



Centre d'Etudes et de Recherche en Evaluation  
des Politiques et Programmes

**TERMS OF REFERENCE (TOR) FOR DATA COLLECTION  
FOR THE ECW MULTI YEAR RESILIENCE PROGRAM  
(MYRP) END-LINE STUDY/ANNUAL STATUS OF  
EDUCATION ASSESSMENT (ASER) IN BORNO,  
ADAMAWA AND YOBE STATES**

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# I. Background and Context

The Norwegian Refugee Council (NRC) is an independent, humanitarian non-governmental organization which provides assistance, protection and durable solutions to refugees and internally displaced persons worldwide. Since 2015, NRC Nigeria has been working to help displacement affected communities meet their basic needs, improve their livelihoods, access essential services, and enhance their resilience to future shocks through our six core competencies: water, sanitation, and hygiene (WASH), shelter, education, information, counselling, and legal assistance (ICLA), livelihoods and food security (LFS), camp management, and protection. NRC also provides immediate assistance during the onset of emergencies through the rapid response mechanism (RRM).

NRC is currently implementing a new country strategy 2022-2025 that focuses on eight (8) country's objectives namely:

- Improved quality programming through the strengthening and establishment of knowledge management systems, learning, and accountability
- Increased access to quality services for conflict affected populations.
- Sustained and equitable assistance to conflict affected populations through improved capacity of local CSOs/NGOs/CBOs
- Improved mitigation against and adaptation to climate change for vulnerable displaced/affected communities.
- Contributing to self-reliance and access to durable solutions to affected populations.
- Increased access to quality protection preventative and response services for conflict affected populations in Nigeria through a stand-alone protection programme.
- Improved fulfilment of rights for conflict affected populations through an evidence-based advocacy for changes in laws, policies, and practices.
- Strengthened staff development and well-being to foster a positive work environment including a committed work force.

## **About the Project**

NRC in collaboration with UNICEF and Save the Children are implementing a three (3) year Education project funded by Education Cannot Wait (ECW- Multi-Year Resilience Program). The Nigeria MYRP offers a holistic response, working closely with other sectors, responding to immediate and longer-term education needs as well as the technical guidance and support necessary to build the capacity of the education system more broadly. About 470,000 conflict affected boys and girls as well as adolescents are targeted to benefit from accessible quality education or vocational skills training across BAY states. The project aimed to increase access to quality and inclusive basic education, mental health and psychosocial support and vocational opportunities for crisis-affected girls and boys in safe learning environments in Northeast Nigeria. This will be achieved through, among others.

- Continued delivery of strong education in emergencies programming
- Mainstreaming of learners into formal education
- Addressing key crosscutting issues, with a special focus on gender, disability and mental health and psychosocial support
- Strengthening educator and school leader capacities and motivation
- Strengthening local leadership to take full ownership of delivery and transitions to formal education.

In this project, NRC is work through a consortium with two organizations namely Street Child International and ROHI across BAY states; and implementation is currently done in close coordination with other ECW grantees namely UNICEF and Save the Children.

### **Objectives, Purpose, and Scope of the End line Assessment**

The Purpose of this endline assessment is to achieve following main objectives namely:

- To establish the endline for the project outcome indicators as well as the progress towards target achievement so far. (As per the project level indicator assessments).
- To assess the Status of Education across the target states to inform stakeholders on the gaps, needs and end line value, achievement, lessons learned and recommendations to inform the decisions related to programming and resources allocation to improve education in the targeted states.
- Establish factors impacting reading and learning of children in the targeted states/ communities.
- Assess the level of access of children (gender- and age- wise) to education in BAY States.
- Assess the learning level of children (gender- and age- wise) in formal schools, in non-formal or alternative learning centres and out-of-school settings.
- Analyse strengths and gaps in the current education system across the target states (i.e. BAY states) to inform the stakeholders (UNICEF, NRC, SCI, SAME, SUBEB, ROHI, Street Child, etc.) to take relevant decisions related to programming and allocate resources accordingly.
- Based on the findings of the above, generate lessons learnt, challenges, and best practices make realistic and feasible recommendations for improving resilience interventions.

## **II. Purpose of the Data Collection**

The data collection aims to evaluate the educational outcomes of ECW interventions in the BAY states. It will involve both quantitative and qualitative data collection, with a focus on understanding the impact on literacy, numeracy, access to education, and the learning environment for children, especially out-of-school children. The evaluation will assess progress against the baseline and provide recommendations for future interventions.

### III. Objectives

1. Measure improvements in literacy and numeracy skills.
2. Evaluate the increase in school enrollment, particularly for vulnerable groups.
3. Assess the quality of learning environments in schools.
4. Analyze factors influencing learning outcomes and access to education.
- 5.

### IV. Scope of Work

The data collection will focus on three main groups:

1. Children in formal schools.
2. Children in non-formal schools.
3. Out-of-school children.

The selected sample will include both beneficiaries and control groups to measure the impact of the interventions in 3 states Adamawa, Borno and Yobe.

### V. Methodology

1. **Quantitative Data Collection:** A household survey will be conducted to assess out-of-school children, focusing on their schooling history, literacy, and numeracy. The ASER tool will be used for assessing learning outcomes.
2. **Qualitative Data Collection:** Interviews will be conducted with key stakeholders, including education department officials, implementing partners, and school staff. This will provide insights into the challenges and best practices encountered during the program.

### VI. Sampling Design

A stratified random sampling method will be used, with a 95% confidence interval. Sampling will be based on key demographics (gender, age, school type) and will include both formal and non-formal school respondents.

**Table 1: Summary of Methods and Key Dimensions of the Baseline Survey**

Method of Inquiry	Respondent Type(s)	Key Dimensions	Sample Size	Data Collection Tool
Quantitative	Children/ adolescents (boys and girls) in formal schools	<ul style="list-style-type: none"> <li>• Children access education which is gender-responsive, inclusive, and equitable</li> </ul>	491	ASER Tool and children questionnaire
	Children/ adolescents (boys and girls) in non-formal schools/ ALCs	<ul style="list-style-type: none"> <li>• Children access education which is gender-responsive, inclusive, and equitable</li> <li>• Mainstreaming of learners into formal education</li> </ul>	217	ASER Tool and children questionnaire
	Children/ adolescents (boys and girls) in formal schools without ECW interventions (Control Group)	<ul style="list-style-type: none"> <li>• Comparison with ECW supported formal schools to assess the impact of interventions</li> </ul>	491	ASER Tool
	Children/ adolescents (boys and girls) out-of-school in communities	<ul style="list-style-type: none"> <li>• Assess the out-of-school children in ECW supported communities</li> <li>• Mainstreaming of learners into formal education</li> </ul>	491	Household Survey

Method of Inquiry	Respondent Type(s)	Key Dimensions	Sample Size	Data Collection Tool
	Parents/ caregivers of Out-of-School Children	<ul style="list-style-type: none"> <li>Mainstreaming of learners into formal education</li> </ul>	*1	Household Survey
Qualitative	Teachers/ educators in formal schools	<ul style="list-style-type: none"> <li>Strengthening teachers/educators' including administrative personnel capacities and motivation</li> <li>Addressing key crosscutting issues, with a special focus on gender, disability and mental health and psychosocial support</li> </ul>	26	Semi-structured Interview
	Teachers/ educators in non-formal schools/ ALCs	<ul style="list-style-type: none"> <li>Strengthening teachers/educators' capacities and motivation</li> <li>Addressing key crosscutting issues, with a special focus on gender, disability and mental health and psychosocial support</li> </ul>	09	Semi-structured Interview
	Implementing partners, support organizations and relevant education departments	<ul style="list-style-type: none"> <li>Continued delivery of strong education in emergencies programming</li> <li>Children complete education</li> <li>Children receive quality education</li> </ul>	10	Semi-structured Interview
Quantitative	Schools (formal and non-formal/ ALCs)	<ul style="list-style-type: none"> <li>Learning spaces are inclusive, safe and protective, inclusive and WaSH facilities</li> </ul>	35	School Assessment Checklist (structured)

For the household survey, the sampling design considers out-of-school children in ECW communities. This means that parents or caregivers in each household visited, where eligible children (i.e., out-of-school and aged 6-18) are present, will be briefly surveyed before assessing the children's or adolescents' basic literacy and numeracy skills. As a result, the sample size of parents or caregivers cannot be predetermined

#### ❖ Sampling for the quantitative component

To determine the sample size, we will adopt the same strategy as in the baseline, utilizing a **stratified random sampling** method, which is well-suited for studies that segment a population into smaller sub-groups, or strata. Separate random samples will be selected for each stratum, applying a **95% confidence interval**. A **5% margin of error** will be used for respondents in formal education, and a **10% margin of error** for those in non-formal education. The sample will be stratified based on factors such as gender, age group, school type, state, and implementing partner. To ensure adequate representation in each stratum, additional sampling will be included, with a **40% increase for formal school** respondents and **80% increase for non-formal school** respondents. We will use approximately the same sample size as in the baseline study.

**Table 2 : Sample Frame and Sample Size of Learners**

<sup>1</sup> For household survey, the sampling has been designed keeping in view the out-of-school children in ECW communities. This would entail that the parents/ caregivers in communities would be briefly surveyed for each house visited where eligible children (i.e. out-of-school and in the age range between 6-18 years) before assessing the basic literacy and numeracy of children/ adolescents out-of-school. Thus, the sampling size of parents/ caregivers cannot be determined beforehand.

Description	Formal School	Non-Formal School
Sample Frame (Total learners)	143,131	57,546
Sample Size of State (95% Confidence Level and 5% Margin of Error for Formal and 10% for Non-Formal)	345	116
With Extra 40% for Formal and 80% for Non-Formal in order to get adequate sample size in each group i.e. State, gender, Age group, Implementing partner.	147	101
<b>Total Sample Proposed</b>	<b>491</b>	<b>217</b>

Table 2 shows the total learners in 3 states and their respective sampling frame for target learners. The detailed breakdown is given below:

**Table 3 : ASER Endline Sampling Framework Overall**

Respondent Group	Adamawa	Borno	Yobe	Total
Learners (Formal)	70	302	119	<b>491</b>
Learners (non-formal)	73	72	72	<b>217</b>
Household Survey	70	302	119	<b>491</b>
Control Group	70	302	119	491
<b>Total</b>	<b>283</b>	<b>979</b>	<b>429</b>	<b>1691</b>

The following three tables; table 2, 3 and 4 give further breakdown of state-wise sampling by grade, age, gender, implementing partners for Adamawa, Borno and Yobe respectively.

**Table 4 : Baseline Sampling Framework for Adamawa**

Implementing Partner		Formal School			Non-Formal School					
Age/ Grades		Grades 1-6			Age Group-1 (6-12)			Age Group-2 (13-18)		
Gender		F	M	T	F	M	T	F	M	T
Implemen	NRC	16	16	32	6	6	12	6	6	12
	SCI	11	11	22	6	6	12	6	6	12
	UNICEF	8	8	16	6	6	12	6	6	12
	<b>Total</b>	<b>35</b>	<b>35</b>	<b>70</b>	<b>18</b>	<b>18</b>	<b>37</b>	<b>18</b>	<b>18</b>	<b>37</b>
Household Survey		35	35	70						
Control Group		35	35	70						
Total		<b>105</b>	<b>105</b>	<b>211</b>	<b>18</b>	<b>18</b>	<b>37</b>	<b>18</b>	<b>18</b>	<b>37</b>

**Table 5 : ASER endline Sampling Framework for Borno**

Implementing Partner		Formal School			Non-Formal School			Implementing Partner		
Age		Grades 1-6			Age Group-1 (6-12)			Age Group-2 (13-18)		
Gender		F	M	T	F	M	T	F	M	T
Form	NRC	108	108	216	6	6	12	6	6	12
	SCI	11	11	22	6	6	12	6	6	12

	UNICEF	32	32	65	6	6	12	6	6	12
	<b>Total</b>	<b>151</b>	<b>151</b>	<b>302</b>	<b>18</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>18</b>	<b>36</b>
Household Survey		151	151	302						
Control Group		151	151	302						
	<b>Total</b>	<b>454</b>	<b>454</b>	<b>907</b>	<b>18</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>18</b>	<b>36</b>

**Table 6 : ASER endline Sampling Framework for Yobe**

		Formal School			Non-Formal School					
Age		Grades 1-6			Age Group-1 (6-12)			Age Group-2 (13-18)		
Gender		F	M	T	F	M	T	F	M	T
Learners	NRC	5	5	11	6	6	12	6	6	12
	SCI	38	38	76	6	6	12	6	6	12
	UNICEF	16	16	32	6	6	12	6	6	12
	<b>Total</b>	<b>59</b>	<b>59</b>	<b>119</b>	<b>18</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>18</b>	<b>36</b>
Household Survey		59	59	119						
Control Group		59	59	119						
	<b>Total</b>	<b>178</b>	<b>178</b>	<b>356</b>	<b>18</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>18</b>	<b>36</b>

**Table 7 : ASER endline number of School to be visited**

School Category	Adamawa	Borno	Yobe	Total
<b>Formal School</b>	<b>6</b>	<b>13</b>	<b>9</b>	<b>28</b>
NRC	2	9	2	13
Save The Children	2	2	5	9
UNICEF	2	2	2	6
<b>Non-formal School</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>14</b>
NRC	2	2	1	5
Save The Children	2	2	1	5
UNICEF	2	1	1	4
<b>Control Group School</b>	<b>3</b>	<b>13</b>	<b>6</b>	<b>22</b>
<b>Total School</b>	<b>15</b>	<b>31</b>	<b>18</b>	<b>64</b>

**Table 8 : Breakdown of the Identification of Out-of-School Children (and Adolescents) for Household Survey**

School Category	Adamawa	Borno	Yobe	Total
<b>Formal School</b>	<b>5</b>	<b>11</b>	<b>7</b>	<b>23</b>
NRC	2	7	2	12
Save The Children	2	2	4	8
UNICEF	2	2	2	6
<b>Non-formal School</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>11</b>
NRC	1	1	1	3
Save The Children	1	1	1	3
UNICEF	1	1	1	3
<b>Out-of-School Children in Household Survey in State</b>	<b>70</b>	<b>302</b>	<b>119</b>	<b>491</b>



To conducting an impact evaluation, our sample will include both beneficiaries and non-beneficiaries of the intervention, categorized by sector within each locality chosen for the survey. We have adopted a stratified sampling approach. The selection of sample units will be based on the project's participant list, with two possible approaches to be considered.

- The school and student sample will be drawn randomly proportionally to their location.
- The sample size will be distributed to the municipalities in proportion of the number of schools adjusted with their weight within each municipality.
- For The school and student, systematic drawing is a simple approach which consists of randomly drawing the first individual and selecting the other individuals in the sample on the basis of a sampling step.
- The KISH approach, on the other hand household, consists in drawing up a list of project beneficiaries with the help of a resource person in the survey locality, and then randomly selecting the individuals on the basis of the expected numbers in the locality.

### **Selection Criteria for Control Schools**

The selection of control schools in the BAY states of northeast Nigeria was carefully conducted to ensure they closely matched the treatment schools in all key aspects, particularly in terms of the socio-economic environment of both the schools and the children. To identify appropriate control schools, Education Secretaries from the Local Government Education Authorities (LGEAs) across the three BAY states were consulted, ensuring that no Education Cannot Wait (ECW) activities were being implemented in these schools. This list was further verified using information provided by partners including UNICEF, Save the Children International (SCI), and the Norwegian Refugee Council (NRC). The following criteria guided the selection of control schools:

- Schools located in both rural and urban areas within the same LGAs as the treatment schools;
- Schools offering formal education;
- Children enrolled in grades 1 through 6;
- Both male and female students were included.
- No ongoing projects or similar interventions in the selected schools.

These criteria were designed to ensure that the control schools were comparable to the treatment schools, except for the absence of ECW-related interventions.

### **❖ Sampling for the qualitative component**

Sampling for qualitative methods follows specific criteria different from those applied for quantitative methods. Indeed, the number of people questioned is less important in qualitative sampling than the diversity and completeness of the targets. For the qualitative component, we will establish a list of key stakeholders (LGEAs, SUBEB, UBEC,

UNICEF, SCI, ROHI, SAME, Street Child) to interview. The different targets concerned by these interviews are the people who benefited (teachers for example) from NRC's intervention as part of the implementation of this project, and key partners in the project implementation. This includes the project monitoring and evaluation unit, the financial team, head of programme, local government, NGOs.

**Table 9 : Stakeholder Interviews**

Respondents	Sample Size
Teachers/ facilitators in schools	35
Stakeholders (LGEAs, SUBEB,UBEC, UNICEF, SCI, ROHI, SAME, Street Child, etc.)	10

## VII. Tools for Data Collection

1. **Household Survey:** To gather socio-demographic data, schooling history, and assess basic literacy and numeracy skills.
2. **ASER Tool:** To measure literacy and numeracy in both formal and non-formal schools.
3. **School Assessment Checklist:** To assess the quality of learning environments, including infrastructure and WASH facilities.
4. **Stakeholder Interviews:** Semi-structured interviews with key stakeholders to gain insights into program implementation and challenges.

## VIII. Key Challenges

1. **Security and Access:** Inaccessibility to certain areas due to insecurity may impact fieldwork.
2. **Data Availability:** Limited availability of data on sensitive groups such as adolescent girls may pose challenges.
3. **Time Constraints:** The limited timeframe for data collection may affect the quality of data.

## IX. Timeline

Data collection will be conducted over a period of two months, starting in October 2024, with a final report expected in early 2025.

### X. Deliverables

1. Data collection plan and tools.
2. Interim report on preliminary findings.
3. Final evaluation report with data-driven recommendations.

## **19. Application process and requirements**

The technical and financial proposals of up to 6 pages maximum (excluding annexes) should include the following:

- Proposed methodology, including a tentative work plan.
- Composition of the team.
- CV of the member(s) of the assessment team including references.
- Detailed budget of the offer (consultant will cover the costs for local travel, food, accommodation, etc.)
- An extract (3-5 pages) from reports written for similar missions.
- A cover letter with the following information: a description of how their skills, qualifications and experience is relevant to the requirements of the assignment, a list of previous evaluations that are relevant to the context and subject of this assignment, a statement confirming their availability to conduct the assignment and the budget (please indicate currency of amount), a statement confirming that the candidate has no previous involvement in the delivery of the project or any personal relationship with anyone engaged in it.

Applications are accepted in English at the following address to [cerepp@cerepp.com](mailto:cerepp@cerepp.com) no later than 1<sup>st</sup> november 2024

Interested firms/individual consultants can obtain additional information by sending correspondence by sending an e-mail to com