**Terms of Reference**

**Barriers to accessing to primary education in Sudan**

**July 2024**

# Project Summary

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| Type of evaluation | Assessment |
| Name of the project | EU inclusive quality education for the most vulnerable children in Sudan (24600205) |
| Project Start and End dates | Start date: 01 January 2023  End date: 31 December 2025 |
| Project duration | 36 months |
| Project locations: | North Kordofan, South Kordofan, Blue Nile, Sennar, Red Sea, River Nile |
| Thematic areas | Education, Child Rights Governance, Child Protection |
| Donor | The European Union Development (EUD) |
| Key stakeholders | State Ministry of Education  Locality Ministry of Education  Schools  Parent-Teacher Associations  Community leaders  Case workers |
| Estimated beneficiaries | 83,000 children (43,418 girls and 39,582 boys in education)  600 CWD and 600 unaccompanied and separated children/children  29,912 children (15,221 boys, 14,691 girls) for nutritious meals  270 boys and 270 girls (child rights champions) from 160 child rights clubs |
| Overall objective of the project | Contribute to ensuring that girls and boys in Sudan realize their right to quality, safe and inclusive primary education in a protective environment. |

1. **Context and background**

SC has been working in Sudan since 1984 to deliver programs to children and communities in need. SC Sudan operates across thirteen 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.

1. **Response**

Despite efforts of improving education in Sudan, there is still a huge necessity to continue improving quality of education, particularly in the States of North Kordofan, South Kordofan, Blue Nile, Sennar, Red Sea and River Nile. These areas all have in common a high number of refugees that increase the pressure on schools and deprived many of the underprivileged from schooling, poor school infrastructure and learning outcomes. **The action will target a total of 160 schools**, whereby soft activities will continue in **80 schools** that were targeted by EQUIP2 in South Kordofan and Khartoum, in addition to expanding the reach to include **80 new schools** split evenly between Sennar, North Kordofan, River Nile and Red Sea. In addition, the action will target **56 schools with the school meal intervention** in Sennar, Red Sea and South Kordofan.

**The EUD project has 4 main outcomes:**

1. **Outcome 1**: Improved access to inclusive, safe, protective, and quality primary formal and non-formal education services for vulnerable boys and girls
2. **Outcome 2:** Improved availability and access to nutritious food for students in both formal and non-formal education, using locally produced food items
3. **Outcome 3:** Improved access to quality preventive and responsive protection services for girls and boys, both in schools and communities
4. **Outcome 4:** Increased realization of child rights through amplifying children’s voices and enhancing transparency and accountability in the delivery of essential basic and social services

The European Union Development (EUD) project aims to guarantee that both girls and boys in Sudan can exercise their right to quality, secure, and inclusive primary education within a protective environment. This project is executed in six states, namely North Kordofan, South Kordofan, Blue Nile, Sennar, Red Sea, and River Nile.

# **Purpose of the study**

The purpose of the barriers to education assessment is to:

* Verify secondary data and the consultation findings, with regards to data on IDPs and refugees
* Identify child protection risks and barriers that affect the education access and continuation including but not limited to policy, pedagogy, infrastructural, age, poverty, ethnicity, language, displacement, conflict, etc.
* Investigate gender-specific educational barriers impacting educational access for young girls
* To identify specific challenges related to disability that hinder access to quality education for children with disabilities

**The barrier assessment is one of four key studies within the EUD programme (following the EGRA/EGMA study, baseline study and KAP surveys).** Together, these four studies will inform the project’s strategy and implementation. Specifically, the baseline study will lay the foundation for regular, ongoing monitoring to measure progress on implementation. To inform learning, the baseline will include two-three questions that form part of SCI Sudan 2022-2024 Learning Agenda. Finally, findings of the baseline study will be actively disseminated, and lessons will be incorporated and inform future education, school meal and child protection programming.

1. **Study Methodology**

**Study Design**

The study will use a mixed-methods approach (quantitative and qualitative methods) to enhance reliability of the findings (triangulation). It will consist of extensive review of the current state of education in Sudan, from both SCI and other sources related to humanitarian and development work, particularly clusters reports and reports from other organizations.

**Table 1: Study matrix for the barrier assessment**

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| **Expected Results** | **Source** |
| * Identify child protection risks and barriers that affect the education access and continuation including but not limited to policy, pedagogy, infrastructural, age, poverty, ethnicity, language, displacement, conflict, etc. | * Household survey with parents * Focus groups with children * Observation of school infrastructure * Interviews with teachers * Key informant interviews with community leaders |
| * Investigate gender-specific barriers impacting education access for young girls | * Interviews with headteachers * Interviews with teachers * Interviews with state and locality education officials * Household survey with parents * Focus groups with girls, and girls with disabilities |
| * To identify specific challenges related to disability that hinder access to quality education for children with disabilities | * Focus groups with parents of children with disabilities * Focus groups with children with disabilities * Observations of school infrastructure |

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

A household survey questionnaire, key informant interview guide, an observation guide and focus group discussion guide and will be administered during the assessment.

**Sampling**

For the quantitative survey, the first stage sampling units will be the localities in targeted states. The second sampling units will be the schools implementing the EUD project; villages will be purposively selected, as per the specific needs of the assessment. In contrast, purposive sampling will be employed for the focus group discussions and key informant interviews will target headteachers, parents of children with disabilities to collect overarching, thematic data at the school level. The consultant, in collaboration with SCI education and MEAL teams, will develop the data collection tools and methodology. The consultant is expected to come up with a proper sampling methodology for the qualitative and quantitative survey.

**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. Quantitative data will be collected using KOBO/ODK. A gender-balanced team of enumerators will be recruited, trained, supervised and guided by the consultant team. 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 MEAL Managers will supervise the entire data collection and help resolve minor field difficulties. All quantitative data will be uploaded to the SCI KOBO server and cleaned before any analysis.

**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 qualitative data will be analyzed using MS Excel and thematic analysis. The desk reviews will also be analyzed using MS Excel and will be triangulated with all other information. A gender and disability-sensitive analysis will be integrated to determine disparities in gender and disabilities. Cross-tabulation of data will be conducted to investigate the intersections of vulnerability factors and barriers. A draft baseline report will be produced, shared and reviewed by SCI Sudan. 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.*

1. **Study management**

The study manager will be the Learning and Evidence Specialist. The consultant selected for the project will report to the Learning and Evidence Specialist 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.

1. **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**: Will be developed by selected consultant

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

**Final assessment report**:

The final report should include the following sections:

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

**Sharing findings**

The Final report will be shared internally with Save the Children staff, including Save the Children Finland, as well as with the Donor. 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 Country Office.

The tentative timeline is outlined below.

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| **Deliverable / Milestones** |
| Preparation of TORs |
| Design of draft data collection tools |
| Submission of final data collection tools |
| Study Approvals from HAC in EUD project sites |
| **Data collection**   * Conduct household survey in the target states * Conduct focus groups with parents of children with disabilities and children with disabilities * Conduct key informant interviews with headteachers and MoE officials * Conduct observations in schools |
| A Draft Report |
| A Final StudyReport |

1. **Consultant Profile**

The following are the main requirements for the consultant:

* Proven record in research, studies and 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.
* 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 assessment, 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 (including the project log frame)
* Project reports
* Indicator Performance Tracking Tables

**Days**

The assessment is expected to take 45 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.Bids@savethechildren.org](mailto:Sudan.Bids@savethechildren.org) and cc [janet.mugo@savethechildren.org](mailto:janet.mugo@savethechildren.org). For any question/query relating to the proposal, please email [janet.mugo@savethechildren.org](mailto:janet.mugo@savethechildren.org).

Bidders are required to prepare and submit the following documents:

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

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)