Terms of Reference

1. Summary

<table>
<thead>
<tr>
<th>Title</th>
<th>Evaluation/Development of the UNICEF Ghana Education Programme (2012-17 &amp; 2018-22); [International institutional Consultancy]</th>
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</table>
| Purpose | Two-fold purpose:  
1. Evaluate/assess the relevance, effectiveness, and efficiency of the current education programme (2012-17) through a capacity development (henceforth CD) lens; &  
2. Analyse, recommend, and propose key areas of focus and the accompanying results and programme logic for the new Education Programme (2018-22). |
| Expected fee | To be determined during the RFP process. |
| Location | Ghana |
| Duration | Approximately 6 months from signing of contract |
| Start Date | Around 15th September 2016 |
| Reporting to | Chief of Education, UNICEF Ghana |
| Budget Code/PBA No | 1620/AO/04/006/021/031 |
| Project and activity codes | 21.4.3: Evaluation of the UNICEF- MoE/GES Education Programme (focus on capacity building) to inform CPD; |

2. Background

The UNICEF Country Programme for Ghana (2012-16 and extended through 2017) aims to support the Government of Ghana in realizing the survival, development and protection of children in an equitable and sustained manner. It also seeks to help create a rights-based environment enabling children to participate in decision-making on issues affecting their lives. Based on the analysis of the identified needs of children and women at the beginning of the decade and drawing on UNICEF’s comparative advantage, the Country Programme identified six main components to progressively advance the rights of children in Ghana. These include a sectoral focus on health and nutrition, water sanitation and hygiene, education, and child protection; and reinforced and facilitated by advocacy, communication, monitoring and analysis, as well as other cross-sectoral linkages and support.

In particular, the education component of the country programme has a two-pronged focus on access and quality and aims to achieve the following results (outcomes):

a) **Outcome 5**: Needs of out-of-school children aged 4-14 years, especially girls, children with special needs and Orphans and Vulnerable Children (OVCs) are systematically assessed and addressed in disadvantaged areas in seven focus regions; &

b) **Outcome 6**: Educational quality and outcomes of pre-primary and primary schools improved in seven focus regions;

Key intervention areas of the education programme to achieve the identified results at the Output level in improving access to and quality of education are:

1. **Output 17**: Expansion and delivery of quality kindergarten education.
2. **Output 18**: Complementary basic education for out-of-school children.
4. **Output 20:** Girls’ education and communication for development to address demand side-barriers to universal basic education.

5. **Output 21:** Systems strengthening to support service delivery at district and national level with a focus on planning, implementation, and monitoring; and strengthen school-community linkages and other partnerships to increase accountability in the sector.

6. **Output 22:** Improving quality of education at the primary level with an enhanced focus on child-centred pedagogy and learning outcomes.

7. **Output 23:** Promotion of a safe, violence free and healthy learning environment and encouraging child participation, leadership, and responsible behaviour.

Since 2012, the education programme has worked closely with the Ghana Education Service (GES) and Ministry of Education (MoE) – at the national, regional, and district level - to increase access to basic education, especially for disadvantaged and marginalized girls and boys across the country. In terms of geographical coverage, apart from national engagement, UNICEF is also directly supporting 20 districts located in 7 regions. These include 10 districts in the deprived regions in the north of the country – Northern Region, Upper East, and Upper West. In terms of levels of education, the programme has primarily focused on kindergarten and primary education with limited engagement at the lower secondary education level.

In order to deliver on the agreed results in the key intervention areas and improve equity in education, the education programme has tried to address critical barriers and constraints relating to both demand for and supply of quality basic education; and work towards creating an enabling environment for both rights and duty bearers to claim their rights and exercise their roles and responsibilities effectively. It has deployed a mix of strategies\(^1\) which include service delivery, capacity development, evidence generation, policy dialogue and advocacy, identification and promotion of innovation, partnerships, and integration and cross-sectoral approaches among others. The choice and mix of strategy has primarily been contingent upon the evolving nature of the implementation context, identified need, and available human and financial resources during the country programme period.

UNICEF procedures require periodic independent evaluations of its policies, programmes and projects and operations. In anticipation of the conclusion of the current country programme in 2017, initial preparatory efforts are underway in UNICEF Ghana Country Office (GCO) to take stock of the lessons learned and to initiate the development of the new programme for 2018-2022. It is within this context that an evaluation of the overall education programme along with other focused assessments and reviews of specific interventions (for example kindergarten and school health among others) implemented during 2012-17 are planned and being executed. The changing development landscape in Ghana in term of declining official development assistance (ODA) and increasing need for reliance on domestic resources on one hand, as well as increasing number of development actors, both public and private, on the other hand also adds its own impetus. There is a need to strategically think through UNICEF’s future priorities and positioning in the changing landscape through the new education programme.

This document contains the TOR for the international institutional consultancy for: 1) evaluation of the current education programme; & 2) recommendations for the development of the education component of the new Country Programme including.

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\(^{1}\) The common strategies are identified and defined in the UNICEF Strategic Plan (2014-17) and can be accessed at:

3. Purpose, Justification, and Utilisation of Results

The overall objectives of the proposed consultancy are two-fold:

**Objective 1:** Evaluate/assess the relevance, effectiveness, and efficiency of the current education programme (2012-17) through a capacity development (henceforth CD) lens; &

**Objective 2:** Analyse, recommend, and propose key areas of focus and accompanying results and programme logic for the development of the new Education Programme (2018-22).

The objectives are related and yet discrete in nature. The **Objective 1** related to the evaluation of the education programme is expected to have both accountability and learning elements. With regard to accountability, the evaluation aims at assessing the results of UNICEF support to capacity development primarily with reference to relevance, effectiveness and efficiency. With regard to learning, the evaluation aims to distil knowledge that enables policy/decision makers and practitioners to design and monitor effective strategies to support capacity development and review and adjust ongoing interventions.

The **Objective 2** related to design recommendations for the new education programme is expected to be firmly situated within the national policy context in Ghana in general and education in particular. It should draw upon: a) a robust political and economic analyses of national and sectoral policies; b) lessons learned from the available evaluations and assessments (outlined in Section 5) in addition to the evaluation proposed in this document; c) analyses of available secondary data and research; d) facilitated key stakeholder consultations; & e) understanding of UNICEF’s comparative advantage with regard to other development actors in the national and global context.

The primary audience and users of the attendant knowledge products will be UNICEF Ghana and its partners, mainly Ministry of Education (MoE)/Ghana Education Service (GES), to strengthen our work on the ground as well as inform our new programme strategy. In particular, the results of the evaluation will inform the positioning of capacity development interventions in the next Country Programme within the overall framework of the sustainable development goals. The secondary audience and users will be other partner organizations in Ghana and other interested UNICEF country offices as well as international institutions for whom the evaluation will be useful in understanding and designing effective capacity development support; and how to measure and monitor the process and effectiveness. Findings will also be actively disseminated and UNICEF may seek opportunities to present the results at internal and external events as appropriate.

UNICEF Ghana will also establish a reference group of its staff and key partners; and the consulting team will update the reference group regularly on the progress made in the evaluation, and share its preliminary and final results with the reference group for validation and dissemination.

4. Rationale for using a “capacity development” lens

The scope and focus of the two related objectives of evaluation and design are further detailed in the next section. However it is important at the outset to outline the case for using a CD lens to evaluate the current education programme, especially as it was not originally designed as a capacity development programme but has elements of it. The case draws upon a combination of immediate and local factors as well as global organizational imperatives.
Locally, the focus on capacity development resonates within the education sector as well as the UNICEF education programme in Ghana. The lack of sufficient capacity as a critical constraint finds expression across several contexts of programme implementation - like policies that meet international benchmarks but are not properly implemented, weak implementing institutions, insufficient skills of teachers, weak management and accountability structures, weak coordinating structures, and insufficient infrastructure and equipment among others. Accordingly, UNICEF supported CD interventions vary, ranging from: those oriented towards strengthening individual education functionaries/community members to be aware and perform specified activities (for example KG teacher on child-friendly teaching and classroom management) to those which support a process of reflection, leadership, inspiration, adaptation and search for greater coherence between the different implementation units (for example Leadership for Learning and Leadership for Change). Capacity development as an end in itself is not yet prioritized by the education programme.

Implementation is also consistently challenged by the complexity of linkages between the various factors of capacity development and how we respond to these. For example while training of teachers is an important aspect of our work in capacity development, in the absence of a systematic approach to needs assessment, programme design and monitoring system geared to go beyond counting the number of individuals trained, it is not at all obvious if and how teachers once trained are applying their skills acquired through training in their work. Is there relevant and sufficiently available teaching-learning material to support new practices in the classroom? Is the engagement on teacher professional development systems taking into account these trainings? These are some of the CD related questions that the current programme implementation is struggling with across all outputs. In addition, there is also a broader and practical tension within UNICEF programming with regard to getting the work done and the time investment required for capacity development.

A very preliminary analysis of UNICEF Ghana’s expenditure in education during the initial 4 years of the country programme cycle indicates that on average 39 percent of our budget has been spent on activities variously coded as training and or capacity-building of education functionaries across intervention areas; and it also happens to be the largest category of expenditure. This ranges from 35 percent in Output 21 to 50 percent in Output 22. In addition, in the 2016 annual work plan, the share of training and other related capacity development activities across outputs is approximately 48 percent of the allocated budget, with Output 21 being the highest at 65 percent. Given the growing significance of capacity development in our education programme, there is merit in further exploring how to improve our strategy development and decision-making with regard to capacity development in the education sector in Ghana.

It may be argued that focusing on evaluating interventions that constitute almost half of the education expenditures and allocation also begs the question “what about the rest of the programme interventions”. During the course of 2015-16, several of the UNICEF supported key interventions in education across the different outputs have been assessed or are in the process of being assessed through various modalities like reviews, formative assessments and operational research among others. These assessments are listed in the next section; and are expected to generate rich data and learning across the different outputs of the current education programme and contribute significantly to the overall evaluation of the education programme. Since the list of assessments is not exhaustive and does not cover all the outputs, certain evaluation gaps remain. These gaps primarily relate to thematic areas like girls’ education, communication for development, holistic focus on early grade learning, and

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2 This analysis is based on the application of the generic and specific intervention codes to planned activities as part of UNICEF’s internal accounting (SAP); and since the implementation strategies and accompanying codes were revised during the implementation period, the picture generated may need to be further unpacked to generate a more substantive analysis.
systems strengthening approach, which also happen to be areas where capacity-development related activities are concentrated. In this context, using the CD lens to approach the evaluation has the potential to add value to the overall evaluation of the Education Programme through the systematic assessment of the relevance, effectiveness, and efficiency of UNICEF support to capacity development. And together provide a holistic evaluation of the current Education Programme (2012-17).

Globally, UNICEF too has actively embraced capacity development as an approach in its previous Mid-term Strategic Plan (2006-09 and extended through 2013) as well as an implementing strategy in the current Strategic Plan (2014-17). UNICEF, taking its cue from UNDG, understands capacity development as a process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to achieve their own development objectives. The UNICEF Strategic Plan for 2014-17 recognizes capacity development as one of main implementation strategies in achieving results for children and women. The Plan defines UNICEF’s focus on “training and technical assistance to reform government institutions and improve service provision, strengthening supply chain management, piloting models for scaling up, with attention to quality assurance and using national and local systems” as falling under capacity development.

A global desk of review of UNICEF supported capacity development interventions in 2010 recommended that UNICEF needs to: a) make a shift from ad-hoc responses (for example focused on a limited set of actors and capacities such as the skills of service providers) to a coherent and systematic approach to capacity-building that is longer term and inclusive of a wider range of national and local partners and key actors; b) adopt a holistic approach which addresses all the three levels of capacity – individual, community/organizational/institutional/, and enabling environment and which are interrelated; and which is based on the analysis of capacity gaps, including disparities, within each context; & c) approach capacity development as an iterative process of design-application-learning adjustment supported by mechanisms to monitor changes and promote feedback loops to inform future approaches.

In addition, the 2014 evaluation of UNICEF’s upstream work in basic education and gender equality between 2003 and 2012, commissioned by the UNICEF Evaluation Office, recommends that the UNICEF Global Education team needs to consider requesting a global formative evaluation of capacity building/system strengthening work so as to build its understanding of what works when and where. A country level perspective from Ghana, a lower middle-income country, can only add value to evidence-building on the said issue.

Looking ahead, the issue of “capacity” and the need for “capacity development” is also reflected in the “what” as well as the “how” of the Sustainable Development Goals (SDGs) adopted in 2015. In addition to Goal 17 whose objective is to enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the goals, most SDG goals, including 4 and 5 which are directly relevant for education, also refer to some forms of capacity development, placing it at the core of the 2030 agenda. In this context, applying the CD lens provides an opportunity to further unpack and understand the concept and see how best it can be contextualized, planned, monitored and strengthened to contribute to the achievements of SDGs in Ghana. This is relevant not only for education but also for other sectors and programmes within UNICEF.

4 Ibid
5 Can be accessed at: [http://www.unicef.org/evaldatabase/index_74797.html](http://www.unicef.org/evaldatabase/index_74797.html)
5. Existing Information Sources

Key information sources include but are not limited to:
- Ghana Country Programme Document (2012-2017) and other supporting documents including annual reports;
- UNICEF supported research and documentation completed as part of the education programme (2010-2015) as well as the overall UNICEF programme (for example policy advocacy briefs and budget analysis);
- Policy documents, guidance, implementation plans available for the education sector; and a focus on those supported by UNICEF (relating to complementary basic education, kindergarten, inclusive education, girls’ education);
- Completed, ongoing and planned reviews, assessments and formative evaluations (2015-16)
  - Output 19: Formative review of district-level piloting of standards and guidelines for Inclusive education (completed)
  - Output 22: Operational research on mobile School Report Cards (completed);
  - Output 22: Operational research on use of mobile School Report Cards as a management and accountability tool (to be commissioned); and cost analysis for scaling-up (to be commissioned);
  - Output 23: Formative assessment of school health (ongoing);
  - Output 17: Formative evaluation of UNICEF support to Kindergarten (commissioned);
- Multi-output: Evaluability study of the USAID-UNICEF Learning Support Project (2015-2018) with a focus on early grade reading and learning outcomes (commissioned);
- Multi-output: Evaluation of the life-cycle approach (2015-16) to children’s health and education in Northern Ghana (to be commissioned);

6. Evaluation Focus, Scope, Approach and Methodology

This section outlines the focus, scope, and suggested evaluation questions and methodological approach underlying the two identified objectives independently. As stated earlier, the two objectives are linked and the scope of work is not necessarily linear, however the accompanying knowledge deliverables are expected to be distinct and discrete outputs.

6.1. Objective 1: Evaluate/assess the relevance, effectiveness, and efficiency of the current education programme (2012-17) through a capacity development lens;

The evaluation, through a CD lens, will focus on addressing the quality of the select CD related interventions across the outcome/output areas and its implementation, including supporting guidance, tools, technical capacity, resourcing, partnerships, evidence generation, and policy results and contexts in which they occurred. In particular, the evaluation is retrospective and is expected to:
- Clarify whether there is a shared definition of capacity development among the stakeholders and reflect on how and when it is deployed as an implementation strategy;
- Determine the nature and relevance of UNICEF supported capacity development interventions in the education sector given the wider range of possible interventions in the sector; & reflect on how CD relates to the overall mix of strategies employed in the education programme implementation to achieve the stated results;
- Review and assess the efficiency and effectiveness of UNICEF-led capacity development interventions in the course of the 2012-17 Education Programme.
- Identify the critical factors within UNICEF and beyond which enabled or constrained effectiveness of the CD related interventions to contribute to results, including a focus on the accompanying
organizational structures and institutional mechanism for service delivery at the national, regional, and district level.

- Based on the evaluation, provide recommendations to develop a fit-for-purpose CD strategy and accompanying monitoring and evaluation framework to support the development of the new Education Programme.

The evaluation scope will include UNICEF’s capacity development related activities implemented in the course of the 2012-2017 Education Programme at the individual, organizational and policy levels. In order to assess capacity development efforts in a strategic and efficient manner across outputs, select thematic cluster of capacity-development interventions will be identified for the purpose of the evaluation based on a combination of the following considerations and in consultation with the Ghana Country Office:

- Interventions falling under outputs not currently covered by existing reviews and assessments; and any exceptions will need to be concretely justified in terms of their value addition to the evaluation.
- Interventions include activities on all three or at least two levels (enabling environment, institutional/community, and individual);
- Interventions involve training activities but also other dimensions of capacity development;
- Maturity of interventions;
- Interventions include diversity of stakeholders at the national and sub-national level;
- Interventions include activities implemented at the national and sub-national level;

The period under review will be from January 2012 to present. The evaluation will be conducted at the national level as well as in select districts 2-3 districts depending on the CD related activities selected to be studied as outlined above. The district focus will be clarified during the inception phase.

The evaluation is expected to explore and reflect primarily on relevance, effectiveness, and efficiency of the CD related interventions. The evaluation questions outlined below are intended to serve as a guide and will be refined in the inception phase to meet the information needs of the evaluation.

Relevance

- To what extent are the CD related interventions within the education programme relevant and appropriate to achieve the desired results?
- Are the choices of interventions and methods appropriate and responsive to the needs of the sector, available resources, and time-frame of action?
- Do the CD interventions target the appropriate individuals, organizations and or policies?
- Were the interventions relevant according to UNICEF overall strategic priorities (i.e. 2006-13 MTSP, 2014-17 strategic plan)? Did the interventions encourage considerations in relation to human rights, gender equality and equity?

Effectiveness

- Did capacity development interventions contribute to achieving the outcomes of the Country Programme results framework?
- What capacity development support was provided and to whom? How well was it organized and carried out? How was it received?
- What changed as a result of the CD interventions and activities at the individual and organizational level, where relevant? What indicators and measures are used to assess results?
- What are (or might be) the ultimate effects of these changes on the organization or wider population? How have changes occurred? Did the UNICEF training activities lead to improved
technical/managerial skills at all levels? Do trained beneficiaries actually apply the acquired skills in field practice? Did the new practices result in improved approaches in partner organizations?

- What has been learnt along the way that might be of use when carrying out future capacity building work? Why have changes occurred? What were the context, incentives or triggers that caused the observed changes? What can be learned?

**Efficiency**

- What were the human, financial and institutional resourcing arrangements in rolling out the interventions during the implementation period?
- Were capacity development objectives achieved on time?

**Impact and Sustainability**

- Did capacity development activities have an impact on the performance of the participating individuals, organizations or institutions?
- Did capacity development interventions result in sustainable change in individual behaviour or practice?
- Did the process contribute to other sustainable organizational or policy changes?

In terms of approach and methodology, the evaluation will be grounded in international evidence and good practice in the area of capacity development for sustaining results. The evaluation is retrospective in nature, and hence the team will be expected to adopt the most rigorous approach possible in order to answer the guiding questions and maximise the quality, credibility and utility of the evaluation. The evaluation will explore and draw upon appropriate theory-based approaches to draw plausible conclusions, for example theory of change based evaluation techniques, elements of outcome mapping, contribution analysis, and most significant change theory among others.

Considering limitations to availability of quantitative data, the evaluation will be required to identify alternative approaches for data collection and develop a strong methodology to collect and analyse qualitative data in a rigorous manner. It will use mixed evaluation methods: combining the case study approach with the theory based approach; relying on various information and data sources to triangulate and optimize a cross-section of information sources.

It is expected that the evaluation will rely on the following methods:

- **Strategic and selective desk review** of international literature, frameworks, and evidence on evaluating capacity-building in international development in general education in particular on what works and does not work, specifically in sub-Saharan Africa, to inform the evaluation.
- **Preliminary review of basic information**: Collection of basic information, study of relevant documents, inventory of capacity development activities and participants to be contacted.
- **Comprehensive review of all relevant documents**: In-depth document review of country situational analyses, relevant documents from capacity development activities, annual plans, annual reports, reviews, studies, M&E reports and other documents.
- **Cost-effectiveness analysis**: Collection of financial data to calculate cost-effectiveness of capacity development activities to the degree possible.
- **Key Informants Interviews**: Face-to-face interviews with former training/workshop participants and programme managers at both national and in select districts.
- **Survey**: Explore the possibility of doing a survey among participants of capacity development activities as well as programme managers concerned to cast a wider;
- **In country direct-observations**: By directly observing capacity development activities ongoing during the course of the evaluation;
- **Participatory workshops**: One or two workshops may be conducted with key stakeholders to obtain increased clarity regarding the understanding of capacity development and the role of organizations and institutions involved in capacity development activities in question within the broader context of the education sector.

In conducting the evaluation, the external evaluators will adhere to the UN Norms and Standards for Evaluation, as well as to the UNICEF’s revised Evaluation Policy, UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis and UNICEF’s Evaluation Reporting Standards.

**Objective 1 has three accompanying deliverables:**

1.1. The final evaluation report – which is expected to be a maximum of 50 pages plus annexes and the structure and outline of the report will be discussed and agreed upon during the inception phase.

1.2. Power point presentation to accompany the final evaluation report.

1.3. Standalone note on recommendations to develop a fit-for-purpose CD strategy and accompanying monitoring and evaluation framework to support the development of the new Education Programme (2018-22).

6.2. **Objective 2**: Analyse, recommend, and propose key areas of focus and accompanying results and programme logic for the development of the new Education Programme (2018-22).

The focus is to support UNICEF Ghana to better situate and design its new education programme (2018-22) to support the delivery of quality and gender and socially equitable education outcomes within a changing development landscape. The programme focus should be informed by the evaluation of the current programme and assessment of what activities and efforts needs to stop and or continue and what new areas need to be engaged with. The scope and focus of the new programme also needs to be situated firmly within the national policy context, aligned with and add value to existing efforts of the government as well as other development partners; and informed by UNICEF’s comparative and competitive advantage.

The specific objective is to support the preparation of a strategic case and strategy note for the new UNICEF programme of support to Ghana’s education sector. The development of the case and strategy note will include the following scope of work:

- Developing an analytical brief on the education sector situational analysis on headline trends and challenges relating to enrolment, completion, transition, learning and relevant service delivery indicators as well as financial allocations among others.

- Analysing the policy context – both political and technical dimensions - for supporting education, particularly for improving quality and social and gender equity at the basic and secondary level, with reference to thematic areas, sub-sector specific analysis, public and private provisioning, decentralization, and financing among others.

- Mapping of government as well as key development partner current commitments, timelines, and emerging priorities; and understanding of the comparative and competitive advantage of the different actors.

- Assessing the key strengths, limitations, challenges, and opportunities within UNICEF’s Ghana current education programme (informed by the evaluation through the CD lens as well as other available assessments and evaluations of the different UNICEF interventions listed in Section 5); inter-sectoral and cross-sectoral linkages with other UNICEF programmes; and UNICEF’s global comparative advantage.

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6 These documents can be accessed at: [http://www.unicef.org/evaluation/index_60798.html](http://www.unicef.org/evaluation/index_60798.html)
• Developing an evidence-based theory of change for quality and equitable educational outcomes in Ghana, including identifying key supply-side and demand-side constraints as well as those in the enabling environment;
• Identifying thematic areas of engagement and potential interventions and the accompanying programme logic for UNICEF to contribute to education outcomes in Ghana.
• Appraising the potential interventions, for example in terms of contribution to improved learning, equity, and systems strengthening; costs; need, complementarity and value addition; and ease of implementation and coordination among others.

In terms of approach and methodology, the consulting team will work closely with the UNICEF Ghana team to gather the relevant information and evidence pertaining to the task at hand. The methodology to be used will include but not be limited to:
• Comprehensive desk review and analyses of relevant programme documents, evaluations, reviews, and assessments;
• Strategic review of education sector data and recent research studies (Ghana specific as well as in other comparator countries) with a focus on identifying the sectoral needs, critical political, policy and service delivery bottlenecks, and lessons learned;
• Intensive discussions with the UNICEF Ghana team; and facilitate a participatory process to identify sectoral priorities for the new Education programme;
• Consultative and strategic approach to stakeholder participation and facilitation with identified Government of Ghana counterparts and other partners in the education sector, in particular those involved in financing and implementing initiatives.
• Possibly a field visit to better understand the quality, supply and demand for education in Ghana.

Objective 2 has three accompanying deliverables:
2.1. The final report on recommendations for the new education programme – which is expected to be a maximum of 25 pages plus annexes; and the structure and outline of the report will be discussed and agreed upon during the inception phase.
2.2. Power point presentation to accompany the final recommendation report.
2.3. Standalone note on the key strengths, limitations, challenges, and lessons learned within UNICEF’s Ghana current education programme (2012-17);

7. Tasks, Deliverables, and Schedule

The tentative schedule presented in this terms of reference is approximate and subject to change depending on when the contract is signed and the consultancy initiated. However the consultancy is expected to progress on a tight schedule because of time constraints; and work on both objectives is expected to begin and proceed simultaneously with care being taken to align activities and minimize replication of tasks.

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<tr>
<th>Phase/Estimated No. of Working Days/ in-country visit</th>
<th>Tasks</th>
<th>Timeline/ Deliverable</th>
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<tbody>
<tr>
<td>1. Inception</td>
<td>1.1. Review and identify the available data, policy and programme documentation</td>
<td>15 – 30th September 2016</td>
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7 This is a tentative schedule and is contingent on when the consultancy actually begins and will be agreed to during the inception phase.
1. Includes in-country scoping visit for Objectives 1 & 2, including available evidence – both national and international;
   1.2. Obj1: Develop monitoring and evaluation framework, design and methodology and the accompanying implementation work plan
   1.3. Obj2: Develop methodological approach and the accompanying implementation work plan
   1.4. Develop a list of stakeholders to be consulted, modality of engagement (workshop, interviews, focus groups etc.) and districts/schools to be visited where relevant – for both Objectives;
   1.5. Discuss and agree on the outline of the final reports for both Objectives;
   1.6. Discuss and agree upon the scope of the standalone notes for both Objectives:

   ➢ Comprehensive Inception Report setting out:
     - Approach, methodology, and work plan for Objective 1 and 2; and outline of the final deliverables.
     - Particular focus on how the respective elements of scope of work and corresponding timelines will cross-over and align;

2. Development of data collection instruments and data collection;
   Includes in-country visit for data collection;

   2.1. Comprehensive review and analysis of available data, documents, and studies for both Objectives;
   2.2. Develop the fit-for-purpose evaluation instruments;
   2.3. Visit 2-3 districts for consultations for both Objectives – interviews, focus groups, and school and classroom observations as appropriate;
   2.4. Key informant interviews and stakeholder consultation at the national level and regional level to support both Objectives.

   ➢ 1st October – 31st November 2016
   ➢ Obj. 1.
     - Primary data collection completed;
     - Initial brief available on headline findings;
   ➢ Obj. 2.
     - Secondary review of available documents, situational analysis of trends and policy context, and stakeholder consultations completed;
     - Initial analytical note available.

3. Report Writing

   3.1. Separate 1st draft report for Objectives 1 and 2 to highlight the key processes and findings; and to be reviewed by the technical team. The reports must explicitly reference findings in relation to the scope of work outlined in sections 6.1 and 6.2.
   3.2. Separate 2nd draft reports for Objectives 1 and 2: Report to take on board the feedback provided by the technical team.

   ➢ 1st December 2016 – 20th January 2017;
   ➢ 1st draft report available for both objectives (around 15th December);
   ➢ 2nd draft report available for both objectives (around 15th January 2017);

4. Finalization

   4.1. Power point presentation developed for both Objectives 1 & 2;

   ➢ 21st January – 15th March 2017
8. Reporting and Accountability

The consultancy will require a combination of in-country presence as well as remote work arrangement. Overall, three in-country visits are planned to support the following:

- Scoping visit
- Data collection
- Finalization and dissemination

With regard to day to day management and technical requirements of the consultancy, the consultant will work with the UNICEF team comprising of Education Specialist, M&E specialist, and Chief of Education. UNICEF Ghana will review, provide feedback and ultimately approve or reject the deliverables submitted by the research team.

Upon signing the contract, the research team will designate a focal point who, together with the Principal Investigator, will be UNICEF’s main point of contact and will ensure that UNICEF’s guidance and feedback is promptly incorporated into the research design and process.

UNICEF Ghana will also establish a reference group of its staff and key partners; and the consulting team will update the reference group regularly on the progress made in the evaluation, and share its preliminary and final results with the reference group for validation and dissemination. The consulting team is expected to work closely with the constituted reference group in terms of consultation and incorporating feedback and concerns.

9. Payment Schedule

The total fee will be paid in instalments as outlined below upon submission of specific deliverables which must be approved by the Chief of Education prior to payment.

Payment will only be made for work satisfactorily completed and accepted by UNICEF based on the schedule below. UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs are incomplete, not delivered of for failure to meet deadlines.

The travel and daily subsistence allowance portion for in-country visits will be discussed at the time of selection.

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<th>4.2. Findings presented in stakeholders’ workshop in-country.</th>
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<td>4.3. Respective standalone notes developed for both Objectives;</td>
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<td>4.4. Separate final reports for both Objectives 1 &amp; 2 incorporating comments from larger stakeholders, including participants in the stakeholders’ dissemination workshop.</td>
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### Deliverables

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<tr>
<th>Deliverables</th>
<th>Estimated submission date</th>
<th>Payment schedule (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inception Report setting out approach, methodology, and work plan;</td>
<td>30th September 2016</td>
<td>15</td>
</tr>
<tr>
<td>2. Primary data collection completed and initial draft notes available for Obj. 1 &amp; 2;</td>
<td>31st November 2016</td>
<td>35</td>
</tr>
<tr>
<td>3. 2nd draft reports available for Obj. 1 &amp; 2;</td>
<td>21st January 2017</td>
<td>30</td>
</tr>
<tr>
<td>c) dissemination workshop; &amp; d) Standalone note on M&amp;E for CD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Objective 2: Final Recommendation Report; b) Power point presentation;</td>
<td></td>
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<tr>
<td>c) dissemination workshop; &amp; d) Standalone note on lessons learned from the overall evaluation of the current Education Programme (2012-17).</td>
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</table>

### 10. Expected Background and Experience

**Required:**

- The international institution must have demonstrated experience in being able to bring together different skills sets in a multi-disciplinary team which has the expertise to:
  a) Effectively design and conduct theory-based evaluation approaches in capacity development;
  b) Enable meaningful analysis of the education sector through a gender and social equity lens – with reference to policy contexts, including sector planning, aid modalities and political economy, accountability mechanisms and education data/systems in developing countries, preferably in sub-Saharan Africa; &
  c) Support design, development of attendant programme logic/theories of change, and delivery of improved quality of and equitable access to basic and secondary education programmes in developing countries;
  d) Facilitate complex multi-stakeholder processes which balance both technical and political analysis to design and implement equity-oriented education programmes.

- An evaluation team is envisaged ideally with one overall lead for the consultancy and with a maximum of two principal investigators to lead on Objectives 1 and 2. The principal investigators must have an advanced university degree (PhD) in a relevant field (e.g. education, any of the social sciences, evaluation, and public policy among others) at least 5 plus years’ experience conducting similar kinds of work as outlined in the TOR.

- The number of supporting investigators to include in the team should be justified based on required skill sets, time-frame/days required for deliverables, and cost-effectiveness.

- The research team must have excellent political awareness, analytical, and communication skills; and fluency in English and strong verbal and writing skills.

- Demonstrated ability to work in complex partnerships with researchers, government and development partners, and strong capacity for self-management.
Desirable:
- Familiarity with UNICEF, its mission, and working modalities at the country level.
- Tie-up with national level consultants/organizations to facilitate the country level interaction;

11. Proposal Requirements

**Guidelines for developing the Technical Proposal**
- The technical proposal should be no more than 25 pages, 11 point font and 1.5 line spacing excluding Annexes.
- Overall, the proposal should provide sufficient detail and clarity and minimize repeating information stated in the TOR;
- Overview of the experience of the institution in bringing together multi-disciplinary teams, including highlighting past similar projects to demonstrate relevant experience, with reference to the criteria outlined in Section 10;
- Overview of the team composition highlighting the required skill sets:
  - Principal Investigator/s experience and qualifications (include CV as Appendix); & of other key personnel (include CVs as appendix);
  - Provide information on the level/days of effort to be committed by the different team members in each phase of the consultancy.
- Provide an overall evidence-based conceptual framework and methodology for the two identified objectives:
  - Objective 1: Summarize the proposed theory-driven analytical approach and methodology to evaluate capacity development, overview of possible data methods, and stakeholder analysis
  - Objective 2: Summarize the analytical approach and steps to enable a meaningful analysis of the policy context in Ghana, UNICEF’s comparative advantage, stakeholder engagement to inform recommendations for developing the new education programme and the attendant theory of change.
- If the technical proposal indicates the need to hire local researchers or other institutions, the level of effort for such additional inputs should be clearly identifiable in the proposal. Furthermore, the experience of the organization in locating and supervising local teams must be described.
- Propose a realistic implementation plan and accompanying timelines which reflect your understanding of how the two objectives are related; and indicate how respective elements of scope of work and corresponding timelines will cross-over and align efficiently; and the same should be reflected in the identified level of effort to be committed by the different team members.
- Bidders may be asked to provide additional information at the proposal assessment stage.
- Ethical requirements and/or assurances (e.g., non-use of child labour) must also accompany the submission package.
- Any other issues relevant to the TORs.

**Structure of Financial Proposal**
The financial proposal must be submitted in a separate sealed envelope (separate email for electronic submissions) from the Technical Proposal.

There is no length limit to the financial proposal. It should contain the following:
- The Price Proposal shall include a cost breakdown for the work phases as per the ToR, detailing the types of roles proposed and man days required, travel assumptions* and related expenses and any
other cost elements deemed relevant. The proposal shall include a payment schedule linked to clearly defined milestones. All prices/rates quoted must be exclusive of all taxes as UNICEF is a tax-exempt organization.

- The financial proposal has to cover all cost elements to be incurred by the consultant with the exception of the travel within Ghana to the districts which will be agreed after the awarding of the contract. The latter will be the only financial provision made by UNICEF to the consultant outside of this contract. Travel and per diems will not be noted, as this will later be determined and finalized by UNICEF and the chosen bidder.

*Please note, for travel to and from Ghana will be decided based on agreements with UNICEF and contractor. For agreed country visits, the contractor will be responsible in administering its own travel. Travel expenses will be reimbursed separately upon presentation of receipts based on actual cost or as per UN rates (http://icsc.un.org/rootindex.asp) whichever is lower. Travel expenses shall be calculated based on economy class travel, regardless of the length of travel and costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC). Number of travellers, duration and dates of travel and travel locations will be agreed with UNICEF and the contractor prior to being arranged, undertaken and expensed.

Any variation in reimbursable travel should be authorized in writing by UNICEF through the Contract Manager.

12. Evaluation Criteria of Proposals

<table>
<thead>
<tr>
<th>Technical Evaluation Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Overall Response</td>
<td></td>
</tr>
<tr>
<td>- Completeness of response with reference to guidelines</td>
<td>10</td>
</tr>
<tr>
<td>- Overall concord between TOR requirements and proposal</td>
<td>5</td>
</tr>
<tr>
<td>1.2 Experience of Company and Key Personnel</td>
<td>30</td>
</tr>
<tr>
<td>- Company profile indicating major work</td>
<td>10</td>
</tr>
<tr>
<td>- Experience of principal investigator/s &amp; support team</td>
<td>10</td>
</tr>
<tr>
<td>- Level of expertise with related to the main scope of work outlined in Objectives 1 &amp; 2;</td>
<td>10</td>
</tr>
<tr>
<td>1.3. Proposed Methodology and Approach and implementation timeline with reference to:</td>
<td>30</td>
</tr>
<tr>
<td>- Objective 1</td>
<td>13</td>
</tr>
<tr>
<td>- Objective 2</td>
<td>13</td>
</tr>
<tr>
<td>1.4. Understanding and alignment of activities across Objectives 1 &amp; 2;</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total (maximum possible)</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
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*Only proposals which receive a minimum of [55] points will be considered further*

Price Proposal: 30 points

The total amount of points allocated for the price component is [30]. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited firms/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price;
13. Institutional Proposal Submission Guidelines

- Technical proposal should be submitted as one document.
- Financial proposal should be submitted as a stand-alone closed document.
- Submitted proposals will be evaluated using the criteria above.
- Other certifications required for contracting an institution will be requested if selected.