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INDIVIDUAL CONSULTANT PROCUREMENT NOTICE

Date: August 9, 2021

Ref: IC-UNDP-21-032

Office:	UNDP Libya
Description of the assignment:	Development of PVE School Curriculum
Project name:	SUSC-PVE
Reports to:	Development Coordination Specialist
Type of Appointment:	Individual Consultant (International)
Duty Station:	Homebased
Duration of the contract:	130 workdays (spread over the period of six months)
Expected start date	31st August 2021

Proposal should be submitted by email to tenders.ly@undp.org no later than **August 23, 2021, at 15:00 hours Tunis**, Tunisia time ref. www.greenwichmeantime.com.

Any request for clarification must be sent in writing, or by standard electronic communication to the address or e-mail address: procurement.ly@undp.org. UNDP Libya Procurement Unit 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 inquiry, to all consultants who express their interest.

I. Background

Since the fall of the former regime in 2011, Libya has been embroiled in a series of crises that have created political, social, and economic challenges, especially for some of the most vulnerable populations. Coupled with falling oil prices, a UN backed oil embargo amid a growing COVID-19 pandemic the economic backdrop of Libya continues to look bleak for many who are losing or have lost their livelihoods.

This complex scenario is further compounded by the presence of armed militia gangs in key locations, which continue to play a destabilizing role in the political and social fabric of Libya; especially in the border areas to the south. Often times the interests of these gangs typically coalesce with those of violent extremist groups, especially in the economic arena. For many young men (and sometimes women) these economic interests often present as a way out of a challenging predicament, which can often lead to their involvement in cross border illicit crime (human trafficking, drug smuggling and arms proliferation). However, it has also led to the recruitment of youths by violent extremist (VE) groups. The growing awareness of this social and security dynamic has led to calls for a comprehensive prevention of violent extremism (PVE) strategy in Libya that is implemented in the education system, specifically in the school curriculum of young boys and girls.



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Teaching youth how to manage conflict in a productive way can help to reduce incidents of violent extreme behavior and subsequent participation in VE groups in the future. Nonviolent dialogue and debate strategies and critical thinking skills can be a beneficial component of a comprehensive PVE and intervention programme in kindergarten and high school curriculums throughout Libya.

Nonviolent conflict resolution strategies and critical thinking skills includes problem solving mechanisms whereby parties in a dispute express their points of view, voice their interests, and find mutually acceptable solutions without resorting to violence. A conflict resolution and critical thinking curriculum, when taught at a young age, will help young Libyans to grow up and recognize that while conflict happens all the time, people can learn new skills to deal with conflict in nonviolent ways. An effective and comprehensive curriculum will involve multiple components such as:

- (i) problem-solving processes and principles of conflict resolution.
- (ii) basics of effective communication and listening.
- (iii) critical and creative thinking.
- (iv) an emphasis on personal responsibility and self-discipline.

An effective nonviolent dialogue and debate, and critical thinking curriculum will enable children to respond nonviolently to conflict by using the dialogue and debate problem-solving processes of negotiation, mediation, and consensus decision-making. It will also enhance educators' ability to manage students' behavior - without coercion - by emphasizing personal responsibility and self-discipline. An added benefit is that it can also mobilize community involvement in the prevention of violent extremism through education programmes and services, such as expanding the role of youth as effective citizens beyond the school into their respective community.

Broader PVE considerations

An effective and informed National PVE Strategy – adhering to regional, national, and local considerations - involving the coordinated dissemination of counter violent extremist messaging at the municipal/ local governance level, in schools as well as at the communal and religious levels. This will help stem the tide of youth involvement in illicit trade and their eventual recruitment by VE groups. Therefore, at the local level, a coordinated PVE strategy will be implemented along three (but not limited to) distinct yet interrelated pillars:

- (i) **Local Governance:** PVE strategies for local development plans;
- (ii) **Education:** Nonviolent conflict resolution strategies and critical thinking skills; and
- (iii) **Community:** Counter VE messaging (for border communities and religious groups).

To ensure the effectiveness of this approach, there is a pressing need to empower a network of relatable role models such as: local governance focal points, teachers, community and religious leaders, and peers who have the opportunity to act as *change agents* and influence the population groups' behavior, attitudes, and actions. However, the first step is to develop the required curricula/ tools to ensure cohesion and complementarity between activities/ actions under each pillar. This will form the building blocks of a future National PVE Strategy.



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II. Expected outputs

The expected outputs include the following:

1. Analysis and mapping of nonviolent dialogue and debate strategies and critical thinking curriculum/ training courses for children in Libya.
2. Curriculum on nonviolent dialogue and debate strategies and critical thinking skills curriculum for children in Libya; and
3. Impact analysis and M&E framework of nonviolent dialogue and debate strategies, and critical thinking skills curriculum.

Main Activities:

Within delegated authority, and under the supervision of the UNDP Libya Development Programme Specialist, the Individual consultant shall be responsible for the following duties:

- Conduct a desk review of current nonviolent dialogue and debate strategies and critical thinking curriculum/ training courses (particularly for children and youths) in Libya
- Design and draft the overall methodology for a *nonviolent dialogue and debate resolution strategies and critical thinking skills* curriculum for Libya considering previous studies and experiences in other conflict and post-conflict affected countries in the MENA region. This will include the following methodological steps:
 - (i) Baseline overview: Conduct a desk review/ analysis of the specific form of 'violent extremism' in the following seven municipalities where the proposed curriculum will be taught (i.e., **Al Kufra, Murzuq, Sebha, Ghat, Misrata, Bani Walid and Zuwara**)
 - (ii) Needs assessment: conduct mapping of the psycho-social characteristics, socio-economic and developmental needs of the learners or target audiences (8 to 12 years old and 12 to 15 years old) in each of the locations/ municipalities where the curriculum will be taught
 - (iii) Stakeholder mapping: conduct mapping of and (where possible) gather input from key stakeholders in the curriculum development process, such as the implementers of the curriculum, relevant ministries, municipalities, schools, community, and religious groups and other relevant CSOs
 - (iv) Content development: Detailed outline of the important and relevant content of the nonviolent dialogue and debate strategies, and critical thinking curriculum for school children (8 to 12 years and 13 to 15 years). This should also include a strong extra-curricula component that engages the participants with key sections of their community/ society.
 - (v) Strategic approach: Comprehensive detailing of methods to accomplish intended outcomes (i.e.,



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how will the curriculum be taught?)

- (vi) Impact analysis: Outline the expected changes intended for the learners/ target audience (i.e., what are the intended outcomes/ objectives – what will the learners be able to do after participating in the nonviolent conflict resolution and critical thinking curriculum)
- (vii) Monitoring and evaluation framework: Monitoring and evaluation strategies for the content, methods of delivery, and intended outcomes of the nonviolent conflict analysis and critical thinking curriculum

III. Duty Station

The consultant will perform the assigned tasks remotely/ homebased.

IV. Contract duration

The duration of the contract will be 130 working days as per the below deliverables.

V. Deliverables and timeline

The deliverables are summarized in the table below.

TASKS	DELIVERABLES	EXPECTED PERIOD	PERCENTAGE PAYMENT
		From date of contract signing <i>(the timeframe will be adjusted based on the security context)</i>	
Conduct a desk review of current nonviolent dialogue and debate strategies and critical thinking skills curriculum/ training courses (particularly for children and youths) in Libya Design and draft methodology for the development of a nonviolent dialogue and debate strategies and critical thinking skills curriculum for Libya (considering previous studies and experiences in other conflict and post-conflict affected countries in the MENA region)	1.Inception Report on the development of a nonviolent dialogue and debate strategies and critical thinking skills curriculum model for children aged 4 to 8 and 13 to 18 in Libya (8-10 pages).	12 working days within the first 3 weeks of the assignment	15%



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Develop curriculum baseline assessment that establishes evidence-based baseline, including: (i) clearly defined indicators per identified sub-area, (ii) data collection methodology, including data sources, and (iii) detailed workplan for collection of necessary data. Stakeholder mapping and inputs for the curriculum development process	2.Nonviolent dialogue and debate strategies and critical thinking skills baseline assessment tool. (5-8 pages).	End of 2 nd month – 43 rd Working Day	10%
Conduct mapping of the psycho-social characteristics, socio-economic and developmental needs of the learners or target audiences in each of the locations/ municipalities where the curriculum will be taught.	3.Detailed report mapping the psycho-social, socio-economic, and developmental profile/ needs of target groups (children aged 4 to 8 and 13 to 18) in selected municipalities.	End of 3 rd month – 65 th Working Day	15%
Develop outline and content of the nonviolent dialogue and debate strategies and critical thinking curriculum Develop methods to teach curriculum	4.Report on Nonviolent dialogue and debate strategies and critical thinking skills curriculum stakeholder mapping	End of 4 nd month – 87 th Working Day	15%
Develop impact analysis and monitoring and evaluation framework for content, methods of delivery, and intended outcomes of the nonviolent dialogue and debate and critical thinking curriculum	5.Outline, content as well as method of delivery of nonviolent dialogue and debate strategies and critical thinking skills curriculum. .	End of 5 th month – 108 th Working Day	15%
Present the nonviolent conflict resolution strategies and critical thinking skills curriculum for Libya to various stakeholders for broader consultation and feedback: the consultant would approach through a series of meeting and discussions	6.Impact analysis and M&E framework of nonviolent dialogue and debate and critical thinking skills curriculum.	End of 6 th month – 130 th Working Day	20%



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receive the feedback and comments.	7.PowerPoint presentation of nonviolent dialogue and debate and critical thinking skills curriculum for Libya		
Review and update the nonviolent dialogue and debate strategies and critical thinking skills curriculum for Libya based on the feedback and comments from the above meetings and consultation. The final curriculum report of the assignment would be submitted to UNDP Libya	8.Nonviolent dialogue and debate strategies and critical thinking skills curriculum for Libya. (15 to 25 pages)	End of 6 th month – 130 th Working Day	10%

Disbursement of payments

Payments will be made upon submission of milestones mentioned in deliverable table and certification of payment form, and acceptance and confirmation by the Supervisor.

VI. Qualifications and Experience

Education:

- At least an advanced university degree in Global Security, Political Science, Research and Statistics, Mathematics, Development Studies, Education or other closely related field;

Experience:

- At least 7 years' experience in a wide range of humanitarian assistance and emergency relief activities;
- Ability to plan own work, manage conflicting priorities and work under pressure of tight and conflicting deadlines;
- Minimum of five years of experience working on PVE and education issues in the Middle East and North Africa (MENA) Region.
- Proven communication (spoken and written) skills, including the ability to draft/edit a variety of written reports and communications and to articulate ideas in a clear, concise style
- Ability to plan own work, manage conflicting priorities and work under pressure of tight and conflicting deadlines;
- Fully proficient computer skills and use of relevant statistical software and other applications;
- Sound interpersonal skills and ability to establish and maintain effective partnerships and working relations;
- Strong leadership capacities to guide a multi-cultural team and in challenging circumstances with diverse stakeholders.
- Ability to work under extreme pressure in a highly stressful environment;
- Knowledge of operating in a crisis context and experience within the Arab region an asset;
- Knowledge of Libya and of the Arab region, including the political, economic and social dimensions.



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Language:

Excellent communication and written skills in Arabic and English

Competencies:

Corporate Competencies:

Integrity, professionalism, and respect for diversity.

Functional Competencies:

- Ability to think conceptually and flexibly, capacity to adapt, innovate, and propose multiple options.
- A team player with good interpersonal skills
- Ability to practice courtesy and diplomacy with high rank officials.
- Time management skills.
- Enjoy sensitivity for research and academic integrity.
- Ability to work well under pressure and stressful environment
- Promoting ethics and integrity, creating organizational precedents
- Building support and political acumen
- Creating and promoting enabling environment for open communication
- Sharing knowledge across the organization and building a culture of knowledge sharing and learning
- Fair and transparent decision making; calculated risk-taking

VII. Documents to be included When Submitting the Proposals

Consultant shall submit the following documents:

- Personal CV or P11, indicating all past experience from similar projects, as well as the contact details (email and telephone number) of the Candidate and at least three (3) professional references.
- Financial proposal in the UNDP format – Annex 3 and 3A.
- Applicants must submit a duly completed and signed Annex II Offeror's letter to UNDP confirming interest and availability for the Individual Contractor (IC) assignment.

VIII. Financial proposal

Lump sum contract

The financial proposal shall specify a total lump sum amount, and payment terms around specific and measurable (qualitative and quantitative) deliverables (i.e. whether payments fall in instalments or upon completion of the entire contract). Payments are based upon delivery of the services specified in the TOR. In order to assist the requesting unit in the comparison of financial proposals, the financial proposal will include a breakdown of this lump sum amount.



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The Consultant will be responsible for all personal administrative expenses associated with undertaking this assignment.

Evaluation of applicants

The award of the contract shall be made to the individual consultant whose offer has been evaluated and determined as:

- Only those applications which are responsive and compliant will be evaluated.
- Offers will be evaluated according to the Combined Scoring method –where the technical criteria will be weighted at 70% and the financial offer will be weighted at 30%.
- Only candidates obtaining a minimum of 49 points (70% of the total technical points) would be considered for the Financial Evaluation.
- The financial proposal shall specify an all-inclusive daily fee and hourly fee.
- The top applicant with the Highest Combined Scores and that have accepted UNDP's General Terms and Conditions will be awarded the Framework Agreements.

EVALUATION CRITERIA		
Technical evaluation (70 points).		70 POINTS
Academic Requirement	At least an advanced university degree in Global Security, Political Science, Research and Statistics, Mathematics, Development Studies, Education or other closely related field;	10 Points
General Experience	A minimum of 5 years' experience in a wide range of humanitarian assistance, emergency relief, with a minimum of three years of experience working on education and PVE issues in the Middle East and North Africa (MENA) Region.	10 Points
Specific Experience	A minimum of 7 years relevant experience, including (but not limited to): <ul style="list-style-type: none"> - Experience in educational curricula - Experience in designing, managing and/or evaluating PVE educational curricula - Experience in the development of educational curricula in a conflict or post-conflict setting. Fluency English and Arabic: compliance or non-compliance.	30 Points
Interview	<i>Candidates obtaining a minimum of 35 points (70% of the total technical points - 50) would be considered for the Interview;</i> Areas to consider: A minimum of five years:	20 Points



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	- Knowledge of Libya and the current PVE issues. Knowledge of the UN System and social affairs support structures, tools and processes.	
Financial Evaluation		MAX 30 POINTS
<p>Candidates obtaining a minimum of 49 points over 70 points would be considered for the Financial Evaluation - 30 points</p> <p>Lowest Price will be qualified with the maximum of 30 points. Higher prices will be qualified according the following calculation:</p> <div style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> $FE = \frac{LFP}{FPI} \times 30$ </div> <p>FE= Financial Evaluation LFP = Lowest Financial Proposal FPI= Financial Poposal of bidder i</p>		
FINAL EVALUATION: TECHNICAL + FINANCIAL		MAX 100 POINTS

Note:

Applications without i) financial offer, ii) P11 form and iii) Documents mentioned under Technical Proposal will NOT be considered for evaluation.

Financial proposal should be on provided format (i.e Annex 3- OFFEROR'S LETTER TO UNDP);

Firms are not eligible for this consultancy assignment (open only for national individual consultants).

Incomplete application will not be considered, it will be disqualified automatically.

Please complete the Statement of Health form and submit along with proposal

Please complete the Vendor form and submit with proposal

Note: While submitting your proposal via email please put the reference no. **IC-UNDP-21-032**, without reference no. proposal shall not be accepted.

ANNEX

ANNEX 1- TERMS OF REFERENCES (TOR)

ANNEX 2 - INDIVIDUAL CONSULTANT GENERAL TERMS AND CONDITIONS

ANNEX 3- FINANCIAL PROPOSAL TEMPLATE

Annex 4- Health Statement form

Annex 5- Vendor registration form