**TERMS OF REFERENCE FOR INDIVIDUAL CONTRACTORS/ CONSULTANTS**

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| **PART I** | | |
| **Title of Assignment** | Individual consultant to conduct synthesis of evaluations in education in ESAR 2016-2020 | |
| **Section** | Evaluation Section - ESARO | |
| **Location** | *Remote/Home based* | |
| **Duration** | 40 days | |
| **Start date** | **From:** *01 July 2021* | **To:** *31 October 2021* |

**Background and Justification**

# 1. Introduction

The evaluation synthesis will seek to compile evidence and findings from evaluations in ESAR that covered education, from 2016 to 2020.

This Terms of Reference (ToR) lays out the purpose and scope of the evaluation synthesis. It will serve to guide the evaluators and ESARO about the process, objectives, and intended results. The evaluation synthesis is expected to produce a written report that should be useful for informing programmatic and strategic decision-making for education in the region.

# 2. Background

Every child has the right to an education and quality learning opportunities from early childhood to adolescence. However, a range of factors that include geographic location, economic circumstances, gender, disability, low-quality teaching and schools, disruption from conflicts and other shocks continue to prevent millions of children from learning[[1]](#footnote-1). Countries of Eastern and Southern Africa have recorded significant improvements in the field of education, particularly in primary school enrolment and reduction of gender disparities. In Eastern and Southern Africa region, rapidly expanding child population in the region continues placing pressure on education systems. In addition, low quality of learning environments that includes insufficiently equipped classrooms, limited supply of adequately trained teachers, lack of relevant educational materials, and inadequate water, sanitation and hygiene facilities, especially for the provision of menstrual hygiene management (MHM), in schools continue to be among key bottlenecks to education.

UNICEF ESARO aimed at ensuring that by end 2021, at least 85 per cent of girls and boys in ESA countries, including those with disabilities, enrol in primary school; at least 40 per cent complete primary education; and at least 70 per cent of those who complete primary transition to secondary school. These was expected to be achieved by testing innovative approaches to address barriers and promote learning while preventing children from dropping out. This was to be complimented by education system strengthening, advocacy efforts and strengthening inter-sectoral and inter-agency partnerships. Over $800 million has been invested by UNICEF in the ESA region, averaging about $164 million years annually.

To enable achievement of the above results, performance monitoring and oversight at regional level was strengthened. Also, country offices were supported to conduct high quality evaluations to document results, best practices and lessons learned. A Regional Evaluation Framework was developed, to provide a coherent approach to implementing the UNICEF Evaluation Policy in the region. The UNICEF Evaluation Policy establishes core guiding principles for the evaluation function, the foremost of which are independence, credibility and utility. This synthesis will be conducted to strengthen utility, by distilling lessons and findings to inform education programming in the region.

**Scope of Work**

1. ***Goal and Objective*:**

The main objective of this synthesis is to help UNICEF ESARO reflect on its Education programme performance through evaluative evidence and extract lessons to inform education programme improvement. The synthesis will contribute to strengthening evaluation use and uptake at the country office and regional level by promoting lessons generation and knowledge management*.*

The synthesis seeks to provide answers to three main questions:

1. What are major key findings, lessons, conclusions and recommendations regarding relevance, effectiveness, sustainability, and impact?
2. What factors have supported or constrained education programming?
3. What can be learnt, and what improvements can be made for the future?

The synthesis will cover evaluations conducted in the Eastern and Southern Africa Region between 2016 and 2020, that covered education programming. Country programme evaluations, humanitarian evaluations and global evaluations in Education that that covered ESAR region will be availed to the consultant as well for consideration. Impact evaluations conducted by Office of Research within the region will also be included.

1. ***Activities and Tasks***

Under the supervision of the evaluation Specialist in the ESARO Evaluation Section, with support from the education section, the consultant will:

1. Develop a detailed analytical framework and a workplan to analyse evaluation reports.
2. Review evaluation reports and additional material included in the synthesis to obtain a more complete picture.
3. Identify common and well evidenced issues, and prepare a consolidated analysis, with lessons learned and conclusions.
4. Facilitate a remote workshop to validate and examine draft synthesis report conclusions.
5. ***Work relationships***

This exercise will be undertaken by an individual evaluation consultant. An evaluation specialist will supervisor this assignment, supported by a program staff from education section at ESARO. The evaluation specialist will support with the day to day aspects of the synthesis process; provide the consultant with all required documents and conduct quality assurance of the product. The Evaluation Manager will also facilitate External Quality Assurance.

1. ***Outputs/Deliverables and payment schedule:***

The main deliverables for this assignment are:

1. **Inception report:** desk review of programme background documents and existing evaluation reports, TORs as well as identify proposed line of inquiry and define detailed methodology and analytical frameworks. The inception report should be finalised within 10 days of starting the consultancy.
2. **Analysis and synthesis:** Systematic analysis of evaluation reports and other relevant documents.
   1. **Debriefings / present initial findings** of preliminary/initial findings with recommendations for discussion and feedback from.
   2. **Draft report:** A draft report identifying key findings (in terms of relevance, impact, efficiency, effectiveness, sustainability), conclusions, recommendations and lessons, will be submitted to the evaluation manager, not exceeding 25 days after the completion of the inception phase.
3. **Validation and finalization** 
   1. **Final report:** The consultant will review and incorporate feedbacks in the final report. The final report will contain a short executive summary (no more than 5 pages) and a main body of the report (no more than 40 pages, excluding annexes) covering the background, a description of the review methods and limitations, findings, conclusions, lessons learned, and clear recommendations.
   2. The consultant is expected to be available to present the findings of the synthesis to a regional webinar that will be organized by ESARO Education section at a later date.

| **Activity** | **Deliverables and payment schedule** | **Duration** | **Indicative Dates** |
| --- | --- | --- | --- |
| **Inception phase**:   * Finalization of methodology and key questions for the synthesis * Workplan * Circulation for comments and finalisation | Final inception report – including methodology, refined evaluation questions (as needed) and analytical framework.  **Payment 30%** | 10 days | July 2021 |
| **Review and analysis and presentation of preliminary findings**:   * Stakeholder feedback on preliminary findings and conclusions | Data analysed, power point presentation prepared and stakeholder workshop designed and facilitated  Draft report and recommendations (for circulation and comments)  **Payment 40%** | 25 days | July –September 2021 |
| **Report writing phase** including:   * Drafting report |
| **Finalisation** of Evaluation synthesis report | Final Synthesis Report (including recommendations and executive summary)  **Payment 30%** | 5 days | September 30th |
|  |  | 40 days |  |

**Desired competencies, technical background and experience**

1. Minimum Master’s degree in economics, public administration, International development/planning, education, or any other related field.
2. At least 7 years Significant prior professional experience in conducting meta-evaluations and/or evidence synthesis
3. Strong analytical skills and ability to clearly synthesize and present findings, draw practical conclusions, make recommendations and to prepare well-written reports in a timely manner.
4. Excellent analysis skills with proven track record of conducting excellent qualitative research, with emphasis on the design and use of comparative analysis method and tools.
5. Knowledge of strategic and operational management of education programmes and proven ability to provide strategic recommendations and conveying complex information to key stakeholders in a clear and compelling manner.
6. Demonstrated capacity to work independently.
7. Excellent writing and presentation skills in English.
8. Immediate availability for the period indicated.

**Administrative issues**

The assignment is designed to be conducted remotely. No travel costs will be paid/reimbursed. The Regional office will support the evaluator to reach potential respondents and access all required documents.

**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 candidate selected will be governed by and subject to UNICEF’s General Terms and Conditions for individual contracts.

**How to Apply**

Qualified candidates are requested to submit a cover letter, daily rates, CV, and complete their profile online. **Applications submitted without a fee/ rate will not be considered.**

1. UNICEF Strategic Plan 2018-2021 [↑](#footnote-ref-1)