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*Addis Ababa, ETHIOPIA, P. O. Box 3243, Telephone: +251-11-551 7700,*

*Fax: +251-11-5517844, website: [www.africa-union.org](http://www.africa-union.org)*

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**REQUEST FOR EXPRESSIONS OF INTEREST (EOI)**

**A CONSULTANCY, TO CONDUCT A DESK REVIEW OF CONTINENTAL EDUCATION STRATEGY FOR AFRICA  
(CESA 16-25) INDICATOR FRAMEWORK**

**PROCUREMENT NUMBER: AUC/HRST/C/004**

## SECTION I: LETTER OF INVITATION

27<sup>th</sup> August 2021

Dear Applicants,

### **REF: A CONSULTANCY, TO CONDUCT A DESK REVIEW OF CONTINENTAL EDUCATION STRATEGY FOR AFRICA (CESA 16-25) INDICATOR FRAMEWORK**

1. The African Union Commission wishes to recruit highly qualified African experts to undertake the above assignment. The AUC now invites interested **Individual Consultants** to submit CVs for the assignment as per attached Terms of Reference (TORS).
2. A Consultants will be selected under the Fixed Budget Selection method and the pass mark shall be 70%.
3. Methodology & understanding of the assignment as part of the criteria
4. The Eols must include the following:
  - (i) A Cover Letter outlining the understanding of the assignment and methodology
  - (ii) CV demonstrating experience with similar assignments.
5. This assignment has **fixed amount of \$15,000** for the whole period of the activity
6. The Eols must be submitted to the following e-mail address: **tender@africa-union.org with a copy to AidarusH@africa-union.org**
7. The title of the Procurement and Procurement Number must appear as subject of e-mail submissions
8. The Deadline for submission of Eols is 10<sup>th</sup> September 2021 at 1500 hours Addis Ababa Time. Late applications will not be considered.
9. This call for Request for Expressions of Interest comprise of the following:
  - Section I – This Letter of Invitation
  - Section II - Terms of Reference

Yours sincerely,

**Head, Procurement, Travel and Stores Division**

## SECTION II: TERMS OF REFERENCE

### 1. BACKGROUND:

At the Pan African Conference on Education (PACE 2018) in Nairobi, Member States committed to “Strengthening mechanisms, including EMIS, for data collection, analysis, dissemination and use at the national level and data reporting at the regional, continental and global levels for monitoring of progress toward CESA 16-25 and SDG4- Education 2030.

Since April 2018, The UNESCO Institute for Statistics (UIS) and the Pan African Institute of Education for Development of the African Union (IPED/AU) have undertaken several a number of consultations and initiatives in order to put in place a functional joint monitoring and reporting framework for both CESA and SDG4.

The intention is to produce a series of joint AU-UNESCO continental monitoring reports to understand where member states stand as well as thematic reports (Spotlight Reports) to organize and frame the policy dialogue and learning among peers.

Critical to the regional reporting will be a comparison of indicators and the creation of a benchmarking tool based on a voluntary and active collaboration between several organizations to create an emulation and to apply the best practices. This implies that the indicators need to address Inclusion, Continuous accountability and Availability over time in series data<sup>1</sup>. Benchmarks will improve outcomes through enhanced alignment, commitment from countries and regional bodies, monitoring where bottlenecks and low performance exists and improved accountability for the provision of targeted support based on evidence.

Currently, CESA and SDG4 have 17 common indicators. A number of SDG4 indicators can also be used as proxies to CESA. However, several CESA policy indicators require a desk review and quantitative analysis to ensure their feasibility as valid, comprehensive and meaningful indicators suitable for informing on the progress and achievement of CESA/SDG4 objectives. Currently there are 8 CESA indicators which refer to the existence of a policy or national strategy which in of itself is not a measure of what<sup>2</sup> is being implemented on the ground.

<b>CESA Indicator</b>
1.3 Existence of operational teacher development policy
2.3 Existence of a national safe school policy
4.2 Existence of a National Qualifications Framework
8.5 State of National TVET policies and governance structures
10.1 Existence of National Strategies to ensure the continuation of education during humanitarian situations, emergency situations such as armed conflict and support the reestablishment of educational facilities.
10.2 Existence of National education policies to address psychosocial support, disaster risk reduction and other systems/mechanisms to protect education from attacks and support for rehabilitation of school infrastructure
12.1 Existence of School Management Committee Policy
A.1 Existence of African Language Policy
9.6 (proxy): Existence of tertiary education accreditation

## **2. OBJECTIVES OF THE ASSIGNMENT**

In an effort to increase efficacy of these CESA indicators in terms of their policy impact, UIS and IPED are looking for the services of a consultant to produce an analytical report assessing these 8 indicators in terms of improving their monitoring value for measuring increased access, quality of learning outcomes, equity and cost efficiency of the policy areas they are addressing. In addition to providing a generic literature review on these 8 policy areas in terms of their contribution to the CESA objectives.

## **3. Scope OF THE ASSIGNMENT**

The consultant is expected to propose recommendations on modifications or substitutions for these indicators taking into consideration the parameters mentioned above as well as their likely coverage at national levels

### **3.1. Specific Tasks to be performed:**

The consultant will conduct the following key activities to ensure that the report reflects the situation of the African countries:

- i. Develop appropriate evaluation grids to guide the content analysis of the policy instruments, which clearly identify what issues are expected to be covered in a standard policy instrument, taking in consideration the issues that are relevant to the African context and CESA objectives.
- ii.
- iii. Collate the policy instruments available in Member States and alternative sources. UIS and IPED will support this exercise through their respective networks in the countries
- iv. Conduct the desk review of those policy instruments.

#### **4. Key deliverables**

- ✓ Inception Report,
- ✓ Report (Draft and final) of content analysis of policies. The policy areas of interest are reflected by each of the eight CESA indicators. The report on the policy areas will be concise in a maximum of 10 pages each.

#### **5. Duration of the whole assignment: Specific timeline for each part /activity of the assignment**

This assignment will be done a period of **two** months. The detailed activities and timeline will be based on the approved proposed action plan by the consultant.

#### **6. Duty Station:**

The consultant will work remotely with IPED, UIS/UNESCO and Economic affairs department.

#### **7. Consultancy Fee :**

Africa Union shall pay the Consultant a fixed lump sum amount US\$ 15,000, which includes all cost and profit under the assignment. However, if there is any travel related to the assignment, AU will cover the cost Travel ticket and DSA.

#### **8. Contract Management Reporting**

This assignment will be managed by IPED. This includes coordination and administrative support to the consultant, liaison with external stakeholders, facilitation etc.

The consultant will report to IPED and UIS. For the purpose of increasing expert opinion lent to this process, CESA clusters will provide quality assurance support, ensure AU ownership of the process, validate the final report.

#### **9. Qualification & work experience**

##### **Education:**

- Master degree in education with a concentration in education statistics and policies, or a Master in public policies or in social sciences



## Work Experience:

- Minimum of 8 years of professional work experience in the design or analysis of EMIS, statistics at a regional level public policies particularly in education
- Demonstrable experience in design and delivery of robust, relevant and timely evaluation strategies and reviews of development interventions using qualitative and quantitative methods preferably on education related matters; expertise and experience in indicator development, testing and data collection /analysis would be an asset
- Proven expertise in the working in the African context and in the area of education

## 10. Languages

The consultant **MUST be Fluent in one of the four AU languages** (English, Arabic, French and Portuguese)

## 11. Evaluation and Qualification criteria

For evaluation of the submission the following criteria will be applied:

Technical proposal evaluation points		
1.	General Education, Qualification and General training	20
2	Experience relevant to the Assignment	40
3	<b><u>Methodology and Understanding of the assignment</u></b>	30
4	AU languages English French	10
	<b>Total</b>	<b>100</b>

## **12. Selection and recruitment process**

Interested candidates should submit the following:

1. An up-to-date CV, detailing professional experience and academic qualifications;
2. A motivation letter;
3. A technical proposal, detailing how the work would be undertaken and timelines.
4. Applications should be completed in English or in French. Kindly note that incomplete applications will be considered.