of Indicators identified as relevant above and Easily Feasible for which data mapping was undertaken and Action Plan on How to fill the gaps for the missing data pertaining to the forty-six easily indicators relevant to the Ministries

6. QUALIFICATIONS, EXPERIENCE AND COMPETENCIES

6.1 Qualifications and experience

i) The Lead Consultant should have at least an advanced university degree (PhD or MSc) in Education, Education Management any specialised field related to Education.

6.2 Experience

i) Minimum 15 years of relevant experience in the education sector, experience in planning and budgeting and/or monitoring & evaluation.

ii) Performance planning using targets and indicators within the environment policy space as well as knowledge of the SDGs will be an added advantage.

iii) Experience or knowledge of working with Botswana Government structures

iv) Members of the consulting team with experience in developing environmental scenarios, forecasts, simulations, and models

v) Knowledge of Sustainable Development and Sustainable Development Goals

6.3 Competencies

i) Demonstrated ability to establish priorities and to plan, organize the work elements in a complex and dynamic environment;

ii) High technical skills in workshop facilitation and report writing.;

iii) Strong coordination skills;

iv) Good interpersonal and communication skills;

v) Good computer skills; and

vi) Excellent command of the English language.

vii) Excellent analytical, report writing and presentation skills.

7. TIME SCHEDULE AND PERIOD OF THE CONSULTANCY

7.1 The Workshops will take place over a period of time but not longer than four (4) months. In consultation with the UNDP, the ministry core team and the National SDGs Secretariat, the consultant will elaborate a detailed schedule/workplan for the assignment, agreeing on the specific dates for the interventions. The assignment will take place between ……2021.

8. REPORTING AND SUPERVISION

8.1 The individual consultant will be supervised by UNDP and will work closely with office of the National SDG Secretariat based at the Ministry of Finance and Economic Development

9. PAYMENT SCHEDULE

9.1 The contract will be performance-based and payments will be made against the following deliverables:

%	Milestone
20%	Upon delivery of Stage 1
40%	Upon Delivery of and Stage 2 and 3 outcomes
40%	Upon delivery of Stage 4 outcomes

10. TRAVEL

10.1 The consultant will be recruited locally. Where necessary, UNDP local travel rates will be applied.

11. EVALUATION CRITERIA

11.1 The criteria for evaluation of the bids shall consist of three of the following stages.

STAGE -1 – Preliminary Evaluation

This will be a compliance check based on the aspects below;

a) Qualifications
b) Experience
c) Completeness of Bid

The evaluation is based on a yes/no response. If the response is "no" for any three (3) of the criteria, the bidder will be disqualified for further evaluation.

STAGE-2 -Technical Evaluation

Technical evaluation shall be made to determine capability to deliver the required deliverables of the consultancy. It will be based on a scale of 0-100 points wherein the qualifying mark is 70%.

Therefore, if the bidder fails to score 70% and above under Stage 2, they shall be disqualified from further evaluation. The qualifying criteria and maximum score in respect of each of the criteria are as follows:

Description of qualifying criteria	Maximum number of tender evaluation points
1. **Context** ● Knowledge of the 2030 Agenda and Sustainable Development Goals and the Botswana context in relation to SDG implementation.	**10**
2. **Technical Competence** ● Understanding of the sectoral policy and legislative environment in the country. ● Ability to review SDG indicator methodologies and application in performance planning, i.e. baseline determination and target setting. ● Development planning and monitoring. Familiarity with NDP 11 and Vision 2036.	**30**
3. **Relevant Work Experience** ● Ability to provide advisory services. ● Ability to domesticate and mainstream/ integrate targets and indicators in planning and budgeting instruments. ● Drafting high quality reports. ● Workshop facilitation.	**25**
4. **Methodology/Approach** ● Demonstrate adequate understanding of the assignment.	**25**
5. **Presentation & Packaging** ● Good writing, communication, and presentation skills.	**10**
Total evaluation points	**100**

STAGE 3 – Financial / Cost evaluation

An IC who scores a minimum of 70% of the obtainable points of 100 points in the technical evaluation would be considered for the financial evaluation. Cost evaluation shall be conducted by reviewing financial proposals to correct any arithmetic errors.

Financial weight shall be 30% where the bid with the lowest reasonable cost shall be awarded a score of 30 and score for the other bids shall be obtained/calculated using the formula below:

$P0/P1 \times wf$

Where: P0 is the lowest financial offer

P1 is the financial offer under consideration

Wf is the financial weight.

12. AWARD

12.1 The award of the contract will be made to the Consultant whose offer has been evaluated and determined as:

a) Responsive/compliant and/or acceptable for the assignment and;

b) Having received the highest combined technical and financial scores.

- Technical Criteria weight; (70%)
- Financial Criteria weight; (30%).

12.2 Lastly, UNDP retains the right to contact references directly.

13. DOCUMENTS TO BE INCLUDED WHEN SUBMITTING THE PROPOSAL

13.1 The individual Consultant must submit the following documents/information to demonstrate their qualifications:

a. **Technical Proposal accompanied by the** following:

- Profile of consultant and clear demonstration of ability to carry out assignment.
- The consultant's review of the TORs and appreciation of the assignment – the objectives, tasks and deliverables.
- A clear description of the methodology and work plan that the consultant proposes for executing the assignment, illustrated where appropriate, with a chart of activities.
- Timelines for carrying out the assignment.

b. **Financial proposal:**

- Lump-sum consultancy fee broken down to clearly indicate actual consultancy fees (daily fee), and other incurred costs as relevant.
- An indication of whether this rate is flexible.

c. **Personal CV** including experience in workshop facilitation and at least 3 references.

14. CONTRIBUTION OF THE LEAD MINISTRIES RESPONSIBLE FOR EDUCATION

The Ministries of Basic Education, Tertiary Education, Research Science and Technology and Employment, Labour Productivity and Skills Development will provide the consultant with organizational and logistical support to carry out his/her duties as outlined above.