**TERMS OF REFERENCE FOR THE MID-TERM REVIEW OF THE NATIONAL GIRLS’ EDUCATION STRATEGY.**

Background on Save the Children

Save the Children is the leading global independent organisation for children. Save the Children believes every child deserves a future. Around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure children’s unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach.

We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

**Our vision:** A world in which every child attains the right to survival, protection, development and participation.

**Our mission:** To inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

**Our values:** Accountability, ambition, collaboration, creativity and integrity.

We are committed to ensuring our resources are used as efficiently as possible, to focus them on achieving maximum impact for children.

**Background information/context**

**South Sudan Multi-Year Resilience Programme:**

Save the Children in a consortium with Norwegian Refugee Council and Finn Church Aid are the grant agents for Education Cannot Wait (ECW) funded South Sudan Multi-Year Resilience Program (MYRP). The MYRP is an innovative model for education in emergencies programming whose Theory of Change is focused on conflict-sensitive interventions which support the transition of communities from emergency to recovery and towards development. The Grantee Agents (SC, NRC and FCA) are working with implementing partners and the Ministry of General Education and Instruction (MoGEI) to ensure that out of school children (OOSC) in priority areas have flexible, responsive routes into learning opportunities, complete the education cycle and transition into further levels of education and support their holistic wellbeing and development. Many marginalized and vulnerable groups of children face multiple intersecting exclusionary factors which require targeted and holistic response activities to enable access to inclusive and safe learning opportunities that support learners’ wellbeing. A significant of these being girls that need enhanced support and mechanisms in place to support their education. MYRP is implemented in six States and twelve counties where the majority of the population of children in need are located. The target states include the three States of the Greater Upper Nile (Jonglei, Upper Nile, and the Unity States), one State in the Greater Equatoria Region (Eastern Equatoria) and two States in the Greater Bahr el Ghazal Region (Lakes and Warrap).

The project has the following overarching goal and six outcomes that it aims to achieve:

Goal: 500,000 refugees and host community girls, boys, CWDs will have acquired literacy, numeracy, and social-emotional skills for their academic success across six states of South Sudan.

To achieve the goal, the program has designed six outcomes that include:

* OUTCOME 1: Access to learning opportunities for 500,000 IDP, returnee, and host community girls and boys is increased through addressing gender and exclusion barriers.
* OUTCOME 2: Improve quality and gender equity of teaching and leadership to provide quality learning in ECD, AES, Primary, TVET, and Secondary schools to at least 500,000 IDP, returnee, and host community children and increase learning outcomes.
* OUTCOME 3: Retain at least 30% more of the newly enrolled IDP, returnee, and host community boys and girls for a full three years of education and support them to transition successfully to further education or training.
* OUTCOME 4: Ensure that 540 MYRP-supported learning spaces are safe, protective and enable all children and teachers to thrive, with a focus on CWD and girls.
* OUTCOME 5: Increase opportunities, through a gender and inclusion sensitive lens, for at least 60,000 IDP or returnee children who are highly educationally marginalized to access education and learn.
* OUTCOME 6: Financial resources mobilized to bridge the financing gap to support increased investment in a system that can deliver quality education for IDP returnee boys and girls.

**National Girls’ Education Strategic Plan**

The National girls’ Education strategy (NGES) is a contextualized education framework that aims to provide a sound direction to all educational stakeholders on how to overcome the multiple barriers to girls’ education both at the policy and service delivery levels. South Sudan encounters numerous barriers to girls’ education resulting in low enrolment, retention, performance, and completion rates for girls’ education. This has an overall negative effect on the development and well-being of these girls. Therefore, to eliminate the barriers and promote gender equality and equity in the education system, the Ministry of General Education and Instructions (MoGEI) in collaboration with education and development partners developed and implemented the first National Girls’ Education strategy from (2015-2017) which was dedicated to promoting girls’ education and gender equality in the education sector. Throughout the implementation period of the first Girls Education Strategy (2015-2017), great progress was made in tackling the main barriers affecting girls’ education in South Sudan. MoGEI, with the support of education development partners, noted steady improvements in, enrolment rates with near gender parity in basic education, the development of a gender-sensitive primary curriculum, and positive changes in the mindset of communities towards the value of educating the girl-child.

Building on the lessons learned from implementing the first GES strategy, the Ministry of General Education and Instructions with collaboration and support from development Partners developed the second **National Girls’ Education Strategy 2018-2022**. The overall objective of the Girls Education Strategy is to **create a conducive learning environment with quality and affordable education for all.**

The strategy articulated six key Strategic Directions with suggested activities and milestones, to support the implementation and bring about transformational change in girls’ education, and gender equality and equity in the education system. The development of the five-year GES (2018-2022) took into consideration the views of education stakeholders at all levels that were gathered through consultative meetings and validation workshops in selected states. It was developed after a thorough review and analysis of the three-year GES. It includes new features such as a vision and mission statement, indicators, and several checklists to track and monitor progress during the implementation period.

Currently, the implementation of the Girls Education Strategy is mid-way and hence the need to take stock of the progress both at the policy and implementation level on key milestones and areas of action to the various stakeholders.

**Main Objective**

Based on the Multi-Year Resilience Programme Outcome on increasing opportunities, through a gender and inclusion sensitive lens for marginalized children, one key component is to ensure some adequate frameworks and policies anchor the implementation of the actions on education. A key guideline being the National Girls Education Strategy. The strategy became effective in 2018 and has not undergone any restructuring since and therefore the mid-term review will be geared towards promoting performance improvement, accountability, learning, and evidence-based decision-making and management. The objective will therefore aim to review the overall implementation of the National Girls Education Strategy and take stock of key milestones since inauguration. Key findings will ensure that necessary recommendations are put in place to reinforce the main objective of the National Girls Education Strategy for South Sudan.

**Specific Objectives**

The specific objectives of the mid-term review will be as follows;

1. Map and document the key results achieved to date in comparison with the performance indicators outlined in the National girls’ education strategy implementation toolkit. This will include providing key progress on indicators against their targets as outlined in the M&E plan of the strategy. In line with the OECD criteria, explore the efficiency, relevance, impact and explore existing sustainability approaches in line with the strategy.
2. Focus on drawing the key lessons derived from the implementation to date and make recommendations for enhancing the strategy implementation and performance in advancing girls education in South Sudan. This will also include assessing the validity of the strategy based on the evolving context of education in South Sudan and other influencing factors.
3. Draw a parallel comparison with other similar strategies from similar contexts to enhance cross-learning from a successful implementation of girls education. This will enhance assessing the strength of the strategy and also offer opportunities for improving the approaches based on experiences.
4. Conduct a SWOT analysis of the strategy to provide a key road map on the post-review process of the strategy. This will also incorporate identifying key bottlenecks and with the engagement of stakeholders develop a concrete action plan. It will provide an opportunity to assess early signs of the strategy's success or failure and propose the necessary adjustments need to refocus the strategy. This will be directed towards achieving a seamless implementation of the strategy post the mid-term review.

**Location:**

Juba- South Sudan; any movements to the field will be discussed with the review committee as required.

**Services the Supplier will provide**

The consultant should propose the methodology to be used to carry out the review. The proposed methodology should address sufficiently the preliminary issues outlined within the ToR, specifying the specific review issues, questions, methods of data collection, and analysis that will be undertaken. It should encompass a combination of both qualitative and quantitative methods. It should also allow for wide consultation with all interested partners and stakeholders. It is suggested that the methodology should include, but not be limited to the following, but consultants must propose their methodology and justify and explain that proposal. The mid-term review will consist of three activities:

1. Document review: The consultant will review relevant documents. This will specifically be on the girls' education strategy, any research related to girls education both within South Sudan and similar contexts.
2. Field visits: The fieldwork shall focus on the Strategy initiatives that have been undertaken. the consultant shall contact, amongst others, national and sub-national government officials, local communities, private sector, local public institutions, non-governmental organizations (NGOs), and community-based organizations (CBOs).
3. Interviews: Interviews will be carried out during field visits. Appropriate questionnaires shall be developed by the consultant and discussed with Project Management Team for approval. Key informants will be drawn from the key project stakeholders including the beneficiary communities. Further discussions with a few groups of girls through FGDs will be initiated to enhance the participation of girls in the review process.
4. Conduct a validation and dissemination workshop with the key stakeholders on the mid-term review findings and action plan.

**Experience and skill set required**

The following will be the key qualifications for the Assessment;

* Education background in Education, Gender studies, Social Sciences, International Development, or related field that is applicable in the review context.
* High level of technical knowledge and understanding of approaches to Education in Development, Gender in Education particularly girls’ Education and Education Emergencies and the application of the INEE Minimum Standards.
* Experience in conducting Gender Assessments, Analyses, and reviews.
* A good understanding of the South Sudan context and the Education Guidelines in the Country.
* Good communication and reporting skills.

**Expected Deliverables**

SCI expects the following deliverables to be provided:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Deliverable number*** | ***Deliverable title*** | ***Description*** | ***Format and style***  |
| *1* | *Inception report* | this will outline a comprehensive literature review on the girls’ education in the context in South Sudan and comparisons with similar contexts, In addition, the inception report will provide the proposed methodology and sampling design for the review | *TBD* |
| *2* | Comprehensive NGES Mid-Term review Report |  including annexes as per the review scope that will be outlined by the consultant and the people responsible | *TBD* |
| *3* | 8-pager brief report | for ease of dissemination to a wider audience within the education sector. | *TBD* |
| *4* | Management response | To highlight key action points to be undertaken by Education Stakeholders in South Sudan. | *TBD* |

**Timeline**

The consultancy is projected to be undertaken within 25 working days that will be spread across 3 months to accommodate reviews and discussions with the relevant stakeholders

* **Estimated Commencement Date: 1st October 2021**
* **Estimated End Date: 31st December 2021**

**Payment information**

* 30% of the consultancy fee will be paid upon the inception report
* 40% on the validation of the Report
* 30% on the final report.

Please note: The Fees will be inclusive of the Consultancy fee, any other expenses will be discussed with the review team.

**How to apply for the services**

All completed bids should be submitted in a sealed envelope (by

Hand delivery or courier) addressed to:

Tender Committee

**Reference number** **ITT/SSD/2021/CONS/009**

Save the Children International

Hai Malakal, Juba South Sudan

**The deadline extended to : *[8th, October, 2021]***