



TERMS OF REFERENCE Consultant / Individual Contractor

Summary:

Section:	Adolescent Development and Gender	Date:	28 June 2021
Title:	Adolescent Girls Research Consultant	Duty station:	Home based
Reporting to:	Prerna Banati/Catherine Muller	Contract type:	SSA, Consultant
Duration:	5 months Full-Time	Start date:	15 July 2021

Child Safeguarding

Is this project/assignment considered as "Elevated Risk Role" from a child safeguarding perspective?

☐ YES ☒ NO If YES, check all that apply:

Direct contact role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role ☐ YES ☒ NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

1. Background

Based on evidence and experience, UNICEF knows that the longer a girl is out of school, the less likely she is to return. When girls are not in school, they are both missing out on crucial learning, and are at greater risk of recruitment by armed groups, sexual and gender-based violence (GBV), including child marriage, early pregnancy and other forms of exploitation and abuse.

While COVID-19 is having a massive global impact, the pandemic is specifically compounding the perilous situation for refugee and displaced girls in West and Central Africa. Conflicts and insecurity in the region, including in Burkina Faso, the Democratic Republic of the Congo (DRC) and Mali, have led to mass displacement, both internally and across borders. Prior to the pandemic, more than 4 million children had been uprooted from their homes across the region, with 23 million children in need of humanitarian assistance, and over 8 million children (6-14 years) out of school in the Central Sahel region alone. With mass school closures across the region to limit the spread of COVID-19, millions of additional children have been out of school, many with limited access to distance learning.

2. Objectives

The Global Affairs Canada funded Back to School Better project, initiated in September 2020, aimed to increase gender equality and promote the empowerment of refugee and displaced girls in Burkina Faso, the DRC and Mali by addressing the barriers to the personal safety of girls as well as the systemic/cultural barriers they face to realizing their right to education in the context of COVID-19, stemming from social and cultural norms, practices and beliefs, as well as their physical displacement. The project is based on the premise that education helps break the vicious cycle of vulnerability and disadvantage: better educated women marry later; give birth to fewer and healthier children; are more likely to participate in the formal labour market; earn a higher income, and provide better health care and education to their children. Yet little is known about the drivers of education outcomes among displaced populations, nor how they intersect with wider social and gender norms in these contexts, and girl right outcomes other than education, such as early marriage, as well as with access to services. The initial proposal is annexed to this TOR.

This consultancy supports a specific research initiative to advance learnings to assist in the above-mentioned program delivery, and development of next phases and possible extension of programmatic activities. Using existing household data, (primarily MICS and DHS) for all countries in the region where this is readily available over the last 5 years, the consultant will be tasked with:

- (1) Presenting a descriptive statistical analysis of the situation of adolescent girls aged 10-19 years in all 24 countries in the region that have recent available data, contrasting displaced and non-displaced populations
- (2) Unpacking predictors of a) child marriage (currently married and married before 18,15 years of age) and b) education outcomes (currently enrolled in school and primary school completion) for girls in both populations, and
- (3) Developing a bivariate probit, difference in difference or other suitable econometric model of risk factors associated with being currently married or currently enrolled in school.

The deliverables will include (1) a full report including tables, (2) two research briefs designed for wide circulation, and (3) Powerpoint slides.

3. Scope of Work

Secondary data analysis and research using MICS, DHS and other sources in countries where recent household level data is available in the 24 countries of WCA region, with priority to Burkina Faso, the Democratic Republic of the Congo (DRC) and Mali

4. The Work Plan (Key deliverables, Tasks, Timeframe and Payment Schedule)

Activity	Dates	% of Payment
Completion of inception presentation including research methodology and scope	July 25 2021 (10 days)	20%
Completion of descriptive analysis and statistical profile reports for each country	August 10 2021 (20 days)	20%
Completion of 3-4 page research brief	August 15 2021 (10 days)	20%
Completion of predictive analysis and model	September 30 2021 (30 days)	20%
Completion of analytic report and powerpoint slides, delivery of presentation to donor	November 30 2021 (40 days)	20%
	TOTAL: 110 days	100%

5. Reporting Requirements and Key Responsibilities

The Consultant will work under the supervision of the WCA Regional Adolescent Advisor and the WCA Gender and Development Specialist, in close cooperation with Education, Child Protection and Gender teams. All documents should be submitted electronically. In the event an article for publication is developed, it will be co-authored with UNICEF colleagues. Regular progress meetings and consultations will be organised on the assignment.

6. Profile Requirements

The ideal candidate will have excellent research and research communications skills.

- Master's degree or equivalent in statistics, with preference for PhD
- Minimum of 8 years of relevant professional experience
- Expertise in data analysis of household surveys, including DHS and MICS and comfortable working with development statistics
- Experience with advanced statistical analyses of data and willingness to explore new approaches and innovations in data
- Excellent writing and analytical skills (of publication standard), especially in synthesizing complex information for multiple audiences.
- High degree of flexibility and initiative.
- Knowledge of the work of UNICEF and rights-based approach.
- Fluency in English or French, with ability to understand a second UN language.

7. Administrative Requirements

The consultant will work under the supervision of Regional Advisor, Adolescent Development and Gender and Development Specialist. The consultancy will be based remotely.

Payments will be made against timely submission of satisfactory deliverables per agreed workplan and approval of contract supervisor.

No specific IT equipment is required for the consultancy.