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**REQUEST FOR PROPOSAL FOR SERVICES**

**LRPS-2020-9162141**

**09 October 2020**

**UNITED NATIONS CHILDREN'S FUND (UNICEF)**

**Wishes to invite you to submit a proposal for**

Woreda-based School Assessment  
Due date: 28 October 2020 at 2:00 PM Local Time  
This bid is open for LOCAL vendor only

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

THIS REQUEST FOR PROPOSAL FOR SERVICES 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-2020-9162141** 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 Woreda-based School Assessment**

**Woreda-based School Assessment**

Purpose - To rapidly verify and assess all primary and secondary school as well as Alternative Basic Education Center's basic data and ascertain needs in the Babile woreda and Kebribaya (woreda & council) for project design and implementation in Somali region

Location - Somali Regional State, selected woredas of Babile, Kebribayah (council and woreda)

Duration - Eight (8) working weeks

Reporting to - Education Specialist (FO Jigjiga) and Adolescent Development Specialist (CO Addis Ababa) and Somali REB

**Background**

The Dutch-funded PROSPECTS partnership is a four-year programme implemented in eight countries of which Ethiopia is one. The programme aims at improving the socio-economic conditions of forcibly displaced populations such as refugees as well as internally displaced People (IDP) and their host communities. This research is part of the preparatory Year 1 which -among others- is about gathering data for programme design. Some preparatory analytics have been delayed due to the COVID-19 global pandemic and corresponding government response measures.

The PROSPECTS is designed as an #area-based approach# where all participating implementing partners should undertake their activities in a commonly agreed geographically area. For the Somali region the two woredas that partners agreed to jointly support and build upon the federal and regional government's efforts are Babile and Kebribayah (woreda and city).

UNICEF's interventions under the PROSPECTS are under the programming pillars of education and child protection. This assignment outlined here falls under the education programming pillar with Year 1 funding for preparatory activities and analytics.

For UNICEF to design and implement interventions in the woredas (i) school data needs to be accurate and verified displaying the current school status and (ii) school needs effectively captured as UNICEF aims to offer a #whole woreda approach# to programming, i.e. striving to support and work with all schools and or Alternative Basic Education Centers (ABEC) in a given woreda.

UNICEF plans to design two types of interventions in the identified woredas: (i) introducing and piloting life skills training for in school primary, secondary and ABEC for refugee, IDP and host community children as well as (ii) introducing, piloting accelerated learning programmes for out-of-school children aged 7-14 for re-integration in primary schools.

The assessment aims to provide a better understanding to UNICEF and the REB and other stakeholders of the current school situation and its needs as well as potential for introducing (i) life skills training in primary and secondary schools and ABECs as well as (ii) scaling up Accelerated Learning Programmes (such as #Speed Schools#) in the woredas.

**Justification**

This assessment builds on the #Rapid Education Needs Assessment Southern Nations, Nationalities, and Peoples Region (SNNPR), Oromia Benishangul Gumuz and Somali Regions, December 2019# undertaken by the Norwegian Refugee Council for the National Education Cluster. The previous research aimed at data collection on education-specific requirements since there remain significant information gaps for most education indicators. Yet, the Rapid Education Needs Assessment only focused on primary schools and not on secondary schools and ABECs which are key to PROSPECTS project implementation in Somali region. Therefore, the Rapid Education Needs Assessment cannot fully provide reliable school-level and community level data for project design in the two identified woredas of Babile and Kebribayah.

Generally, the Rapid Education Needs Assessment shed some light on key challenges facing primary education in the sampled emergency affected areas that are likely to be found in Babile and Kebribayah. They include: (i) interrupted education of learners by displacements due to conflicts or climatic changes, (ii) school closures due to conflicts, (iii) poor school infrastructures, (iv) low enrolments and attendance rates; (v) inadequate teaching and learning materials, (vi) inadequate WASH facilities in schools. The data collection methodology was purposive



Item	Service Description	Quantity	Unit	Unit Price	Price
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sampling to select the zones and woredas. The criteria being areas affected by emergencies. In Somali region a total of 16 schools were assessed of which four (4) are in Fafaan zone. This Woreda-based School Assessment will purely focus on the woredas of Babile and Kebribayah.

The Rapid Education Needs Assessment paves the way for a more geographically focused Woreda-based School Assessment in Somali region that looks at all primary and secondary schools as well as all Alternative Basic Education Centers in the two (2) woredas to obtain accurate school-level and community-level data for getting an overview of the current situation of education and status of communities in which schools are embedded for programme design and implementation.

The Somali Regional State's Regional Education Bureau (REB) indicated during earlier discussions the need to undertake such woreda-level school level assessments to identify and capture school situations and needs for school improvement plans as well as intervention design. This research can be considered a first step and contribution in this direction.

Current school level data according to the Somali REB indicates:

Babile Kebribayah (council & woreda)  
 Primary 27 Primary 4 (woreda) + 2 (council)  
 Secondary 2 Secondary 3  
 ABEC 83 ABEC 53

The service provider should verify the number of primary, secondary and ABEC upon commencement of the assignment with the REB and outline in the Inception Report its assessment approach.

The last research on ABEC is an Impact Evaluation of Alternative Basic Education in Ethiopia, the case of Afar, Oromia and Somali region by UNICEF in 2017. ABECs are addressing the educational needs of hard-to-reach children of pastoralists communities as well as out-of-school children in Ethiopia. According to the impact evaluation UNICEF support the establishment of 1,678 ABEC with ~ 5,000 ABEC facilitators / teachers being trained. In this context and against the high number of ABECs in the two woredas it is important and timely to undertake an ABEC assessment to find out whether ABEC are still operational, facilitators/teacher are still teaching and to what extent, numbers of children enrolled and composition of children (host community, IDP, refugees) and other needs as well as explore the opportunity to include life skills training into the curricular of ABEC as well as delineate their relationship and potential synergies with Accelerated Learning Programmes such as #Speed Schools# for children in the two woredas.

#### Specific Tasks

The service provider is expected to provide the following specific tasks:

Task Deliverable / result Timeframe

1. Draft short Inception Report during the first week of the assignment based on discussions with identified stakeholders such as REB and Education Cluster Somali, ARRA, and its members outlining the final research question and data collection methodology (including questionnaire) as well as research implementation plan.  
Inception Report (desk based and data collection) Week 1
2. Undertake an assessment of all identified primary, secondary schools and ABECs in Babile and Kebribayah (woreda & council)

Proposed assessment criteria (to be finalized and agreed in the Inception Report) are -but not limited to-:

- Number of functional and non-functional schools/ABEC
- Enrolment across the woredas by gender
- School/ABEC enrolment compared to its capacity