**Terms of Reference**

**Education needs assessment: ECW Multi-Year Resilience Programme for Sudan**

**SeptembeR 2024**

# Project Summary

|  |  |
| --- | --- |
| Type of evaluation | Needs assessment  |
| Name of the project | Supporting access to quality life-sustaining education programmes for displaced, conflict-affected, and otherwise vulnerable children and adolescents in Sudan  |
| Project Start and End dates | Start date: June 2022 End date: May 2025 |
| Project duration | 36 months  |
| Project locations: | River Nile, West Darfur and South Kordofan  |
| Thematic areas | Education |
| Donor | Education Can’t Wait (ECW)  |
| Key stakeholders  | State Ministry of Education Locality Ministry of EducationSchools Parent-Teacher AssociationsCommunity leaders |
|  |  |
| Estimated beneficiaries | 100,650 children and adolescents, including 60% girls and 10% children with disabilities  |
| Overall objective of the project | Sustainably improve learning outcomes, availability of opportunities, and overall well-being for crisis-affected children and adolescents in Sudan by introducing a whole-of-child approach to education provision |

# **Context and background**

SC has been working in Sudan since 1984 to deliver programs to children and communities in need. SC Sudan operates across ten states: Khartoum, Blue Nile, South and North Kordofan, North, West & Central Darfur, Red Sea, Gedaref, and Sennar States, covering multiple sectors: Health and Nutrition, WASH, FSL, Child Rights Governance, Child Protection, Education, and humanitarian assistance. SC has formed and maintained a positive relationship with government actors such as the Humanitarian Aid Commission (HAC) and the Commission of Refugees (COR) at both state and national levels. SC has established positive working relationships and acceptance from all key humanitarian stakeholders and has leveraged these relationships to advocate for IDPs and returnee children in Sudan. SC has solid experience in collaborating with the governments and donors and in building capacity and technical competence of line ministries, departments, and institutions responsible for designing and implementing serval humanitarian and development projects.

As a result of the complex crisis affecting Sudan, to date, approximately 19 million school-age children in Sudan do not go to school[[1]](#footnote-1). Harmful cultural practices and poverty-associated coping mechanisms also hinder access to education and outcomes, including child marriage (34 percent of girls in Sudan are married before they turn 18 and 12 percent before the age of 15 years[[2]](#footnote-2)). Conflict, displacement and the Covid-19 pandemic have further increased risks for recruitment of children into armed groups, and child labour, particularly in the mining sector. In addition, pre-existing factors still limit access to quality of education including long distances and lack of transportation to and from school, as well as inadequate facilities and inclusion strategies, especially for children with disabilities. Poor diet and child nutrition also affect education outcomes. SC’s rapid assessment showed that only 283 out of 820 schools provide school meals to their students, and none of them are located in Central Darfur, Sennar, or South Kordofan. Clean water is also a problem for school feeding activities. Only 37% of schools report enrolling students with disabilities and barriers to attendance include distance to school (21%), financial barriers (19%), lack of specialised support (e.g., wheelchairs), visual/hearing aids (18%) and inadequate school facilities (11%). School infrastructure, including general poor maintenance lack of accessibility for children with mobility impairments, are also factors contributing to low retention and disability inclusion. 31% of caregivers worry about protection issues on school premises (JENA). Prior to the political upheaval of October 2021, the GoS had taken positive steps to improve the legislative framework on Child Rights and align it with international standards. However, these efforts have yet to be translated to tangible impact and the complex crisis affecting the country could further limit development and enforcement of legislation.

# **Background**

The Sudan crisis in Sudan since April 2023 has severely affected education services with prolonged school closure. The spillover impact of the crisis through the heavily displaced population movement, critical damage to infrastructure, including schools, healthcare facilities, water sources, power, and others. With most schools struggling to re-open across the country, a number of states have re—opened the schools with an estimated 2 million children back to schools. Of the 12.5 million children who had been enrolled in schools, a staggering 10.5 million school going children are yet to be back in schools. This is in addition to the 6.9 million out of school children prior the conflict. These children risk losing out on their education with grave implications for their future prospects. An estimated at 4 million school age children have been displaced in Sudan among them an estimated 3.1 million school age children have been internally displaced in Sudan.

Based on the selection criteria for the states based on hard-to-reach areas and the areas directly affected by the highest displaced population, the following states will be targeted. States directly affected by the crisis and those indirectly affected by the crisis have been prioritized for the assessment. These states and localities are:

* West Darfur (Shamal Jabal Marrahm, Wasat Jabal Marrah, Azum, Wadi Salih, Um Dukhun, Gharb Jabal Marrah, Bendasi, Mukjar, Zalingi)
* Central Darfur (, Jebel Moon, Habila – WD, Kereneik, Kulbus, Sirba, Beida, Ag Geneina, Foro Baranga)
* South Kordofan (Ar Rashad, Al Leri, Al Quoz, At Tadamon – SK, Heiban, Kadugli, Abu Jubayhah, Dilling, Abassiya, Abu Kershola, Ar Reif Ash Shargi, Talawdi, Ghadeer, Habila – SK, Delami, Al Buram, Um Durein)
* River Nile (Barbar, Abu Hamad, Al Buhaira, Ad Damar, Atbara, Shendi, Al Matama)
* Kassala (Madeinat Kassala, Halfa Aj Jadeedah, Reifi Khashm Elgirba, Reifi Kassla, Reifi Telkok, Reifi Aroma, Reifi Hamashkureib, Reifi Gharb Kassala, Reifi Wad Elhilaiw, Reifi Shamal Ad Delta, Reifi Nahr Atbara)
* Gedaref (Wasat Al Gedaref, Al Fashaga, Al Fao, Al Butanah, Ar Rahad-GD, Galabat Ash-Shargiah, Al mafaza, Al Galabat Al Gharbyah – Kassab, Madeinat Al Gedaref, Basundah, Al Qureisha, Gala'a Al Nahal)
* Northern (Halfa, Dongola, Delgo, Al Burgaig, Al Golid, Ad Dabbah, Merwoe)

There are These states based on the revised 2024 HRP, there are 9.1 million school aged children in need of education in emergencies services in Sudan with 3.1 million school aged children in the targeted states

Through the needs assessment funded by the Education Cannot Wait (ECW) Multi Year Resilience Programme (MYRP), Save the Children Sudan and Sudan Education Cluster aim to address the priority needs and gaps in education. This will enhance the evidence base for the planning, prioritization and implementation of education programmes aiming at addressing the identified specific barriers in the education sector for all affected children in Host communities & newly and displaced population. The findings of the assessment and the identified gaps and needs of the affected non-displaced and displaced persons will inform the response and interventions of education programme in 2025

# **Purpose of the study**

SCI Sudan is seeking to engage one (1) consultant/research company in conducting an Education needs assessment spanning seven (7) targeted states. The assessment will gather information on the demographics and profiles of non-displaced community and displaced population, where households have at least one school-age child (aged 5 to 18 years inclusive). The needs assessment will undertake the analysis of access to education by target population group, the non-displaced community, internally displaced people and identify the needs and risks. . It must identify the needs, underlying causes and challenges associated the current context at primary education levels. This process will facilitate the prioritization of interventions based on identified needs, ensuring efficient resource allocation. The needs assessment will serve as a baseline for the project, and its findings and recommendations will be shared with all relevant stakeholders.

The overall objectives of the needs assessment are:

* Identify specific area/context needs from students and teachers that prevent education continuity
* Describe safety and protection issues in and around the school environment that might affect children learning opportunities on both formal and non-formal education

The specific objectives of the needs assessment are:

* Provide up-to-date, relevant information on the state of education to inform Education in Emergencies programming in the target states.
* Identify the key barriers to girls and boys, including children with disabilities, to equitable and inclusive access to formal and non-formal education in the target states.
* Identify gaps and needs of the affected non-displaced and displaced persons to inform the response plan and interventions in the target states.
* Analyze the capacities, status and needs of schools in non-displaced communities to integrate displaced children including children with disabilities in the target states.

Needs assessment should address the following key research questions:

1. What is specific area/context needs from students and teachers that prevent education continuity in the target states?
2. What are the safety and protection issues in and around the school environment that might affect children learning opportunities on both formal and non-formal education?
3. What are the key barriers to girls and boys, including children with disabilities, to equitable and inclusive access to formal and non-formal education?
4. What are the gaps and needs, (both educational and non-educational) of the affected non-displaced and displaced persons to inform the response plan and interventions?
5. What are the capacities, status and needs of schools in non-displaced communities to integrate displaced children including children with disabilities.

# **Study Methodology**

**Study Design**

The needs assessment will use a mixed-methods approach (quantitative and qualitative methods) to enhance reliability of the findings (triangulation). This includes, but is not limited to key informant interviews, child consultations and focus group discussions (FGD) to gather a wide range of relevant information. This analysis should incorporate the perspectives of children and their socio-ecological environment, spanning family, school, community, and policy levels. The key informant at each school may vary depending on availability, etc. but will aim to be the school administrators or a senior teachers and PTAs. It will consist of extensive review of secondary data in Sudan. Furthermore, the study design should encompass a comprehensive systemic analysis of the barriers and enabling factors affecting the access and retention of education for children.

**Data Sources and Data Collection Methods / Tools**

Enrolment records, parent survey questionnaire, school survey questionnaire and observation guides/checklists will be administered during the needs assessment.

**Sampling**

The needs assessment will be conducted using 2-staged random sampling to provide results generalizable with a specified level of precision at localities in targeted states. The second sampling units will be used to identify the schools to indicate the number of interviews needed in each village to produce statistically significant findings at the priority localities level with a confidence level of 95% and a 10% margin of error. This will also be used to identify the number of households to be surveyed at the village level. All villages will be purposively selected.

 **Data collection**

All research tools will be submitted to HAC offices in targeted states before any data collection commences. Once the approval is out, the data collection will be carried out immediately. The data collection will take place at School level and household (HH) level.

Data collection will be conducted via face-to-face and remote modalities with application of technology such as use of KOBO/ODK platform among others. The remote modality will be based on the access challenges in states directly affected by crisis and only where access constraint prevails. Where possible satellite imaging to track school structures will also be undertaken to track school structure. The data collection tools, and methodology will be developed by Sudan Education Cluster in close coordination with the SAG, cluster partners and Assessment Technical Working Group adopting the GEC assessment framework and leverage the comprehensive GEC question bank considering security and logistical constraints. Once the assessment ToR, indicators and tools have been agreed upon, the consultant and enumerators will conduct the secondary data review, household level interviews and FGDs, with the support from Education Cluster.

A gender-balanced team of enumerators will be recruited, trained, supervised and guided by consultant in the targeted states. Prior to field data collection, all the enumerators will be trained on the basics of data collection, including objectives of the study, structure of the questionnaires, observation forms, checklists, and how to collect data using tablets/ODK. This will be followed by field pre-testing to familiarize the enumerators with the eventual field work. Any scripting error and/or unclear questions will be corrected at this point.

The consultant and enumerators are responsible for ensuring the high quality of in-depth note taking. They will be responsible for note translations where needed from Arabic to English. Translations will be conducted, and initial data cleaning will be carried out, identifying issues in data collection early on.

**Data analysis and reporting**

The quantitative data will be downloaded from KOBO and basic data analysis will be performed using MS Excel. The data will be presented in form of tables, graphs, charts and figures where appropriate. The desk reviews will also be analyzed using MS Excel and will be triangulated with all other information gathered through. A draft report will be produced, shared and reviewed by Sudan Education Cluster coordinators, the Cluster Strategic Advisory Group (SAG) and SCI & UNICEF as cluster lead agencies. The final report will be disseminated at regional and global level.

**Ethical Considerations**

This study will adhere to SCI ethical considerations:

* ***Child participatory****. Children will be supported to participate in the study beyond simply being respondents. If appropriate and safe, children will be supported to collect some of the data required for the study themselves or involving children in the validation of findings.*
* ***Inclusive****. Children from different ethnic, social and religious backgrounds will have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.*
* ***Ethical****: The study will be guided by ethical considerations such as informed consent, safeguarding, sensitivity, openness, confidentiality and data protection, public access, broad participation, reliability and independence.*

# **Needs Assessment management**

The study manager will be the Sudan education cluster Coordinators with support from the Learning and Evidence Specialist. The consultant selected for the project will report to the Learning and Evidence Specialist and Education Cluster coordinators every two weeks and provide updates on the progress of the study. The L & E Specialist will also approve all the deliverables of the consultancy.

# **Expected deliverables**

**Inception report**

An inception report will be developed by the selected consultant, expanding on the methodology outlined above and the guiding principles of the study. It should highlight: summary of key findings from the desk review, study matrix against the key questions, methodology, sampling considerations, data collection plan, data collection methods, data collection tools, management of data quality issues, process for obtaining the participants’ consent, study limitations, risks and mitigation plan, matrix of roles and responsibilities indicating roles of the persons involved, expected deliverables and timeline, training of enumerators, contents and duration of training, and measures to ensure data confidentiality.

**Data collection tools**: The data collection tools, and methodology will be developed by the consultant and approved by the Education Cluster in close coordination with the SAG, cluster partners and Assessment Technical Working Group adopting the GEC assessment framework and leverage the comprehensive GEC question bank.

**Original encrypted datasets** in MS Excel form and SPSS/Stata codes used in the analysis

**Needs assessment Final Report**:

The final report should include the following sections:

* Table of Contents
* List of Acronyms
* List of Tables
* Executive Summary
* Background
* Scope of Needs assessment
* Methodology, Study Matrix and Limitations of the study
* Main Findings
* Conclusions and Recommendations
* Annexes
	+ Needs assessment ToRs
	+ Project logframe
	+ Final data collection tools
	+ List of people involved
	+ Any other relevant documents

**Sharing findings**

The Final Needs assessment report will be shared with the education cluster coordinators, the strategic Advisory group and SCI and UNICEF as the cluster lead agencies (CLAs). The consultant will be asked to present key findings to project staff at the end of their contract online. They will also be asked to create a two-page summary with key findings that can be widely circulated within the Sudan Education cluster.

The tentative timeline is outlined below.

|  |  |
| --- | --- |
| **Deliverable / Milestones** | **Timeline** |
| Preparation of TORs | 29th August 2024 |
| Advertise final TORs | 8th September 2024 |
| Design of draft data collection tools  | 12th September 2024  |
| Submission of final data collection tools  | 18th September 2024  |
| Study Approvals from HAC in MYRP project sites | 30th September 2024 |
| **Data collection*** Conduct household surveys and school observations
* Conduct desk reviews, review enrolment records and MoE documents
* Conduct focus groups and key informant interviews
 | 1st October – 31st December 2024  |
| A Draft Report  | 15th January 2025  |
| A Final StudyReport | 25th January 2025  |

# **Consultant Profile**

The following are the main requirements for the consultant:

* Proven record in evaluations of humanitarian projects in the NGO sector.
* Broad knowledge of humanitarian and development issues, specifically in education, gender, livelihoods, and child protection.
* Proven experience in quantitative and qualitative analysis.
* Wide network of local enumerators and evidence of ability to mobilize qualified personnel and enumerators, setting of high standards of work
* Demonstrated experience in qualitative and quantitative methods of data collection, and analysis, including mixed-method research methodology
* Skills and experience in conducting ethical and inclusive studies involving children and vulnerable groups and in using child participatory techniques and using relevant tools to determine disability status of respondents (Washington group questions/child-functioning module)
* Fluency in Arabic and English is a requirement.
* Excellent verbal/written communication skills and strong report writing skills.
* Awareness of cultural sensitivities and local context, ideally with working experience in Darfur
* Ability to work with team and under pressure to meet deadlines and produce agreed deliverables.

To apply for this consultancy, applicants are expected to share the following documents:

* A proposal showing your understanding of the assignment and how you will conclude the work, including proposed methodologies, mode of analysis, and the number of personnel to be involved, detailed timelines, budget, and any foreseen challenges.
* Up to date organizational/individual Consultant CVs and CVs for relevant staff.
* Cover letter.
* Traceable and contactable referees for each.
* Two sample reports from previous most recent education consulting projects (all samples will be kept confidential) or links to website where reports can be retrieved (highly recommended).

Once a candidate/firm has been selected the following documents will be made available (at a minimum):

* Project proposals
* MEAL Plan
* Project reports, such Field Monitoring Reports and Post-Distribution Monitoring reports
* Indicator Performance Tracking Tables

**Days**

The Needs assessment is expected to take 90 days including weekends

**Payment Schedule**

The payment shall be **30%** upon submission of a satisfactory inception report, **30%** upon submission of first draft report and **40%** upon submission of a satisfactory final report.

**INSTRUCTIONS ON PROPOSAL SUBMISSION**

The offer, comprising of a Technical and Financial Proposal, should be submitted and addressed as follows: Sudan CO procurement SudanCO.procurement@savethechildren.org and cc janet.mugo@savethechildren.org. For any question/query relating to the proposal, please email janet.mugo@savethechildren.org.

Bidders are required to prepare and submit the following documents:

* Technical Proposal (1. Company/Organization profile and expertise; 2. Proposed Methodology and Implementation Plan 3. Management Structure and Key Personnel (CVs)
* Financial Proposal (Detailed budget in **USD**)

Deadline for Proposals submission is 22nd September 2024 , 11.30pm, Sudan Time.

Any Proposal received by SCI after the deadline shall be declared late and will not be considered.

TOR prepared by: Janet Mugo Sign off by:

1. UNICEF (2023), https://www.unicef.org/sudan/education [↑](#footnote-ref-1)
2. UNICEF (2020), https://www.unicef.org/sudan/child-protection [↑](#footnote-ref-2)