

Terms of Reference for Multi Year Resilience Program gender assessment in Iraq

January 2022

SUMMARY

Save the Children International is seeking an external consultant and/or agency to undertake a gender assessment for the Multi Year Resilience Program (MYRP) project in Iraq funded by Education Cannot Wait (ECW). The scope of the assessment is to identify barriers of girls to access education. The assessments aims to cover all Iraq with specific focus on Al Anbar, Sulaymaniya, Diyala, Duhok, Erbil, Kirkuk, Ninawa, Salah al Din and two governorates from the center and south of Iraq. The assessment will use a mixed approach that involves the collection of both qualitative and quantitative information. The objectives of the gender assessment are to; a) understand barriers and challenges at each sphere of the socio-ecological model to education for girls; b) inform future design and programming based on evidence, c) use evidence for advocacy and for equitable resource allocation to reach diverse groups of stakeholders including most under-served and most vulnerable and to d) identify and evaluate the different factors affecting boys' and girls' sense of safety, well-being and social inclusion at learning facilities.

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	Gender Assessment
Assessment Methodology	Refer to Save the Children's Gender and Power Analysis Toolkit for guidance with methods, principled approaches and guiding questions. Methodology should include: • Desk review of SCI documents, national strategic papers, reports, UN/INGO assessments, evaluations, studies, school policies and codes of conduct related to children's safety (i.e. GBV/CP, bullying etc) and other relevant global reports on gender equality and education. • Key informant interviews (KIIs) and in-depth interviews with Government of Iraq education staff, community leaders as well as boys, girls, women and men including teachers/principals, youth groups, religious leaders and local organizations working on gender and disability. • Focus group discussions (FGDs) with boys, girls, men and women youth, parents/ caregivers and boys and girls with disabilities.



	• Participant observation: a gender audit of a classroom environment, student participation and teaching methodology • Case studies, it can be identified and documented throughout the assessment. • The targeted community groups are IDPs in camp and out of camps, returnees, refugees in camp, out of camp and the host community.
Assessment objectives	a) understand barriers and challenges to education for girls; b) inform future programming based on evidence, c) Use evidence for advocacy and for equitable resource allocation to reach diverse group of stakeholders including most under-served and most vulnerable and to reach most under-served and most vulnerable. d) Identify and evaluate different factors affecting boys and girls sense of safety, well-being and social inclusion around and within learning facilities/schools.
Thematic areas	Access, protection and wellbeing, learning and system strengthening.
Assessment dates	28 February 2022 – 31 st March 2022
Anticipated draft assessment report release date	15 th April 2022



PROJECT BACKGROUND INFORMATION

The Iraq Multi-Year Resilience Programme (MYRP) aims to support crisis 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 IDPs 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 IMPLEMENTATION

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, Ninawa, 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.
Targeting	192,100 girls and boys, including adolescents, 60% of whom are girls and adolescent girls

CONTEXT BACKGROUND AND GENDER ASSESSMENT PURPOSE, CRITERIA, QUESTIONS AND INTENDED USAGE.



Access to inclusive and equitable quality education is a fundamental human right. In 2020, 3.2 million school-aged Iraqi children did not have access to formal public education.¹ Many children have lost years of schooling due to conflict and shortages of schools and teachers. At the end of 2019, there were approximately 345,000 children remaining out of school, with school dropouts continuing to be an issue in 2020 (OCHA 17/11/2020; discussions with operational partners). Starting 2020, the aftermath of COVID-19 combined the inequalities that were in place. Under the MYRP, a comprehensive gender assessment will be conducted in order to achieve the following objectives:

- a) Understand key issues and barriers preventing girls and boys of different ages.
- b) Inform future programming based on evidence.
- c) How parents and caregivers/families influence the cause for out of schools children
- d) Use evidence for advocacy and for equitable resource allocation to reach most under-served and most vulnerable.
- e) Identify and evaluate the different factors affecting boys and girls sense of safety, well-being and social inclusion at learning facilities.

ASSESSMENT CRITERIA AND QUESTIONS

The assessment will be based on the criteria listed below and overarching questions. The criteria, as they relate to achieving the assessment objective, will also shape the main framework for presenting the assessment findings. The proposed assessment criteria are:

- A. *Participation and representation of girls, boys and youth with specific consideration for diversity aspects (displacement, ethnicity, literacy, child labor, minorities groups etc..).*
- B. *Inclusion of family members and caregivers (parents).*
- C. *Inclusion of the government of Iraq's ministry of education staff.*
- D. *Inclusion of the religious and community representatives as part of the key informants.*
- E. *Inclusion of SCI staff as key informants who will in addition provide an insight into gender mainstreaming policies across the organization.*
- F. *Inclusion of organizations working on gender and with people with disability*

Maintain a secure and confidential approach for data collection and data sharing.

The project will be analyzed using the following thematic questions:

1. *Q1 Access to education: What are the barriers to girls education in Iraq?*
2. *Q2 Access to education: What are the enablers to girls education in Iraq?*
3. *Q3 Norms and traditions: What influence do social norms and tradition have on girls education in Iraq?*
4. *Q4 Crisis impact: What impact has COVID 19, displacement, the economic and security situation had on girls and boys education in Iraq?*

¹ <https://www.unicef.org/iraq/what-we-do/education>.



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5. *Q5 Social inclusion and empowerment: To what extent are safety measures, social inclusion and women's empowerment themes are mainstreamed in education policies and projects, school environments, learning materials and practices, for girls especially, and boys?*
6. *Q6 Reforms and initiatives: Based on the evidence (generated from the assessment) of what makes girls access educations, what reforms and initiatives should be prioritized for girls education in Iraq?*

Developing the analytical framework, i.e. refining and operationalizing the questions posted above, will be done in close cooperation between Save the Children consortium management and the consultant and/or agency.

INTENDED AUDIENCE AND UTILISATION

The targeted audience for this assessment is:

- *Education Cannot Wait (ECW)*
- *Donor Community*
- *Ministry of Education*
- *Save the Children International (SCI)*
- *ECW consortium partners*

Findings of the assessment will primarily be used to strengthen gender mainstreaming in MYRP project. It is anticipated that some of the identified barriers to girls education will be targeted in the course of project implementation for elimination while enablers will be further profiled, tested and used in evidence based advocacy both at community and government levels. The findings will also be used for fundraising among civil societies and donors.

METHODOLOGY

SCI is seeking for external consultant and/or agency to develop and design the assessment methodology in line with the scope, objectives and assessment questions.

Refer to Save the Children's Gender and Power Analysis Toolkit for guidance with methods, principled approaches and guiding questions. Methodology should include:

- Desk review of SCI documents, national strategic papers, reports, UN/INGO assessments, evaluations, studies, school policies and codes of conduct related to children's safety (i.e. GBV/CP, bullying etc) and other relevant global reports on gender equality and education.
- Key informant interviews (KIIs) and in-depth interviews with Government of Iraq education staff, community leaders as well as boys, girls, women and men including teachers/principals, youth groups, religious leaders and local organizations working on gender and disability.
- Focus group discussions (FGDs) with boys, girls, men and women youth, parents/caregivers and boys and girls with disabilities.
- Participant observation: a gender audit of a classroom environment, student participation and teaching methodology



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- Case studies, it can be identified and documented throughout the assessment.
- The targeted community groups are IDPs in camp and out of camps, returnees, refugees in camp, out of camp and the host community.

The process will follow a phase approach:

- *Completion of desk review to identify existing information and gaps that need to be taken care during primary data collection phase*
- *Data collection instruments, protocol and procedures*
- *Sampling methodology for quantitative and qualitative data collection*
- *Inception report and briefing to SCI management.*
- *Primary data collection with a focus on mixed-methods approach (qualitative and quantitative methods)*
- *Analysis and interpretation of findings*
- *How project stakeholders will be involved in the analyses of the report*
- *Reporting and dissemination.*

The assessment is proposed to be conducted through a mixed-method approach. The interview method will include SC staff, beneficiaries, government stakeholders and partners. The report should triangulate data from primary sources. The primary data are from quantitative and qualitative sources that provide information from various beneficiary and community stakeholders' perspectives. The consultant and/or agency should select quantitative and qualitative data collection i.e. FGDs and KIIs to give deeper understanding of processes and approaches and perceptions to achieve the assessment objectives. The proposed methodological approach and the tools will be developed by the consultant and/or agency in close cooperation with Save the Children. It will be required field-testing with a sample set of beneficiaries.

The consultant and/or agency is expected to plan to develop a comprehensive sampling framework and justification

The sampling should be representative of all Iraq with a focus in the mentioned governorates.

ASSESSMENT TIMELINE

What	Who is responsible	By when	Who is involved
Assessment TOR review	Consortium unit	15 th Jan 2022	MEAL, Members and IPs, Gender TA
Selection of assessment team	Consortium MEAL	15 th Feb 2022	Consortium MEAL, Supply Chain, gender TA



Desk review	consultant and/or agency	28 th Feb 2022	MEAL, Gender TA and IPs
Inception report and comments	consultant and/or agency	10 th Mar 2022	MEAL, Gender TA and IPs
Field /primary data collection	consultant and/or agency	31 st Mar 2022	MEAL, Gender TA and IPs
First Draft Report	consultant and/or agency	15 th April 2022	MEAL, Gender TA and IPs
Validation of assessment findings and recommendations	consultant and/or agency	30 th April 2022	MEAL, Gender TA, ember and IPs
Final report	consultant and/or agency	10 th May 2022	MEAL, Gender TA, ember and IPs
Two pages summary report in English, Arabic and Kurdish	consultant and/or agency	10 th May 2022	MEAL, Gender TA, ember and IPs
final report (together with response plan and summary fact sheet/info graphics)	consultant and/or agency	20 th May 2022	MEAL , Gender TA , ember and IPs

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
- Methodological approach including required secondary sources from the project, approach to sampling, primary data collection tools
- Prepare and review after SCI feedback final training plan for enumerators to implement primary data collection
- Prepare and review after SCI feedback analyse raw data (all data sets in excel, notes from KIIs and FGDs)
- Plan and develop key findings and recommendations dissemination of the assessment findings.
- Draft & final assessment report and summary fact sheet/info graphics. The consultant and/or agency will produce a draft report to be submitted to ECW consortium / SCI on the agreed date for review. A final report (MS Word, Excel files, PDF), including



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feedback from SCI reflected in, will then be submitted to SCI. The report needs to follow the provided template / guidance.

All deliverables including assessment report need to be provided in English. It will be required to provide two pages summary report in English, Arabic and Kurdish.

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 and/or agency 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 consultant and/or agency before commencement of the action. The contract will detail terms and conditions of service, aspects on inputs and deliverables.

MANDATORY SECURITY TRAINING

The consultant and/or agency shall be expected in country for at least 10-15 days as such, SC expect the successful consultant and/or agency to undergo mandatory online security training and submit the certificate of completion to Save the Children before the commencement of the task. Failure to deliver this will lead to an automatic disqualification. SC will provide security brief to consultant and/or agency upon arrival in KRI.

PROFILE OF THE CONSULTANCY

The consultant and/or agency must have proven gender expertise and experience in fragile contexts (especially Iraq), with strong social research experience and sound understanding of education and protection programming in humanitarian contexts and be able to work with the assessment inputs from Iraq context. Proof of relevant knowledge and skills to be provided as requested under application requirement.

REQUIREMENTS IN DETAIL:

- Gender expertise, with at least three years experience on gender related research. It is preferred to have qualifications in international development and humanitarian context.
- Have excellent communication and team leading skills, with the ability to work with a diverse 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, as well as related technical and ethical standards, including research with children



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- Have a good understanding of the Iraq crisis.
- Have superior analytical, report writing and presentation skills
- Have a good knowledge of data collection software (such as Kobo, SMAP).
- Have excellent written English and knowledge of Arabic is an advantage.
- Hold a minimum educational qualification equivalent to a master's degree in a relevant field.
- Proven experience in conducting gender assessments
- Knowledge of children participation in research and studies
- Knowledge of relevant gender equality principles and policies
- Strong writing and conceptual skills, particularly on gender
- Higher university degree in relevant field e.g. gender

APPLICATION

The consultant and/or agency should submit a proposal comprising the following:

- A technical proposal (not more than 10 pages) which indicates how the consultant and/or agency is going to undertake the activities highlighted in the ToR, with clear methodology, including types of data collection tools and analysis
- A capacity statement detailing the consultant and/or agency's ability to deliver a quality assessment report within the given timeframe, including an overview of relevant work and technical experience
- At least 2 samples of previous relevant works undertaken, including at least 1 assessment report that was 100% led by the lead consultant and/or agency.
- Contact details for 2 references for similar assignments done not more than 2 years ago
- CVs of the consultant and/or agency.
- A financial budget with explanations about the line items
- Any appendices the consultant and/or agency sees as relevant to the application.

Applications should be submitted electronically to save the children international by 6th February 2022.