



**Strengthening the education system to become more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and meaningful engagement of local actors.**

## **Call for Proposal.**

**Terms of Reference- National Consulting firm/company/organization to support sub-national level Education Coordination Mechanisms structural/functionality assessment and Capacity assessment on Education Information Management.**

### **1. Background**

UNESCO, as the lead UN agency for SDG 4, has a mandate to ensure inclusive and quality education opportunities for all by 2030. In line with the Education 2030 Framework for Action, UNESCO 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”.

UNESCO is a technical partner for Multi Years Resilience Programme (MYRP) under the consortium lead of Save the children, NRC and FCA. UNESCO under this consortium arrangement is to contribute technically by strengthening the Education in Emergency (EiE) data, by ensuring that “The education system becomes more responsive and resilient to the impacts of crisis through improved data for decision-making, strengthened coordination, and the meaningful engagement of local actors.

In 2021, UNESCO with support from NORCAP and Education Can Not Wait (ECW) conducted a case study on Education Information management System in South Sudan , findings indicated that the ; Education data in South Sudan is typically fragmented, and its collection and use tend to mirror and reinforce misalignment between humanitarian and development programming, consequently leading to the inaccurate identification of vulnerable groups and their needs, insufficient and misallocation of funding, inefficient policy and program interventions, and weak Education Sector Plans.

As a technical partner to MYRP, UNESCO in collaboration with save the children and its consortium partners, envisage to strengthen coordination for crisis and risk education data and support partners and ministry of General Education and Instruction at national and sub-nation to strengthen the EMIS systems with focus on Education in Emergencies data.

### **2. UNESCO in South Sudan**

UNESCO is taking a lead to support South Sudan for the promotion of the 2030 agenda (SDG4 -Education 2030 Framework for Action). In addition to the technical support provided for the development of the General Education Sector Plan 2017-2022, 2023-2027, UNESCO is a strong partner to the Ministry of General Education and Instruction (MoGEI) as well as the Ministry of Higher Education Science and Technology towards promoting access and retention to quality education for all children and youth in South Sudan.

UNESCO's focus relies on improving access and quality of education in remote areas, supporting out-of-school children and youth, while fostering skills for life and work through the provision of adapted TVET and non-formal education (NFE) opportunities. The office also supports Ministry of Higher Education Science and Technology in strengthening Higher education Policy, planning, and monitoring, including the improvement of data management systems.

Strengthening Capacities of its member states UNESCO remains committed to this mandate , UNESCO through its specialized Institutes, like the UNECO Institute of Statistics (UIS) and UNESCO International Institute for educational Planning (UNESCO-IIEP), is supporting and will continue to support the Ministry of General Education and Instruction data ecosystem and its policy environment through capacity development and development of policy frameworks.

### **3. Rational and Objective of the assignment.**

Weak Coordination around Education in Emergency data across the data value chain have been raised by different Education stakeholders at national level and sub-national level. UNESCO sees that when the existing EiE data Education Coordination mechanisms/structures are strengthened, it will build trust among data producers and user as well as minimizing data duplication. However, this need to be complemented by strengthening the technical capacities and technological infrastructural improvement for the data across the data value chain and robust education system to generate accurate data and evidence to inform decision making.

Therefore, the objective of the assignment is to conduct coordination structural assessment of the government at states and counties on Education in Emergency data and human technical and technology infrastructural assessment .

### **4. Specific Objectives of the assignment.**

The Objectives of this assignment include.

- a) Assessment of sub-national level /states Coordination/counties mechanisms on Education in Emergency Data

Are there existing functional education coordination mechanism/structures at the state MYRP supported Ministries of Education and Instruction and Counties?

How are roles and responsibilities of the education stakeholders at the state ministries of education-on-Education coordination and how focus is placed on data?

How are the state level coordination mechanism financed and are financing sustainable?

How better can we improve Education coordination in the Ministries of education and instruction and other partners?

The role and involvement of the state ministries of education and instruction at the state level education cluster coordination processes

b) Capacity assessment.

To ascertain the skills and knowledge gaps/challenges among government staffs and MYRP partners on EiE data management.

Assess and ascertain the Information technology infrastructural gaps/challenges at the state ministries of education and instruction and at the Counties.

#### 4.Scope of the assignment.

This assignment /assessment will target the MYRP Phase 2 areas of intervention.

- a) Contextually the coordination assessment will target state Ministries of Education and Instruction and the state level education cluster. The states to be assessed include Lakes, Abyei Administrative Area; Warrap, Eastern Equatoria, Upper Nile, Unity, Jonglei, Pibor Administrative Area.
- b) The scope of the capacity assessment with focus on the state level EMIS Unit and the County EMIS Unit and staffs of the MYRP implementing partners. The states to be assessed and Counties to be assessed are as listed below.

States	Counties	Number
Lakes	Yirol East , Awerial	2
Abyei Administrative Area	Abyei	1
Warrap	Tonj North, Tonj East,Gogrial West	3
Easter Equatoria	Magwi and Kapoeta North	2
Upper Nile	Baliet	1
Unity	Guit and Panijyar	2
Jonglei	Duk, Nyirol	2
Pibor Administrative Area	Pibor	1

#### 5.Responsibilities of the consulting firm/organization.

Under the overall authority of UNESCO Head of office in South Sudan and direct supervision of UNESCO head of Education Unit with technical guidance from the National Technical Officer, the incumbent firm/company/organization will be expected to;

- Coordinate and collaborate with states and counties and the MYRP implementing partners throughout the implementation of this assignment.

- Prepare of inception report clearly indicating the details of how the assessment will be conducted in terms of design and methodology, including sample size, sampling plan, data collection tools (online tools/platforms may be utilized), and data analysis plan.
- Take charge of all field level activities, on data collection in collaboration with the states, counties Ips and other relevant stakeholders.
- Conduct data analysis and report write up.
- Technically lead the finalization of report writing upon receiving feedback from UNESCO technical team which should include the following sections at the minimum: executive summary, introduction, overview, context and purpose, research framework/design and methodology, findings, conclusions, and recommendations.
- Submission of final assessment report and accompanying presentation material, and tools.

### 5.Expected Deliverables.

The Consulting firm/company/organization is expected to deliver the following deliverables/outputs, with the corresponding due dates and review/approving.

<b>Deliverables/Outputs</b>	<b>Estimated Duration to Complete</b>	<b>Target Due Dates</b>
Inception report, which includes detailed assessment design and methodology.	5 days	To be communicated
Assessment tools development and fieldwork (data collection)	10 days	To be communicated
Draft Assessment report	7 days	To be communicated
Final Assessment report	8 days	To be communicated

### 6.Governance and Accountability.

The Consulting firm/company/organization/institution will work under the overall guidance of UNESCO chief of Education, and the National technical officer.

UNESCO will monitor and coordinate with the Consultant/firm to ensure timely delivery of outputs.

The Firm/Company /institution shall:

- Work closely with UNESCO National Technical officer throughout the assessment period.
- Allocate the proper and needed skilled personnel and resources to carry out the assessment
- Appoint lead consultant which UNESCO will coordinate with throughout the assessment
- Report regularly to UNESCO on the progress and results of assessment.
- Ensure timely implementation of activities and submission of deliverables, in accordance with the outputs and timelines specified in this TOR.

#### **UNESCO,**

Through the National Technical team, and in consultation with the implementing partners shall:

- Closely coordinate and monitor service delivery of the Consultant/firm.
- Plan for a joint meeting with Ips and the consulting firm/company
- Provide technical guidance/input where needed.

- **6. Professional Skills and Qualification.**

#### **REQUIRED SKILLS AND EXPERIENCE FOR THE ASSIGNMENT.**

**The Profiles of the consultants should be able to meet the following minimum requirements.**

##### **Education:**

Master's Degree Education, Social Research, Quantitative economics, Monitoring and Evaluation, project management, international development, economics, or any related field.

##### **Experience:**

A minimum of eight (10) years of work experience in one or more of the thematic areas of Education, , assessments, and policy development

- Proven experience in conducting quality surveys, research, and assessments in the field of education.
- Proven experience in conducting research, assessments in humanitarian and development context in the sectors of education.
- Preferably, previous experience in conducting assessments and thorough knowledge on South Sudan context.
- Extensive experience in program Monitoring, Evaluation/research and mastery of techniques and methods of data collection, interviews, and quantitative and qualitative analysis.
- Experience in gender-sensitive programming is a must.
- Experience in climate -sensitive programming is a must.

##### **Language and other knowledge and skills:**

- Knowledge of the country context, development issues and challenges.

- Excellent proven oral and drafting skills in English, with excellent analysis and synthesis skills.
- English essential; Good command of at least one of the regional languages of South Sudan Juba Arabic, and other local languages in South Sudan will be considered an asset.

### **Application Requirements**

Interested Firms in the assignment are expected to provide the following documentation:

- A technical proposal with detailed response to the ToR, with specific focus addressing the scope of work and methodology to be used.
- At least one sample of previous (similar) Baseline, endline or research, assessment.
- Initial work plan based on methodology outlined, and indication of availability.
- A detailed total budget proposal for the whole assignment
- Strong CV(s) including a minimum of 2 traceable, recent, and relevant references/
- Team composition with a lead consultant and, if applicable, a CV of each person to be involved in the assignment, including relevant experience.
- **Mandatory** Legally registered firm with the government of South Sudan.

### **Submission of applications**

Interested consulting firms/companies that meet the key qualifications, legally registered and have relevant experience in designing and delivering similar type of assignments must submit their technical and financial proposals to United Nations Education Scientific and Cultural Organization (UNESCO) by March 15<sup>th</sup> 2024, via e-mail to: [proposals.juba-ed@unesco.org](mailto:proposals.juba-ed@unesco.org); [j.recruitment@unesco.org](mailto:j.recruitment@unesco.org)

Please indicate in the subject of your email “EiE Data Strengthening proposal”