

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC**

TITRE	Consultant: Conducting a comprehensive Joint Education Needs Assessment (JENA) in conflict-affected areas in DRC
LOCATION OF ASSIGNMENT	Democratic Republic of Congo (DRC) in 6 provinces
LANGUAGE(S) REQUIRED	French and English
TRAVEL	The team of Consultants /Partner will be based in Kinshasa and managed administratively by UNICEF. Travel to JENA-targeted areas within the DRC will be required.
DURATION OF CONTRACT	Start date: 20 July 2021, End date: 19 January 2022 (6 months)
ANNUAL WORK PLAN REFERENCE	Seed funds for MYRP Window (ECW)
SECTION & UNIT	Country Investment and Reporting
CONSULTANT REPORTING TO	Education Cluster, in collaboration with the MYRP Steering Committee lead by the Government; and administratively to the UNICEF Country Office in DRC

BACKGROUND & RATIONALE

The humanitarian context in the Democratic Republic of Congo (DRC) is that of complex, prolonged and recurrent crises. Girls and boys face many threats to their education, including attacks on schools, cyclical displacement, epidemics, and natural disasters. In 2020, the COVID-19 pandemic caused schools to close as a precautionary measure, and as a result, about 27 million students had their schooling interrupted. This is in addition to approximately 15 to 23 million school-aged girls and boys, including adolescents, who were out of school before the COVID-19 crisis. In addition, while the introduction of free primary education in 2019 has given all children the opportunity to go to school, it has had the effect of depleting scarce financial resources for education and creating overcrowding in classrooms.

The glaring lack of statistical data is another factor limiting the ability of the government and its humanitarian partners to support effective planning and responses. For example, the last population census in the DRC was in 1984. For the education sector, the 2017/2018 statistical directory is the first to reflect the 26 new provinces resulting from the 2015 administrative reorganization. However, the most recent officially validated directory is dated 2014/2015 and covers the 11 former provinces. These documents do not capture data on education in emergencies (EiE).

The scale and recurrent nature of crises, as well as the lack of mechanisms to collect real-time crisis data, have a negative impact on the effectiveness and quality of the humanitarian response for education. In addition, the Education Cluster's secondary data review initiatives are based only on multi-sector evaluations conducted under OCHA leadership and on reports of targeted

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC**

evaluations by some NGOs as part of their programs. The latter evaluation category is not harmonized (methodology, collection tools, etc.) and often leads to unreliability of certain reports.

To fill this gap, as part of the Multi-Year Resilience Program (MYRP) funded by Education Cannot Wait (ECW), UNICEF and the Education Cluster are seeking to undertake a Joint Education Needs Assessment (JENA) to address critical information gaps and inform key decision-making and strategic planning processes, including the next planning cycle of the Humanitarian Needs Overview (HNO) and the Humanitarian Response Plan (HRP), as well as updating activities in the MYRP at the end of the first year of its implementation. The JENA will produce key information and data to track the enrolment, attendance, retention, and performance of children in the education system as well as protection issues in crisis-affected areas.

PURPOSE

The main objective of the assessment is to provide reliable data on the state of education in crisis-affected areas at the end of the 2020-21 school year for a better understanding of the needs of boys and girls affected by conflict.

This will lead to adjustments of the response of Education Cluster partners.

Specific objectives:

- ✓ Collect and analyze quantitative and qualitative primary data on children affected by the various crises in the DRC. These data will be disaggregated by status, age groups, disabilities, by geographic area and by sex. The gaps will be compensated through the secondary data collection;
- ✓ Collect data on the needs of children and other education stakeholders (children, parents of students and teachers) in relation to crises;
- ✓ Collect and analyze data on protection issues and abuse that children face as a result of crises;
- ✓ Collect data and information on issues of resilience of communities, structures and the education system itself;
- ✓ Set up a dynamic database for data collected;
- ✓ Produce JENA evaluation reports (inception report, interim report and final evaluation report, including tables and maps);
- ✓ Present the results during a workshop to be organized by the cluster.

Utility of the findings

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC**

Following the release of the evaluation report, the data will also be used to:

- Update the Education Cluster's methodology for calculating People in Need (PiN);
- Develop a Humanitarian Needs Overview (HNO) and the Humanitarian Response Plan (HRP) 2022 (including the response strategy);
- Readjust programming in the ECW Multi Year Resilience Program (MYRP)
- Develop an advocacy document to increase understanding of the needs and funding shortfalls in the sector.

The collection of the following information in conflict-affected areas will be particularly important, to better understand the educational situation for children affected by conflict, epidemics and natural disasters. Primary information will be collected to calculate the following indicators, disaggregated by health zone:

- Number/rate of schools closed/ destroyed/ attacked/ occupied by armed groups
- Number/rate of schools used as shelters by IDPs
- Enrolment rate of children, disaggregated by area/ level/ sex/ age/ status (IDPs, host community, returns, etc.)/ disability¹
- Rate of dropouts/ repetition/ late entry (or over-age children)
- Student attendance rates
- Teacher absenteeism rate
- Learning environment conditions, including teacher-pupil ratio, state of infrastructure, availability of school materials, etc.
- Barriers to access to education and priority needs for the response
- Protecting children at school and on the way to school
- Teacher well-being
- Update on the humanitarian response to education, including the amount of time children are out of school following a crisis/ shock and before the humanitarian intervention
- Governance, including the level of operation of parent committees/ school management committees (COPA/COGES) in schools in crisis-affected areas.

In order to facilitate a comparison with the situation of children in areas not affected by crises, a collection of secondary information for both crisis-affected and non-affected areas will be included in a secondary data review (SDR).

¹Handicap: Applying Washington Short Set questions; Status: in areas of displacement, disintegration by displaced persons, returnees, children from host communities; areas of origin, disintegration by children affected by the conflict

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC****Approach**

The JENA will be designed and implemented through a participatory approach, led by the Education Cluster, and guided by an evaluation working group (Evaluation WG) made up of Cluster members who volunteer for this task. In accordance with the Global Education Cluster (GEC) guidelines for needs assessments, in consultation with partners, the consultant(s) will identify the main information needs in a collaborative way by reflecting on the information required for the humanitarian planning cycle and other strategic processes (HNO, HRP, Cluster Strategy update, and ECW MYRP) and developing an evaluation framework. A review of secondary data (SDR) will be carried out by the consultant(s) to consolidate information already available for conflict-affected areas as well as non-affected areas (in order to make a comparison) from various data sources, including multi-sector evaluations (MSEs), government data, research reports, reports from previous secondary data reviews, and individual evaluation reports by cluster members. The JENA evaluation plan will be developed based on the results of this analysis to complement available information and fill in gaps. Key thematic and cross-cutting considerations will be incorporated into the approach, including gender, age and disability breakdown; child protection; the specific needs of vulnerable children, including displaced and returnee children; teacher well-being, etc. The consultant(s) will provide capacity-building activities for partners who will support field data collection, including travel to schools/communities with enumerators.

Geographic and school level prioritization

The targeted areas will be in Tanganyika, Ituri, North Kivu, and South Kivu provinces as well as two provinces in the Greater Kasai region. The targeted schools will be primary and secondary schools (falling under both governmental and religious administrative systems), School Catch-up Centers (CRS, falling under the Ministry of Social Affairs' responsibility), and other non-formal education institutions.

Methodology

In terms of methodology, the aim is to produce as much data as possible. Ideally, a representative sampling methodology would be used, but given the size, logistics and access difficulties in the DRC, a targeted sampling methodology is more likely to be more feasible. A balance should be considered between the types of areas included - areas currently affected by conflict, areas of origin of displaced persons, areas with host communities with IDPs, areas with returning IDPs, etc.

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC**

For accessible areas where time and budget permit, data will be collected directly at the school and household levels, and remotely (by telephone) for others. Experience showing that data collected remotely is not 100% reliable, it will certainly require triangulation through verification of the accuracy of data collected remotely by going to a certain number of schools (percentage to be defined) in order to establish the degree of reliability of the data collected remotely.

The collection tools applied will be surveys/questionnaires, focus group discussions (FGDs), and key informant interviews (KIIs). The participation of children (girls and boys) in the survey is very important, and a strategy will be developed to ensure their participation.

The strong involvement of the Ministry of Primary, Secondary, and Technical Education (EPST) in collaboration with the Ministry of Social Affairs (MAS) as well as the Education Cluster and the Cluster's partners, is very important. The EPST and the Cluster will be able to support the process of developing objectives/tools for data collection, as well as support data in the field. Field missions will include Cluster partners (NGOs) (who are familiar with schools in their areas of intervention) as well as staff from ministries in charge of education (ProvEd and DIVAS) and the evaluation implementation partner (consultants). An awareness phase will be organized before the start of the survey so that education authorities and school principals prepare the necessary information in advance.

An Evaluation Working Group (Evaluation WG) will be set up within the Cluster to:

- Finalize, confirm, and validate the survey methodology and the evaluation plan/framework.
- Validate the final version of the Secondary Data Review (SDR);
- Validate the data collection tools (questionnaires);
- Facilitate meetings with education stakeholders involved at different levels in Kinshasa and in the provinces: EPST, PROVEDS, and individual NGOs.
- Support data collection in the field.
- Provide feedback on the first version of the evaluation report.
- Validate the final version of the evaluation report.

The composition of the Evaluation WG will consider the inclusion of representatives of the sub-national clusters who will also be involved in this evaluation.

Search consultant/partner tasks

The key tasks expected from the consultant are the following:

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC**

- Develop the survey methodology and an evaluation framework/plan in conjunction with the Education Cluster Coordinators and Information Managers (IMs), the Evaluation WG, and the Global Education Cluster;
- Conduct a Secondary Data Review (SDR) to consolidate information already available from a variety of data sources, including multi-sector assessments (MSEs), government data, research reports, etc. ;
- Update/revise the JENA evaluation plan based on the results of the SDR, to supplement the available information and fill in the gaps;
- Develop data collection tools while ensuring that key cross-cutting themes are integrated (breakdown by gender, age, disability, status, etc.), as well as the data consolidation database, ensuring that the tools facilitate efficient data collection and entry; test the questionnaire to improve the wording and order of questions;
- Mobilize and engage Evaluation WG and UNICEF staff to validate the survey methodology, assessment plan/framework, SDR, and tools;
- Mobilize Cluster Education members to contribute to the evaluation by providing logistical and human resources to conduct the survey in schools and remotely (by telephone);
- Plan and coordinate logistics for the survey in partnership with UNICEF, the EPST and Cluster member NGOs, including managing the budget, taking care of security and administrative measures, forming and training evaluation teams, and conducting field and remote missions (by telephone);
- Develop an instruction sheet on the use of data collection tools, best practices and mistakes to avoid;
- Train enumerators and Education Cluster partners who will be involved in data collection to build their capacity, including in ensuring children's participation.
- Collect data in the field and remotely (by telephone), as well as consolidate and clean the data, and conduct data analysis.
- Produce the first version of the evaluation report, review it with the Education Cluster, Evaluation WG and UNICEF;
- Produce the final report, including tables and maps (with the help of Information Managers) have it validated by the Evaluation WG, UNICEF, and the Education Cluster.

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC**

EXPECTED RESULTS: (MEASURABLE RESULTS)

Under the leadership of the Task Team, co-led by the Government and Education Cluster, the key tasks of the Consultant to achieve the stated objectives will be the following:

- a. A survey methodology as well as an evaluation framework/plan, including the methodological approach, sampling method, indicator calculation, etc.;
- b. A secondary data review (SDR) report;
- c. Data collection tools, and a database for entering and analyzing data, and an instruction sheet on its use;
- d. Training sessions for enumerators and select members of the Education Cluster on the methodology and use of data collection tools;
- e. A database of quantitative and qualitative data entered and available for future use;
- f. A JENA evaluation report, including tables and maps, and a short "preview" (executive summary) of key results, as well as a PowerPoint presentation, in French.

DUTY STATION

The consultant(s) will be based in Kinshasa but will travel within the DRC, specifically, to the 6 provinces(Tanganyika, Sud Kivu, Nord Kivu, Ituri, Kasai Central et Kasai Oriental) targeted for this JENA.

TIMEFRAME

Total duration: 148 **open days** as detailed in the table below

Start date: 1 July 2021

End date: 21 January 2021

DELIVERABLES	DURATION (ESTIMATED # OF DAYS)	Deadline	Payment
A survey methodology as well as an evaluation framework/plan (methodological approach, sampling, indicator calculation, etc) approved by UNICEF in consultation with Education Cluster and the Evaluation Working Group	7 days		20%
Draft 1 of the Secondary Data Review (SDR) report	20 days		

TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC

A final SDR report, addressing including comments from the stakeholders approved by UNICEF (after consultation with the Steering committee and Education Cluster)	7 days		
Tools for collecting and entering data and an instruction sheet on their use approved by UNICEF in consultation with Education Cluster and the Steering Committee	10 days		
Training sessions for enumerators and selected members of the Education Cluster on the methodology and use of data collection tools: 5 days for designing the module + (3 days for training session without travel days per each one of the 6 targeted provinces) approved by UNICEF in consultation with Education Cluster and the Steering Committee;	23 days		
Draft 1 of the database of quantitative and qualitative data entered and available for future use;	15 days		30%
Final database of quantitative and qualitative data entered and available for future use, addressing comments from the country stakeholders (must be approved by UNICEF in consultation with the Education Cluster and the Steering Committee)	5 days		
Data collection in the field (6 open days per province)	36 days		
Draft 1 of the evaluation report, including tables and maps, and a short "preview" of key results, and a PowerPoint presentation, in French;	15 days		10%
A final evaluation report, including tables and maps, and a short "preview" of key results, and a PowerPoint presentation, in French addressing comments from the country stakeholders (must be approved by UNICEF in consultation with the Education Cluster and the Steering Committee)	10 days		40%

**TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN
EDUCATION EN SITUATION D'URGENCE EN RDC****KEY COMPETENCES, TECHNICAL BACKGROUND, AND EXPERIENCE REQUIRED DEADLINE**

The evaluation mission will be carried out by a firm of at least 2 consultants, including a principal and a partner. The team leader must be a confirmed evaluator. In addition to its expertise in evaluation and data analysis, the team must have a solid knowledge of education in emergencies, gender, equity, and human rights. The team should, as far as possible, include a national consultant. Applications from independent consultants will also be accepted. Both people will need to have the following profiles:

Senior Consultant (Team Leader)

Qualifications:

- A postgraduate degree in social sciences or equivalent. S/He will have to be a specialist in evaluation, particularly in the education sector.
- Confirmed professional experience of at least 8 years in the planning and implementation of needs assessments especially in the education sector, with at least two experience in emergency contexts.
- Have a good knowledge of international standards (INEE, IASC, GPE, etc.) and humanitarian principles.
- Master of OECD/CAD (*Organization for Economic Cooperation and Development*).
- Experience in data collection and qualitative and quantitative analysis techniques.
- International program evaluation experience.
- An excellent command of French and a good knowledge of computer tools (Word, Excel, Power Point);
- The ability to use documents in English.

Assets:

- Experience in assessing needs in Africa in general and particularly in Central Africa or the Great Lakes region.
- Mastery of the Humanitarian Nexus Development Approach
- Mastery of the community approach to emergency response projects in the education sector.

Associate Consultant

Qualifications:

- A postgraduate degree in statistics, information management, education, or similar fields
- Provide at least 5 years of experience in the development and implementation of evaluation projects/ needs assessments, particularly in the education sector and including emergency responses.
- Good mastery of education in emergencies, human rights and gender-based programming
- Mastery of the community approach to emergency response projects in the education sector.
- Mastery of international standards (INEE, IASC, GPE, etc.) and humanitarian principles.
- A good knowledge of the DRC's education system (strategies, policies and challenges);

TERMES DE REFERENCE RECRUTEMENT CONSULTANT EVALUATION CONJOINTE DES BESOINS EN EDUCATION EN SITUATION D'URGENCE EN RDC

- Excellent command of French. A good knowledge of English would be an asset.
- A good knowledge of computer tools (Word, Excel, Power Point);

The team of consultants will be responsible for all technical aspects of the evaluation, under the supervision of the Head of Evaluation of the Social Policy and Evaluation Section of UNICEF's Country Office. The senior consultant will lead the team and will be responsible for carrying out evaluation activities at all stages, from methodological design, sample design, development of data collection tools, data collection, report writing and presentation of results during workshops. S/He will have to report periodically on the progress of the work to the Evaluation working group. It will guarantee the quality of the expected products.

The associate consultant will work under the supervision of the senior consultant. S/He will facilitate contacts with national structures and actors and will be responsible for the collection and exploitation of existing data and other documents as well as the development of tools.

Mixed teams made up of male and female candidates are encouraged.

The team will also need to plan for the recruitment of local/local interpreters and enumerators (to complement the partners focal persons) who can assist the team in collecting field data. It will also have to mention in its methodological proposal, with whom it will work in the field, so knowledge of a local/national network for data collection is necessary. UNICEF's office will be able to assist in the recruitment of interpreters. The senior consultant and the associate expert consultant will have to indicate in the technical proposal the strategies they envision and have adopted in the past, in terms of recruitment (e.g. in the departments of sociology, health, local universities, if any) and training as well as collaboration with those interpreters.

UNICEF is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.

=====