

TERMS OF REFERENCE

Title:	International consultant – Education researcher
Duration:	11.5 months
Location:	N’Djamena
Supervisor:	Chief Education, UNICEF Chad

I. Background

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, through everything the organization does — in programmes, in advocacy and in operations. Through the “promise renewed” commitment, and as part of efforts to strengthen organizational capacity to support quality education for all children, UNICEF has re-emphasized its focus on equity, which is at the core of its 2022-2025 Strategic Plan. Guided by the Convention on the Rights of the Child and the Sustainable Development Goal (SDG) 4, UNICEF works to ensure the right of all children to education.

This support is more than ever relevant in Chad as it continues experiencing a severe learning crisis. While the country has made significant efforts to expand primary school enrollment, about 1 in 2 children of primary school age remain out of school (UNICEF, 2021). Moreover, learning outcomes in Chad are among the lowest in sub-Saharan Africa: 98 per cent of children are in Learning Poverty, unable to read and understand a simple text by age 10 (World Bank, 2019). Girls are more likely to be out of school and have lower learning levels, creating gender disparities that can have effects for generations (UNICEF, 2021; World Bank, 2019; PASEC - CONFEMEN, 2020). While there are many barriers to improving the quality of education in Chad, limited school resources, low quality teaching and ineffective school management have been identified as contributing factors for low learning outcomes (PASEC - CONFEMEN, 2020).

To overcome some of these barriers, UNICEF Chad is developing a plan focused on improving the quality of education, including through improvement of pedagogical management. UNICEF Chad and UNICEF Office of Research (OoR) Innocenti will work in partnership with the Ministry of National Education and Civic Promotion, local academics, and key partners in two research areas to support improving foundational literacy and numeracy for children across the country. Whereas the first area links to the Data Must Speak (DMS) Positive Deviance Research, the second one focuses on Women in Learning Leadership (WiLL).

In 2014, UNICEF designed the “Data Must Speak” (DMS) initiative to i) provide direct field support and capacity building to the ministries of education on the design and use of monitoring tools enhancing social accountability and community empowerment as well as promoting more equitable education systems and improving their management; and ii) support research, analysis, dissemination and use of data. In 2022, education teams in the UNICEF Headquarters (HQ), Regional Offices (RO), Country Offices (CO) and Office of Research (OoR) jointly implement the DMS initiative in Burkina Faso, Chad, Mali, Niger and Togo, among other countries. Since 2019, the DMS initiative has a new research component. The DMS research (coordinated by the UNICEF OoR), by leveraging existing administrative datasets and working hand-in-hand with ministries of education, aims at identifying “positive deviant” schools (i.e. schools outperforming other schools in similar contexts and with equivalent resources in terms of learning, retention and equity), investigating their positive deviant behaviors and practices (incl. community engagement) as well as exploring the system, school, and community levers to optimally scale these good practices and behaviors to less performing schools. This research is adopting innovative methodologies such as implementation research, scaling science and behavioral sciences. It is co-funded by GPE/IDRC KIX initiative, Hewlett Foundation, Jacobs Foundation, Schools2030 and NORAD.

The UNICEF Office of Research is also launching a new research programme on Women in Learning Leadership (WiLL) based on emerging evidence that schools led by female head teachers tend to have better learning outcomes. WiLL uses a mixed-methods research approach to examine what practices and behaviors female head teachers adopt that contribute to improved learning and education outcomes, especially for girls. WiLL also identifies existing barriers preventing women from becoming school leaders and examines key policy levers that can support improving gender equality in education leadership.

By using a demand-driven approach and ensuring national ownership, research findings from both DMS and WiLL aims at informing existing policy and planning cycles in Chad, including the *Plan intérimaire de l'éducation au Tchad* (2018-2020) goals of pursuing quality universal primary schooling and reducing disparities (Goal 1), improving the quality and relevance of learning (Goal 2), and strengthening the governance of the sector (Goal 3). DMS evidence will be used to inform activities across all three goal areas, including supporting primary school attendance, improving retention and internal efficiency, reforming the teacher structure, and improving teaching and learning conditions. WiLL adds a cross-cutting focus on gender, supporting the reduction of gender disparities for women's participation in leadership and its related impact on learning for all students, especially girls.

II. Purpose of Activity/Assignment

The Individual Contractor will support ongoing Data Must Speak Technical Assistance activities as required.

For Data Must Speak

The Individual Contractor will (i) support the UNICEF Chad Country Office (CO) and the Chad Ministry of Education to co-create the DMS positive deviance research to increase government's ownership of the research findings and maximize their uptake (incl. related to community engagement), (ii) coordinate all stages of the DMS research in Chad through direct field support and capacity building activities with in-country partners, and (iii) monitor the implementation of DMS research activities in Chad to facilitate cross-pollination, South-to-South cooperation and alignment with UNICEF's global and regional strategic priorities.

For Women in Learning Leadership

The Individual Contractor will (i) support the UNICEF Chad Country Office (CO) and the Chad Ministry of Education to co-create and co-implement the WiLL research programme in Chad to increase the uptake of research findings and inform gender responsive policies and programming, (ii) coordinate all stages of the research through direct field support and capacity building activities with in-country partners, (iii) monitor the implementation of research programme activities in Chad.

For Data Must Speak Technical Assistance

The incumbent will work under the direct supervision of the Chad Country Office Education Chief with dotted lines to UNICEF Office of Research Project Coordinators for Women in Learning Leadership and Data Must Speak. He/she will be based in Ndjamen and will provide coordination and research support to both research programmes. In addition, the incumbent may be required to contribute to Data Must Speak Technical Assistance activities. Besides working in the UNICEF Chad Country Office, he/she will also work in close collaboration with the UNICEF OoR Research on Education and Development (READ) unit as well as other colleagues from UNICEF West and Central Africa Regional Office (WCARO). She/he will have close collaboration with the Communication for Development (C4D) units in UNICEF Chad and WCARO, staff of other UN Agencies, and Government officials, multi-lateral and bi-lateral donors ensuring successful implementation of the DMS and WiLL research programmes in Chad.

III. Scope of Work:

1. Support the UNICEF Chad Country Office (CO) and the Ministry of Education in Chad to co-create and co-implement the DMS and WiLL research to increase government's ownership of the research findings and maximize their uptake, focusing on the achievement of the following results:
 - a. Support the merging and analysis of available education and administrative data in Chad such as EMIS, learning assessments/examinations and household surveys to identify positive deviant schools in a given context; identify trends and patterns for female head teacher allocation.
 - b. Support analysis and review of existing policies and practices related to the recruitment, selection and training of school leaders and apply a gender lens to understand where existing bottlenecks and challenges are for women; review existing gender challenges in education sector in Chad.
 - c. Provide guidance to the Chad CO to design, organize and lead primary data collection in schools to investigate positive deviance practices/behaviors, including those used by female head teachers, and to investigate challenges and barriers specifically faced by female head teachers.
 - d. Organize capacity building activities for Chad CO staff and Ministry of Education in research methodologies (quantitative, qualitative and implementation research) as well as dissemination and application of research findings in education programming and planning.

2. Coordinate all stages of the DMS and WiLL research through direct field support and capacity building activities with in-country partners, focusing on the achievement of the following results:
 - a. Under the guidance of the research team at UNICEF Office of Research, coordinate, hand-in-hand with country partners, all stages of the DMS and WiLL research in Chad, including using various research methodologies (quantitative/qualitative research, behavioral sciences, implementation research and scaling science);
 - b. Provide capacity building to the Chad CO and Ministry of Education staff on designing and co-implementing quantitative and qualitative research based on existing administrative datasets; Support identification of levers for scaling policies and practices and identify promising practices for improving female representation in school leadership.
 - c. In collaboration with the READ unit at UNICEF Office of Research, provide technical support to ensure more effective dissemination and use of the research findings.

3. Serve as the in-country coordinator for DMS and WiLL in Chad and monitor the research, focusing on the achievement of the following results:
 - a. Effective and timely implementation of DMS and WiLL research in Chad.
 - b. Alignment with UNICEF's global and regional strategic priorities.
 - c. Use of lessons learned and best practices from the DMS and WiLL activities in Chad for knowledge exchange within UNICEF and more globally.

IV. Work Assignment Overview

Tasks/Milestones	Deliverables/Outputs	Timeline	Corresponding payment as % of consultancy fees
Review and finalize the Chad data mapping and general coordination documents for the DMS and WiLL research; support initial policy and desk review on school leadership and gender challenges in Chad	Finalized data mapping and agreed research plan; 1 synthesis report for WiLL	May 31 st , 2022	8.7%

Co-create the DMS and WiLL research with in-country stakeholders	1 co-creation workshop held and administrative datasets obtained	June 30th, 2022	8.7%
Coordinate the quantitative research “learning-by-doing” sessions with in-country partners	Dataset merged and quantitative analysis finished (Stage 1)	July 31st, 2022	8.7%
Coordinate the typology “learning-by-doing” sessions with in-country partners	Typology of school finished (Stage 2)	August 31st, 2022	8.7%
Facilitate the analysis of DMS stages 1 and 2; identify relevant findings for WiLL using quantitative datasets	1 quantitative and typology report finalized; 2 policy briefs published	September 30th, 2022	8.7%
Organize the co-design workshop of the DMS and WiLL qualitative data collection instruments (Stage 3); identify additional selection of women-led schools where needed	Co-design workshop held; 1 policy brief published	October 31st, 2022	8.7%
Pilot and finalize qualitative instruments	Instruments finalized	November 30th, 2022	8.7%
Support the submission of ethical protocol to IRB and lead the preparation for data collection	1 IRB approval received & 1 survey firm hired and trained for data collection	December 31st, 2022	8.7%
Monitor data collection in the field	1 field report	January 31st, 2023	8.7%
Support qualitative data analysis for DMS and WiLL	2 preliminary finding reports finalized and shared with WCARO	February 28th, 2023	8.7%
Organize a dissemination workshop with in-country partners to share findings from DMS stage 3 and WiLL	1 workshop organized and findings disseminated; 2 final reports finalized	April 15th, 2023	13%

V. Qualification/Experience/Competencies/Skills Required

- a) Education:
Master’s degree in social science with a focus on statistics, economics, education or equivalent.
- b) Work Experience:
 - At least five years of work experience at national or international levels in fields relevant to education economics and/or education research, including on community engagement.
 - Demonstrated knowledge of the education sector in Chad.
 - Knowledge of learning assessment methodologies.
 - Demonstrated knowledge of statistical analysis software packages (e.g., Stata, SPSS, R...) and database management (e.g., SQL, Access)
 - Experience in working on gender issues in education preferable.
- c) Other skills and competencies required:
 - Excellent written and oral communication skills, including for relationship-building purposes.
 - Demonstrated ability to work well as part of a team and to forge and manage partnerships with internal and external stakeholders.
 - Commitment to UNICEF’s core values of care, respect, integrity, trust, and accountability.
 - Ability to work in a multicultural, multi-ethnic environment. Experience working in the UN or other international development organizations is an asset.
- d) Language Proficiency:

- Fluency in French required; Working knowledge of English required. Fluency in another UN language is an asset.

VI. Working conditions

- o The necessary computer equipment for the consultation will be provided by the office.
- o The consultant will benefit from R&R according to the rules and procedures of the Organization

VII. Supervision

The consultant will work under the direct supervision of the Chief Education in UNICEF Chad Country Office, with dotted line supervision from WiLL Project Coordinator, and DMS Project Coordinator, from UNICEF Office of Research

The consultant will also work in close collaboration with the relevant departments in of the Ministry of National Education and Civic Promotion (MENPC), namely the department of primary education, and the department of analysis and planning.

VIII. Technical and financial proposals

Applicants are invited to submit with their online application:

- o A concept notes that outlines their understanding of the task and proposed methodology
- o A recently updated and signed CV
- o A financial proposal which must be an all-inclusive remuneration offer (consultancy fees, mission expenses, travels, etc.).

Applicants are invited to submit their financial proposals in USD using the template below:

Description	Unit	Quantity	Unit cost	Total (USD)
Consultancy fees				
Daily subsistence allowance (field missions)				
Air ticket (economy class, most direct route)				
Other (to be specified)				
Total				

Selection criteria will be based on qualifications, skills, expertise and experience in the required field, and quality of the technical and financial offer. Each application will be assessed first on its technical merits and subsequently on its price. In making the final decision, UNICEF considers both technical and financial aspects.

Payments: Consultancy fees will be paid at the end of each month further receipt of monthly report on agreed deliverables

Recourse

UNICEF reserves the right to terminate the contract and/or withhold all or a portion of payment if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the partners are not followed, the performance is unsatisfactory, or work/deliverables are incomplete, not delivered or fail to meet the deadlines. The deliverables will remain the copyright of UNICEF.

The consultant must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference.

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](#)

REMARKS

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein. Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.