

TERMS OF REFERENCE FOR INSTITUTIONAL CONTRACT

Reference:	LRPS-2022- 9175661
Title:	Modelling of the Blueprint for Improving the South African School Food Environment
Location:	Kwazulu-Natal Province (4 schools in a selected District), South Africa
Duration:	11.5 months

Background and Justification

The South African public health system is experiencing a triple burden of malnutrition. The nation is undergoing nutrition transition, urbanization and economic development, with the growing prevalence of overweight and obesity affecting young children and adolescents, especially girls and young women and those living in urban formal and informal areas. The 2012 South African Nutrition and Health Examination Survey-1 (SANHANES-1) reported a combined overweight and obesity prevalence of 14.2 per cent among South African children aged 6–14 years. The survey also found marked gender differences in overweight and obesity rates between girls and boys aged between 2 and 14 years, with the prevalence being 7.1 per cent and 4.7 per cent respectively.

Creating healthy school food environments by applying evidence-based, gender-responsive principles can encourage healthy eating and drinking in schools and increase the likelihood that children will be protected from the marketing of unhealthy food and beverages during school hours. The availability and affordability of healthy food have been shown to enable individuals to make healthier food choices. Moreover, healthy school food environment policies may improve targeted dietary behaviours, for example increased fruit and vegetable intake as well as water consumption. There is also much-needed regulation and monitoring of all food and beverages sold or provided to learners, as well as restrictions on the marketing of unhealthy options.

Agents of change are an essential part of improving the food environment at schools. These are the people who can help in promoting positive nutritional and physical activity behaviour in schoolchildren. They include the school management teams, educators, learners, school support staff (cleaners, gardeners, landscaping personnel), voluntary food handlers (VHF), tuck-shop operators, school health teams, parent-teacher associations and any other individuals and organizations that influence what children eat and drink at school. For the key agents of change to be effective in positively influencing the behaviours of schoolchildren they must be equipped with the necessary practical nutritional recommendations for action. To that extend the blueprint for improving the SA school environment was developed.

The main objective of the blueprint for improving the SA school environment is to provide much-needed guidance about healthy eating, drinking clean, safe water and physical activity to learners and other stakeholders (including educators, principals, school management teams (SMTs), parents, caregivers, tuckshop operators, food vendors, voluntary food handlers) and the community at large. All these stakeholders are directly or indirectly involved in the school food environment and are in a position to encourage behaviour change. This is important to contribute to the improvement of the nutritional status, overall health and learning outcomes of SA learners. The SA guidelines for healthy eating and other existing nutritional guidance and initiatives from the departments of Basic Education and Health informed the development of the blueprint. In addition, other existing nutritional guidance and initiatives from the departments of Basic Education and Health were also incorporated. This allowed the blueprint to provide innovative and practical guidance for learners and the other stakeholders necessary to contribute to the improvement of the current SA school food environment.

UNICEF recently supported the development of the Blueprint for Improving the South African School Food Environment (phase 1) and now phase 2 will entail the implementation of the blueprint in a selected district in KwaZulu-Natal province under the leadership of the Department of Basic Education. The blueprint and the associated tools will guide the implementation process, with practical implementation by the contractor, and

together they will help to develop a national framework/approach for implementing the blueprint throughout schools in South Africa.

Scope of Work

The institution will be required to pilot the implementation of the key components of the blueprint and the associated key messages with the aim of informing the development of an implementation strategy for scaling up the blueprint in schools in South Africa. This will include piloting the key components of the blueprint and associated key messages in a selected district in 4 schools (with urban and rural mix); develop tools (posters, standard operating procedures, documents, etc.) for the implementation pilot in 4 schools; and develop a comprehensive implementation strategy for the blueprint for schools in South Africa. Furthermore, mental health and road safety prevention messages should be mainstreamed into the proposed initiatives.

Expected Deliverables and Reporting Requirements

The project will be implemented in a selected district in Kwazulu-Natal Province. The pilot phase will be implemented in 4 schools with urban and rural mix over a period of 1 year.

The following are the proposed key deliverables for the project:

PHASE 1

- a. Undertake a minimum of five gender responsive FGDs with the identified stakeholders which have been identified from the BluePrint for Improving the South African School Food Environment.
- b. Development of an outline for the implementation approach based on key informant interviews and focus group discussions with key stakeholders (learners, parents, teachers, volunteer food handlers, school principals, parent teacher associations, informal and formal food vendors who have a role in provision of food and beverages to learners in the school environment).
- c. Develop a monitoring and evaluation plan including quantitative and qualitative research tools for collection of baseline and endline data to assess the level of implementation and school food environment changes as a result of the interventions.
- d. Design and print materials based on key messages as developed in the Blueprint e.g. posters, documents, etc.
- e. Provide an inception report detailing the implementation process across each of the schools with clear deliverables, indicators, roles and responsibilities, monitoring and evaluation plan and potential risks and assumptions.
- f. Monitor and document the implementation process throughout in all schools.

PHASE II

- g. Develop a costed, comprehensive implementation strategy for national roll-out including staff time, materials development, pre-testing and finalization, training, and include a schedule of activities, with defined indicators to assess progress, as well as clear delineation of roles and responsibilities with the internal team and external partners. Monitoring indicators and sources of information should also be defined to gauge the success and acceptance of the messages.
- h. Present the finalised implementation strategy/framework to stakeholders for feedback.

Tasks/Milestones	Deliverable/Output	Timeline	Estimate Budget
Review Phase 1 reports and documentation	<ul style="list-style-type: none"> • Key recommendations report from Phase 1 	2 weeks	0%
Undertake FGDs among identified stakeholders	<ul style="list-style-type: none"> • 5 FGDs with the identified stakeholders 	4 weeks	0%

Develop and deliver report on FGD findings	<ul style="list-style-type: none"> • FGD Report and recommendations • Implementation approach produced 	2 weeks	15%
Develop monitoring and evaluation tools	<ul style="list-style-type: none"> • Quantitative and qualitative research tools produced • Monitoring and evaluation plan developed 	2 weeks	0%
Develop implementation methodology	<ul style="list-style-type: none"> • Implementation methodology produced 	2 weeks	10%
Design and produce Key Messages Materials	<ul style="list-style-type: none"> • Materials designed and printed 	4 weeks	10%
Deliver inception report for Phase I	<ul style="list-style-type: none"> • Inception report produced. 	3 weeks	10%
Implement, Monitor and document the implementation process	<ul style="list-style-type: none"> • Progress reports on implementation • Monitoring reports 	24 weeks	40%
Develop implementation strategy and present to stakeholders	<ul style="list-style-type: none"> • Comprehensive implementation strategy for rollout developed. 	4 weeks	0%
Finalize implementation strategy	<ul style="list-style-type: none"> • Close-out report • Implementation • Strategy 	4 weeks	15%

Desired competencies, technical background and experience

The agency / institution should be composed of a team (member) that has extensive experience and technical expertise in social behaviour change processes, from conceptualisation to implementation, with an interest or experience in nutrition and health related outcomes. Field experience in South African context is desirable. The team should preferably have experience working with government officials at national, provincial and district levels in South Africa.

Administrative issues

While the agency will have contractual obligation to report to UNICEF it is expected to work closely with the DBE steering committee, communications group and the relevant partners.

UNICEF will not provide office space for the team. All requirements should be included in the budget including venues for workshops, transportation costs etc.

The schedule for progress meetings throughout the contract duration to be jointly determined (if required).

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 team/firm selected will be governed by, and subject to, UNICEF's General Terms and Conditions for institutional contracts.

Technical Evaluation Criteria and Relative Points

Technical Criteria	Description of Technical Sub-criteria	Maximum Points %
Overall Response	Completeness of response	15
	Overall concord between RFP requirements and proposal	15
Maximum Points		30
Institution & Key Personnel	Range and depth of experience with similar projects	5
	Key personnel to be assigned: relevant qualifications & experience	5
Maximum Points		10
Proposed Methodology and Approach	Proposed Methodology for this project	30
	Proposed Work Plan to accomplish the Project	30
Maximum Points		60
Total Score for Technical Proposal		100
Minimum Acceptable Score for Technical Proposal		80

Weights: 70 % Technical vs. 30 % Financial Offer