

ToR for Assessment Partner for the Iraq MYRP Holistic Learning Outcomes Baseline Assessment

January 2022

SUMMARY

Save the Children International is seeking an experienced assessment agency/institute/firm to undertake a holistic learning assessment for the Multi Year Resilience Program (MYRP) project in Iraq funded by Education Cannot Wait (ECW). The assessment aims to cover eight governorates (Al Anbar, Sulaymaniya, Diyala, Duhok, Erbil, Kirkuk, Ninewa and Salah al Din). The main objective is to measure learning levels including social-emotional learning of the enrolled children in the schools targeted by the MYRP. The findings for this assessment will provide the baseline measurement of holistic learning levels of a sample of students targeted by the MYRP in Iraq. The findings will provide evidence to enable work to improve interventions during the MYRP and form the basis of a comparison with an endline assessment planned for May-June 2024.

Project	Multi Year Resilience Program (MYRP) - Equitable access to safe education for Syrian refugee, returnee, IDP and host community.
Donor	Education Cannot Wait
Project Goal	Crisis affected girls and boys, including adolescents have increased and continued access to safe, protected, inclusive and quality education that supports their wellbeing and learning outcomes.
Assessment type	holistic learning outcomes measurement
Assessment Methodology	- Background characteristics: <u>The assessment will also collect data on a range of background characteristics of classrooms, schools, teachers, students and their families to provide contextual background information to the learning assessment.</u> - In-depth interviews – children - Open questions through KIIs – children
Assessment objectives	- Set the baseline for children on literacy, numeracy and socio-emotional learning levels. - Availability of quality data on the learning levels of students to allow for better decision making regarding how to resource classrooms, train teachers and enact impactful policies will be made. - Recommend MoE, DoE and education sector partners about any future program interventions.
Thematic areas	Access, protection and wellbeing, learning and system strengthening.
Assessment dates	1 February 2022 – 31 May 2022
Anticipated draft assessment report release date	30 June 2022

Commented [NS1]: The assessment methodology will need to be informed by the objectives. This means the assessment partner needs to propose the specific methodology. That said, we could specify here that the methodology needs to include a (representative) sample of children, and seek to assess both core academic skills and socio-emotional learning, and gather data on background characteristics.

Commented [R02R1]: Agreed. It will be difficult for a partner to cost this exercise without a sampling strategy. An example sampling strategy is provided in the annex. This will allow applicants to provide unit costs from which the final costs can be negotiated. And also compare financial proposals of different applicants.

Commented [NS3]: Is this not a repetition of point B above? Or if intended to inform future interventions then surely this would require endline data?

PROJECT BACKGROUND INFORMATION

The Iraq Multi-Year Resilience Programme (MYRP) aims to support, crises affected girls and boys, including adolescents to have increased and continuous access to safe, protective, inclusive and quality education to support their well-being and their learning outcomes. The Iraq MYRP prioritizes safe, protective, inclusive and gender responsive education services, supported by strategies and actions aimed at improving safety and well-being beyond schools. It also focusses on learning environments that are inclusive, gender sensitive, child friendly, and establish conditions conducive to quality learning. This is underpinned by supporting systems that address exclusion and barriers to education. This includes reaching girls and boys of all ages in areas affected by displacement (in and out of camp settings), Syrian refugees, host communities and returnees, with a special focus on girls and boys living with disabilities. The ECW seed funding will reach 36,500 children over three years. Of this group, 10% are Internal Displaced Persons in camps and 15% in non-camp settings, 30% are returnees, 35% are Syrian Refugees, and 10% are from host communities. The Iraq MYRP aims to support 250 schools and learning centers delivering formal and non-formal education, in eight governorates (Al Anbar, Al-Sulaymaniya, Diyala, Dhouk, Erbil, Kirkuk, Ninewa and Sala al Din) and across two regions – Center Iraq and Kurdistan Region of Iraq.

SUMMARY OVERVIEW OF THE PROJECT IMPLEMENTED

Duration	36 months (July 2021 - June 2024)
Primary sector of intervention	Education and Child Protection
Project Locations	Al Anbar, Al-Sulaymaniya, Diyala, Duhok, Erbil, Kirkuk, Ninewa, and Salah al Din
Project Goal	Crisis affected girls and boys, including adolescents have increased and continued access to safe, protected, inclusive and quality education that supports their wellbeing and learning outcomes.
Outcome	ACCESS- Girls and Boys, including adolescents (3-18) access continuous, inclusive and gender responsive education services in crisis-affected communities. PROTECTION AND WELL-BEING- Learners (3-18) improve their sense of safety and social and emotional well-being at learning centers. LEARNING- Learners (3-18) are supported by qualified teachers and provided with quality, inclusive and efficient learning opportunities. SYSTEM STRENGTHENING- Enhanced community-based and institutional system efficiency in school governance, education continuity and quality.

	RESOURCES – Adequate material and financial resources are mobilized to scale-up the MYRP.
Targeting	36,500 girls and boys, including adolescents, 60% of whom are girls and adolescent girls and 10% children with disabilities.

COUNTRY ASSESSMENT PROGRAM HOLISTIC LEARNING OUTCOMES MEASUREMENT PURPOSE, CRITERIA, QUESTIONS AND INTENDED USAGE.

The purpose of this project funded through ECW is to develop new or strengthen existing holistic learning outcome measurement systems adapted to conflict and crisis settings in selected ECW-supported countries. At a more practical level, the initiative aims to:

- Set the baseline for children on literacy and numeracy levels and social and emotional skills.
- Improve the availability of quality data on the learning levels of students to allow for better decision making regarding how to resource classrooms, train teachers and enact impactful policies will be made.
- Provide recommendations to MoE, DoE and education sector partners about any future program interventions.

ASSESSMENT ELEMENTS AND QUESTIONS

To ensure an Assessment Partner (AP) is in place at the appropriate time, this ToR is the start of the process to identify an AP. The elements mentioned below relate to achieving the assessment objective, will also serve as the main framework for presenting the assessment findings.

Before designing the the learning assessment there are 10 decision that will be made by MYRP management in consultation with ECW Global Technical Partner, and the Assesment Partner (AP):

1. *What is the policy goal and RQs for the assessment?*
2. *What level of resource is availabe against the ambition?*
3. *What is the assesment system to be strengthened?*
4. *Will the assessment be formative or summative?*
5. *Will it be shcool or community based?*
6. *Which ages or grades will be assessed?*
7. *Which learning domains will be targeted?*
8. *What will be the timing of the assessment and repoorting?*
9. *What external and backround characteristic should be considered?*
10. *How will evidance use and uptake be supported?*

The design process will follow the decision-making process; the assessment should be designed and delivered through the following 13 steps:



11. *Develop an assessment framework*
12. *Choose languages for assessment as per the community language*
13. *Select develop or adapt items*
14. *Partner training on the process and assessment tools.*
15. *Develop the assessment*
16. *Define the background information*
17. *Define coverage for sample-size*
18. *Standardization and field operations*
19. *Data management*
20. *Piloting*
21. *psychometric analysis*
22. *secondary analysis*
23. *reporting*

The project data will be collected and will be analysed using the agreed tools during design decision process.

Developing the analytical framework, i.e. refining and operationalizing the questions posted above, will be done in close cooperation between Save the Children, Cambridge Education and the AP.

INTENDED AUDIENCE AND UTILISATION

The targeted audience for this assessment are

- *Education Cannot Wait (ECW)*
- *Donor Community*
- *Ministries of Education (Iraq Federal and Kurdistan Region)*
- *Directories of Education*
- *Save the Children International (SCI)*
- *Implementing Partners*
- *Education Cluster partners*

Findings of the assessment will be used to improve the design, collection, aggregation, analysis, reporting and dissemination of information on holistic learning outcomes (and when possible its relation to quality education provision) that suits the EiE context.

METHODOLOGY

In collaboration with Save the Children and with support from a Global Technical Partner, the Assessment Partner will develop and design the assessment methodology in line with the scope, objectives and assessment questions. Implementing Partners will conduct data collection after they are trained by Assessment Partner. It is envisioned that the process will follow a phase approach:

- *The assessment will measure learning outcomes of a sample of students targeted by the MYRP in schools/learning centres.*



- The assessment will collect data on a range of background characteristics of classrooms, schools, teachers, students and their families to provide contextual background information to the learning assessment.
- Inception report and briefing to SCI management.
- Primary data collection through the tool agreed in the pre-design stage.
- Analyses and Interpretation of findings.
- Reporting and dissemination.

The assessment is proposed to be conducted through the tools that will be agreed during the design decision process. The report should triangulate data from primary sources. The primary data are from quantitative and qualitative sources that provide information from various beneficiary perspectives. The proposed methodological approach and the tools will be developed in close cooperation with Save the Children and Cambridge Education, and the AP will be responsible for field testing the test items with a sample set of beneficiaries prior to the main fieldwork.

ASSESSMENT TIMELINE

What	Who is responsible	By when	Who is involved
Assessment TOR review	MYRP team; MEAL Advisor and Cambridge Education	To be added by AP	MEAL, Members and IPs, Cambridge Education, Education TA
Selection of assessment partner organization	MYRP team; MEAL Advisor and Cambridge Education	To be added by AP	MEAL, Cambridge Education, Supply Chain, Education TA
Developing the assessment framework	AP	To be added by AP	MEAL, Cambridge Education, Education TA and IPs
Developing test items	AP	To be added by AP	MEAL, Cambridge Education, Education TA, Cluster and IPs
Tools development and share for feedback	AP	To be added by AP	MEAL, Cambridge Education, Education TA, Cluster and IPs
Training of Implementing Partners and their enumerators on data	AP	To be added by AP	IPs, MEAL, Cambridge

collection, management and reporting.			Education, Education TA,
Field /primary data collection	IPs	To be added	MEAL, Education TA and IPs
Data analysis	AP		
First Draft Report	AP	To be added	MEAL, Cambridge Education, Education TA and IPs
Validation of assessment findings and recommendations	AP	To be added	MEAL, Education TA, Cambridge Education, Member and IPs
Final report	AP	To be added	M MEAL, Education TA, Cambridge Education, Member and IPs
final report (together with response plan)	MEAL	To be added	MEAL, Education TA, Cambridge Education, member and IPs

The workdays chargeable for the above mentioned tasks will be proposed by the AP.

EXPECTED OUTPUTS AND DELIVERABLES

The assessment consultancy should result in the following outputs and deliverables:

- Inception meetings (virtual) to finalize scope of work, expectations, process / work plan, and brief on logistics and technical aspects.
- Draft analytical framework, methodological approach including required secondary sources from the project, final approach to sampling, primary data collection tools share for feedback.
- Finalize analytical framework, methodological approach including required secondary sources from the project, approach to sampling, primary data collection tools.



- Review final training plan as per the initial feedback for the implementing partners and their enumerators whom will implement primary data collection.
- Review and clean raw data (all data sets in excel, notes from KIIs and FGDs).
- Analyse cleaned data.
- Plan and develop key findings and recommendations dissemination workshops with various stakeholders for review and finalization of assessment findings.
- Draft & final assessment report and summary fact sheet/info graphics. The AP will produce a draft report to be submitted to MYRP/ SCI on the agreed date for review. A final report (MS Word, Excel files, PDF), including feedback from SCI reflected in, will then be submitted to SCI. The report needs to follow the provided template / guidance.

All deliverables (except for the assessment report summary) need to be provided in English only despite that the data collection tools that will be translated in the language of the community where the data is collected (Kurdish and Arabic). The assessment report needs to be provided only in English. A summary report will be needed in Arabic, Kurdish and English.

CODE OF CONDUCT

- Save the Children's work is based on deeply held values and principles of child safeguarding, and it is essential that our commitment to children's rights and humanitarian principles is supported and demonstrated by all members of staff and other people working for and with Save the Children. Save the Children's Code of Conduct sets out the standards which all staff members must adhere to and the consultant(s) and interpreters if applicable are bound by the principles and conditions of Save the Children's Code of Conduct and will need to sign it before departing to the field.
- A contract will be signed by the AP before commencement of the action. The contract will detail terms and conditions of service, aspects on inputs and deliverables.

MANDATORY SECURITY TRAINING

The agency who will undertake the assessment need to have in place security standards and trainings as per required in the context.

PROFILE OF THE ASSESSMENT PARTNER FIRM/ORGANIZATION

The agency must have proven expertise and experience in fragile context (especially Iraq), social research, working in Education and protection programming in humanitarian emergency responses, and be able to work with the assessment inputs from Iraq.

Specific requirements:



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- *Prior experience in conducting learning assessment;*
- *Prior experience in conducting similar assessments in emergency context;*
- *Demonstrate in house capacity 8ft he team to lead a survey and ability to mobilize necessary resources;*
- *Experience of working with and through governments especially in a) advocating for education in emergency issues, and b) in capacity development;*
- *Experience of evidence uptake with key stakeholders;*
- *Established track record of working in and making meaningful contributions within the wider education sector.*
- *It is preferd to have experience with tools such as ASER, EGRA/EMGA, IDELA.*
- *Have excellent leading experience/skills, with the ability to work with a varied team.*
- *Have expertise and experience in assessments, social science research, including mixed methods and notably quantitative and qualitative primary data collection methods.*
- *Have expertise and experience in research, monitoring and evaluation in humanitarian emergency response contexts, preferably related to the Iraq crisis, as well as related technical standards.*
- *Have expertise with fragile context programming/adaptive management.*
- *Have a good understanding of the Iraq crisis.*
- *Have a good knowledge of and experience using data collection software (such as Kobo, SMAP) and statistical packages (such as SPSS).*
- *Have excellent report writing skills.*
- *Have excellent written English and knowledge on Arabic and/or Kurdish, advantage.*
- *The key team members (in particular the lead), hold a minimum educational qualification equivalent to a master´s degree in a relevant field.*

Proof of these is to be provided by submitting, together with the application:

- An overview of relevant works
- Working samples
- Contact details for references
- CV of relevant experts who will be a part of the team

APPLICATION

The agency/firm/organisation should submit a proposal comprising the following:

- A technical proposal (not more than 10 pages) which indicates how the AP is going to undertake the activities highlighted in the ToR, Implementing Partners training plan, clear methodology, including types of data collection tools and analysis.
- A capacity statement detailing the agency's ability to deliver a quality assessment report within the given timeframe, including an overview of relevant work and technical experience against the specific requirements outlined above.
- At least 2 samples of previous relevant works undertaken, including at least 1 assessment report that was 100% led by the agency.



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- Contact details for 2 references for similar assignments done not more than 2 years ago
- CVs of the team members that will be engaged in the assessment.
- A financial budget with explanations about the line items.
- Any appendices the agency sees as relevant to the application.

For the purposes of comparing financial proposals, a sampling strategy is provided as an Annex to this TOR. Final decisions on the sampling will be made by Save the Children, the Global Technical Partner and the successful firm. Should there be cost implications for any of the changes, these costs will be negotiated between Save and the successful firm at that time, using the unit costs presented in the financial proposal as a benchmark for negotiations.

Applications should be submitted electronically to Save the Children International by 25 January 2022.

ANNEX A: Education Cannot Wait: MYRP Example Sampling Strategy

The Multi-Year Resilience Programme (MYRP), funded by Education Cannot Wait (ECW) intends to reach 32,500 pupils across 250 schools over three years. The schools will be in eight governorates in Iraq. At this stage the exact distribution of pupils and schools across regions is unknown; rough estimates have been calculated based on [2018 population estimates](#) (see Table 1, please note that this is indicative only).

Governorate	Schools	Pupils (3 years)	Pupils (1 year)	Mean number of pupils per school per year	Population (total per year)					Boys	Girls	No disability	Disability
					Internal displaced persons in camps	Internal displaced persons in non-camp settings	Returnees	Syrian Refugees	Host communities				
Al Anbar	29	3707	1236	43	124	185	371	432	124	494	741	1112	124
Diyala	26	3426	1142	43	114	171	343	400	114	457	685	1028	114
Ninewa	60	7805	2602	43	260	390	780	911	260	1041	1561	2341	260
Salah al Din	26	3338	1113	43	111	167	334	389	111	445	668	1001	111
Kirkuk	26	3343	1114	43	111	167	334	390	111	446	669	1003	111
Dohuk	21	2704	901	43	90	135	270	316	90	361	541	811	90
Erbil	30	3881	1294	43	129	194	388	453	129	517	776	1164	129
Sulaymaniya	33	4296	1432	43	143	215	430	501	143	573	859	1289	143
Total	250	32500	10833	347	1083	1625	3250	3792	1083	4333	6500	9750	1083

The sampling strategy will be agreed with the appointed assessment partner. At this stage, we recommend collecting a representative sample of schools and pupils from each of the eight governorates. Given our target sample size of 540 pupils, we recommend a 20% sample of schools. Within sampled schools, we suggest taking a 25% sample of pupils, stratified by gender and disability. Indicative sample sizes under this scenario are displayed in Table 2.

					Population (total per year)				
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Governor ate	Scho ols	Pupi ls (3 year s)	Pupi ls (1 year)	Mean num ber of pupil s per scho ol per year	Internal displaced persons in camps	Internal displaced persons in non-camp settings	Return ees	Syrian Refug ees	Host communi ties	Bo ys	Gir ls	No disabil ity	Disabil ity
Al Anbar	6	185	62	11	6	28	19	22	6	25	37	56	6
Diyala	5	171	57	11	6	26	17	20	6	23	34	51	6
Ninewa	12	390	130	11	13	59	39	46	13	52	78	117	13
Salah al Din	5	167	56	11	6	25	17	19	6	22	33	50	6
Kirkuk	5	167	56	11	6	25	17	20	6	22	33	50	6
Dohuk	4	135	45	11	5	20	14	16	5	18	27	41	5
Erbil	6	194	65	11	6	29	19	23	6	26	39	58	6
Sulayma niya	7	215	72	11	7	32	21	25	7	29	43	64	7
Total	50	1625	542	87	54	244	163	190	54	217	325	488	54

A key consideration for the Assessment Partner will be the number of pupils sampled within each school, as this will affect the cost-effectiveness of conducting assessments. Based on the above sampling strategy, we anticipate that there will be 11 pupils per school.