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

**CONSULTANCY, TO CONDUCT A DESK REVIEW OF SCHOOL CENSUS QUESTIONNAIRES AND  
STATISTICAL EDUCATION REPORTS TO INFORM THE MONITORING OF THE CONTINENTAL EDUCATION  
STRATEGY FOR AFRICA (CESA 16-25)**

**PROCUREMENT NUMBER: AUC/HRST/C/003**

## SECTION I: LETTER OF INVITATION

27<sup>th</sup> August 2021

Dear Applicants,

**REF: CONSULTANCY, TO CONDUCT A DESK REVIEW OF SCHOOL CENSUS QUESTIONNAIRES AND STATISTICAL EDUCATION REPORTS TO INFORM THE MONITORING OF THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA (CESA 16-25).**

1. The African Union Commission wishes to recruit highly qualified African experts to undertake the above assignment. The AUC now invites interested **Individual Consultants from African Union Member states** 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 one to two page concept note 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 duration 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 (IPED) of the African Union have undertaken a number of consultations and initiatives in order to put in place a function joint monitoring and reporting framework for both CESA and SDG4. Currently, CESA and SDG4 have 17 common indicators. A number of SDG4 indicators can also be used as proxies to CESA. However,

The CESA indicators need to be reviewed for either being duplicative, onerous to collect, or unlikely to have sufficient coverage in the national statistical collections of member states.

Hence in an effort to increase the efficacy of CESA indicators, UIS and IPED are looking for the services of a consultant.

#### Rationale:

- There are **too many CESA indicators**, so it is burdensome on Member States to collect and report upon these and to produce benchmarking reports.
  - Nearly all key indicators require reporting **on each level of education** (pre-primary, primary, junior/senior secondary) which triples the reporting plus **by gender and by urban/rural**. Consideration should be to bring down numbers of indicators by judiciously selecting levels of disaggregation for selected indicators and not generically applied across all indicators.
  - Many indicators have **multiple sub indicators** built into them eg. *Indicator 2.1 Proportion of schools with access to (i) basic drinking water; (ii) single sex basic Sanitation facilities; and (iii) basic hand-washing facilities; 2.2 Proportion of schools with (i) adapted infrastructure; (ii) materials for students with disabilities, 3.1 Proportion of educational institutions with access to (i) electricity (ii) the internet for Pedagogical purposes and (iii) computers for pedagogical purposes, etc*
- Some are **duplicative** eg *Indicators .1.2 and 7.1*
  - Many indicators are tenuous as **must be piloted** as indicated in Manual
- **Some indicators are unknown by Member States**
  - eg. *Indicator 4.3 Membership of NALA* as an indicator of existence of Learning Assessment practices should be replaced with National Learning Assessment outcomes at key grades (Indicators 4.5 and 4.6) – NALA is unknown by most member states)

- Some indicators are inappropriate as not useful proxies for what they purport they measure.
  - Many indicators require Yes/No answers and provide no insight to the progress or achievements on the ground eg. All the existence of national policies and strategies.
  - Eg *Indicator 1.4 Percentage of Teachers undergone In-service training* does not measure professional development in a meaningful way as there are so many variations not explained eg. Length of in-service training (1 day or 1 year?); and seldom does an Annual School Census ask this information so country coverage likely to be low, and if did would whether provided internally by the school or a local in-service office or external to government.
  - Eg. *Indicator 6.3 Participants in literacy programmes as a percentage of non-literate population* – a literacy program could be one day or one year. National annual statistics seldom collect information on non-formal programs as often provided by NGOS, etc so the coverage across countries will be low.
- Some indicators are not listed correctly
  - eg *Indicator 4.2 Existence of National Qualifications Framework* but only refers to TVET and not the whole sector.
  - Eg. *Indicator 8.1 Percentage of Total Enrolment in Secondary and tertiary Technical and Vocational Education and Training* – can only refer to the public sector as national census seldom cover the private TVET sector as it is so huge and unregistered. So the text needs to be adjusted here. Same applies to *indicators 8.2 and 8.3 – this is only formal TVET*
- Some indicators not generally covered by national data collections.
  - Eg. *Indicator 9.7 Conducive environment for research and innovation through the provision of adequate infrastructure and resources* – is not an indicator but a research project.

Eg. Report on the availability at the country level, of data required to generate indicators 1.2, 5.3, 7.1, 9.8, 11.3, A2 and A3; and report the information available for indicators 11.2 and 11.3 from the table below. Where the required data items are not collected, the report should highlight any potential challenge to overcome if such data must be integrated in the current data collection mechanisms

<b>CESA Indicator</b>
1.2 Percentage of teachers qualified in Science or Technology or Engineering or Mathematics by Sex
5.3 Percentage of Female Head Teachers
7.1 Percentage of teachers qualified to teach in Science or Mathematics according to national standards
9.8 Proportion of Learners enrolled in: a. Distance Education, b. Open learning, c. E-Learning Programmes
11.2 Your Government produces an Annual School Census Report: Last year available
11.3 School Census Return Rate

<b>CESA Indicator</b>
A.2 Percentage of pupils being taught using an African language as a medium of instruction
A.3 Percentage of Learners learning an African language as a subject

## **2. SCOPE OF WORK AND KEY OBJECTIVES OF THE ASSIGNMENT**

To review the current CESA Indicators for coherence with CESA objectives and their feasibility of providing national coverage and policy impact. The consultant will work closely with IPED and UIS on the data collection.

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

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

- Map the indicators/data items required to the existing data collection tools. This will lead to a data gap analysis and the appreciation of the relevance of such data to Member States
- Evaluate the opportunity to organize dedicated data collection from Member States for indicators 1.2, 5.3, 7.1, 9.8, 11.3, A2 and A3 in the short and long term.

### **4. Key Deliverables**

Report (Inception, Draft and final) of the coherence of the CESA Indicators with CESA objectives

### **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 of 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 and 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, and validate the final report.

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

### **Education:**

- Master degree in statistics, demography, education or in social sciences

### **Work Experience:**

#### **The Consultant will have the following experience**

- i. Minimum of 8 years of professional work experience in the data collection and analysis particularly in the education sector
- ii. 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
- iii. Proven expertise in the production of education statistics within a ministry of education,
- iv. Good understanding of issues pertaining to education statistics in the African context
- v. Experience in working with international ecosystem education and indicator frameworks

## **10. Language Requirements:**

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

## 11. Evaluation and Qualification criteria

Submissions will be assessed in line with the criteria in the table below:

<b>Selection criteria</b>		
<b>1.</b>	General Education, qualification and training	<b>20</b>
<b>2.</b>	Experience relevant to the Assignment	<b>40</b>
<b>3.</b>	Methodology and Understanding of the assignment	<b>30</b>
<b>4.</b>	AU languages (English or French)	<b>10</b>
	<b>Total</b>	<b>100</b>

## 12. Documentation for submission of EOIs.

Interested Applicants should submit the following:

1. A CV detailing professional experience and academic qualifications;
2. A one to two page concept note, detailing understanding of the assignment, methodology or how the consultant will undertake the assignment, and timelines.
3. Applications should be submitted in English or French.

