

TERMS OF REFERENCE

End-evaluation of UNESCO project supporting gender-responsive teaching and learning in Asia and Africa

1. INTRODUCTION

1.1. About the work

Despite significant progress, evidence from research and practice indicates that in general, girls continue to have fewer opportunities than boys to gain access to, complete and benefit from education. There are also multiple reasons why girls are not accessing education, which are all interconnected in one way or another --- poverty, geographical isolation, early marriage and pregnancy, gender-based violence and other discriminatory socio-cultural practices, attitudes and perceptions about the role and status of girls and women. This is why UNESCO is prioritising gender equality in and through education but also considering education as a fundamental human rights and an essential lever for sustainable development.

The [UNESCO-HNA Partnership for Girls' and Women's Education 2015-2020](#) was established in 2015 with support from the HNA Group and Hainan Chiang Foundation to address the multiple factors preventing adolescent girls from accessing, continuing and achieving in education, especially at the post-primary level. The project contributes to the overall advancement of [UNESCO's Priority Gender Equality Action Plan II \(GEAP II\) 2014-2021](#) and the [UNESCO strategy for gender equality in and through education 2019-2025](#).

The partnership led to the launch of two projects in September 2015 for a duration of five years: one on "Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning", coordinated by UNESCO Headquarters and another on "Enhancing girls' and women's right to quality education through gender sensitive policy making, teacher development and pedagogy in South, Southeast, and Central Asia", coordinated by the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok.

The terms of reference for this work focus on the project "Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning." This project has an objective to improve adolescent girls' overall educational attainment in terms of access, participation and achievement in education at post-primary/secondary level. The global and country-specific interventions collectively aim to:

- Improve access to and the quality and relevance of education at post-primary/secondary level education for adolescent girls through gender-responsive and transformative policies, teaching, curriculum and safe and enabling learning environment for girls and boys;
- Build the capacities of teachers, school head teachers, particularly female teachers and other education stakeholders in the community, to mainstream gender and institutionalize gender training in the ministry of education, teacher training institutions and post-primary/secondary schools, including technical and vocational education institutes;
- Raise high-level political awareness and reinforce commitment to realizing girls' and women's right to education.

The project is expected to lead to the achievement of the following results:

- Institutional capacity of ministries of education strengthened in mainstreaming gender in policies, programmes and in the monitoring of educational process and outcomes;
- Secondary curriculum and textbooks, including mathematics and science subjects, reviewed and revised to be gender-responsive;
- Gender mainstreaming institutionalized in teacher training institutes ;
- Secondary teachers, head teachers/school leaders in target countries trained and capable of delivering gender responsive education and are providing gender responsive guidance and counselling and monitoring of learning outcomes;
- Adolescent girls are transitioning from primary to lower secondary and to upper secondary in the target countries;
- High-level political commitment to promote adolescent girls' education strengthened at national, regional and global level; and
- A regional community of practice/network on education for adolescent girls, particularly focusing on mathematics and science education, created and functioning.

The project is also expected to contribute to strengthened South-South/sub-regional cooperation in gender mainstreaming in education and in jointly advancing the cause for realizing gender transformative education.

1.2 Participating countries

The geographical scope of the work is global in relation to advocacy and communication, with country-specific projects in Sub-Saharan Africa (Ethiopia and Ghana) and (in the early phase of the project) Nepal.

1.3 Partners and beneficiaries

The principle institutional partners and beneficiaries of the project are national ministries of education, teacher training institutes and secondary schools and relevant education centres in the project countries. Individual beneficiaries include secondary school teachers and head teachers, teacher educators and trainees at the teacher training institutes. The ultimate beneficiaries of the project are the adolescent girls in the critical transition period (aged 10-18 years old) from primary to lower secondary and in secondary education, as well as their parents, families, and community members.

2. PURPOSE AND USE OF THE EVALUATION

The main objective of the evaluation is to assess the impacts of the project and determine to what extent the expected results have been achieved and whether and how overall, the project has contributed towards achieving the general goal of the project in line with UNESCO's mandate, the national priorities of Ethiopia, Ghana and Nepal (first phase). The evaluation report will also help UNESCO and its partners to understand what worked, what did not work, the successes and implementation challenges of the project as well as further inform decision-making and provide evidence-based recommendations on how to strengthen and sustain relative initiatives undertaken with UNESCO's support.

The specific objectives of the evaluation are to:

- Assess the project results to determine the extent to which its objectives have been achieved, including identification of pathways to impact;
- Assess the efficiency in the use of resources by assessing the scope and quality of the outputs delivered, the beneficiaries reached, and contributions to intended outcomes as well as the management of the project;
- Assess the relevance, coherence, effectiveness, and sustainability of the project;
- Identify lessons learned, draw conclusions and action-oriented recommendations to inform future efforts.

The evaluation will be guided by the following questions, which will be further refined by the selected contractor and validated before the launch of the evaluation.

Criteria	Guiding questions
<p>Relevance: to examine the extent to which UNESCO’s project objectives and design responded to the needs and priorities of key stakeholders, and the Organization’s mandate including the GEAP II and institutional priorities as well as global development goals.</p>	<ul style="list-style-type: none"> • To what extent was the project aligned with national needs and priorities, as reflected in national strategies and frameworks? • To what extent were the project’s objectives and activities relevant to address the needs of the target beneficiaries? • To what extent was the project responsive to gender-based needs, social and cultural values, conditions and practices? • What was the added value of UNESCO in supporting this work?
<p>Coherence: to examine the extent to which UNESCO’s project is compatible with other projects in the selected countries and in their education sector.</p>	<ul style="list-style-type: none"> • To what extent did the project create linkages with national ministries of education, educational institutions, or other bodies? • To what extent is the project consistent, complementary, in harmony and coordinated with other development partners in the same context? • To what extent is the project consistent with the relevant international norms and standards to which the institutions/governments adhere? • To what extent did other projects/interventions support or undermine this project?
<p>Effectiveness: to examine the extent to which UNESCO projects were carried out effectively to achieve its expected results.</p>	<ul style="list-style-type: none"> • To what extent were the interventions effective considering the scope and size of the project? • How well was the project designed to deliver the intended objectives? • What are any key factors that have facilitated or obstructed the achievement of the outcomes? • How well was the project designed to deliver the intended objectives?
<p>Efficiency: to examine whether the project delivered results in an economical and timely way, considering the managerial and operational aspects of the initiatives supported by HQ, UNESCO IICBA, field offices in Nepal, Ethiopia and Ghana as</p>	<ul style="list-style-type: none"> • To what extent were the interventions implemented in accordance with plans in a timely manner? What were the obstacles and key enabling factors? • Was the process of achieving results efficient? Did the actual or expected results justify the costs incurred and represent value for money? Were the resources effectively utilised? • To what extent was the use of resources such as funds, expertise and time cost-efficient?

well as local implementing partners.	<ul style="list-style-type: none"> • Where there critical factors influencing efficient implementation of the project? What lessons can be drawn?
<p>Results and pathways to impact: to examine the extent to which the project contributed to its intended outcomes, and key enabling factors and obstacles.</p>	<ul style="list-style-type: none"> • How many direct and indirect beneficiaries were reached through the project? • What changes have occurred in the conditions/lives of direct and indirect beneficiaries as a result of the project, including both intended and unintended effects? • To what extent did the project contribute to enhanced understanding, capacity, and country-led interventions? What were key enabling factors and obstacles? • What other similar interventions or previous and existing partnerships have supported the objectives of the project? How well did they contribute?
<p>Sustainability: to examine the extent to which the project achievements can be sustained in the project sites, scaled up or taken forward by key stakeholders at both at local and national levels.</p>	<ul style="list-style-type: none"> • To what extent are the benefits of the project likely to be sustained or taken forward independently by government, civil society and other development partners after the completion of the project? • To what extent have the interventions contributed to influencing national, local or institutional priorities and policies through increased awareness, strengthened capacity and exposure to good practices? • How are national and local authorities, institutions and other stakeholders using enhanced knowledge/skills/ systems to transform the way they work? • What specific changes will be sustained beyond the project's lifetime with what demonstrated approaches or influencing factors, if applicable?

4. EVALUATION APPROACH AND METHODOLOGY

The proposed evaluation approach should be articulated in the proposal to UNESCO. The evaluation will be expected, at a minimum, to undertake the following approaches.

- Analysis of the project document, biannual reports, mission reports, and other reports and documents related to the trainings and activities
- Review of action plans and reports against action plans developed during the trainings
- Review of advocacy and communication strategies and outcomes
- Questionnaires to key stakeholders and partners
- Semi-structured telephone interviews with key stakeholders and partners

5. PLANNING AND IMPLEMENTATION ARRANGEMENTS

5.1. Management and Implementation Responsibilities

The evaluation will be managed by the Section of Education for Inclusion and Gender Equality in the Education Sector (ED/ESC/IGE). Other members will support the implementation of the evaluation, including UNESCO's International Institute for Capacity-Building in Africa (IICBA), and the UNESCO offices in Africa that have supported this work, namely UNESCO Accra and the UNESCO Liaison Office in Addis Ababa.

5.2. Logistics

The Sector will provide access to all relevant documentation and contact details of all stakeholders concerned and distribution lists. It will also facilitate access to UNESCO staff from HQ, regional and field offices and other partners engaged in project delivery for interviews or the administration of any tools that may be developed for the administration of the evaluation. The evaluation is not anticipated to comprise field work, but may include travel to one of the project sites (Addis Ababa, Ethiopia or Accra, Ghana), depending on anticipated costs and budget availability. The contractor will be responsible for all logistics, including space for work, telecommunications and printing of documents.

6. TASKS, EXPECTED DELIVERABLES AND TIMELINE

6.2. Tasks

The consultant is expected to:

- Elaborate and submit to UNESCO for approval an inception report including the proposed evaluation questions, methodology, and data collection tools as well as the schedule for evaluation, and revise and finalise upon UNESCO's validation and agreement.
- Carry out a desk review of relevant documents including the project document, progress reports, and other relevant documents from the implementing partners, including Ministry of Education, local education authorities, teacher training institutions, schools, etc. Other key documents that should be examined include: the mid-term evaluation report, and the UNESCO Priority Gender Equality Action Plan for 2014-2021 (GEAP II).
- Conduct telephone interview or online interview of key stakeholders, possibly with an additional survey for key stakeholders. Depending on budget availability, travel may also be included to one of the project sites for onsite interviews and discussions. This will be determined prior to the issuance of the contract.
- Assess and document good practices and achievements of the project to inform policy and strategies formulation to address adolescent girls' education.
- Draft an evaluation report, and revise and finalise upon UNESCO's validation and agreement.
- Develop a PowerPoint presentation that summarises the evaluation report.

The report shall be prepared in English in a template that is consistent with the Education Sector's branding, to be provided by UNESCO. The [UNESCO Style Manual](#) shall be applied with regards to grammar, spelling, punctuation, abbreviations, referencing and country names. Particular attention should be given to the following:

- Consistency of style, terminology, abbreviations and presentation;
- Coherence of the table of contents, list of tables with heading and sub-headings;
- Document structure and hierarchy (headings, numbers);
- Consistency of bibliography with references in the text;
- List of acronyms.

UNESCO's Section of Education for Inclusion and Gender Equality in the Education Sector will:

- Provide the evaluator with available information and documentation of relevance (e.g. information and a list of contacts, implementation and financial reports as well as other documents related to the projects).
- Provide the information on language style, report format and branding to be used.
- Comment on the inception report and draft evaluation report, controlling overall the quality of the evaluation report.
- Invite peer reviewers, as deemed necessary.

6.3 Expected deliverables and timeline

For the above Terms of Reference, the Contractor is required to work within the period of 1 April to 31 May 2020 and has a duration up to 25 days and to submit to the UNESCO Headquarters for consideration and discussion the following deliverables:

The following deliverables are expected for this assignment:

1. Inception report: by 15 April
 - Background, objectives and key evaluation questions
 - Methodology including an evaluation matrix (customized framework of how the evaluation exercise intends to cover the six criteria that define the scope of the evaluation)
2. Draft evaluation report in English of 20 – 30 pages maximum (excluding annexes) using the format provided: by 13 May
 - Executive summary
 - Background and description of the project
 - Objective and scope of the evaluation
 - Evaluation methodology and methods of data collection and analysis
 - Key findings in the six areas identified by the evaluation framework
 - Conclusions and lessons learnt
 - Recommendations
 - Annexes (e.g. information about the donor, list of stakeholders consulted, key documents reviewed, interview protocols, survey results, financial analysis, etc.)
3. Final evaluation report, addressing comments provided by UNESCO: by 22 May
4. Summary of the evaluation using PowerPoint presentation: by 30 May

7. Profile and Qualifications Required

The evaluator should possess the following mandatory qualifications and experience:

Education and Work Experience:

- Advanced university degree in Education, Social Sciences, Political Sciences, Economics, or any related area;
- At least 5 years of working experience acquired at international level or in an international setting;

- Experience in evaluation of at least 5 years, project and/or programme planning and management;
- Understanding and knowledge of the UN mandates and its programming in relation to gender equality;
- Professional experience in the field of gender equality or girls' and women's education as evidenced by at least 2 assignments in these fields;
- No previous involvement in the design or implementation of the activities under review.

Skills/competences

- Good skills to work in a team and ability to work in an international, multi-cultural environment;
- Proven skills for both qualitative and quantitative research;
- Excellent communication and writing skills in English;
- Excellent analytical skills and skills in producing succinct, clear materials;
- Advanced level of IT skills, in particular in the use of database and survey analysis.

Moreover, it is desirable that the external consultants possess the following qualifications and characteristics:

Desired:

- Work experience in the UN or experience with assignments for the UN;
- Knowledge of one of the project countries (Ethiopia or Ghana)
- Evaluation experience on projects aiming to advance gender-responsive STEM education and/or girls' participation in these fields.

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Call for written proposals

Interested candidates should send a written proposal with the following elements:

- 1) Technical Proposal consisting of:
 - up-to-date curriculum vitae;
 - a proposed evaluation approach and methodology (1-2 pages), including a draft work plan;
- 2) Financial proposal, to be quoted in either US dollars or Euros. – please state any costs for travel to Ghana or Ethiopia separately;
- 3) Copies or web links of two recently completed evaluation reports, including at least one with a gender equality component.

UNESCO places great emphasis on ensuring that the objectives of the work assignment, as described in the TOR, are met. Accordingly, in evaluating the proposals for the assignment, attention will focus first and foremost on the technical elements. From those proposals deemed suitable in terms of the criteria in the TOR, UNESCO shall select the proposal that offers the Organization best value for money.

Your proposal and any questions should be submitted by e-mail to GenderED@unesco.org no later than **15 March 2020** (Central Europe Time). E-mail proposals should not exceed 5MB. It is the individual's responsibility to ensure that his/her proposal is received by the deadline.