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REQUEST FOR PROPOSAL FOR SERVICES

LRPS-2019-9145916

04 January 2019

UNITED NATIONS CHILDREN'S FUND (UNICEF)

Wishes to invite you to submit a proposal for

Mapping of curriculum, mother tongue education, and medium of instruction practices in
refugee-hosting contexts of Ethiopia (BSRP)
Due Date: 23 January, 2019 at 10:00AM Local Time

XXXXXXXX FAX/LETTER NOT SPECIFIED IN 'PREPARE ITB (ZMRQ)' XXXXXXXX

THIS REQUEST FOR PROPOSAL FOR SERVICE HAS BEEN:

REQUEST FOR PROPOSAL FOR SERVICES FORM

This FORM must be completed, signed and returned to UNICEF.
Proposal must be made in accordance with the instructions contained in this Request for Proposal for Services (RFPS).

TERMS AND CONDITIONS OF CONTRACT

Any Contract resulting from this RFPS shall contain UNICEF General Terms and Conditions for Institutional and Corporate Contracts and any other Specific Terms and Conditions detailed in this RFPS.

INFORMATION

Any request for information regarding this RFPS must be forwarded by email to the person who prepared this document, with specific reference to the RFPS number.

The Undersigned, having read the Terms and Conditions of RFPS No. **LRPS-2019-9145916** set out in the attached document, hereby offers to execute the services specified in this document.

Signature: _____

Date: _____

Name & Title: _____

Company: _____

Postal Address: _____

Tel No: _____

Fax No: _____

E-mail Address: _____

Currency of Proposal: _____

Validity of Proposal: _____

Please indicate which of the following Payment Terms are offered by you:

10 Days 3.0% _____ 15 Days 2.5% _____ 20 Days 2.0% _____ 30 Days Net _____ Other _____

Item	Service Description	Quantity	Unit	Unit Price	Price
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10 Mapping of curriculum, mother tongue edu

1. Background

Ethiopia is host to over 900,000 refugees, one of the largest numbers in Africa, of which almost half are school-age children but only 52% have access to school. Only 47% of refugee children have access to primary education, compared with a national average of more than 90%. Only 5438 (10%) of 56,969 secondary school-age children/youth have secondary education in Ethiopia, compared to national average of 29%. The refugee crisis in Ethiopia is protracted in nature, with an estimated 60% of all refugees having stayed longer than 5 years, in contexts where the onset of sudden man-made and/or natural hazard-induced disasters further compound overstretched education services. Despite significant Government support and commitment, UNHCR noted in 2015 that over 60% of refugee schools in Ethiopia did not fulfill minimum standards for safe learning environments. Education is a key social service that provides a safety net for refugee and vulnerable host communities. Schools can become platforms for other social service interventions such as health, nutrition, protection, and WASH. But more critically, equitable, inclusive, and quality education makes a distinct contribution to promoting self-reliance of refugee and vulnerable host communities, through its role in the development of human and social capital. DFID's sustainable livelihoods framework (2000) recognizes this positive role and includes improved access to high-quality education and a more supportive and cohesive social environment as core objectives. In refugee-hosting contexts of Ethiopia, promoting collaboration amongst key stakeholders around shared goods such as quality education can promote the social cohesion necessary to allow developing human capital to translate into effective livelihood strategies. While promoting quality, effective, and relevant education generates the human capital necessary to lift both refugee and vulnerable host communities out of dependency and towards self-reliance.

To address these issues, the Learning & Development Section (L&D Section) is implementing an education component of the DFID-funded and cross-sectoral Building self-reliance for refugees and vulnerable host communities by improved sustainable basic social service delivery (BSRP) programme and supporting the Ministry of Education to implement the Education Cannot Wait (ECW) fund in Ethiopia. The BSRP programme aims to strengthen basic social services to minimize disparities between host communities and refugees in a sustainable manner in 14 woredas across Gambella, Benishangul Gumuz, Tigray, Afar and Somali regions of Ethiopia by 2020. The education component aims to improve academic, social and emotional learning as measured by literacy, numeracy and non-academic standardized assessments. The specific outputs of the BSRP education component will support the self-reliance of host and refugee communities through:

Output 1. Increased access to effective and efficient learning environments in place for refugee and host communities.

Output 2. Educational oversight systems and coordination mechanisms strengthened between refugee camp organizations and government structures.

Output 3. Increased knowledge on programming for self-reliance within refugee contexts with adequate gender and social inclusion considerations.

The ECW currently and complementarily supports results in Gambella and Benishangul-Gumuz regions with a specific Outcome Improved capacity of the education sector (individual/institutional; officials/staff) to respond to refugee and host community primary and post-primary educational needs focusing on teacher capacity in refugee contexts. The proposed study will inform and support results of BSRP interventions under Output 1 and support the delivery of relevant products under Output 3, whilst informing teacher capacity interventions under ECW's Outcome 3.

2. Justification

The purpose of the proposed study is two-fold:

§ To map current curriculum, mother tongue education, and medium of instruction practices in refugee contexts and elicit concrete recommendations and contextually relevant strategies to support the development of a refugee

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responsive and inclusive curriculum (including supportive medium of instruction practices) in Ethiopia; and § To examine and propose contextually-relevant learning assessment tools in relation to their alignment to Ethiopia's primary education curriculum in support of the integration of refugee learners in the national learning assessment system.

The Ministry of Education (MoE) has developed a curriculum reform roadmap for the review of the general education curriculum. The first phase will include an analysis of the strength and weaknesses of the current curriculum. This study is timed to inform the MoE curriculum reform analysis and contribute to the inclusion of refugee-relevant inputs into the curriculum as appropriate. The MoE curriculum development framework recognizes that children acquire literacy easily if it's based in their mother tongue and that research shows that children who learn in their mother tongue before reaching the age of 10 years are able to use the learning techniques to benefit the learning of second language#. The Framework recommends that the study of mother tongue should start in Grade 1 recognizing critical benefits such as: facilitate the students' learning ability, understanding and cognitive development; facilitating the learning of other languages; if students learn in their mother tongue, they can develop self-reliance and psychological motivation and retain social and cultural values; if nations and nationalities use their languages in education, they will have the advantage of promoting their cultures and retain self-identity.

Implementing mother tongue instruction in refugee contexts is complex as refugee communities consider current and future opportunities for durable solutions. As the CFRF process rolls out in Ethiopia, opportunities to integrate refugee children into the national education system are being explored, developed, and/or supported. A key aspect of this integration remains to understand and find contextually-relevant ways to support teachers and learners to engage with relevant curriculum, supportive mother tongue education, and a conducive medium of instruction that promotes access to quality of education and better learning outcomes. UNHCR's 2015-2018 Refugee Education Strategy recognizes that one factor undermining learning outcomes in refugee schools include learning problems related to language of instruction. The Strategy recognizes the complexity of the issue and recommends the undertaking of relevant joint and technical assessments to determine existing needs and available resources. No such comprehensive assessment has been implemented and the proposed study will, in close collaboration with UNHCR, fill an important gap in understanding and addressing the issue.

In Ethiopia, a large-scale assessment program has been in place since 2000; administered at national level and exit grades of the general primary and secondary education (Early grade assessments - EGRA Mother Tongue, EGRA English and EGMA; Primary education - Grade 4, 8; and Secondary Education - Grade 10, 12). The National Learning Assessment (NLA) helps the MoE and its partners to determine what students know and understand upon completion of primary/secondary education in light of the Minimum Learning Competencies (MLCs) set by the MoE; describe the achievement scores of the students; compare the achievement scores across subgroups (gender, location, subpopulation/region, and proficiency levels); and identify possible factors that explain the variations in the achievement. The NLA system also supports the education sector by informing decision-making and resource allocation in response to the gaps in competencies identified in the assessment and background questionnaires. Examples of interventions undertaken in response to NLA findings include curricular revision and short/long term teacher training. Several rounds of assessments have been carried out since the NLA system was set up (five for Grades 4th and 8th, and three for Grades 10th and 12th) with the latest primary education NLA implemented in 2015 and the latest secondary education assessment in 2017. Currently refugee learners are not part of this assessment system and their exclusion undermines efforts to enhance quality of education, the mapping of learning assessment tools in relation to relevant curriculum competencies will inform the process of integration of refugee learners into the NLA system.

The curriculum/language and learning assessment system study will review and update the data, and identify opportunities to elicit federal, regional, and locally relevant recommendations and strategies to support better learning outcomes and equitable access to relevant education through a more conducive curriculum, mother tongue education, and medium of instruction environment in refugee-hosting contexts. The proposed study will use mixed methods (both qualitative and quantitative) to capture relevant aspects of what is a complex and dynamic issue, and employ child-centered and participatory methodologies to ensure a wide range of perspectives (government

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actors, development partners, communities, out of school children). Desk-based research will be undertaken to capture relevant policies, research, and secondary quantitative (data/statistics) and qualitative data. However, the main thrust of the research will be field-based and use participatory tools such as key informant interviews, focus group discussions, and child-friendly research methods to elicit primary data. Additional primary/secondary data can be obtained from regional/local institutions and schools and focus on determining the impact on learning outcomes of current curriculum, mother tongue education, and medium of instruction practices.

The scope of both tasks (mapping of curriculum/language use and mapping of learning assessment/curriculum links), and the expertise/skills required to undertake them, call for the identification of a qualified and prestigious institution who can implement the study in an inclusive and principled manner, and who can produce a credible product that will encourage ownership by government and key sector partners. The implementation of both proposed studies requires dedicated time and highly specialized technical skills, and the engagement of a capable and reputable contractor that will facilitate a consultative and inclusive process engaging key stakeholders (Ministry of Education # MoE, Regional Education Bureaus - REEs, National Standard Assessment Agency, Administration of Refugee & Returnee Affairs # ARRA, UNHCR, and relevant schools and communities). The final objective is to develop relevant reporting products and work with key stakeholders to support the internalization of key messages and recommendations to come out of both studies to promote equitable access to quality and relevant education for all children in refugee-hosting contexts in Ethiopia in line with the Refugee Pledges, the Comprehensive Refugee Response Framework (CRRF), and the Djibouti Declaration. Both products can be undertaken in a compatible and coordinated manner by the same contractor (joint desk review, joint field work, almost identical set of respondents and participants) although distinct sets of technical skills, methodologies, and validation processes will be required.

3. Specific Tasks and Deliverables

Specific tasks Duration Deliverable

Phase 1: Inception, federal level consultations, and desk review (3 weeks)

1 Inception meetings with relevant UNICEF staff 1 week

Inception report of the assignment with detailed work plan and research frameworks/tools

2 Consultation with relevant stakeholders Key stakeholder interviews to identify specific sector/institutional perspectives and complement desk review - MoE (General Education, Curriculum, Planning), ARRA Education, UNHCR Education, UNICEF (Learning & Development Section), Education Technical Working Group (ETWG), Refugee Education Working Group (REWG), amongst others. to develop research framework and tools

3 Conduct a desk review of current curricula Identifying the scope of learning outcomes and content covered for each level and analyze the availability of curriculum instructional materials., mother tongue education, and medium of instruction practices 1 week Desk review report

4 Conduct a desk-based review of learning assessment tools and curricula alignment 1 week Desk review report

Phase 2: Field based research (6 weeks)

5 Simultaneous 1-day regional level stakeholder Regional Education Bureaus (REBs), Woreda Education Officers (WEOs), ARRA zones/camp education and programme officers, UNHCR education officers, education sector NGOs, amongst others. consultations to introduce the mapping study and review research tools 1 week Consultation report including validated baseline tools and field research framework

6 Simultaneous field work in sampled host/refugee schools across the five refugee hosting regions to:

(1) Interview key sector stakeholders (REBs, WEOs, AFRA, UNHCR) and host/refugee school stakeholders (school principals, selected teachers, parents, learners);

(2) Map/observe current curriculum, mother tongue education, and medium of instruction practices in targeted host/refugee schools 5 weeks Field work report including raw qualitative and quantitative data collected

7 Simultaneous 1-day regional consultative analysis and validation workshops to ensure that data collected, findings and recommendations made per region are understood, accepted and endorsed by relevant stakeholders 1 week Validation report including preliminary data analysis and recommendations endorsed by key stakeholders

Phase 3: Federal level validation and presentation of key results/recommendations (1 week)

8 National consultative analysis and validation workshop to review the findings and elicit key policy