

**UNITED NATIONS CHILDREN’S FUND**

**SUDAN COUNTRY OFFICE**

**TERMS OF REFERENCE (TOR) FOR INDIVIDUAL CONSULTANTS AND INSTITUTIONAL CONTRACTORS**

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| **Project/Program Title: Alternative Learning Programme (ALP) for out-of-school children - Sudan** |
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| **Position Title/Services description:** Institutional Contract - Assessment of ALP in Sudan “Support OOSC education in Sudan”.  **Duration of Contract:** 6 months  **Duty Station**: Khartoum  **AWP Reference Details:Education AWP 2021; Activity No. 3.1.2**  **Supervisor:** Education Specialist, Education Section |
| 1. **Background:**   Sudan has both the largest number and the highest rate of Out-of-School Children (OOSC) in the Middle East and North Africa region. Up to 2.9 million children aged 6 to 13 years are OOSC – more than half are girls. Majority of OOSC are from nomads, rural areas, children with disabilities and children affected by conflict and emergency. Therefore, UNICEF education programme focus its interventions on supporting Ministry of Education (MOE) to provide education opportunity for OOSC in schools and non-formal ALP.  The ALP was adopted by the MOE and NCLAE in 2005, as an alternative venue of learning for children and adolescents who missed the opportunity to join schooling. The programme was specifically tailored to support dropped out children in war-stricken areas and IDP camps. It is set to bridge the 8 years primary education cycle in four education calendar years. In 2009 the NCLAE developed a National Strategy for the ALP and produced textbooks for ALP guided and aligned with the primary education curriculum. Teachers were trained on curriculum delivery and number of ALP centers were opened inside schools or in public places where thousands of OOSC were enroll and started learning. The programme provides first or second chance to children who have never attended school or dropped out and who cannot be integrated into the formal education system without catching up with the lessons they have missed.  The ALP is managed by the NCLAE at national level and Adult education Departments at state level and is targeting three age groups: The first group will be out-of-school children aged 7-9 years, who will be given a few months catch-up programme (ALP) and will be encouraged to join the primary education cycle at the appropriate level. Children of 7-9 years of age who have never attended school or have missed out on the first chance of enrolling would have access to a short 6 to 12 months catch-up programme within Cycle 1 (grades 1-3) of the basic curriculum, focusing on numeracy and literacy to enable their re-integration into one of the three grades of the formal system.  The second group will be out-of-school children aged 10 to 13 years. Of this group, 10 to 11year-old children who are out of school will be given access to ALP curriculum and will have the opportunity to join the formal system at an appropriate level/grade 4-7 based on assessment. This group will complete a 3-year adapted curriculum (grades 4-7) to enable them study grade 8 and sit for the exam to acquire the basic school certificate at the end of the basic cycle. For out-of-school children aged 12 to 13 years, the focus will be on providing them with the ALP support they need for them to prepare for their end of basic education exam. Forward and backward linkages between the formal and alternative routes will allow for the flexibility for these learners to join either of the systems at the appropriate level.  The third group will be youth (15-24) of post primary school age who have never attended school or have completed basic education but have not entered secondary school, and who need basic and post-basic education, particularly taking into account the need for gainful employment as well as the need for Life skills to develop the personal, social, and intellectual skills of potential within their environment effectively in order to improve their standard of living and to protect them from diseases. This group will have three main programs: Intensive education program for basic literacy and numeracy skills training and continuous learning, the vocational/technical training program and short trainings programme on (Health, Nutrition, handcraft, home-economics…etc.) on economic livelihood and life skills training for employability.  UNICEF supports the improvement and implementation of the programme with advocacy, planning, curriculum review, provision of textbooks, capacity building trainings, awareness raising, establishment of learning spaces, provision of learning materials and partnership building. |
| 1. **Purpose of Assignment**   The main purpose of this assignment is to support the NCLAE and the MOE to assess the current status and the progress towards impact of the ALP in order to identify strengthens and weaknesses on providing quality education opportunity for OOSC and recommend key actions for improvement based on the best international and regional best practices.  The findings and recommendations of the assessment will be used for improvement, planning and strengthening implementation of the ALP. |
| 1. **Basic objectives of consultancy/contractor (assignment) services (2-5 Objectives).**   The overall objective of this assessment is to document the ALP experience in Sudan and understand whether the intended objectives of the programme have been achieved. The assessment will look at programmatic achievements and analyse constraints, to explore and understand the reasons behind those for future improvement.   1. **To review and assess the ALP broader policies, strategy/ plans and institutional framework for the provision of education to OOSC.**  * To what extent the programme has enabling policy, plan and management institutions at national and state level? * Is data available and sufficiently disaggregated to identify excluded groups?  1. **To assess the ALP achievements with specific reference to access, retention and participation in education and its adequacy in responding to the socio-cultural and economic barriers facing OOSC education.**  * To what extent did the programme contribute to increasing access to quality education for OOSC in Sudan? * To what extent has the programme contributed to national education objectives? * How ALP is being implemented (Implementation modalities and the most appropriate, adapted to the needs of the students)? * Is access to ALP is affordable?  1. **To assess ALP facilitators /teacher’s availability, recruitment, capacity and retention.**  * Who teach in ALP centres? * How ALP facilitators /teachers are trained, their capacity to deliver and the supervision? * ALP teacher’s payment, retention and other challenges?  1. **To examine the linkage between primary education and ALP, including the system for transferring or mainstreaming ALP learners into school, curriculum/textbooks, hosts ALP in school, teachers sharing, and school Parent Teacher Association engagement.**  * Do the learners mainstream smoothly from ALP in schools? * Is there is complementary roles between the ALP and school? * To what extent ALP textbooks content and associated materials relevant? * To what extent ALP textbooks are alignment with the national curriculum?  1. **To highlight the role played or contribution made by UNICEF and other stakeholders (MOE, NGOs, community) in support to the ALP implementation and management.**  * What extent has the Government of Sudan prioritized OOSC education / ALP? * Who are the main contributors to the ALP and by what? * What partners can do differently?  1. **To identify major strengthens, weakness and constraints learned during ALP implementation and suggest strategies/measures required to overcome the constraints and to improve the ALP programming.**  * What are the main strengthens and weaknesses for the current ALP? * What are the major lessons learned and constraints? * Key recommendations to overcome constraints? |

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| **Objective 1:** To review and assess the ALP broader policies, strategy/ plans and institutional framework for the provision of education to OOSC. | | |
| **Key Activities/Tasks** | **Output(s)/Deliverable(s)** | **Expected Time frame** |
| * 1. Discussion and briefing with NCLAE/MOE and UNICEF and agree on common understanding of the assessment objective and methodology;   2. Develop assessment plan;   3. In-depth desk review of available documents and information;   4. Design data collection tools;   5. Preparation of inception report. | Inception report **(deliverable 1)** including work plan, methodological approach, instruments to be used for field data collection, annotated outline of final report. | Week 1- 6  **(1st payment, 30%)** |
| **Evaluation Criteria: Validation by government and UNICEF staff.** | | |
| **Objective 2:** To assess the ALP achievements with specific reference to access, retention and participation in education and its adequacy in responding to the socio-cultural and economic barriers facing OOSC education.  **Objective 3:** To assess ALP facilitators /teacher’s availability, recruitment, capacity and retention.  **Objective 4**: To examine the linkage between primary education and ALP, including the system for transferring or mainstreaming ALP learners into school, curriculum/textbooks, hosts ALP in school, teachers sharing, and school Parent Teacher Association engagement. | | |
| **Key Activities/Tasks** | **Output(s)/Deliverable(s)** | **Expected Time frame** |
| * 1. Formation of the assessment and data collection team;   2. Data collection from the field;   3. Data collection from partners through meetings and interviews;   4. Compile the data in brief report and submit to UNICEF and NCLAE (Arabic & English). | Report on key information and findings from the field shared with UNICEF and NCLAE in Arabic and English **(deliverable 2)** | Week 7-12  **(2nd payment, 40%)** |
| **Evaluation Criteria: Validation by government and UNICEF staff.** | | |
| **Objective 5:** To highlight the role played or contribution made by UNICEF and other stakeholders (MOE, NGOs, community) in support to the ALP implementation and management**.** | | |
| **Key Activities/Tasks** | **Output(s)/Deliverable(s)** | **Expected Time frame** |
| 1. Identify key ALP partners and assess their roles; 2. Data compilation and analysis 3. Organize meeting with partners through NCLAE; 4. Share key findings and observations with the partners for info and feedback. | Presentation of key findings **(deliverable 3)** | Week 13 -17 |
| **Objective 6:** To identify major strengthens, weakness and constraints learned during ALP implementation and suggest strategies/measures required to overcome the constraints and to improve the ALP programming. | | |
| **Key Activities/Tasks** | **Output(s)/Deliverable(s)** | **Expected Time frame** |
| 1. Assessment report writing; 2. Submit draft report to UNICEF, NCLAE and partners for review and inputs; 3. Incorporate comments from key stakeholders and finalization of the assessment report; 4. Organize national validation workshop. | Final report in Arabic and English **(deliverable 4)** | Week 18 -24  **(3rd payment, 30%)** |
| **Evaluation Criteria: Validation by government and UNICEF staff.** | | |

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| 1. **Estimated cost of Consultancy/Contractor Service and WBS and Grant**: (For Internal Planning purposes)   USD: 75,000 *–* Grant# SC189904 |
| 1. **Amount budgeted (**Overall Approved Budget in AWP Activity)   USD 75,000 |
| 1. **Qualification or specialized knowledge/experience/expertise** required for the assignment:   The selected institution shall assign national/international senior experts education programme assessment /evaluation. The selected applicant is expected to work closely with the MOE/NCLAEE and education section personnel. The selected assessment institution will be responsible for the creation of an assessment team. The minimum request is that the team consists of at least two experts (one expert in quantitative research and impact assessment, and a further expert team member for qualitative research). The team composition should include national (Sudanese) experts. The exact division of work among team members will be decided by the institution.  **Required qualification (team leader and experts):**   * Extensive quantitative research and impact evaluation expertise and experience, including expertise in data collection and analysis; demonstrated skills in similar evaluations; demonstrated technical report writing skills; * Demonstrated experience and expertise in designing and implementing multi‐sectoral initiatives in partnership with a wide range of stakeholders including government and communities; * Advanced university degree in one or more of the disciplines relevant to the following areas: Evaluation expertise, economics and social sciences; * Minimum 5 years of relevant work experience of which two at national and international levels in field programmes relevant to Education; * Understanding of technical aspects of non-formal education / ALP; * Experience working with/in the UN or other international development organizations in the social sector or in national level development assistance and partnership support to government programmes and priorities is an asset; * Fluency in English a must and knowledge of Arabic an advantage; * A knowledge of the education sector in Sudan would be an advantage. |
| 1. **General Terms and Conditions of the Contract:**  * Under the consultancy agreements, payment is deliverable as stated in the ToR. * All remuneration must be within the contract agreement. * No contract may commence unless the contract is signed by both UNICEF and the consultant or contractor. * For international consultants outside the duty station, signed contracts must be sent by fax or email. * Unless authorized, UNICEF will buy the tickets for the consultant.  In exceptional cases, the consultant may be authorized to buy their travel tickets and shall be reimbursed at the “most economical and direct route” but this must be agreed to beforehand. * Consultants will not have supervisory responsibilities or authority on UNICEF budget. * Consultant will be required to sign the Health statement for consultants/individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation. * UNICEF General Conditions of contracts for the services of consultants/Individual contractors will be applicable. * Three Weeks will be given for submission of deliverables, after which payment will not be processed. |
| 1. **Methodological Approach:**   **Type of assessment:** The assessment is expected to use mixed methods (quantitative and qualitative).  **Data Source:** Data will be extracted from the Education Statistical Yearbook (EMIS – National and State level), NCLAE reports and other partners reports through desk review. In addition to analysing available quantitative information, the consultant will further be expected to collect data from the field, as well as any other secondary sources of relevant information.  **Field data:** Guided by the assessment objective, the consultant is expected to design field data collection methodology that includes sampling frame, respondents, data collection tool and standard statistical data analysis techniques.  **Data collection team**: A team from NCLAE /MOE will be assigned to facilitate and support the consultant in data collection and interaction with different stakeholders. This is necessary for ownership and capacity building for government counterpart. |
| 1. **Prepared by Programme Officer/Specialist**:   **Section Name and Title Signature Date**  Education Abdel Rahman El Dood, Education specialist ---------------- --------------- |
| 1. **Reviewed by Section Chief:**     **Section Name and Title Signature Date**  Education Sara McGinty - Chief of Education ------------------ -------------- |
| 1. **Approved by**:   ***“I hereby certify that the output/deliverables are clear and specific”***  **Dep Representative/OIC** (Programme Related TOR) or **Chief of Operations/OIC** (Operations related TOR)  **Name and Title Signature Date**  Saja Abdullah, Deputy Representative (OIC) -------------------- ------------------- |