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| **Title**  **International Consultant on Yemen Strategy on Out-of-school Children** | | **Funding Code**  SM210037 | | **Type of engagement**  X Consultant | | | **Duty Station:**  Remote with some occasional travel if possible based on visa requirements | |
| **Purpose of Activity/Assignment:**  **Support the development of Out of School Children Strategy in Yemen** | | | | | | | | |
| **BACKGROUND/SCOPE OF WORK**  Yemeni children face a learning crisis. Out of the estimated 10.76 million school-aged children (5 to 17 years old) in the country, at least 2.7 million children are out of school. 8.6 million children[[1]](#footnote-1) are in need of assistance to ensure continuation of their education, with about 1.7 million in acute need. In addition, two-thirds of school-aged children live in hard-to-reach areas due to conflict or other impediments. 1.5 million children are internally displaced persons (IDPs) facing one of the highest vulnerabilities.  Despite considerable improvements in enrolment rates at all levels of education in years prior to the conflict, progress has slowed as educational institutions struggle to deliver quality learning opportunities to children in schools and are considerably limited in their capacities to address the educational needs of out of school children and to ensure they are not left behind. The COVID-19 pandemic and its resultant school closures have further exacerbated the situation both for in school and out of school children.  The socio-political and humanitarian crisis has critically affected an already pre-crisis fragile education system. Completing primary school remains a distant dream for many children, especially in rural areas and for girls in poor and hard-to-reach areas of the country, with factors such as child labour, child marriage and recruitment into armed groups creating pull factors away from the education system. Many require special support to adjust to learning environments after experiencing trauma and exposure to health risks. A significant gender gap persists in enrolment, with a Gender Parity Index (GPI) of 0.84 as of 2015/16 (0.72 for secondary level); this figure is likely worse now.  A comprehensive understanding of these issues and related bottlenecks and barriers is limited. Even though an OOSC study was conducted in 2014[[2]](#footnote-2), the evolving situation of the country (i.e. conflict, COVID-19) requires an update in critical information and analysis of the barriers and bottlenecks to education in order to effectively inform the design of initiatives aimed at decreasing the rate/percentage of out-of-school children.  Yemen face challenges in accurately identifying children who are out of school and at risk of dropping out of school, measuring the scope and complexity of exclusion (including varying profiles of children), its causes, and analyzing and integrating this evidence into effective policy and planning[[3]](#footnote-3). There is a need to update existing data, and address information and analysize gaps by strengthening both data collection methods and analytical resources. Doing so will provide a knowledge base that can support existing interventions and new context-appropriate policies and strategies for accelerating enrolment and participation and sustaining attendance for the most excluded and marginalized children and adolescents.  The overall objective of this consultancy is to support the development of Yemen Strategy to decrease Out of School Children. The strategy development is expected to build on already existing evidence through available data sources as well as to complement it with qualitative data that further sheds light on the needs of OOSC, on the ongoing interventions, on existing gaps in addressing the phenomenon and potential additional/ adaptive solutions. This requires strong technical expertise in data and policy analysis and strategy formulation with regards to out-of-school children. It further requires strong coordination skills to enable creating synergies and mainstreaming of efforts towards common goals among the relevant stakeholders.  Specific objectives are:   * Develop specific profiles of out-of-school children and children at risk of dropping out, according to the OOSCI Operational Manual and the seven dimensions of exclusion (7DE)[[4]](#footnote-4), and in light of existing secondary data, complemented by qualitative data, when needed and possible. These profiles should capture the complexity of the problem in terms of magnitude, inequalities, and multiple disparities around the 7DE; [[5]](#footnote-5) * To analyze the bottlenecks and barriers to education children face and to clarify the dynamic and causal processes related to the 7DE; * To map and analyze existing policies and interventions and whether they are addressing the complex needs of out-of-school children and children at risk of dropping out; * To document the different alternative pathways to learning currently implemented in Yemen to address the phenomenon of OOSC, including non-formal education interventions; * Based on the analysis, formulate a strategy, including actional recommendations on how to address the issues linked to exclusion from education (out-of-school children) and exclusion within education (children who face a high risk of dropping out), taking into account the national context.   The findings of the study will be used to support MoE in evidence-based education policymaking, programme design and implementation to ensure that all children, girls and boys, in Yemen access their right to education within the framework of the Yemen-UNICEF Country Programme, the Global OOSCI seven dimensions of exclusion, and in line with Yemen’s Education plans and priorities. Further, the OOSC strategy can be used as a planning tool to inform Yemen Education Sector Plan, currently under development.  To achieve the above, a team of international and national consultants (one international consultant and one or two national consultant(s)) will be formulated and will be supported by two technical committees representing the MoEs in Yemen to facilitate access to data and decision-making processes.  The scope of the consultancy will be national and will focus on a better understanding of the barriers and bottlenecks to education faced by out-of-school children and children who are at risk of dropping out. The study will then be able to develop comprehensive profiles of excluded children, linking these profiles to the barriers that lead to exclusion, and identifying, promoting and eventually implementing sound policies and interventions that address exclusion from a multi-sectoral perspective.  The study will take into consideration different target groups such as IDP children, children living in conflict areas, subject to child labour, children with disabilities, the girl child, children who are married, etc.  *Limitations of the study*: Based on data availability, the study may focus on some aspects of the Global OOSCI methodology rather than on others (e.g., not all of the OSSCI Dimensions of Exclusion may be taken into account and agreement will be reached between contractor and UNICEF during the inception phase). Lack of data may limit the inclusion of specific groups of children in the study.  **Research questions:**  • What are the profiles of out-of-school children and those at risk of dropping out? (geographic location, gender, age group, urban/rural, marital status, parental status, family socio-economic status, ethnicity, the status of displacement or status in Yemen and other dimensions if the information is available).  • Why are those children out of school/at risk of dropping out? What are the main barriers and bottlenecks that prevent children from enrolling and being in school? What are the drivers that lead to these barriers (interfamilial, motivation, norms and attitudes, external, etc.)[[6]](#footnote-6) (Barriers)   * What are the policies and programmes in place addressing the barriers and bottlenecks of OOSC and children at risk of dropping out? What are the strategic shifts in policies and programmes required to better address those barriers and bottlenecks? (Policies)   **Methodology:**  This consultancy requires substantial technical expertise in data and policy analysis with regard to OOSC, as well as a strong understanding of programmatic approaches and interventions to address OOSC in contexts similar to Yemen. The international consultant, supported by the national consultant and the MoEs’ technical committees, is expected to propose a methodology that uses appropriate tools and builds on the Conceptual Methodology Framework of the Global Out-Of-School Children Initiative[[7]](#footnote-7).  The proposed methodology should take into consideration the following:   * **Desk-review** of relevant sources providing in-depth analysis of out-of-school children. including non-attendance and early school leaving issues in Yemen. These sources include studies and reports, legislation, policies, and relevant literature. A sample of these sources is attached as annexes to this ToR. A preliminary non-exhaustive list of these sources will be provided by UNICEF during the Inception Phase. * **Analysis of secondary (quantitative) data** focusing on the situation of out-of-school children will be used primarily to validate, triangulate and strengthen the qualitative findings. It will allow for the identification of gaps in terms of missing data. This data will include but is not limited to the most recent EMIS data as well as Cluster data. * **Qualitative data collection and analysis** using focus group discussions (FGDs) and semi-structured interviews with key informants (KIIs), which will help to identify the barriers and bottlenecks, related to both the supply and the demand side of education, including social norms, social and cultural practices and behaviours.[[8]](#footnote-8)   The FGDs will be structured to capture information related to different “children’s profiles”, depending on key characteristics to be identified at the inception phase following the desk-review, data analysis and taking into account the already existent qualitative information. In principle, FGDs should be related to factors such as geographic location, gender, age group, urban/rural, marital status, parental status, family socio-economic status, ethnicity, status of displacement or status in Yemen among others.  *Other notes on methodology:* The company should include in the proposed methodology the types of respondents, sampling methods, and proposed data collection tools, using the guidance of the Global Out-of-School Initiative Operational Manual.  **Tasks include:**  The international consultant, supported by the national consultant, shall work under the guidance of the UNICEF Education Manager and the Education Specialist to be carried out following the structure of tasks as outlined below:  **INCEPTION PHASE:**  **Task 1:** Preliminary discussions with UNICEF, MoEs’ technical committees, and other relevant stakeholders (to be identified with the support of UNICEF) to ensure a common understanding of the scope and focus of the strategy and to refine the methodology, including the types of respondents, sources of data to be used, means of data validation potential gaps, and different programmatic response to OOSC  **Task 2:** Conduct a comprehensive and detailed desk review of relevant studies and other documentation (quantitative and qualitative) related to education equity, alternative pathways to learning, non-formal education, gender in education, and child protection issues in Yemen, including at the policy level such as 2014 Yemen Out-of-School Children Study, among others.  **Task 3:** Develop and submit an Inception Report, with detailed methodology (including preparation and FGDs’ guiding questions), identification of data sources (quantitative and qualitative) and policy documents, identification of potential risks (especially gender- and ethics-related) and mitigating measures in line with national legislation and international good practice, work plans detailing schedule, team members’ roles and responsibilities and logistics.  **DATA COLLECTION AND ANALYSIS PHASE:**  **Tasks 4**: Analyze quantitative data using secondary sources such as but not limited to recent MICS and EMIS data.  **Tasks 5**: Coordinate the collection of qualitative data in the selected governorates and districts  **Tasks 6**: Analysis of qualitative findings  **Task 7:** Based on the desk review combined with the qualitative data analysis, identify, analyse and rank by priority (based on a clear rationale and justification) the barriers to education faced by the identified profiles of excluded children.  **Task 8:** Complete the analysis of profiles of all out-of-school children and children at risk of dropping out, using the provided core data tables.  **Task 9: Map all existing alternative pathways to learning and document non formal education initiatives in Yemen**  **Task 10:** Develop prioritized recommendations for strengthening institutional capacities and targeted interventions for children excluded from education, based on the identified profiles and corresponding barriers and policies.  **REPORTING PHASE:**  **Task 10:** Develop and submit a draft report with an executive summary and make amendments based on the first review.  **Task 11:** Develop and submit a final draft report with an executive summary and make amendments based on the second review.  **Task 12:** Submit the final report with an executive summary, for a final review and approval of the report.  **Task 13:** Present the findings, lessons learned and recommendations (suggested format: PowerPoint) to UNICEF, MoE, and relevant partners and discuss recommendations based on the findings. | | | | | | | | |
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| **Budget Year:** | **Requesting Section/Issuing Office:** | | | **Reasons why consultancy cannot be done by staff:** | | | | |
| *2023* | *Education* | | | *Specialized services* | | | | |
| **Included in Annual/Rolling Workplan***: X* Yes  No, please justify: | | | | | | | | |
| **Consultant sourcing:**  National X International  Both  **Consultant selection method:**  Competitive Selection (Roster)  X Competitive Selection (Advertisement/Desk Review/Interview) | | | | | | **Request for:**  New SSA  Extension/ Amendment | | |
| **If Extension, Justification for extension:** | | | | | |  | | |
| **Supervisor:** | | | **Start Date:** | | **End Date:** | | | **Number of Days (working)** |
| *Gilmar Teddy Zambrana Cruz* | | | *August 27th, 2023* | | *February 1st, 2024* | | | *85* |

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

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| **Work Assignment Overview** | | | |
| Tasks/Milestone: | Deliverables/Outputs: | Timeline | Estimate Budget |
| Preliminary discussions with UNICEF and meetings with partners (MoE, other stakeholders, etc.) | Meeting Minutes | 7 working days |  |
| Conduct a desk review of relevant studies and documentation | List of relevant studies | 14 working days |  |
| Prepare Inception Report with methodology, identification of data sources and policy documents, qualitative tools, methodology, geographical targets of the qualitative research, identification of potential risks, and mitigating measures, work plans detailing schedule, team members’ roles and responsibilities and logistics | Inception report | 7 working days |  |
| Feedback from UNICEF and revision | List of feedback points |  | 20% |
| Analysis of secondary (quantitative) data | Analysis report | 7 working days |  |
| Train the national consultant (s) on the qualitative data collection | Training report | 1 working day |  |
| Qualitative data collection[[9]](#footnote-9) | Data collection report | 2nd half of Sept 2023 |  |
| Analysis of qualitative findings (including the qualitative data collected previously and provided by UNICEF) | Analysis report | 7 working days |  |
| Identify, analyse and rank by priority (based on a clear rationale and justification) the barriers to education faced by the identified profiles of excluded children.  Complete the analysis of profiles of all out-of-school children and children at risk of dropping out, using the provided core data tables.  Document all alternative pathways to learning and non-formal education interventions  Develop prioritized recommendations for strengthening institutional capacities and targeted interventions for children excluded from education, based on the identified profiles and corresponding barriers and policies. | Data sets, presentation of initial data | 21 working days | 20% |
| Present the draft recommendations to the technical committees and solicit feedback | Ppt of the initial findings and recommendations both in Arabic and English | 3 days |  |
| Present the draft to the Non-Formal Education Technical Working Group and solicit feedback | Ppt of the initial findings and recommendations both in Arabic and English | 1 day |  |
| Prepare draft of report including completion of profiles, barriers and policy matrices of OOSC-related data with recommendations | Draft Report both in English and Arabic | 7 days |  |
| UNICEF and MoE reviews draft report and provide feedback | List of feedback points | 2nd half of Nov 2023 | 35% |
| Prepare and submit a final draft of the report | Final draft report | 7 working days |  |
| UNICEF and MoE review revised final draft report and provide feedback | List of feedback points on the report | 2nd and 3rd Weeks Dec 2023 |  |
| Final report with executive summary submitted | Final Report | 2 days | 20% |
| UNICEF reviews revised final report and provide feedback | List of feedback points on the report | 1st week of Jan 2024 |  |
| Presentation of findings, lessons learned and recommendations | PowerPoint | To be determined – Early Feb 2024 (1 day) | 5% |
| **Estimated Consultancy fee** |  |  |  |
| Travel International (if applicable) |  | Twice (if needed and based on visa availability) |  |
| Travel Local (please include travel plan) |  |  |  |
| DSA (if applicable) |  | Total of 14 days |  |
| **Total estimated consultancy costs[[10]](#endnote-1)** | **$11,242(estimate to be paid based on actuals)** |  |  |
| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills required:** | | |
| Bachelors X Masters  PhD  Other  Enter Disciplines | 10 years of experience conducting research and developing national strategies  Research skills  Excellent Writing Skills  Previous experience conducting similar studies/ strategies  Knowledge of Arabic is a plus | | |
| Education Policy, Learning Pedagogies |  | | |
| **Administrative details:**  Visa assistance required: x  Transportation arranged by the office: | X Home Based  Office Based:  If office based, seating arrangement identified:  IT and Communication equipment required:  Internet access required: | | |
| **Request Authorised by Section Head** | **Request Verified by HR:** | | |
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| *Approval of Chief of Operations (if Operations): Approval of Deputy Representative (if Programme)*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Representative*    *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | |
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1. 2023 HNO Yemen [↑](#footnote-ref-1)
2. *https://www.unicef.org/mena/media/6686/file/Yemen%20Country%20Report%20on%20OOSC%20Summary\_EN.pdf%20.pdf* [↑](#footnote-ref-2)
3. It is expected that the profiles of OOSC will include IDPs, refugees, within the larger population of the OOSC. [↑](#footnote-ref-3)
4. The OOSC operational manual will be shared once contract is signed [↑](#footnote-ref-4)
5. The focus will be on basic education (Grades 1 through 9) in Yemen. [↑](#footnote-ref-5)
6. While drivers to the barriers will focus on issues such as negative coping mechanism, financial hardship, etc., the tools should also be designed to give space for respondents to highlight the positive drivers. Full list of potential barriers by category are provided in the Global Out-of-School Initiative Operational Manual and will be discussed in the Inception Phase as which are most likely to be relevant in Yemen. [↑](#footnote-ref-6)
7. http://allinschool.org/wp-content/uploads/2015/12/F\_UNICEF1017\_OOSCI\_manual-web.pdf [↑](#footnote-ref-7)
8. KIIs will be conducted with, but not limited to, MoE national, governorate, and district level staff, NGO partners and relevant stakeholders; FGDs may be conducted with NGO partners, children and families/caregivers and other relevant groups if possible. [↑](#footnote-ref-8)
9. May be adjusted to coincide with school year if necessary. [↑](#footnote-ref-9)
10. Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

    Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant [↑](#endnote-ref-1)