

TERMS OF REFERENCE FOR SERVICE CONTRACTING

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| Assignment | Terms of Reference for Final Evaluation of Resilience Integrated Education Programming for Children in North-east Nigeria – KfW Phases I and II (2018-2024) |
| Estimated budget | \$1.00 |
| Budget Source | N/A |
| Location | Borno, Adamawa and Yobe States and home-based |
| Duration | 8 months |
| Estimate number of working days | N/A |
| Start date | January 2024 |
| End date | August 2024 |
| Reporting to | Education Manager, Maiduguri Field Office |
| Closing date for proposals | 31st August 2023: 12.30 pm – submission to ngrsupply@unicef.org |

1. JUSTIFICATION/BACKGROUND

In 2023, Nigeria, Africa’s most populous country, has a population of 223 million, according to UNICEF.¹ Nigeria home to one of Africa’s largest economies, with a GDP of US \$477 billion in 2022, according to the World Bank². With a large youth population, Nigeria is poised to benefit from the “youth dividend” – provided that quality public services can harness the talent of its youth.

However, a series of structural challenges in recent years has stymied Nigeria from realizing its full economic potential, with consequences for its young population. Public service delivery remains poor and the percentage of the population living in extreme poverty continues to grow, buffeted by surging inflation and the depreciation of the currency, the Naira, against major currencies.

For the education sector, 1 in 3 children are out of school in the country, a figure that has grown owing to growing poverty and insecurity in parts of the country. The Nigerian government has strengthened education policy frameworks, by enacting laws including the Universal Basic Education Act of 2004 and the Safe Schools Declaration of 2019. However, the completion rate for primary education is 73%, with lower rates of completion for junior secondary and senior secondary education (MICS, 2021).

¹ UNICEF. Country Profile: Nigeria. <https://data.unicef.org/country/nga/>

² World Bank. Nigeria: Overview. <https://data.worldbank.org/country/NG>

In Northeast Nigeria, conflict and insurgency that has persisted for more than a decade has resulted in the displacement of millions of people, disrupted economic activity and prevented the population from accessing basic public services. According to the 2021 Joint Education Needs Assessment (JENA), 1.8 million people need improved access to basic quality education. The report also finds that only 29% of schools in the states of Borno, Adamawa and Yobe (BAY states) have qualified teachers.

With support from Kreditanstalt für Wiederaufbau, (KfW - German Government-owned Development Bank), in December 2018, UNICEF began implementing the KfW Phase I project, targeting Adamawa and Yobe states, aiming to reach school-aged children, internally displaced persons and out of school children with quality education and learning opportunities. In December 2019, KfW Phase I was complemented with KfW Phase II, which is being implemented in Borno, Adamawa and Yobe and which adds longer-term education development activities to the overall project. The contribution for KfW Phase I is EUR 15 million and for KfW Phase II is EUR 14,851,485.15, or a total contribution of EUR 29,851,485.15 for both phases. Both project phases will conclude in October 2024.

The expected outcome of this project is to ensure school-aged children and youth, especially girls, internally displaced persons (IDPs) and out-of-school children have access to education and learning opportunities in safe environments and benefit from a strengthened quality education system and increased capacity in the education sector in Borno, Adamawa and Yobe states.

Key strategic interventions implemented within the project are as follows:

1. Enrolment drive campaigns and increasing school attendance rates
2. Girls For Girls clubs under SBMCs/CBMCs
3. Rehabilitation of structures (schools and WASH facilities) to be accessible, safe and inclusive
4. Capacity development for teachers, headteachers and SBMC members
5. Strengthening data collection by schools and government agencies through rollout of Education Information Management System (EMIS) and EduTrac System
6. Provision of education supplies for students and teachers for quality learning
7. Training for girls, boys and men to champion girls' education and gender/positive masculinity
8. Training of teachers under the Teaching at the Right Level (TaRL) model
9. Conduct a comprehensive analysis of the teaching workforce for basic education
10. Strengthening quality early childhood development (ECD) capacity for stakeholders and deploying ECD models to reach pre-school children and parents
11. Provision of non-formal education (Accelerated Learning Programme) in host communities and returnee areas to reach out of school children
12. Supporting Social Behaviour Change Communication (SBCC): WASJH, Child Protection and C4D
13. Capacity building for teachers on Education in Emergencies/Conflict Resolution
14. Youth (15+) have increased access to learning and skills for life/vocational training

Project TOC and Results Framework

The TOC is embedded in the project proposals attached as Annex I and II and the last updated Results Framework is also attached as Annex III.

2. OBJECTIVE AND TARGETS

This evaluation will provide the donor, UNICEF, the Government of Nigeria and other expected beneficiaries with solid evidence on the extent to which the KfW project has fulfilled its expected results for children and youth (Impact, Outcomes and Outputs), the sustainability of its interventions and lessons learned from this investment in education.

With respect to learning, this evaluation is expected not only to inform the programme implementation strategies for future education projects implemented by UNICEF but will also shed light on some potential corrective actions. More specifically, this evaluation is expected to generate recommendations for UNICEF Nigeria and its partners, particularly the Government, to inform future decision-making within the broader Education Sector.

The specific objectives of this evaluation are to:

- 1) Determine the achievements of the expected Results related to Impact, Outcomes and Outputs for access and retention of conflict-affected children in formal and non-formal education settings as outlined in the original proposal to the donor.
- 2) Contribution of the KfW project to improving access to quality, inclusive learning opportunities for the most marginalized children and youth.
- 3) Analyze the Value for Money regarding contributions of the KfW project towards an equitable basic education system and strengthened resilience of the most vulnerable communities.
- 4) Assess the KfW contribution to strengthening the system for public education delivery in Northeast Nigeria, particularly with regards to data collection (EMIS, EduTrac) and use to inform additional education interventions.
- 5) Identify best practices and challenges and provide strategic recommendations for future investments to advance equality in education and gender equity.

The primary end users of this research are the at the national level, the Federal Ministry of Education (FME) and the Universal Basic Education Commission (UBEC). At the state level, this will include the State Ministries of Education (SMoEs) of the Borno, Adamawa and Yobe (BAY) states as well as the State Universal Basic Education Boards (SUBEBs). These end users will use the information to make necessary changes and lead to a scale-up of proven interventions that is efficient, effective and sustainable. The research will also serve as guidance for development partners that may support the scale-up.

| Users | Intended Use of Research |
|--|--|
| Federal Ministry of Education (FME), Universal Basic Education Commission (UBEC), BAY State Ministries of Education (SMoEs), BAY State Universal Basic Education Boards (SUBEBs) | To enable UBEC/SUBEBs and FME/SMoEs to adapt proven teaching and learning practices for scale up in a manner that is efficient, effective and sustainable. To help design literacy and numeracy programming that incorporates best practices from TaRL, KARI, mother tongue instruction and remote learning programmes towards institutionalizing/standardizing the programmes. |
| KfW and UNICEF Nigeria | To inform programming and advocacy on literacy and numeracy interventions enabling children, especially out of school children, to build foundational skills, particularly in conflict-affected and fragile regions. |
| KfW and UNICEF Regionally and Globally | To inform best practices on literacy and numeracy programming, particularly in conflict-affected and fragile regions. |
| Education Partners | To inform future programming on improved teaching and learning models in Nigeria, with particular focus on emergency and humanitarian contexts. |

3. SCOPE OF THE WORK (WORK ASSIGNMENT)

Thematic Scope

This independent evaluation will assess the merits or the shortcomings of the KfW Phase I and II interventions in the programmatic areas of Access, Quality and Governance of education in North-East Nigeria and its contribution to the education sector. It will provide an objective judgement of what worked, what has not worked and why regarding the below prioritized components. The evaluation will also consider how the programme was effective in achieving the items in the Results Framework related to Impact, Outcomes and Outputs and what can be identified as the main enabling factors or barriers for project implementation.

The strategic interventions of the KfW project as reflected in the Theory of Change (TOC) will be assessed, including:

- 1) Coordination efforts at education sector level.
- 2) Education, learning opportunities and vocational skills for employment for youth (15+).
- 3) School Based Management Committees (SBMCs) plan and maintain safe learning environments and increased community participation.
- 4) EduTrac system for monitoring and improved governance and accountability.
- 5) Comprehensive Education Management Information System (EMIS) established and functional.
- 6) Emphasizing basic reading and math skills for children via efforts such as Teaching at the Right Level (TaRL).
- 7) Establish/strengthen referral systems for psychosocial support (PSS) and children with special needs.
- 8) Strengthening pre-school, pre-service and in-service teacher professional development
- 9) Teachers have increased capacity to deliver quality learning at pre-primary and primary levels.

Research Questions

This independent evaluation of KfW Phases I and II will apply the six global standards of OECD/DAC Evaluation Criteria³ adopted in December 2019 in consensus by all Development Partners, Academia and Evaluation Practitioners for generating adequate judgement of the aid's effectiveness. Those common criteria are endorsed by United Nations Evaluation Group (UNEG) and UNICEF for the design and implementation of evaluation of Policy, Program and Projects. Those six criteria are: Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability.

Specific Evaluation Questions which will guide this independent objective assessment of KfW interventions are presented below per evaluation criteria:

| Evaluation Criteria | Evaluation Questions |
|---------------------|--|
| 1-Relevance | 1) To what extent has the KfW project expected Results (Impact, Outcomes and Outputs) and design responded to beneficiaries global, country, and partner/institution needs, policies, and priorities considering evolving circumstances (is the project doing the right things?) |
| 2-Coherence | 2) To what extent do other interventions (particularly policies) support or undermine the KfW interventions (particularly with respect to girls and |

³ OECD/DAC Network on Development Evaluation (2019): "Better Criteria for Better Evaluation, Revised Evaluation Criteria, Definitions and Principles for Use", OECD/DAC, December 2019.

| Evaluation Criteria | Evaluation Questions |
|------------------------------|--|
| | other vulnerable children) including internal and external coherence (How well does the programme fit?) |
| 3-Effectiveness | 3) To what extent expected results of initial commitments outlined in the original proposal to the donor (Results Framework) are achieved (Outcomes and Outputs) for access and retention of conflict-affected children in formal and non-formal education settings? 4) What are the factors (internal and external to UNICEF) that contributed the most to the attainment of the KfW Phase I and II programme and results? 5) What are the factors (internal and external to UNICEF) that hindered the most the attainment of the KfW Phase I and II programme and results? |
| 4-Efficiency | 6) To what extent has the KfW project delivered results in an economic and timely way (How well have resources been used?) |
| 5-Impact | 7) To what extent has the KfW project achieved Expected Result related to Impact defined in the original proposal? 8) Has the KfW project generated significant positive or negative, intended or unintended, higher-level effects at the community, LGA and/or state levels? 9) What long term transformative change or difference did the project have on communities, institutions and children?) |
| 6-Sustainability | 10) To what extent are the net benefits of the interventions likely to continue after UNICEF support has concluded? How likely are the benefits (including resilience to risk) to last and under which conditions? |
| 7-Equity and Gender Equality | 11) To what extent did the KfW project address inequalities in education facing conflict affected children? 12) How did the project incorporate gender equality and the empowerment of women and girls into the design, implementation and results achieved? |
| 8-Resilience | 13) To what extent was the project resilient to internal and external shocks (economic, conflicts, pandemic, etc.)? 14) To what extent has the programme responded effectively to risks and threats? |

Proposed Methodology

The evaluation will be conducted using a participatory and inclusive approach that can be combined with a Quasi-Experimental Design and child-friendly approaches. New innovative approaches of online data collection using digital platforms (Mobile SMS) may also be considered, accounting for the challenging contexts of insecurity and poor internet connectivity, particularly in some rural areas.

A Quasi-Experimental Design approach will be used, when applicable to ensure adequate assessment of the evaluation criteria related to impact of KfW interventions over the several years of implementation of both phases in making a difference in education outcomes and impact indicators for children and communities' transformation. Within the three states targeted by the project, the provider shall assess feasibility to conduct assessment in LGAs that have not benefited from the project to ensure comparison contribution analysis in difference of outcomes and impacts indicators related to Access and Quality-Learning Outcomes (assessment of student capacity in Numeracy and Literacy).

The evaluation will be based on mixed methods of collecting and analysing data obtained from KfW project beneficiaries and key stakeholders. The purpose of using multiple methods to triangulate data from different sources is to ensure reliability of data, develop a strong evidence base to support the findings and to provide the most relevant and credible answers to the evaluation questions. Primary data collected in the field will be supplemented by:

- A secondary analysis of routine data generated by the UNICEF monitoring mechanism (and/or those of line Ministries and/or implementing partners), including:
 - A desk review including the programme documentation, its action plan and annual reviews, as well as available monitoring and evaluation reports and data reports
- Trend Analysis and Comparison Analysis of Impact and Outcome Indicators of Household Surveys (MICS 2016/2017, MICS 2021, NDHS 2018) and EMIS Data to measure the increase of indicators and to calculate the difference-in-difference of Impact of KfW Project in 3 targeted states in comparison to a control group state.
- Primary School-Based Pupils Assessment of Learning Outcomes (Proficiency Scores) will be undertaken in the targeted states.
- A process of dialogue with key actors concerned by the programme, including:
 - UNICEF staff (in the Education Section) at the level of the Country Office in Abuja and the Borno Field Office (for Borno and Yobe) and the Bauchi Field Office (for Adamawa)
 - Staff of the national and state-level Ministries of Education and other government education agencies (including the State Universal Basic Education Boards and State Agencies for Mass Education, for example)
 - Development Partners and Civil Society Organizations

A detailed design of the evaluation, including the proposed methodology for each evaluation question and/or objectives, sample size, sampling methodology and the tools to be used will be proposed by the service provider in the bid. It is expected that the methods and sampling proposed for assessing the effects of interventions on expected beneficiaries are sufficiently robust to ensure the credibility and internal validity of the evaluation results.

While the final methodology will be agreed to during the inception phase it is suggested that the evaluation team adopt the following approach in applying quantitative and qualitative methods to the evaluation process:

- Quantitative methods: multiple data sources will be used to reinforce the evidence of objective judgement of the merit of the KfW projects, related to the four components of thematic scope of the evaluation. Baseline data from previous assessment, evaluations, household (HH) surveys and school-based surveys will be used for this assessment in comparison to the new primary data collection in targeted LGAs and selected non-targeted LGAs. A student school-based assessment survey will be undertaken to measure the learning outcomes of learners in Numeracy and Reading. A sampling of 300-400 primary school children is proposed (100 school children per state) for the school-based student learning assessment survey. The consulting firm will clarify the adequate sample of students per school and per state to ensure adequate representative measurement. Additionally, institutional questionnaires capturing information on teachers and school characteristics will be developed to understand the impact of teacher and school related inputs on learning outcomes of children.

The Federal Ministry of Education, UBEC and State Ministries of Education in Borno, Adamawa and Yobe will provide Education Statistics from EMIS (including the education census) that will

be used by the Evaluation Team to perform a Trend Analysis of indicators related to Access and other information related to infrastructure, learning materials, teachers, etc.

Other Secondary Data from Nationwide household (HH) surveys, including the Multiple Indicator Cluster Surveys (MICS 2021), the Nigeria Demographic Health Surveys (NDHS 2018) and recent state-level Annual School Census reports will be used to help analyse trends for Outcome and Impact indicators at the national and state levels.

- Qualitative methods:
 - Project document review: this would include an in-depth analysis of KfW project's progress reports, studies, surveys and past evaluations produced for the education sector.
 - Semi-structured interviews (about 6-8 KIIs per state and 10 at the federal level): Interviews with the staff of education institutions (can include the use of online interviews). Partners to be interviewed include government agencies, NGOs, and donor agencies. UNICEF can help provide a list of key informants and institutions, based on research criteria recommended by the Evaluation Team.
 - Focus Group Discussions (at least 5 FGDs per state): FGDs will be undertaken at the community level during the school-based survey with key beneficiaries of the KfW project's education services, including mothers, adolescents, School Based Management Committee (SBMC) members, teachers, community leaders, traditional leaders and religious leaders consulted.
 - Direct observation: Visits to selected communities will take place in order to garner more specific evidence and answers to the evaluation questions.

A detailed methodology for the sampling of FGDs and target participants will be developed and submitted to UNICEF by the consultant team. It is highly advised that the evaluation team use child-friendly data collection tools.

Geographic Scope

The evaluation of KfW project will focus on the following states and Local Government Areas (LGAs):

- KfW Phase I: Adamawa (Guyuk, Fufure and Hon LGAs) and Yobe (Bade, Fika and Fune LGAs)
- KfW Phase II: Borno (Biu and Shani LGAs), Adamawa (Guyuk, Fufure and Hon LGAs) and Yobe (Bade, Fika and Fune LGAs)

4. EXPECTED DELIVERABLES

Following are the key expected results that will be produced by the:

- 1) Evaluation Inception Report including Evaluation Matrix and data collection tools.
- 2) Ethical Protocol and tools for submission to Ethics Review Board.
- 3) Report with preliminary findings and PowerPoint presentation at the debriefing meeting with UNICEF following the completion of field data collection.
- 4) Statistical Tables and Trend Analysis.
- 5) First draft of Final Evaluation Report submitted to UNICEF.
- 6) Second Draft of Final Evaluation Report.
- 7) Final Evaluation Report produced.
- 8) A 4-page Evaluation and Learning Brief highlighting the main findings and recommendations.
- 9) PowerPoint presentation at the official launch and presentation of KfW Project Final Evaluation Report.

Below is the sample final research report structure, which includes the following components:

Figure 1 : Desired structure of the report

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| <p>The full final report shall be structured as follows:</p> <ul style="list-style-type: none"> ○ Table of Contents including List of Tables and List of Figures ○ Executive Summary (covering all main sections of the report: background, methodology and process, main findings and recommendations, lessons learnt) ○ Acknowledgements (all who supported the evaluation and provided strong cooperation and collaboration during the process) ○ List of abbreviations and acronyms ○ Introduction (object of the evaluation, evaluation purpose, objective, scope, intended uses and users) ○ Evaluation context ○ Methodology, including sampling strategy and data analysis methods ○ Key findings (by criterion – each individual question will need to be answered) + Preliminary Conclusions (given that all findings will be numbered, each conclusion will need to clearly indicate this specific findings and corresponding paragraph numbers which it is based on) ○ Final conclusions ○ Lessons Learnt ○ Recommendations (strategic and operational, maximum 5 priority recommendations) ○ Annexes (ToRs; List of persons interviewed, and sites visited; List of documents consulted; More details on methodology, such as data collection instruments, including details of their reliability and validity; Evaluators biodata and/or justification of team composition; Evaluation matrix; Results framework) |
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5. REALISTIC DELIVERY DATES AND DETAILS ON HOW THE WORK MUST BE DELIVERED

An evaluation workplan will be submitted by the consultancy firm to UNICEF. All submitted documents require quality assurance from the provider of the content, along with editing and formatting. The final version of the report must also be copy edited. Below is the proposed timeline for the evaluation:

| Activity | Key deliverable | Deadline |
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| Phase 1: Inception | | |
| Activity 1.1: Remote initial work: Microsoft Teams Call (Kick-off meeting) & sharing key documents in Drop Box | Meeting Minutes | Week 1 (Starting from January 2024) |
| Activity 1.2: Country Visit and Inception Meeting with Stakeholders | Document key outcomes of meetings and utilize to develop the inception report | Week 2 (January 2024) |
| Activity 1.3: Initial Desk Review of existing evidence; finalization of the evaluation matrix, development of methodology and work plan; development of data collection material; draft the inception report | Summary synthesis of existing research, studies, evaluations, etc. Draft Inception Report submitted to UNICEF for comments | Weeks 3-5 (January to mid-February 2024) |

| Activity | Key deliverable | Deadline |
|---|---|---|
| | Final inception report | Weeks 6-7 (late February 2024) |
| Phase 2: Data collection and analysis | | |
| Activity 2.1: Elaboration and submission of Ethical Protocol to the MoE Ethics Committee and Finalization of Tools | Ethical Protocol submitted to Ethics Committee Review/Approval Final data collection tools | Week 8 (early March 2024) |
| Activity 2.2: Enumerators' training | Training Curriculum | Week 9 (mid-March 2024) |
| Activity 2.3: Data collection and iterative data analysis | Field Data Collection completed Secondary Data Analysis of existing HH Surveys + Routine Statistics | Weeks 10-13 (late March through mid-April 2024) |
| Activity 2.4: Debriefing meeting following the completion of field data collection | Report on preliminary finding and PowerPoint (PPT) developed | Week 14 (late April 2024) |
| Activity 2.5: Data Processing and Data Analysis and Transcription/Analysis of Focus Group Discussions | Statistical Tables produced and Trend Analysis completed | Weeks 15-17 (late April to mid-May 2024) |
| Phase 3: Reporting and communication of results | | |
| Activity 3.1: Drafting and submission of the evaluation report; submission of the summary PowerPoint and evaluation key findings/messages to UNICEF and government stakeholders | First Draft of Final Evaluation Report Submitted to UNICEF | Weeks 18-20 (mid-May to mid-June 2024) |
| Activity 3.2 Feedback and proposed revisions on First Draft of Final Evaluation Report provided by UNICEF and government stakeholders | Feedback on First Draft of Final Evaluation Report | Weeks 21-22 (late June 2024) |
| Activity 3.3: Consulting firm incorporates feedback on First Draft, submits to UNICEF and government stakeholders Second Draft of Final Evaluation Report | Second Draft of Final Evaluation Report Submitted to UNICEF | Week 23 (early July 2024) |
| Activity 3.4: Final feedback and revisions provided by UNICEF and government stakeholders to Consulting firm for incorporation into report | Feedback on Second Draft of Final Evaluation Report | Weeks 24-25 (late July 2024) |
| Activity 3.3: Finalization and Quality-Copy Editing and signature of Foreword of the Final Evaluation Report for KfW Phases I and II | Final Quality Copy Edited Report including photos and Foreword signed jointly by UNICEF, FME Final Evaluation Report Produced | Week 26-27 (early August 2024) |

| Activity | Key deliverable | Deadline |
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| Activity 3.4: Official Launch dissemination event in Abuja and/or one of the BAY States; presentation of final report findings, conclusions and recommendations | Official launch and presentation of KfW Project Final Evaluation Report A 4-page Evaluation and Learning Brief highlighting the main findings and recommendations produced PPT presentation | Weeks 28-29 (late August 2024) |

Payment Schedule

| Payment | Conditions |
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| First Payment: 20% of total contract value | Upon the completion of Phase 1 activities, including the submission and acceptance of the inception report and the design of the research. |
| Second Payment: 20% of total contract value | Upon the completion of Phase 2 activities, including the submission and acceptance of the report and PPT on preliminary finding from the field data collection and Statistical Tables and Trend Analysis. |
| Third Payment: 20% of total contract value | Upon submission and acceptance of the first draft of the KfW Final Evaluation report. |
| Fourth Payment: 40% of total contract value | Upon the completion of Phase 3 activities, including the submission and acceptance of the final version of the KfW Final Evaluation report; the A4-page Evaluation and Learning Brief highlighting the main findings and recommendations; the PPT presentation for the official launch. |

6. OFFICIAL TRAVEL INVOLVED

The contractor's fee should be inclusive of all costs related to both international and domestic travel.

7. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE

The evaluation will be carried out by an institution: either a credible international consortium or academic institution combined with a Nigeria-based local research centre, or similar service provider. The number and profile of the evaluation team members will be proposed by the bidders in such a way that the team size, experience, qualifications, references, mix and complementarity of expertise, availability and level of effort are convincing to meet the terms of this final evaluation. The contracted institution will be responsible for the recruitment and training of enumerators. The successful organization and individual team members must offer the following demonstrated experience, knowledge, and competencies:

- Minimum of master's degree in a relevant field, with at least 5 years' experience in conducting similar research for the proposed team leader, and the team members.
- Extensive (minimum 5 years) of organizational experience conducting similar process evaluations.

- Strong experience with both qualitative and quantitative methodologies and research techniques with evidence of experience in conducting randomized controlled research and/or quasi-experimental research.
- Strong experience recruiting, training, and supervising enumerators, including in conflict affected or insecure locations.
- Familiarity with the Nigerian and global education sectors and of the proposed foundational literacy and numeracy methodology.
- Ability to work collaboratively with various stakeholders, including colleagues from the State Universal Basic Education Boards (SUBEB).
- Ability to adhere to ethical guidelines as specified by UNICEF and the UBEC/SUBEBs in Nigeria.
- High level proficiency in standard computer software including Microsoft Word and Excel.
- Demonstrated ability to meet deadlines and deliver quality reports, with recommendations.
- Excellent spoken and written English, of publication standards; and
- Familiarity with the UN and UNICEF programmes.

8. PERFORMANCE INDICATORS FOR EVALUATION OF RESULTS

The contract will be based on the delivery of satisfactory deliverables as requested. All tasks must be delivered in a timely manner as indicated in the ToR/contract. High quality of work and results achieved must correspond to the specification of the ToRs. Good and regular communication with UNICEF and other stakeholders whom the consultant will interact with is a requirement.

9. FREQUENCY OF PERFORMANCE REVIEWS

Frequent feedback will be provided to the consultant firm on the quality and the timely submission of deliverables as necessary. Final evaluation to be conducted at the end of the contract.

Ongoing performance review, strategic direction, key deliverables, and progress discussions to take place with UNICEF on a regular basis with the consultant/firm. The expert/firm will work closely with the UNICEF Education Manager and Education Specialist, partners as well as UNICEF's key stakeholders.

10. CALL FOR PROPOSALS

A two-stage procedure shall be utilized in assessing the proposals, with assessment of the technical proposal being completed prior to any price proposal being compared.

Applications shall therefore contain the following required documentation.

Technical proposal:

- A technical proposal that includes a brief cover letter and understanding of the assignment is required.
- Based on the proposed timetable laid down in the TOR, a proposal of the detailed methodology, tentative work plan and time schedule is required.
- Updated profiles/ CVs of the team members listing similar experiences/ assignments, highlighting those focused on conducting learning needs assessment and training.
- Two examples (studies) of the firm's engagement in similar activities and assignments.

Financial Proposal:

- A financial proposal with a breakdown of all costs that are to be charged to UNICEF. This includes estimated number of working days, consultancy fees, all office administrative costs,

international and local travel costs, as well as any additional requirements needed to complete project or that might have an impact on cost or delivery of products. Travel expenses should be based on the most direct route and economy fare. Quotations for business class fare will not be considered.

11. INDICATION OF HEALTH STATEMENT AND CERTIFICATE OF GOOD HEALTH HAS BEEN RECEIVED PRIOR TO SIGNING THE CONTRACT

The consultancy firm must ensure that their team adheres to travel requirements (VISA/vaccinations) set out by the Nigerian government.

12. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE

UNICEF reserves the right to withhold payment on each individual and consolidated output until the consultant provides satisfactory quality output(s) as reviewed by the project supervisor. In case of unsatisfactory performance, the payment will be withheld until quality deliverables are submitted. If the firm is unable to complete the assignment, the contract will be terminated by notification letter sent 30 days prior to the termination date. In the meantime, UNICEF will initiate another selection to identify an appropriate candidate.

13. REQUEST FOR PROPOSAL EVALUATION AND WEIGHTING CRITERIA

__70__% technical

__30__% financial

100% total

Submitted proposals will be assessed using the Cumulative Analysis Method. All requests for proposals will be weighed according to the technical (70%) and financial considerations (30%). Financial proposals will be opened only for those applications that attain 70% or above on the technical component. Below are the criteria and points for the technical proposal:

Technical Proposal

- A technical proposal that includes a brief cover letter and understanding of the assignment is required.
- Based on the proposed timetable established in the ToR, a proposal of the detailed methodology, tentative work plan and time schedule is required.
- Updated profiles/CVs of the team members listing experiences/assignments completed.
- Two previous work samples of the firm’s engagement in similar activities and assignments.

| Technical Criteria | Technical sub-criteria | Max. Points |
|--|--|-------------|
| Overall Response | Quality analytical understanding of conceptual and policy framework of Education Sector and the situation of basic education in Northeast Nigeria. Should also include a presentation of the Purpose and Expectations of evaluating the KFW project. | 10 |
| Standard Strategy/ Methodology for Evaluation | Overall Design, Methodological Approaches and Analytical Frameworks that are sufficient enough to generate credible evidence and answers to the Evaluation Questions, Objectives and Ethical matters. | 40 |

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| | Additionally, gender and disability considerations are included in the methodology. | |
| Consultancy Firm’s proposed Team dedicated to this evaluation | The proposed Team Leader and team members have the requisite expertise, professional experience and knowledge of key strategic areas in order to conduct the final evaluation of the KfW project. The company also has a policy on child labor that articulates polices for the protection and safeguarding of children. This is mandatory. | 25 |
| Trusted Organization for high level political complexity Evaluation | Evidence of concrete experience of End-Line Programme and Project Evaluations completed for decision makers and familiarity with context of Nigeria and the region | 25 |
| Total Maximum Points | | 100 |

Minimum technical score: 70% of 100 points = 70 points

14. OTHER CLAUSES: PSEA LANGUAGE

Consistent with the UN Secretary General’s Bulletin related to “Special measures for protection from sexual exploitation and sexual abuse” (ST/SGB/2003/13), entities and individuals entering into cooperative agreements with an agency of the United Nations are obligated to “take preventative measures against sexual exploitation or abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred.” Failure to do so “shall constitute grounds for termination of any cooperative arrangement with the United Nations.” The Contractor is expected to have in place explicit policies related to the prevention of sexual exploitation and abuse of beneficiaries, including commitment to the IASC 6 Core Standards (IASC/2002), and the investigation of such cases. Where the contractor does not have enough capacity for the investigation of such cases, it should request the support of UNICEF. Reasonable suspicion of sexual exploitation or abuse of beneficiaries may be reported by any individual to UNICEF if the complainant so prefers.

15. CONDITIONS

- The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. **The contractor’s fee shall be inclusive of all office administrative costs**
- Local travel and airport transfers (where applicable) will be covered in accordance with UNICEF’s rules and tariffs.
- Flight costs will be covered at economy class rate as per UNICEF policies.
- Any air tickets for travel will be authorized by and paid for by UNICEF directly and will be for the attendance of meetings and workshops.
- Please also see UNICEF’s Standard Terms and Conditions attached.

Enquiries:

Please direct any inquiries to supply section contacts on UNGM

Proposals with all supporting documents should be addressed to: ngrsupply@unicef.org

16. CLEARANCE AND ENDORSEMENT

Instructions to bidders:

1. This is RFP hence two separate proposals are required i.e Technical and Financial proposals; separately made. Technical proposals with **financial information will be disqualified.**
2. Technical and Financial proposal MUST have contact details of the organization e.g address, email, and phone number of the representative for this RFP – dully signed.
3. The financial proposal should be summarized on a letter headed paper duly signed with contact details with a breakdown page detailing the cost structure. The cost structure should be: personnel cost, travels/Logistics – including DSA, accommodation, car hire etc and management fee if applicable. You can add other cost but it must be broken down
4. All completed proposals should be forwarded to: ngrsupply@unicef.org; don't copy any UNICEF staff. Please indicate the RFP 9184487 number as the subject matter of your forwarding email. Your proposal will not be opened if this is missing on your forwarding mail subject matter
5. Deadline for submission : **31st August 2023; 12.30 pm**
6. Incomplete proposal will not be accepted for evaluation

Note: The deadline date here of **31st August 2023** supersedes that on the RFP (22/8/2023).
We will not attend to any questions on this.