

Annex B- Terms of Reference (TORs)
Request for Proposal RFP No.2022/SOP/SCU/RFP/003
Guidelines on Assignment

1. Background:

The UNHCR Education Strategy is fully aligned with the Government's education priorities outlined in the 2018 National Education Policy Framework. This includes: i) decreasing the number of out-of-school children and increasing school completion; ii) ensuring uniformity in education standards (e.g., common curriculum and teaching and learning standards, etc.); iii) improving the quality of education; and iv) enhancing access to and relevance of skills training.

The Education Strategy takes its direction from the Global Compact on Refugees and the UNHCR's Global Refugee Education Strategy that acknowledges the need for burden sharing and supporting governments hosting refugees. In that regard, partnerships with all stakeholders including government are paramount. Humanitarian and development agencies and civil society; the focus is self-reliance through investing in refugees and host communities and working towards their durable solution.

Guided by the Sustainable Development Goals, in particular SDG 4 which calls for inclusive and equitable education for all, the Convention on the Rights of the Child, the Child Protection Framework and the Alternatives to Camps Policy, this Strategy also considers the principles of non-discrimination; adherence to the best interests of the child; the right to life, survival and development; and the right to participate.

The Strategy is also aligned with the multi-year regional Solutions Strategy for Afghan Refugees (SSAR), implemented by the Governments of Afghanistan, Iran and Pakistan with UNHCR's support, which identified youth empowerment through education and skills training as its cross-cutting priority theme. Education Strategy is linked to other UNHCR Pakistan strategies on Livelihoods, Health, Protection and Solutions, Community-Based Protection and Youth Empowerment. This will help ensure that not only do children go to school and acquire the knowledge and skills to lead productive lives, but the benefits of education extend well beyond learning to include meaningful employment, better health, self-reliance, civic participation, and supporting a conducive environment for Voluntary Repatriation and sustainable reintegration back home in Afghanistan.

UNHCR fully funds the refugee education programs over 101 schools and 46 Alternate Learning Pathway (ALP) centers in the refugee villages schools in Khyber Pakhtunkhwa, catering for the education needs of some 34,000 children. UNHCR continues to assist students in obtaining a quality education through the provision of textbooks, learning material and uniforms alongside scholarship support to those seeking higher education. With the recent transition to National curriculum, learning losses due to school closure during COVID-19 and introduction of IT in schools there is a need to assess the capacities of Afghan students in the foundational concepts of reading and mathematical skills.

2. Scope of Work:

The elementary schools build the foundational skill sets of the students by preparing them to perform more challenging tasks at the middle school. The learning outcomes of the syllabus of the courses taught at the elementary schools are detailed as per provincial governments' approved syllabus. The same will be taken as the benchmark for this assessment for the evaluation of students' learning.

The aim of the evaluation is to assess the overall capacity of the students and to provide data for future interventions. The assessment should provide evidence regarding future needs for improving the intervention and the areas that should be included in the upcoming programs.

The target groups will be the students enrolled in class IV of Refugees Village (RV) Schools their parents, RV schools' teachers, implementing partners and UNHCR employees. The number of grade four students in all the RV schools is 1627. The scope of the evaluation covers the period of last two school years starting from August 2020 to June 2022. The geographic area for assessment will include all the Afghan Refugees camps situated in fifteen districts of Khyber Pakhtunkhwa province. The competencies of the students in the three core subjects of Urdu, English and Mathematics will be assessed along with the reasons for the drop out of female students, and the impact of COVID-19 pandemic. In addition impact of floods on children in some areas will also be assessed and documented for understating the phenomenon and its impact on Education of children.

3. Tasks and assignments to be undertaken:

A detailed methodology and sampling design will be prepared by the evaluation firm which will be part of the proposal. It should focus on methods to achieve the objectives of the evaluation. The evaluation team will do an exhaustive Document Review followed by applying both qualitative and quantitative data collection tools to ascertain the effectiveness and impact of the programme interventions. Qualitative data will be collected applying a series of social research methods including semi-structured interviews, interviews with key Informants, Focus Group Discussions with beneficiaries. Survey will be conducted to evaluate the skill set of the students in respect of English, Urdu, and Mathematics courses. Findings of this survey will help develop the Focus Group Discussions and semi-structured interviews to gain a detailed overview of the communities' as well as stakeholder organizations opinion on project implementation and to triangulate with survey results.

3.1 Document review of all relevant documentation.

3.2 Meetings with stakeholders

3.3 Surveys and questionnaires

3.4 Semi-structured interviews

4. Duration of the Work

The duration of the work is four months, commencing from 15th November, 2022, to March 15, 2023: one month for the desk work, two months for the field and one month for report writing.

5. Competencies

- The entity should have experience in monitoring evaluation and program assessments of programmes especially in the context of Khyber Pakhtunkhwa.

- Relevant experience and knowledge of the United Nations programmes.
- Experience in human resources and institutional capacity development, including gender equality.
- Proven capacity to effectively collect, analyze and evaluate data/information.
- Ability to organize and synthesize information in a systematic manner
- The entity should have a diverse team composition of both men and women including researchers, data analyst, report writer and a team lead.
- The team lead should have experience of leading evaluations of development programmes.
- The researcher team should comprise of one man and woman and should have prior experience of designing research methodology and conducting interviews and FGDs at household and individual level.
- The data analyst should be well versed in data management and statistical analysis of data producing a high-quality evaluation and assessment reports.
- The entity should be familiar with UN evaluation policies and procedures, and with the programming principles of the UN.
- Excellence in report writing.
- Ability to communicate in English, Urdu, and Pashto.

6. Computer Skills:

Proficiency in MS Office and statistical analysis software

7. Major Objectives

- To undertake reading assessment (English) of at least 50% of the children in grade IV in all UNHCR funded RV schools in KP.
- To undertake reading assessment (Urdu) of at least 50% of the children in grade IV in all UNHCR funded RV schools in KP.
- To undertake assessment in Mathematics/arithmetic competencies of 50% of all children enrolled In Grade IV.
- To assess the impact of COVID 19 on dropout from UNHCR funded RV schools in 2020-2021 from various grades.
- To assesses the impact of floods on dropouts of children in floods affected Refugee camps.
- To provide recommendations based on findings for improvement of English and Urdu reading, Mathematics/Arithmetic's competencies in children in camp/RV schools.
- To provide recommendations based on the findings to enroll Afghan children I n RV and public schools including the flood affected children.

8. Sections of Technical Proposal Format Max Seven (07) pages (A4, font size 12 Times New Roman)

- I. Brief Profile and experience
- II. Details on implementation plan
- III. Design, tools and Methodology
- IV. References/Bibliography

9. Technical and Financial Evaluation Criterias.

For the award of this project, UNHCR has established evaluation criteria which govern the selection of offers received. Evaluation is made on a technical and financial basis. The percentage assigned to each component is determined in advance as follows:

1. Technical: 70%
2. Financial: 30%

Percentage distribution for Technical Evaluation will be 70%. Maximum available scores are listed in the table below. To be rendered Technically qualified bidders technical proposals should score a minimum of **42 points** out of the 70 points will result in technical non-compliance and elimination from the financial evaluation process.

S. /No	Technical Evaluation Criteria	Scores / Points	Scoring Methodology	Scores (points)
1.	<p>Company Registration Documents:</p> <p>Provide Institute / Company registration certificates, NTN certificate etc. and registered as an evaluation and research entity in Pakistan</p>	5	Submitted proof of registration company certificate	5
	Sub total	5 points		5
2.	<p>Com[any Relevant experience;</p> <p>Submission of 3 contracts or work orders for similar previous projects implemented by the company.</p> <p>The contracts should be in the field of monitoring ,evaluation and programme assessment especially in the context of KP Pakistan</p>	22	Submitted 3 contracts or work orders for similar previous projects undertaken in the past 3 years.	11
			Contracts submitted are in the field of monitoring ,evaluation and programme assessment especially in KP Pakistan	11
	Sub total	22 points		22
3.	<p>Staffing structure and capacity:</p> <p>Bidders should submit resumes of their project personnel including team leader with qualifications and experience of each personnel</p>		3 Ph.D degree:	3
			3 Master's degree:	3
			Ability of staff to communicate in	

	<p>Company staff involved in the project should have the ability to communicate in English, Urdu and Pashto.</p> <p>The research personnel should be gender diversified with atleast 1male and 1 female with past experience in designing research methodology, interviewing and FGDs at households and individual level.</p>	12	<p>English ,Urdu and Pashto</p> <p>Research personnel and gender diversified</p>	<p>3</p> <p>3</p>
	Sub total	12 points		12
4.	Compliance with UNHCR delivery period: Bidder's acceptance to deliver the period within 4 months after UNHCR issues a PO	5		5
	Sub total	5 points		5
5.	A detailed methodology and sampling design of the evaluation assessment proposal	16 points	Acceptance to comply with UNHCR TORs Annex B	4
			Approach/methodology to achieve the objectives	4
			Proposed document review process	4
			Application of qualitative and quantitative data collection tools	4
	Sub total points	16 points		16
6.	Financial Capacity of the firm Submission of last past 2 years Financial statements or certified bank statements or certified audit reports indicating y overall turnover of at least PKR 01 million or above.	10 points	<i>Submit 2 years Certified bank statements or audit report with overall turn over of minimum PKR 01 million.</i>	10
	Sub total	10 points		10

	TOTAL TECHNICAL POINTS	70 points		70
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The financial component will be analyzed only for those suppliers that pass the technical evaluation.

The maximum number of points will be allotted to the lowest (but realistic) price offer that is opened and compared among those invited firms. All other price offers will receive points in inverse proportion to the lowest price; e.g. **(total Price Component (30%) x (PKR lowest price offer) \ (PKR other suppliers price offer) = points for other supplier's Price Component.**