**Terms of Reference**

**HUMAN, SOCIAL AND ECONOMIC IMPACT OF NOT INVESTING IN EDUCATION IN A PROTRACTED CRISIS OF YEMEN**

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| Title | Human, Social and Economic Impact of Not Investing in Education in a Protracted Crisis of Yemen  |
| Purpose | * Assess human, social and economic impact of the protracted crisis on the education in Yemen;
* Quantify the economic losses and opportunity costs of primary and secondary school dropout due to the protracted crisis in Yemen;
* Build an investment case for greater financial support of the education sector; and
* Provide sectoral and cross-sectoral level recommendations to address the key issues/findings to be identified by the analysis
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| Consultancy type: | International individual contract (in partnership with a local consultant) |
| Location | Remote with a two-week mission to Yemen (if possible) |
| Duration | 3 months  |
| Start date | 01 Sept to 30 Nov 2018 |
| Reporting to | Faniya Mussayeva, Chief Social Policy, UNICEF YemenErinna Dia, Chief Education, UNICEF Yemen |

**Background:**

Protracted crisis usually affects the actual and potential economic growth and reduces capital gains due to its consequences on the physical and human capital, internal displacement, and more importantly lasting impacts on childhood and adulthood ages. The conflict in Yemen, that escalated in March 2015, has led to substantial destruction of physical infrastructure, wide internal displacement, and collapse of public budget. This has negatively impacted the delivery of social services particularly in the education sector.

Education is an investment. However, the funding situation, while generally bleak for basic education, is even worse in conflict and disaster settings with devastating impact. As the policy paper from the Education for All Global Monitoring Report (GMR) makes clear, “insufficient humanitarian and development aid systems, together with insufficient levels of domestic financing are excluding millions of children and adolescents from education. The epicentre of the basic education crisis is in these emergency settings and yet in 2014, for instance, only 1% of overall humanitarian aid and 2% of humanitarian appeals went to education, leaving millions of children and their families without a way to build a future”

Education, misperceived as not immediately critical to save lives, is the first service sacrificed and the last to be rebuilt in emergencies. The current aid architecture divides aid into humanitarian response and longer-term development. Protracted crises however do not conform to this division. Due to the increasingly protracted nature of conflict, humanitarian assistance is stretched into basic service provision. And yet, education continues to receive a grossly inadequate part of these funds and development funding does not make up for this gap. Not prioritizing a return to education can be the difference between life and death. With each child, with each successive year of education lost, the human, social and economic costs rise exponentially – permanently leaving children, families and communities in a desperate right for survival. This struggle puts children and adolescents at risk of recruitment as child solders and labourers, early and forced marriages and other forms of sexual exploitation and trafficking. With each successive generation, families, communities and countries can become increasingly vulnerable.

These are the consequences of not investing in education in emergencies. Generations of children lost to tragic alternatives, communities sinking deeper into poverty, and increased probability of future violence and forfeited economic progress. Layer on layer of human and financial devastation. Not investing in education in emergencies and protracted crises – not building an appropriate response to this crisis is a choice. A choice of inaction. A choice to waste the lives and resources of entire communities.

In Yemen, despite considerable improvements in the enrolment rates at all levels of education in previous years, progress has slowed due to the ongoing armed conflict with severe consequences for the sector. More than 2,000 out of 16,733 schools have been destroyed, damaged or used as shelter, preventing an estimated 2 million children from access to primary and secondary education as many families keep their children at home to ensure their safety. The cut off operating expenses due to collapse of public budget, amongst other reasons, is causing a shortage of school infrastructure and furniture, delaying printing of textbooks, provision of learning material and examinations (600,000 Grade 9 and Grade 12 children have been unable to take their exams on time in 2015). In addition, significant suspension in payment of teachers’ salaries has contributed to increased rates of teacher absenteeism, and shorter school days and year. 523,646 school age IDP children face challenges accessing education. Quality of education has also decreased as a result of displacement and sustained conflict affecting both staff and students. Furthermore, the lack of human resources has adversely impacted education supervision at school, district and central levels and the lack of credible data sources adds to the challenges while planning support/interventions.

Such shock to the education sector can lead to significant and long-lasting detrimental effects on individual human capital formation in terms of educational attainment, worsened health outcomes, reduced labour market opportunities, increased poverty, decreased basic protections, narrowed financial paths for survival, and increased the need for all families’ members, including children, to contribute to basic needs. Out of school children are at greater risk of child labour, child marriage, and recruitment into fighting, and other life threatening, often criminal, activities.

**Justification:**

Conflict is costly in many dimensions. It destroys human and physical capital and results in compounding consequences for children and their families. Its impact in Yemen, is already visible in the short run and can be expected to extend over the long run with quantitative and quality loss of human capital and other social and economic costs. It is affecting the education sector through several channels: school destruction, reduced physical access to schools and attendance by both children and staff, including teachers, and reduction of school inputs (pupils’ desk, material for teachers, textbooks, etc.) due to the cut off operating expenses.

In addition, one specific challenge the education sector in Yemen is currently facing concerns a weakened education management information system (EMIS) that makes it difficult for the Ministry of Education to timely collect and analyse basic school data including enrolment, attendance and dropout. This impedes the conduct of evidence-based planning and equity-based programming as a whole. More importantly, there is also a need to examine the socio-economic impact generated by school dropout as well as the opportunity costs incurred by out-of-school children and their families as a result of the conflict so as to be able to develop a sound argument for more support to facilitate education responses. The education sector assessment, together with the socio-economic analysis and the investment case, are thus essential for a good understanding of the situation, advocacy for more equitable planning and increased resource mobilization.

**Objective:**

The purpose of this analysis is to understand and assess the impact of the protracted crisis, including the ongoing armed conflict, on the education sector, strengthen the evidence base for improved and more equitable education sector programming and financing, and gauge the magnitude of rebuilding the education sector. To this end, the specific objectives are as follows:

* Assess human, social and economic impact of the protracted crisis on the education sector in Yemen;
* Quantify the economic losses and opportunity costs of primary and secondary school dropout due to the protracted crisis in Yemen;
* Build an investment case for greater financial support of the education sector; and
* Provide sectoral and cross-sectoral level recommendations to address key issues/findings to be identified by the analysis.

**Scope and Focus:**

The focus of the analysis is the human, social and economic impact of the protracted crisis in Yemen on the education sector. Hence, the analysis should cover the following areas: death or displacement of teachers and students, destruction and damage to schools and educational infrastructure, enrolment and drop out of school at grades 1-12, educational attainment, exposure of children to violence while travelling to school and attending class, student’s involvement in armed groups, child labour and early marriage, non-payment of teachers’ salaries in many parts of the country, and social, economic and human capital losses as a result of collapsing education system. The assessment will mainly focus on the period since the beginning of the conflict in March 2018.

The analysis will be covering two southern (Aden and Abyan) and two northern (Amanat Al Asimah and Ibb) governorates; the selection of governorates is to be confirmed by UNICEF in consultation with the Ministry of Education (MoE) of Yemen, and to include (non)-heavily conflict affect areas in urban and rural settings. The information will be collected and analysed in relation to the key indicators, such as enrolment and attendance, and will be disaggregated by sex, district and socioeconomic characteristics and assess supply- and demand-side effects on access, retention, quality and equity.

**Audience**

The audience of the assessment are mainly the Ministry of Education (MoE), Ministry of Planning and International Cooperation (MoPIC) and Ministry of Finance (MoF) and national and international agencies working in the education sector, as well as donors and other concerned stakeholders.

**Specific tasks**

Task 1: Assessment (qualitative and quantitative) of human and socio-economic impact of the protracted crisis on education sector outcomes - The consultant will be conducting an in-depth analysis of existing education documents, including EMIS data, public financing of education and information derived from a qualitative survey to establish possible effect of armed conflict on educational inputs and outcomes. The assessment will therefore include analysis of overall education trends in terms of enrolment, attendance, and dropouts and provide strategic information on key affected populations groups, by sex, geographical and socioeconomic disparities, on the assistance reaching beneficiaries in the country, gaps and needs in the education sector, and bottlenecks related to access, retention, quality and equity.

Task 2: Costing of the human, social and economic impact of the protracted crisis on children and their families, and economy - The consultant will undertake a costing analysis to estimate direct and indirect costs of armed conflict on the education system and quantify economic losses and opportunity costs of consequential school dropout occasioned by the conflict to families, children and the economy whilst assessing the education finance and planning with an analysis of how the crisis has impacted the national government education budget over the last 3 years; and (ii) assess the relationship between investments and returns in education;

Task 3: Investment case towards support for education system funding and sustainability - In light of the above, the consultant will determine how much investment is required to support key strategies identified to prevent the collapse of the education system and ensure that children are enrolled and retained for a full course of quality education. This part of the study will have the expected impact of building a stronger and valid argument for resource mobilization towards the education sector and demonstrate how public and private investment, including donor aid, can bring economic and social dividends in the long-term.

Task 4: Recommendations - The consultant will develop recommendations based on the above three parts of the assessment, both at education sector-level and for cross-sectorial programming, in addition to the evaluation of the efficacy of existing policies and practices. The recommendations should aim at enhancing equal and equitable access to formal education and alternative forms of learning for out-of-school children and vulnerable young people in the context of Yemen, as well as provide key advocacy messages for resource mobilization.

**Methodology:**

The contractor will submit an inception report (20 pages maximum) that outlines a detailed methodology (based on qualitative and quantitative assessment methods) and work-plan to address the terms of reference.

The international contractor will be responsible for the overall methodology, including the desk-review (2015-2017), development of required tools (questionnaires, technical briefing notes, if required), key informant interviews with stakeholders outside of Yemen, and data analysis and report writing. The local contractor (to be identified and separately contracted by UNICEF) will be responsible for the data collection process, including interviews with a cohort of local education, social and finance sector experts, as well as with the UN agencies, I/NGOs, communities and other stakeholders to hear their opinions about the current situation in the education sector. In addition, key informant interviews, including focus group discussions will need to be conducted with cohorts of teachers, education managers and specialists at both central and decentralized and school levels, students and parents to identify the human, social and economic impact of the protracted conflict on the education sector in Yemen. The international contractor will analyze the data collected locally.

**Timeframe and expected deliverables:**

The consultancy firm will be expected to provide a report with the above-mentioned four components:

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| **Timeline** | **Main tasks** | **Key deliverables** |
| **0.5 month** | 1. Inception report that would: (i) provide a desk review of existing documentation; (ii) outline the detailed methodology to commission a study; (iii) provide tools for the data collection process
 | Inception report |
| **1.5 month** | First draft report: * In-depth analysis of the impact of the protracted conflict on the education sector in Yemen (based on the data collected by a local contractor hired by UNICEF);
* Costing analysis;
* Investment case;
* Recommendations
 | First draft report  |
| **0.5 month** | 1. Incorporation of comments received from UNICEF and its partners
 | Second draft report |
| **0.5 month** | 1. Finalization of the report
 | Final report |

**Payment schedule:** The consultant will be paid in instalments upon submission of deliverables as follows:

* 20% payment upon submission of the inception report;
* 40% payment upon submission of the first draft report;
* 40% payment upon submission of a final report.

International contractor/consultant is requested to indicate the daily fee in their application form (CV or the UNICEF recruitment form).

**Support provided by UNICEF**

* Education data, and other relative information and technical advice and inputs are to be provided by UNICEF Yemen (education and social policy sections). Coordination support with Ministry of Education (MoE) and Ministry of Finance (MoF) as well as with other sectors and partners will be also to be provided, when and if necessary;
* UNICEF MENA Regional Office is to provide technical inputs and review of the inception and draft reports to ensure quality.

**Requirements and application**

*Qualification and experience of an international consultant:*

* Advanced university degree in social sciences (preferably in economics of education) and statistical analysis and expertise in working with statistical and data processing and analysis of software;
* Ten (10) years of experience in research or evaluations in the social sciences with a strong emphasis on experience in assessment methodologies, particularly assessments in emergency and protracted conflict situations;
* Significant experience in economics of education and statistical data analysis, particularly in conflict-affected countries (the consultant must provide a list of relative analytical reports (corresponding links are to be provided in the CV/resume));
* Excellent analytical and report-writing skills in English are required. Arabic language skills will be an asset;
* Prior experience of working with the UN and in the Middle East region is an asset.

**General conditions**

* The international consultant will work under direct supervision of Social Policy Programme in close consultation and cooperation with the Education Programme.
* The contractor will **not** be based at UNICEF premises.
* State if the international consultant will include other benefits: **No**
* State if the international consultant has right to stay in UNICEF property: **No**
* Should the international consultant provide their materials, if required: **Yes**
* Is the international consultant authorized to have access to UNICEF transport: **No**
* State if flight costs would be covered and at what standard: If required, will be covered by UNICEF in addition to the cost of the contract.
* Individual contractor is not entitled to payment of overtime: All remuneration must be within the contract agreement.
* **No contract may commence unless the contract is signed by both UNICEF YCO and the** international consultant**.**

**Prepared by:**

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Erinna Dia, Chief, Education

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Nasser Al-Baham, Social Policy Officer

**Reviewed & Classified by:**

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Zainab Al-Azzawi, Chief Planning, Monitoring and Evaluation

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Ala’a El Karriri, Supply and Logistics Specialist

**Approved by:**

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Sherin Varkey, Deputy Representative