



Strengthening institutional education information systems for data driven EIE and resilience to crises

Call for proposals

Terms of Reference – National Implementation partner to support the rollout of subnational capacity development on crisis and risk-related education data

Background

UNESCO, as the lead UN agency for SDG 4 and in line with the Education 2030 Framework for Action, commits to support Education Systems towards being “more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations”. As outlined by the 2019 EIE Data Summit, one of the key challenges facing education in crisis-affected countries is the lack of accurate, reliable and timely data, needed to drive effective education responses.

In response to these challenges, UNESCO (including [IIEP](#) and [UIS](#)) in partnership with [NORCAP](#) and supported by [Education Cannot Wait](#) (ECW) and the [Swedish International Development Cooperation agency](#) (SIDA) is working to [strengthen institutional education information systems for data driven EIE and resilience to crises](#).

To date, as part of the strengthening institutional education information systems for data driven education in emergencies (EIE) and resilience to crises project, UNESCO has been working in close partnership with the Ministry of General Education and Instruction (MoGEI) to build system-wide capacities on fundamental aspects of the crisis and risk-related data life cycle. Currently, this capacity development is being delivered at the national level through training on the practical and contextual use of such data.

This training aims to provide key MoGEI staff at the national level with the capacity to train MoGEI officials at state, county and payam level. UNESCO is in the process of conducting a Training of Trainers (ToT) of 15 officials at the national level who have been selected by MoGEI based on experience and competencies. These trained MoGEI government officials will be equipped with the knowledge, skills, and materials to cascade a version of the training to 81 participants at state, county and payam levels.

Scope of the assignment

As outlined, the selected implementation partner (IP) will be responsible for supporting the cascade/rollout of the subnational component of the training. The training will take place in the following states:

# of States	# Of Counties per state	# Of Payams per county
Northern Bahr-el-Gazal	4	4
Central Equatoria	4	4
Unity	4	4

A framework and schedule of the capacity development activities is provided below for context and reference. The IP will be responsible for supporting the setup and rollout of sessions A and B (highlighted), responsibilities are detailed in the following section.

Sessions	Targeted participants	Topics	Intended learning outcomes	Tentative timeline
Session 1	Central level	Fundamentals of crisis-sensitive planning	Apply main concepts of education crisis context to undertake planning exercises	17th-21st of October
			Understand what crisis-sensitive planning is	
			Outline key concepts (safety, resilience, social cohesion, displacement, inclusion, risk, hazard, risk reduction...)	
		Data analysis for situation assessment in crisis-affected settings and risk analysis	Understand what SMART indicators are and how to evaluate the quality and relevance of indicators in measuring inputs, outputs, and outcomes	
			Understand the value of and using core indicators with standardized methodologies	
			Create an analytical report, including risk analysis, which can feed into ESP/ESA	
Session 2	Central level	Programme design and identification of data-driven policies	Describe the role of data and information for effective planning and management of education in crisis contexts	16 th to 20 th January 2023
			Prepare and analyse key education policy and planning documents	
			Propose policy options based on data from education indicators	
		Elaboration of M&E framework	Create a key policy or programme document, for example an ECW programme, an Education Cluster Strategy or ESA/ESP	

		Fundamentals of Training of Trainers	Understand the key concepts around ToT				
			Create training content for local deployment				
Session A	Sub-national level	Dissemination of results at the sub-national level	Understand key education indicators and data evidence on the education context	Tentatively planned for 3 rd and 4 th week of February 2023. Dates to be confirmed			
			Demonstrate the need of a data-driven approach for planning and managing education in crisis contexts				
		Indicator calculation	Analyse crisis-relevant education data in the form of selected indicators and descriptive statistics				
			Give examples of the main education indicators used for monitoring education in crises contexts				
			Calculate the selected education indicators used for monitoring education in crises contexts				
Session 3	Central level	Use of key MOGEI tools	Understand the benefits of making data available in a timely manner to relevant partners that is also safe and secure	Tentatively early March 2023			
			Identify challenges and improvements to existing tools				
			Manage complex data sources				
		Data sharing	Explain the importance of clearly defining arrangements for collaboration within and among government bodies and key stakeholders				
			Understand the various data sources available				
			Propose solutions to harmonize and align various sources				
			Develop data sharing processes				
						Identify ways to harmonize and align MoE tools with other data collection tools	
		Session B	Sub-national level		Use of annual census and SAMS for the local deployment	Use annual census data and SAMS to identify priority groups	Tentatively 4 th week of March /1 st week of April 2023
						Produce descriptive statistics using annual census data and SAMS	
Improve data collection process at payam level	Identify the key challenges related to data collection, evaluation, and quality management						

The IP will be expected to work closely with the project team based in the UNESCO Juba Office, MOGEI structures at state, county and payam levels, education partners and where necessary UNESCO's International Institute for Educational Planning (IIEP) who are responsible for technical leadership of the capacity development activities.

Responsibilities

Under the overall direction of the Head of the Education Unit in the UNESCO Juba Office, the IP will work closely with the project team to conduct the following activities and responsibilities:

1. Support the project team in proposing a final selection of relevant counties and payams in collaboration with the state education authorities
2. Liaise with the MOGEI at central level, the UNESCO project team and sub-national education authorities to ensure the delivery of the subnational training is well coordinated
3. Facilitate the selection of the right individual participants from counties and payam in close collaboration with the County and payam education authorities
4. Organize two training sessions per selected state which will be delivered by the trainers from MOGEI. Each training session is further divided into two sessions: a 2 day's session that will bring together State Ministry of Education staff (3 per State) and County Education officials (2 per county) and a 3 day's session for Payam Education supervisors (1 from each Payam). In total in each state, each phase of the training will be for a total of 5 days.
5. Ensure information about the training is shared with state level authorities, including acquiring necessary security clearances and authorizations for conducting the training workshops where necessary
6. Support the organization of travel for trainers, MOGEI national officials and UNESCO staff supporting the training sub-nationally
7. Organize and facilitate all logistical arrangements for participants travelling from counties and payams to participate in the training, including paying expenses related to travel, accommodation, and allowances
8. Ensure timely communication with the selected participants as soon as the workshop date and venue are confirmed
9. Support the effective delivery of the training through robust logistical backstopping, including during the training sessions where needed
10. Provide key monitoring and evaluation documentation including submitting activity reports, attendance sheets, and evidence confirming the completion of the training
11. Submit a final narrative report on the delivery of the subnational training

Deliverables

1. Through liaising with the relevant state education authorities, the MOGEI and the UNESCO project team, use the defined criteria to propose a selection of counties and payams to be included in the training
2. Complete all logistical arrangements for two training sessions per state, including making all bookings related to venue hire and accommodation and the paying of all expenses related to travel, accommodation, and allowances
3. Produce an activity report for monitoring and evaluation purposes for each training session conducted
4. Submit a final narrative report, produced in collaboration with the MOGEI trainers and the UNESCO project team, on the delivery of the subnational training

Guidance for financial proposals

Deliverable	Description	Unit	Quantity
1	Proposal, in consultation with state education authorities, for selection of counties and payams to be included in training. Costing should cover staff time needed as well as costs related to communication to produce the proposal.	Fee	1 proposal
2	Make 6, 2 per state, DSA payment cycles for state, county and payam officials participating in training. Each training cycle is for a maximum of 5 days. Note that in each cycle state + county officials (11 participants) will have a 2day training. While Payam based Education officials (16 per state) will train for 3 days. Consider the likelihood that participants may need to arrive a day before the training if they travel from far. UN daily DSA rates for the selected states will apply.	Fee	27 participants per state and cycle (DSA amount x # of days x 27 x 3 states x 2 cycles) Note: where meals and accommodation has been provided, DSA rates will reduce accordingly
	2-way transport reimbursement for participants from counties and payams. For Central Equatoria provide for return air tickets for (Reimbursement based on actual expenses)	Persons	67 participants (two rounds of transport reimbursement) 5 participants 2-way flight tickets
	Allowances for transport for participants from state education office. Daily transport rate will be provided on request.	Persons	6 participants

	Training costs – venue, catering (breakfast, lunch, and evening tea). For state+ county officials, this will be for 2 days per cycle.	Hotel services/	18 people per state per cycle.
	Training costs – venue, catering (breakfast, lunch, and evening tea). For Payam level each training cycle, will be for 3 days.	Hotel services	23 people per state per cycle
	Stationery (note- books, pens, flip charts, marker pens (good quality), stick pads, masks printing service for training materials as needed.	material costs/services	30 participants per state per cycle
	Accommodation – for cost comparison purposes provide costing for county and payam participants to stay in pre-booked pre-paid accommodation. It is assumed that State based officials don't need accommodation as they are based in the state capital.	Hotel services	72 participants State+county officials- 3 days per cycle for 2 cycles Payams officials- 4 days per cycle for 2 cycles
3	Production of activity reports for each training for monitoring and evaluation purposes	Fee	6 activity reports
4	Production, in collaboration with the trainers and UNESCO project team, of final narrative report on the delivery of the all the training	Fee	1 narrative report

Eligibility

This call for expression of interest is open to national non-governmental organizations (NNGOs) who are duly registered with Relief and Rehabilitation Commission and whose registration certificates are still valid at least up to the end of 2022. Must have a good rapport with the MOGEI and experience of working with either the South Sudan Education Cluster, the Girls Education South Sudan programme, the Education Cannot Wait (ECW) MYRP, or any of the UN system AFPs. Evidence of audited books of accounts in the last two years is required. Spot check reports from any of the UN AFPs is added advantage. Physical presence in Northern Bar-el-Gazal, Unity and Central Equatoria states is required. Must be a member of South Sudan Education Cluster with track records of working with the Ministry of General Education and Instruction.

Application process

Interested organizations are invited to submit their proposals (in English) and referencing “Proposal to support the rollout of subnational capacity development on crisis and risk-related education data” by COB **27th.01.2023**. This should be accompanied by detailed organization profile, registration certificates, audit reports for the last two years.

A technical proposal and financial proposals detailing approach and costs to the assignment described above. Only shortlisted organizations will be invited to present a final financial proposal.

19/01/20233

Proposals should be sent to the following email proposals.juba-ed@unesco.org , using the subject line "Proposal CaRR data subnational training cascade".

Note: Partner (s) that expressed interest and submitted their proposals do NOT need to submit again.

Only Inquires can be directed to wj.godi@unesco.org