



# Final Evaluation of Girls Education Programme 2012-2020 in Northern Nigeria

TECHNICAL PROPOSAL  
October 2020

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**Final Evaluation of Girls Education Programme 2012-2020 in Northern Nigeria**

Douala, 26 September 2020

**Attention:  
UNICEF Nigeria**

Dear Sir/Madam,

In response to your request for proposals to conduct the ***Final Evaluation of Girls Education Programme 2012-2020 in Northern Nigeria***, OAG would like to submit our technical proposal and financial proposal for this assignment.

Our technical proposal includes a description of our firm, a short note on the approach of the Study, proposed methodology and the composition of the team of consultants who would carry out this Study and their CVs.

We declare that all information contained herein is authentic and OAG accept that any erroneous appearing therein may result in our exclusion.

Best regards,

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**Hubal Pfumtchum**  
Associate



1. BID FORM



**BID FORM**

BID FORM must be completed, signed and returned to UNICEF.  
Bid must be made in accordance with the instructions contained in this INVITATION.


**TERMS AND CONDITIONS OF CONTRACT**

Any Purchase Order resulting from this INVITATION shall contain UNICEF General Terms and Conditions and any other Specific Terms and Conditions detailed in this INVITATION.

**INFORMATION**

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

The Undersigned, having read the Terms and Conditions of INVITATION No. **LRFP-2020- 9160829** set out in the attached document, hereby offers to execute the services specified in the Terms and Conditions set out in the document.

Signature:   
Date: 07/09/2020  
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Validity of Offer: 120 days  
Currency of Offer: USD

Please indicate after having read UNICEF Price & Discount stated in the Specific Terms and Conditions, 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 \_\_\_\_\_

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## 2. WHO WE ARE- OVERSEE ADVISING GROUP (OAG)

Oversee Advising Group (OAG) is a consulting firm specializing in the Study (baseline, mid-term, final) of projects financed by UN agencies, various donor institutions, and international NGOs. OAG has intervened on numerous occasions in countries in development, post-conflict situations or facing humanitarian crises. OAG is headquartered in Douala and has representation in Montreal. Since its founding in 2012, OAG has completed 132 projects in 12 countries, with 232 partners including UN Agencies (IOM, UNICEF, UNFPA), International NGOs (Oxfam, World Vision, Search for Common Ground, International Rescue Committee, International Alert, Danish Refugee Council, The Mentor Initiatives, Cordaid and Solidarités International,) among others.

OAG has carried out similar projects as the one proposed here, as summarized below:

- **UNICEF Haiti**- Comprehensive study of the birth registration system in Haiti - **ongoing**
- **UNICEF Haiti** - Formative and prospective evaluation of the effect of social safety nets (cash transfers) on the most vulnerable children in emergency and development interventions in Haiti- **ongoing**
- **UNICEF Haiti** - Final evaluation of the "water, sanitation and hygiene project for the benefit of children in the departments of Artibonite and Center"- **ongoing**
- Final Evaluation of the Comic Relief-GlaxoSmithKline 'Fighting Malaria, Improving Health' Partnership in Sub-Saharan Africa and Greater Mekong sub-region (focal countries - Sierra Leone, Ghana, Tanzania, Mozambique, Cambodia, Laos and Myanmar) - **ongoing**
- **UNICEF Malawi Mental Health and Psychosocial Support Professional Development** - ongoing
- Evaluation of **UNICEF APTC Programs in Burundi** – **ongoing**
- Third party monitoring of **UNICEF Program in CAR** - **ongoing**
- Ex Post Evaluation of **UNICEF Education programs in Chad in 2019**.
- Ex Post Evaluation of **UNICEF Education and Child Protection programmes in Libya in 2017**
- Evaluation of the **UNICEF Provision of Psychosocial Support and Protective Services through Child and Youth Friendly Spaces and Community Protection Centers in Eastern Ukraine (2018)**
- Evaluation of **UNICEF Back to school campaign 2016-2018 in Burundi**
- Evaluation of UNFPA psychological support to survivors of Gender-based violence in Eastern Ukraine (2018)
- Final Evaluation of the integrated emergency project in Burundi/Rwanda (2018)
- Baseline assessment of the Joint Response Program in the Central African Republic (CAR) (2019)
- Evaluation of food security and livelihoods in Burundi and Kenya (2018)
- Evaluation mission for two projects financed by the European Union in the Région de Tombouctou - Cercle de Goundam – Mali.
- Diagnostic Mission (SAME/EHA) in the Région de Tombouctou - Cercle de Goundam – Mali.
- Final Evaluation of the early emergency recovery program, including Evaluation of food security and livelihood protection, water protection, and health and hygiene for vulnerable men and women affected by conflict in Bria, Central African Republic (CAR).

OAG specifically works in the field of education for this reason has a specific interest in conducting the Final Evaluation of the Girls Education Programme 2012-2020 in Northern Nigeria.

As specified in the Terms of Reference (ToR)<sup>1</sup> the research will be carried out in close collaboration with a local research institution, The Education Partnership Centre (TEP Centre).

**OAG is the Technical Lead in this collaboration and has developed this evaluation proposal and methodology. The Education Partnership Centre (TEP Centre) will provide inputs in the data collection methodology, the data collection instruments and will obtain ethical approval for the evaluation in Nigeria. They will be responsible for training of field researchers, enumerators and supervisors and will conduct field work and data collection as well as data cleaning (training and data collection will also be supported by OAG). Once the evaluation report is drafted they will participate in the validation and thereafter in the dissemination of findings.**

TEP Centre is Nigeria's pioneering education partnership organisation. It prioritises generation of data for evidence-based policymaking, programme design and evaluation. TEP Centre also provides strategic advisory to policymakers, development agencies and the corporate sector, and builds capacity in the education ecosystem through its learning academy. It has offered support to programmes funded, assisted or managed by organisations such as the UK Department for International Development (DfID), USAID, World Bank, Global partnership for Education (GPE), MacArthur Foundation, Hewlett Foundation, Google.org, Oxford University, Open Society Foundations, Results for Development Institute (R4D), Ford Foundation, Dalberg, Misesan Cara, British Council, USAID, the Lagos State Ministry of Education, MDF Netherlands, Corona Schools Trust Council, Lafarge PLC, Oando Foundation and DAI.

The organization adheres to national and international research ethics and prioritises safeguarding when collecting data from child subjects. A selection of TEP's recent research and learning assessment experience includes:

- **NAEC 2020 - ongoing** – Invited by Federal Ministry of Education to serve as technical lead for its annual education conference (NAEC) 2020; leading development of thematic focus and concept note; speaker selection and speaker briefs; TEP representative co-convening one of four thematic areas
- **DFID-PLANE - ongoing** – member of the DAI-led consortium; design and management of results framework, monitoring and evaluation approach and tools, results management and learning on the DfID-funded Partnership for Learning For All for Nigerian Education (PLANE) project projected to reach 2 million Nigerian children in partnership with the federal and state governments and the non-state sector - ongoing
- **International Common Assessment for Numeracy (ICAN) - 2019/ongoing** – Co-designed, piloted and administered tools; and cleaned data from the inaugural ICAN in Nigeria. Co-hosted workshop to align ICAN with the Global Proficiency Framework. The report is available at [www.palnetwork.org](http://www.palnetwork.org). ICAN is now endorsed by the UNESCO Institute of Statistics. TEP's scale up of the assessment is ongoing via a grant from GPE through PAL Network
- **TEP-NESG Learning in a Pandemic Study - 2020** - designed qualitative and quantitative tools to assess learning loss during COVID; cleaned and analysed data from government, household and other non-state respondents in 35 Nigerian states. The report is available at [www.tepcentre.com](http://www.tepcentre.com)
- **DAI Baseline Assessment of Borno schools - 2020** – design of quantitative and qualitative tools, administration of teacher and learner assessments in primary and secondary schools; data cleaning, entry, analysis and report development
- **FME National Monitoring Learning Assessment (NMLA) - 2019** – Voluntary independent enumeration support, monitoring and coordination on the World Bank and Federal Ministry of Education (FME) BESDA project in 36 states and the FCT; deployed Open Data Kit (ODK) to collect demographic, school-level and learning data from teachers, headteachers and learners in a nationally representative baseline assessment.
- **LEARNIGERIA Survey – 2017/2018** – In partnership with the the Federal and some State Ministries of Education (FME), Nigeria Education Research and Development Council (NERDC), National Bureau of Statistics, National Population Commission, TEP designed survey tools, foundational literacy and numeracy tools (English, Hausa, Yoruba, Igbo) and implemented a household assessment and survey; mobilized, trained and monitored 1,200 enumerators, collecting data from

40,000 children in 21,600 households, as well as 2,000 schools across Nigeria and publishing State Report Cards. The datasets are open-source and available for download at [www.learnigeria.org](http://www.learnigeria.org). In 2019/20, TEP digitised all tools and developed higher grade assessment tools.

**Country-Level Evaluation of GPE In Nigeria - 2018** – conducted baseline assessment of the GPE programme in Nigeria, and supported a prospective evaluation using the Contribution Analysis method; organized and conducted key informant interviews with a range of GPE stakeholders at the Federal and state ministries of education, as well as international development agencies, and non-state stakeholders including civil society organisations, analysed data and jointly produced a report which is available at <https://www.globalpartnership.org>.

### 3. Background and objective of the evaluation

#### 3.1. Background

Nigeria is the most populous country and the largest economy in Africa with over 180 million people living in 36 states and 136 trillion Naira of annual GDP estimated in 2018. However, the human capital still weak. Nigeria's education system is based on the 6-3-3-4 formula: those numbers representing years in primary (basic), junior secondary, senior secondary and tertiary (minimum of four years) education respectively. The model was adopted in 1989. The financing of basic education in Nigeria is the legal responsibility of the 36 States and the 774 Local Governments Councils (LGCs). The State Governments are expected to fund basic education through their annual budgetary allocations.<sup>2</sup> Despite efforts made by Government with support of development partners in making basic education free and compulsory within the 2014's National Policy on Education 2014, at least 10 million children are reported to be 'out of school' in Nigeria mostly girls and children from northern states. With approximately 20 million Out-of-school children globally, Nigeria has the highest number of out-of-school children in the world. Only 61% of 6-11-year old regularly attend primary school and only 36 per cent of children between three and five attend organized early childhood education program (MICS, 2016).

Regarding the quality of education, about '50% of in-school children are not learning as expected', and therefore cannot read or write. Approximately 63% of children who live in rural areas cannot read at all; and around 84% of children in the lowest economic quartile cannot read at all' (ibid).

The Federal Government collaborates with sub-national governments and the private sector in implementing the Ministerial Strategic Plan (2016-2019) entitled 'Education for Change'.

With support from DFID, UNICEF is working with the Government and other partners to test and build on several approaches to increase access to quality education for girls and boys especially those out of school, in rural areas and with disabilities, and to ensure that children complete education, with relevant skills and knowledge for lifelong learning and employability.

During the last eight years UNICEF has developed and implemented in partnership with DFID which aimed to improve social and economic opportunities for girls through increased enrolment, completion, and learning of girls in basic education in northern Nigeria., covering five (5) states, (and later from 2018 six states with inclusion of Kano). The programme was co-funded by "Educate A Child a part of Education Above All" that covered Katsina, Kebbi, Sokoto and Zamfara in which Kebbi was solely funded by EAC however this evaluation will focus on DFID support. It is part of UNICEF's responsibility to generate sound evidence that will show results achieved for children, how sustainable they are, and lessons learned from this investment on education.

#### 3.2. Evaluation objectives

According to the Terms of Reference (ToR)<sup>3</sup>, the evaluation will have two purposes: accountability and learning. It will provide both the donor (vertical accountability) and the expected beneficiaries (horizontal accountability) with solid evidence on the extent to which the GEP3 Programme fulfilled its expected results (Impact, Outcomes and Outputs) and transformations as indicated in the programmatic documents (Business Plan & Operational Plan) and results frameworks that were agreed upon with the donor before the start of implementation. The evaluation will consider the 2015 evaluation report and recommendations that informed the redesign of the programme which resulted in changes to the results structure and operational plan. The evaluation will also allow the dissemination of information on the actual results achieved back to those communities which were expected to benefit from this Program and whose tax money was used to fund this project (horizontal accountability).

<sup>2</sup> UNESCO. Forces of educational policy change since 2000 in Nigeria Paper commissioned for the EFA Global Monitoring Report 2015, Education for All 2000-2015: achievements and challenges" ED/EFA/MRT/2015/PI/38 efareport@unesco.org

<sup>3</sup> Terms of Reference. Final Evaluation of the Girls Education Programme 2012-2020 in Northern Nigeria

1. Determine the merit of GEP3 in terms of achievement of expected results related to impact, outcomes and outputs of access & retention of girls to basic education and the quality of learning outcomes of basic education in the Northern Nigeria as planned within the initial business case and operational plan;
2. Document the resilience of communities and families in support to girl's education in the Northern Nigeria, particularly the support to access and retention;
3. Understand the most significant drivers of educational participation and performance of girls within the implementation states to enhance effectiveness and impact of future interventions;
4. Analyze the value for money regarding the GEP3 programme implementation and approaches to community and gender transformation within the target areas;
5. Assess the GEP3 preparedness and response to external shocks such as the COVID 19 pandemic;
6. Provide strategic recommendations for future investments to advance gender equity and equality in education.

At *strategic* level in the assessment of **relevance**, special attention will be given to the design of the GEP3 programme, how this corresponds with global and national priorities as well national policy making on Education and to the education needs of the ultimate beneficiaries in the community – including integration of **gender equality**.

At *operational* level in addition to the assessment of **effectiveness, impact** and **sustainability**, achieved coverage also in terms of **equity** in access of the most vulnerable to the GEP3 services (including taking into account gender aspects and the degree of being underserved) will be included. The extent to which the project was **resilient** to internal and external shocks will also be assessed especially in light of the COVID-19 pandemic. **Governance of education** in Northern Nigeria will also be explored.

For each of the expected results an inventory of **good practices** and **lessons learned** will be compiled to enable evidence based decisions for implementation and policy-making.

Our interpretation of the ToR is that the commissioners of the GEP3 Evaluation expect us to present the broad and detailed contours of the evaluation design, the approach and the principles that will guide the evaluation in this proposal. We think that proposing an inception period to be used after the signing of the contract to discuss the TOC, as well as elaborate, validate and refine the evaluation plan in a process of consultation with UNICEF and other stakeholders, is excellent. This opportunity serves two purposes – one, it will help the evaluation commissioner and the team to arrive at a common understanding of exactly the expected results, whole process and planning to fine-tune expectations in what and how to evaluate against feasibility, and secondly, it will set the stage for a collaborative and participatory evaluation process. It will also help the team to fine-tune the TOC, the result-chain, identify contextual internal and external factors that could have influenced the intervention and **drivers of change (DOC)** and the effects of the intervention – and will enable the team to understand the details of the GEP3 project in Northern Nigeria better. We appreciate and value this period as we think that it will facilitate the development of a strong, focused and supported evaluation framework and the definition of a detailed and feasible implementation plan.

## 4. Evaluation methodologies and approaches

### 4.1. Evaluation design

The goal of the evaluation is not only to appreciate if the interventions worked, but also how they worked, where, why and for whom. This perspective of evaluating is especially important for to effectively inform the project's future and national policy makers / decision makers. The best way to respond to this is to use a mixed methods approach: combining qualitative and quantitative methods. We understand from the TOR that this is what the project is aiming for, especially in the assessment of the project's impact; and also given the fact that a TOC was developed – an essential element in a mixed methods approach.

The ToR specifically asks for adequate assessment of the evaluation criteria related to Impact of GEP3 over the 8 years of implementation in making a difference in education Outcomes and impact indicators for children and communities' transformation.

In line with the foregoing, we propose a **quasi-experimental longitudinal panel design** that will track a cohort of girls in the project over the project's life. The design will be developed to simulate a **'before and after'** approach and a **with /without** comparison.

- To create the **'before'** component, we will use the available baseline studies relating to the cohort. Baseline data from previous assessment, evaluations or Household Survey (HH) surveys will be used for this assessment. For Niger and Sokoto states, we will use baseline data from the impact evaluation of the 2014-2016 cash transfer programme. For the other four states (Bauchi, Katsina, Zamfara and Kano), if baseline studies are inadequate, we will (re-) construct retrospective baselines using existing GEP3 programme and project documents, including routine data generated by the UNICEF monitoring mechanism (and / or those of line Ministry or implementing partners), Secondary analysis of the 2013 National Demographic health survey (NDHS) and the Multiple Indicator Cluster Survey (MICS) of 2011 be used to establish "tracers indicators" at state level and possibly at LGA level. The values of these tracer indicators will be appreciated in trends over time, during the period of the intervention; a sample of these data will be verified at local level, to appreciate their reliability.
- To create the **'after'** component, we will conduct school-based and HH surveys of the 6 focal States of the GEP3 project areas (and one comparison State). The study will involve the ultimate and indirect beneficiaries ("was there a change? What were the enabling factors, what were the disabling factors?"). Besides the secondary analysis on project / programme data, to appreciate if there was an effect on the access & retention of girls to basic education, a secondary analysis of the NDHS (2018) and (MICS (2016 and 2020) data, will be carried out to identify effects, on educational outcomes. To assess the impact of the GEP3, we will assess trends and associations via secondary data analysis of the MICS (2011; 2016; and 2020) and NDHS (2013 and 2018). The HH survey data will also be used to assess the impact of Cash Grant Allocation for girls Education. For quality of learning outcomes and impact - we will carry out a student school-based assessment survey in order to measure the learning outcomes of learners in Numeracy and Reading. We will also review the Learning Assessment 2015 and Evaluation School Survey Learning Assessment 2020- also with a focus on the gender parity /equality elements.
- A real **'with/without'** comparison of intervention areas versus non-intervention areas will only be possible if we also have "baseline data" in the comparison (counterfactual) state. We could use a **non-experimental statistical method**: Propensity Score Matching (PSM), to evaluate the effect of the Girls Education Programme on outcomes. The available MICS 2011 data could be used given that LGA level data may possibly be extracted, and the household survey data could be used to create a reasonable counterfactual based on the propensity score and address the issue of observed selection bias. Note that NDHS data will not be suitable for PSM, as LGA level information cannot be extracted from this data. The robustness of PSM results will be checked by estimating a weighted least square (WLS) with propensity score as the weights. Using the PSM should enable us generate a counterfactual LGA that has similar characteristics to the selected intervention LGAs so that comparisons can be made between these "matched" LGAs. We expect that we will be able to use PSM in this study to identify suitable comparison areas and beneficiaries since this was carried out successfully in the impact evaluation of the cash transfer programme in Niger and Sokoto in 2016. The evaluation team selected the programme beneficiaries among GEP3 schools and also non-beneficiaries among GEP3 schools ensuring that beneficiaries and non-beneficiaries were as similar as possible in terms of observable characteristics expected to affect programme participation as well as outcomes.

For this evaluation, since we will be using a counterfactual state, we will use PSM to identify suitable LGAs within the state and suitable non-beneficiaries for comparison at school level.

- **Longitudinal Panel** A cohort of a sample of girls will be tracked through snowballing to enlist those who have been beneficiaries throughout the lifetime of the project. The enlisted girls from within the cohort sampled will be administered questionnaires. These will be administered specifically to a sample of Primary 1-6 pupils and Junior Secondary School (JSS 1-3) students to ensure representation.
- For the **quantitative** approach, we will estimate the causal outcome links by comparing the intervention and counterfactual areas. We will use the **Difference-in-Differences (DD)** method to compare changes/trends in the project's key results over time between the intervention and the comparison groups. This will allow for correction of any differences between the intervention and comparison groups that remain constant over time. This approach assumes that the primary outcomes of interest in the intervention and comparison groups would move in tandem in the absence of the project. All DD estimates will be adjusted for baseline characteristics illustrated with attribution and magnitudes of the changes observed.
- We will employ a **concurrent design** for the systematic use of **mixed methods**.  
The **qualitative** research component will provide a rich understanding of relationships, trends, and patterns emerging from the quantitative component and will help us triangulate survey results to confirm, dispute, or provide answers to contradictory and unexpected results from the quantitative evaluation. Using this mixed-methods approach, quantitative outcome/impact evidence will be complemented by narrative causal statements collected directly from parents, head teachers, teachers, girl beneficiaries, ministry of education and relevant government stakeholders, and communities via focus group discussions (FGDs) and semi-structured / key informant interviews. The respondents will be asked about the main changes during the relevant recall period. They will be prompted to share what they perceive to be the main drivers of these changes, and to whom or to what they attribute these changes. Because these drivers might be of complex and multiple sources, these narrative causal statements are suitable for identifying linkages of intervention with their impacts and their complex relationships.
- We will use the **Most Significant Change (MSC) tool** with direct-, indirect- and ultimate beneficiaries. The MSC purpose is to facilitate programme improvement by focusing on the directions and changes as valued by the various stakeholders. It is also called the "story-approach" and "evolutionary approach to organizational learning". Stakeholders are involved in selecting the changes to be followed up, over time, changes may be appreciated. It uses story telling of stakeholders answering the key question: "looking back over this period, in your perception, what do you think the most significant change was due to the cash grant allocation programme?" **Retrospective recall** of key pre-intervention and past intervention information will also be addressed during qualitative and quantitative data collection.

The evaluation will focus on a number of outcome variables including the project's main outputs, its immediate, intermediate, and long-term outcomes, as well as any unintended effects.

The evaluation questions will be derived from those detailed in the ToR as a starting point as well as the baseline and other relevant studies.

#### 4.2. Evaluation Criteria

The evaluation design and approach have been closely informed by the ToR and by the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) criteria which will be integrated into the evaluation framework. Additionally, the criteria of independence, objectivity, transparency, validity, reliability, partnership and usability will be safeguarded by ensuring that:

- none of the evaluation members has been closely involved in the GEP3 initiative, that there are no conflicts of interest, and that the team can guarantee its independence;
- verifiable facts are collected towards measurable indicators;

- robust methods of measurement are used over time to ensure validity of measurements and reliability of findings;
- a clear distinction is made in evaluation reports between facts and opinions of the evaluation team;
- results are shared in a timely and transparent fashion;
- the methodology, findings, conclusions and recommendations are clearly described;
- the results questions and methodology are clearly described and agreed upon with key stakeholders before the evaluation activities will start;
- there is involvement of key stakeholders in establishment of the theory of change, contextual analysis, implementation and policy-making issues – and that they are invited to present their perspectives and views through participatory workshops at different levels;
- there is regular and structured consultation with the evaluation reference group;
- there will be a close partnership with national field researchers and
- the formulation of conclusions and recommendation are designed to be clear and useful for the GEP3.

The Evaluation team which is made up of professionals from different disciplines and different backgrounds will ensure that the evaluation is conducted to high professional standards, with open and enquiring minds and free from any form of discrimination or prejudice.

### 4.3. Evaluation scope

#### Thematic Scope

This independent evaluation will assess the merit or the shortfall of the GEP3 in the programmatic areas of **Access, Quality and Governance of education in the Northern Nigeria** and its contribution to the education sector. It will provide objective judgement of what worked, what didn't work and why regarding the prioritized components. How the programme was effective in achieving expected commitments agreed within the Business Plan or Results Frameworks related to Impact, Outcomes and Outputs and what can **be identified as the main enabling factors and barriers** of success or shortfalls. Based on the initial M&E agreed plan and the recommendations from the annual review, an overview of all twelve strategic interventions will be carried out with a focus on six prioritized programmatic components to be assessed so that depth and quality of assessment can be achieved.

The interventions included:

1. Supplies management for school enrolment and retention;
2. The School Grant Cash Transfer for leaning and retention of girls to school
3. Teachers Training for improving quality and learning outcomes;
4. Communities & women empowerment to support education at community level, in schools, in the wider education system, in social and policy activity around education.
5. Supportive monitoring as part of systems strengthening
6. Data generation and usage for decision making at micro level- classroom, school and community

We and the partners in this programme will prioritize the interventions for assessment based on the recommendations in the annual report and the understanding that some of the interventions underwent rigorous evaluation in 2015.

#### Geographic

#### Scope

The valuation of GEP3 will focus on those six States of the project: Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano plus one additional State that will serve as comparison State. Analysis of data will take recognizant of late entrants to the project like Kano state added to the list of intervention States in the last year of implementation. An overview of national progress of education impact indicators will also be presented to give a big picture of national progress toward SDG4.

## Chronological Scope

This evaluation will cover the whole duration of the investment from 2012 to December 2020. A recap of findings and lessons learnt from previous smaller evaluations will be capitalized on in line the independent evaluation of GEP Cash Transfer component completed in 2017 and mid-term evaluation of GEP 3 in 2017.

### 4.4. Sampling Strategy

In order to select a representative sample for the evaluation, we propose to select respondents from the sampled targeted project recipients (Primary 1 to 3 pupils and Junior Secondary School (JSS 1-3) students to ensure representation of results. The consulting team will adopt both probability and non-probability sampling methods to select respondents from all levels including beneficiaries, key stakeholders based on availability and level of involvement in the project. For qualitative interviews we will carry our purposive sampling using the criteria of function, location etc. and in consultation with UNICEF and DFID.

#### Sample size

A student/pupil school-based assessment survey will be undertaken. The main aim of the Student/pupil school-based assessment survey will be to measure the learning outcomes of learners in Numeracy and Reading against the baseline. To ensure adequate representative measurement we propose use the Daniel WW, 1999<sup>4</sup> formulae for measuring the prevalence of the learning outcome. Using the sample size calculation for prevalence studies formula with finite population (the sample size (n') will be thus computed;

$$n' = \frac{NZ^2 P (1-P)}{d^2}$$

$$d^2 (N-1) + Z^2 P (1-P)$$

Where:

**n'** = Sample size with finite population/student/pupil correction,

**N** = Population size (the number of Primary Schools)

**Z** = Z statistics for a level of confidence (The standard normal deviation at the required confidence level = 1.96)

**P** = Expected prevalence (The proportion in the target population estimated to have the characteristics being measured. Since the proportion is unknown 50% will be used. Thus P= 0.5)

**d** = Level of Precision (error reduction) set at 5%. (Thus d= 0.05)

Note: For cluster or multistage sampling methods, a larger sample size to achieve the same precision may be required. Therefore, the calculated sample size using the above formulae needed to be multiplied by the design effect (*deff*). For our case, a design effect of approximately two (2) (Macfarlane, 1997<sup>5</sup>) will be applied.

Therefore;

$$n' = \frac{42945 \times 1.96^2 \times 0.5 \times 0.5}{(0.05^2 \times 42944) + (1.96^2 \times 0.5 \times 0.5)}$$

$$(0.05^2 \times 42944) + (1.96^2 \times 0.5 \times 0.5)$$

$$n' = 380.7628 \times 2 = \mathbf{762}$$
 primary schools, giving about 108 schools per State.

To ensure we have robust sample size per school with adequate representative measure, we will conduct the learning school assessments with 13 students in each school. This is also in line with the expectation of the TOR, that 10-15 students will be interviewed in each school.

<sup>4</sup> Daniel WW, (1999). Biostatistics: A Foundation for Analysis in the Health Sciences. 7th ed. New York: John Wiley& Sons

<sup>5</sup> Macfarlane SB (1997). Conducting a Descriptive Survey: 2. Choosing a Sampling Strategy. Trop Doct, 27(1): 14-21.

This infers that a total of **9,828 students** will participate in the learning assessment exercise across all the 7 states (**1,404 students per state**).

The household survey will be linked to the beneficiaries which participated in the learning assessment as well as the cohort interviews. We will conduct a total of **9,828 household interviews** with head of households (secondary respondents would be the caregivers of the girl beneficiaries, if the heads of the households are not available) across all the 7 states (**1,404 households per state**). The household survey will be focused on the impact assessment of the cash grant allocation.

Method	Activity	Respondent	Sample size
<b>School Survey</b>	Learning Assessment Activity	Students	9,828(1,404 students per state)
	Interviews with Teachers	Teachers	762 (108 Head Teachers per state)
	Cohort Interviews with Beneficiaries	Students	9,828 (1,404 students per state)
	Classroom observation and Head counts	Students	762 (108 schools per state)
<b>Household Survey</b>	Head of Household Interviews	Head of Household	9,828 (1,404 HHs per state)
<b>Key Informants</b>	Key Stakeholder Interviews	State and Federal Stakeholders	18 (8 State and 10 Federal)
<b>Focus Group</b>	Community Stakeholders	Community leaders	8

## 5. Methodology for data collection, analysis and reporting

The evaluation design will use a mix of quantitative and qualitative methods, as secondary and primary data collection, interpreted and analysed in order to answer the evaluation questions. As stipulated in the ToR, the methods that will be employed for the evaluation will incorporate desk review, which will cover all the project activities; evaluations during the annual and quarterly reports and all available project documents as listed in desk review section; Semi-Structured Interviews (SSIs)/ Key Informant Interviews (KIIs) to collect in-depth information from key stakeholders at Community, State, and Federal levels; and Focus Group Discussions (FGDs) at community levels employing participatory appraisal techniques and documentation and case studies. The roadmap includes the following three components:

- ✓ Inception: the desk review, the development of the theoretical and conceptual frameworks of the study; design of the methodology (methods, techniques, instruments, protocols, sampling designs applicable to the variety of the quantitative and qualitative methods proposed, field operators' training, pre-testing, translation and printing); the evaluation matrix as well as the risk assessment;
- ✓ Data collection: data collection and data quality assurance in selected locations;
- ✓ Data Analysis and Reporting: including Validation of results, incorporating comments.

### 5.1. Phase I: Inception

During this task, we would commence the assignment with the aim to mobilize our team, and clarify the assignment objective with UNICEF. The main activities in this task will include:

#### 5.1.1. Inception meeting

In order to fully understand the needs of the evaluation beyond the ToRs, we propose to engage UNICEF and other key stakeholders in a one day workshop in Abuja. This will be critical for clarifying the scope of the work, the terms of engagement, expected results of the assignment, and map all stakeholders involved at all the project levels. It will also enable us to identify health related risks and

sensitivities to be taken into consideration due to the COVID-19 pandemic and devise a risk management strategy. In addition, the consulting team will explain the understanding of the assignment, expectations, methodology and approach and write an inception report including data collection tools through review and to design new tools where necessary in line with the overall evaluation approach.

#### **5.1.2. Initial desk review**

In order to inform the development of an appropriate evaluation design, develop data collection tools and data collection process, we propose to conduct an extensive review of “project information package” including, but not limited to: UNICEF project monitoring data, Annual Reports, The Theory of Change, GEP3 Project MEL Framework and Theory of Change; and GEP3 project logframe; and other relevant documents which will be agreed upon and made available prior to data collection process. Further, the desk research will help to establish some contextual matters and nuances within which the project was implemented which may have determined project success. The review process will continue until the drafting of the report; as new information is available which is relevant to the evaluation.

Other documents to be reviewed will include MICS 2011, MICS 2016, MICS 2020, NDHS 2013, NDHS 2018, Project Intervention Monitoring data-Donor Report, State EMIS Report, Learning Assessment 2015 and Evaluation School Survey Learning Assessment 2020, Education Census among others.

#### **5.1.3. Tools development and piloting**

The study instruments will be developed, reviewed by the client and also during training and later digitized to be able to be uploaded into the mobile phones.

#### **5.1.4. Tools translation**

Tools will be translated to local languages for easy data collection where necessary. There will be translation and back translation in English.

#### **5.1.5. Recruitment of enumerators**

In order to effectively and efficiently collect data for this evaluation, we will enlist the services of field researchers at State levels. This will be done by the national consultants that are already in the team. These will be selected based on their demonstrated experience in collecting qualitative data via virtual platforms and quantitative data using CAPI methods (preferably ODK), educational background and language proficiency. A team with an equal gender mix will be preferred.

#### **5.1.6. Training of enumerators**

We will carry out 5-days central training (including 1 day’ pilot) of all field personnel. This training will involve supervisors, enumerators, and project managers. There will be classroom training for the first four days and a pilot and de-brief on the fifth day. The training will hold in a central location in Abuja and it will be a combination of classroom trainings and practical experience. The training will involve detailed review of the questionnaire, fieldwork protocols, practising mock interviews, and using mCAPI. The training materials will be designed to include participatory method for learning. Such method will allow team members to learn from each other by sharing insights and lessons learnt from previous experiences. In the end, team members will have a common understanding of the scope of work, expected deliverables, data collection tools and deadlines to be adhered to as well as ethics of research with a consideration to all stakeholders involved

#### **5.1.7. Pre-testing of tools**

After the training, the team will test the tools and response procedures for each question, probing, recording and storing data following agreed procedures. After testing the tools, the team will receive feedback from and discuss difficulties/issues encountered and to seek context-specific and or country specific solutions to the challenges. All feedback will be used to refine data collection tools where necessary.

Phase 1 Outputs: Data collection tools, detailed work plan and inception report.

## 5.2. Phase II: Data collection

### 5.2.1. Quantitative methods

#### 5.2.1.1. School survey

**This will be primary data collection to measure learning outcomes especially form pupils/students.** We will learn abilities of the pupils on numeracy and literacy due to the project through the methods below. Student school-based assessment surveys {Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) } will be undertaken in order to measure the learning outcomes of learners in Numeracy and Reading. A sampling of 762 primary school is proposed (108 school per state) for the school-based student learning assessment survey. To ensure adequate representative measurement we propose use the Daniel WW, 1999 formulae. Additionally, institutional questionnaires such as teachers and school characteristics will be captured to understand the impact of teacher and school related inputs on learning outcomes of children.

#### **Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)**

The Early Grade Reading Assessment (EGRA) is an individually administered oral assessment of the most basic foundation skills for literacy acquisition in early grades. The assessment focuses on what it labels the “three early stages of reading acquisition”: emergent literacy (birth to grade 1), decoding (beginning grade 1) and confirmation and fluency (end of grade 1 to end of grade 3).

EGRA refers to both a specific assessment tool and at the same time has come to be adopted as a generic concept for early grade reading assessment programmes.

The assessment requires about 15 minutes to administer per child. One key task requires that a child read aloud for 1 minute, and then answer questions based on that reading.

#### 5.2.1.2. Household survey

This will involve household surveys to measure effectiveness & impact of Cash Grant to Girls during the GEP3. . The household data questionnaire will be aimed at collecting data on household income and expenditure, girl child's contribution to household income, rationales for schooling, and benefits from the cash grant allocation. We will use retrospective recall – asking before and after questions to enable the impact assessment of the cash grant allocation. The household survey will also serve as an opportunity to measure updated accurate indicators of Access (Completion rate, net enrolment ratio, gender parity and equity analysis, disabilities).

#### 5.2.1.3. Secondary quantitative data

The Federal Ministry of Education and UBEC will provide Educations Statistics from EMIS (Education census) that will be used by the evaluation team to perform Trend Analysis of indicators related to Access and other information related to infrastructures, learning materials, Teachers among others.

Other Secondary Data from Nationwide HH Surveys like MICS 2011, 2016-2017, MICS 2020 and NDHS 2013, NDHS 2018 will be used to analyze trend of Outcomes and Impact indicators at national and state levels.

**Secondary analysis of monitoring data and any relevant project and country education data** will be used to assess changes attributable to the project in terms of expected outcomes, fulfils the fundamental requirements of assessing learning, transition and sustainability, generates meaningful learning and includes the voices of girls, communities and other key stakeholders. To appreciate the Value for Money of the programme, financial data collection on inputs and expenses will be carried out at projects and site levels, to provide an indication of the costs at which the eventual results have been delivered.

### 5.2.2. Qualitative methods

#### 5.2.2.1. Desk review

in-depth analysis of programmes progress reports, studies, surveys and past evaluation produced for education sector and Northern. Qualitative data from Nationwide HH Surveys like MICS 2011, 2016-2017, MICS 2020 and NDHS 2013, Other documents to be reviewed will include MICS 2011, MICS 2016,

MICS 2020, NDHS 2013, NDHS 2018, Project Intervention Monitoring data, Donor Report, State EMIS Report, Learning Assessment 2015 and Evaluation School Survey Learning Assessment 2020, Education Census, NDHS 2018 will be used to analyze trend of Outcomes and Impact indicators at national and state levels among others

#### 5.2.2.2. Semi Structured (In-depth) Interviews

**Semi Structured (in-depth) Interviews** of key partnership stakeholders - including, facilitators, GEP3 officials, Head Teachers, project staff and Ministry staffs at federal and State levels and other stakeholders of interest will be used to explore relevance, Coherence, efficiency, effectiveness, impact, equity and gender and equality, and opportunities for resilience and sustainability, as well as key community level stakeholders will be used to explore if the programme worked in the different contexts and with the planned implementation structures and processes.

#### 5.2.2.3. Focus Group Discussions

Participatory **Focus Group discussions** with parents, Parent Teacher Associations (PTAs) and School Management Committees (SMCs), Mothers, Adolescents, Teachers and Community leaders, as well as religious groups will be used to explore the uptake of the funded projects' interventions, to explore emerging trends or tensions; as well as the facilitators and barriers to projects' effectiveness, process and successes. Where appropriate, effective participatory focus group discussions/feedback forums with school children (after school clubs) will be conducted to capture children's voices.

#### 5.2.2.4. Observations

Well planned visits to selected communities will be done to provide more specific evidence and answers to the evaluation questions.

The underlying aim for the proposed methodology is to obtain relevant information from multiple sources (both primary and secondary) in a cost-effective and realistic way and validate findings through triangulation to inform evaluation results. This design is most useful measuring outcomes and impacts of the project. The consultancy team will apply gender lenses to analyse the participation and outcomes of boys, girls, men and women as well as the consequent results of the project. In addition, participatory methods will be adopted to ensure active participation of all project stakeholders including users and education service providers like the online technology. This will ensure that all critical aspects of the project will be covered and that the usefulness of the findings is not compromised. This approach allows stakeholders to learn from the process and own the findings, which in turn facilitates effective improvement of programming.

We envision that for this assignment we will adopt a three-step approach consisting of the following stages:

In order to collect data that will respond to the requirements outlined in the ToR, and based on the fact that, this is an end of project evaluation, we will design data collection tools aligning the tools (and fine-tune in line with relevant baseline tools).

The evaluation team will proceed with the cost effectiveness analysis using financial and implementation records data from UNICEF and Government with respect to the evaluation criteria related to efficiency,

#### 5.2.2.5. Cohort tracking

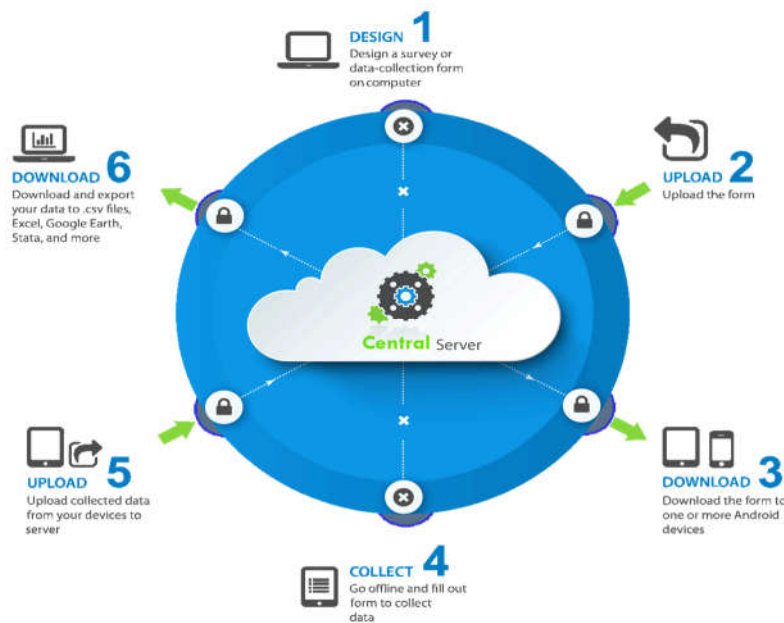
We will take a sample of girls that were enrolled in the project especially during the Cash Grant to Girls and follow/track their performance at the endline. We will engage parents and teachers in order to track this sample and obtain information, beside observations and the survey tools over this period. All UNICEF ethical considerations concerning the involvement of children in research will be followed.

### 5.2.3. Data collection processes

For the quantitative research, primary data will be collected by use of survey questionnaires-self-administered interviews, depending on the targets and in close collaboration with the project team. A scoring technique will be applied for producing especially indicator scores. Questionnaire will be

designed in English and then translated in local languages where necessary for the assessment. Where possible, data collection will be carried out using Computer Assisted Personal Interviews (CAPI) or Computer Assisted Telephone Interviews (CATI) or ODK Collect in Android phones to reduce face to face interactions between research assistants and evaluation respondents. Consultants will use the digital data collection approach applying the ODK Collect application as shown in the figure below.

#### 5.2.4. Cycle of data collection process with ODK Collect



#### 5.2.5. Data quality assurance plans

Data quality control measures will include; reviewing of the study tools, having interview schedules and data collection movement plans, translation of the tools into local language where necessary, standardization of the training (pre-testing and ensuring that the enumerators are familiar with terminologies used in the survey tool), regular supervision and cross-checking of the uploaded data. The mobile data capture ensures Hints, Strict sequencing, Skip patterns, Repeats, Constraints, Relevant, Formulas, Calculations, Grouping and Nesting instructions are digitised in the EGRA/EGMA and in-depth interviews.

#### 5.2.6. Supervision

At the time of interviews, enumerators and qualitative research assistants will be checked by supervisors to ensure that they follow the schedule strictly. After deploying enumerators, the supervisors will randomly travel around the cluster to track and confirm that all enumerators are gathering information from identified stakeholders. The supervisor will have a list of all interviewees for the day and will make arrangements and time table to see them. Most of the in-depth interviews will be conducted via virtual platforms where agreed. The national consultants will review the feasibility of face-to face focus groups or using virtual platforms. Qualitative interviews will be audio-taped, transcribed and translated where necessary.

At the end of each workday, all interviewers will submit their filled interview schedule forms to the supervisor. The supervisor will first of all confirm that coding of all sheets has been done correctly. Following this cross-check, the enumerators will send filled questionnaire of the day to the sever and then the data manager will give feedback the following day on the quality of data and the progress of the work towards the planed time of data collection.

### 5.2.7. Data cleaning

To capture data enumerator will use tablet using Survey ODK Collect which will make it easy to design forms, collect data. In data cleaning we shall deal with data problems once they have occurred. Error-prevention strategies can reduce many problems but cannot eliminate them. We will present data cleaning as a three-stage process, involving repeated cycles of screening, diagnosing, and editing of suspected data abnormalities. Many data errors will be detected incidentally during study activities other than data cleaning. When screening data is done, we shall base on four basic types of tics: lack or excess of data; outliers, including inconsistencies; strange patterns in (joint) distributions; and unexpected analysis results and other types of inferences and abstractions. Many outliers will be detected by perceiving nonconformity with prior expectations, based on the investigator's experience, pilot studies, evidence in the literature, or common sense.

### 5.2.8. Risk and risk management

	RISK	MITIGATION MEASURES
1.	Education loss due to migration/ early marriages is addressed	<ul style="list-style-type: none"> <li>Close collaboration with program sites and UNICEF through other relevant staff and the use of community gate keepers and leaders</li> </ul>
2	Enlisting eligible disable persons	<ul style="list-style-type: none"> <li>The supervisors will also help research assistants to collect data.</li> <li>Snow balling sampling for child marriages</li> </ul>
3	Poor mobile network for real time data collection	<ul style="list-style-type: none"> <li>Daily data uploads instead of real time</li> <li>Ensuring supervisors know the number of daily collected data</li> </ul>
4	Lack of electricity to charge the tablets	<ul style="list-style-type: none"> <li>Use of solar chargers and transport back to centers where there is power</li> </ul>
5	Some high level officials might not have the details on programs required for the evaluation.	<ul style="list-style-type: none"> <li>In these case, additional consultation will be carried out with other delegated officials in the ministry for filling the gaps.</li> <li>To avoid any delay, it will help if IRC Country Office will contact the ministries in advance and make arrangements.</li> </ul>
6	Health and safety issues that may require significant duty of care precautions, with particular consideration paid to risks relating to Covid-19	<ul style="list-style-type: none"> <li>Alternative options will be discussed with UNICEF at inception depending on the prevailing situation with regards to COVID-19 in Nigeria following the international and national guideline</li> </ul>

### 5.2.9. Ethical Considerations

In compliance with UNICEF research policy, we will endeavour to ensure that the study is designed and conducted in a manner that respects and protects the rights, confidentiality, impartiality, privacy, accountability, respect and welfare of respondents. In addition, the data should be technically accurate and reliable, is conducted in a transparent and impartial manner and contributes to reliability and validity.

The SDGs evaluation will follow UNICEF guidelines on the ethical participation. In addition, all participants in the evaluation will be fully informed about the nature and purpose of the evaluation and their requested involvement. Only participants who have given their written or verbal consent (documented) will be included in the evaluation. All the documents, including data collection, entry and analysis tools, and all the data developed or collected for this evaluation are the intellectual property of the Government of Nigeria and UNICEF.

The Evaluation team members may not publish or disseminate the Evaluation Report, data collection tools, collected data or any other documents produced from this consultancy without the express permission of, and acknowledgement of UNICEF. The bidders are invited to further analyze aspects of methodological and organizational complexity that might affect the evaluation in general and make it difficult to answer some of the questions, and to explain how they will address them.

The evaluation will require an independent ethical review. A particular attention shall be paid to the avoidance of harm and stress to evaluation participants, especially children and other vulnerable populations; obtaining informed consent/verbal assent from them (except from UNICEF staff, who will be directed to participate if needed); absence of benefit or compensation offered to them; protection of their privacy; confidentiality and anonymity of data collected; security matters and protection protocols both for enumerators and key informants; training of enumerators in ethical issues and on enumeration and communication skills.

The evaluation should be conducted according to the ethical principles and standards defined by the United Nations Evaluation Group:

1. **Anonymity and confidentiality:** The evaluation must respect the rights of the people who provide information, guaranteeing their anonymity and confidentiality.
2. **Responsibility:** The entire team must confirm the results presented in the report, any disagreements are to be mentioned. The report should inform about any conflicts or differences of opinion that may have arisen between the consultants or between the consultant and the programme managers regarding the conclusions and / or recommendations of the evaluation.
3. **Integrity:** The evaluator will need to highlight issues that are not specifically mentioned in the ToR, in order to carry out a complete analysis of the programme.
4. **Independence:** The consultant must ensure that he/she remains independent in respect to the programme under review, and he/she should not be involved in its implementation or any other phase.
5. **Incidents:** If problems arise during fieldwork, or at any other point of the evaluation, they should be reported immediately to the Evaluation Manager. If this is not done, the existence of such problems can in no way be used to justify the failure to achieve the results expected by UNICEF in these terms of reference.
6. **Validation of information:** The consultant/s must ensure the accuracy of the information gathered during the preparation of the reports and will be responsible for the information presented in the final report.
7. **Intellectual property:** Using the different sources of information, the consultant/s must respect the intellectual property rights of the institutions and communities involved in the evaluation.
8. **Submission of reports:** If the reports are submitted after agreed deadlines, or if the quality of the submitted reports is significantly lower than agreed, the sanctions provided in these terms of reference will apply.

Supervise and take full responsibility for the behaviour and performance of data collectors, including data collection checking in the field;

Report any safeguarding or child protection concerns as soon as possible and within 24 hours to the UNICEF Safeguarding Focal Points;

Administrative, technical and physical safeguards to protect the confidentiality of those participating in research

Do No Harm safeguards for children participating in research, including child safe physical safeguards as well as emotional/psychosocial safeguards and safeguarding against the risk of sexual exploitation or abuse;

Adherence to good practice guidelines on conducting research with children and vulnerable groups

Appropriate time allocated to engage with children participating in the research;

Data protection protocols and secure maintenance procedures for personal information;  
Parental or caregiver consent concerning data collection from children or collation of data about children;  
age and ability appropriate assent processes based on reasonable assumptions about comprehension for the ages of children and the disabilities they intend to involve in the research;  
Appropriate spaces and methodologies tailored in consideration of unique needs of girls and boys, including those with disabilities and for vulnerable adults;  
Appropriate language and communication for different ages and the disabilities of children involved in the research Ethical approval will be secured from the Nigerian Institutional Review Board (NIRB) and Nigeria Education Services before data collection activities can commence. This will include the submission of complete research tools and protocols.

Due to the COVID-19 pandemic countries are practicing social distancing and placing restrictions on travel and face-to-face interactions in line with WHO guidelines. Hence, special measures are required when considering participatory methods and research with project stakeholders to ensure safety of all stakeholders. It is our intention to stay as close to the principles of participation and inclusion as possible, without harming respondents or requiring them to put themselves in health risky situations. Our approach outlines the best-case scenario, in response to the ToR. However, alternative options can be discussed with UNICEF at inception depending on the prevailing situation with regards to COVID-19 in Nigeria.

### **5.3.Phase III: Data analysis and reporting**

#### **5.3.1. Data analysis and triangulation**

Quantitative data will be analyzed using SPSS exported as Comma Separated Values (CSV) in Excel from the mobile phones. The most critical analysis techniques will include frequency distributions with percentages; OLAP cubes reports for measures of central tendency, cross-tabulations with Chi Square ( $\chi^2$ ) for nominal and ordinal-scaled variables, as well as one-way ANOVA for interval-scaled variables and bivariate.

Qualitative transcripts will be analysed using the qualitative data analysis software, NVivo 11.<sup>6</sup> An inductive approach and open thematic coding will be used. Transcripts will be read and coded using and exploring common themes, sub-themes, patterns and contradictions, according to the evaluation framework. Analysis will be conducted iteratively using a three-pronged approach: "noticing, collecting, and thinking"<sup>7</sup>. During analysis, cross tabulation will be done to compare the emerging information with secondary data to ensure that any outliers are captured. We will analyze and triangulate the qualitative and quantitative data that are collected including desk reviews, KIIs and FGD notes, case studies and documentaries.

#### **5.3.2. Reporting, Validation and Feedback**

If contracted to conduct this study, OAG will reporting as outlined below, for the inception protocol, draft report and final study report.

The inception report will include an initial work plan with clear timeframes; a finalized methodology and tools ready for approval by UNICEF prior to commencement of data collection; and a plan for training of investigators.

In preparation of the final report, the study team will follow the sample structure presented below incorporating the following components:

- Table of Contents including List of Tables and List of Figures
- Executive Summary (covering all main sections of the report: background, methodology and process, main findings and recommendations, lessons learnt)

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<sup>6</sup> © QSR International Pty Ltd

<sup>7</sup> Seidel J V. Qualitative data analysis. Qualis Research. 1998.

- Acknowledgements (all who supported the evaluation and provided strong cooperation and collaboration during the process)
- List of abbreviations and acronyms
- Introduction (object of the evaluation, evaluation purpose, objective, scope, intended users and users)
- Evaluation context
- Methodology, including sampling strategy and data analysis methods
- Key findings (by criterion – each individual question will need to be answered) + Preliminary Conclusions (given that all findings will be numbered, each conclusion will need to clearly indicate this specific findings and corresponding paragraph numbers which it is based on)
- Final conclusions
- Lessons Learnt
- Recommendations (strategic and operational, maximum 5 priority recommendations)
- Annexes (ToRs; List of persons interviewed, and sites visited; List of documents consulted; More details on methodology, such as data collection instruments, including details of their reliability and validity; Evaluators biodata and/or justification of team composition; Evaluation matrix; Results framework)

OAG will provide a high-quality power point on the preliminary findings. The final report will be comprehensive but concise report and will be prepared in accordance to the standard guidelines in the adapted UNEG Study Reports<sup>8</sup> and the Global Study Report Oversight System (GEROS) Review Template<sup>9</sup>. The report will incorporate powerful quotes from different stakeholders including beneficiaries. To facilitate dissemination, OAG will provide a final high-quality power point (max 10 slides) the synthesis and infographics (max 4 pages) on key findings in English at the end of the assignment as well as high-quality photographs documenting the study.

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8 UNEG Study Reports Standards, UNICEF, 2017 Update [https://www.unicef.org/evaldatabase/files/UNICEF\\_adapated\\_reporting\\_standards\\_updated\\_June\\_2017\\_FINAL\(1\).pdf](https://www.unicef.org/evaldatabase/files/UNICEF_adapated_reporting_standards_updated_June_2017_FINAL(1).pdf)

9 Global Study Report Oversight System (GEROS) Review Template  
[https://www.unicef.org/evaldatabase/files/GEROS-USA-2012-011\\_GLSEE.pdf](https://www.unicef.org/evaldatabase/files/GEROS-USA-2012-011_GLSEE.pdf)

## 6. Work Plan

	DURATION (October 2020 to Feb 2021)																									
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Phase I																										
Remotely initial work: Skype/Zoom/WebEx Call (Kick-off meeting) & Sharing key documents in Drop Box																										
Country Visit Inception Meeting with Stakeholders																										
Initial Desk Review of existing evidence; finalization of the evaluation matrix, development of methodology and work plan; development of the data collection material; drafting of the inception report																										
National Steering Committee Meeting in Abuja; Review and approval of the final inception report																										
Phase II Data Collection and Analysis																										
Elaboration and submission of Ethical Protocol to the MoE Ethics Committee and Finalization of Tools																										
Enumerators' training																										
Data collection and iterative data analysis																										



## 7. Team Presentation

### 7.1. Dr Alexia PEYSER ALCIATURI. Team Leader

Alexia PEYSER ALCIATURI, the proposed team leader (TL), is a PhD in development and a senior evaluation and educational expert with more than 25 years of both academic, research and in-field experience in education worldwide. Her technical expertise is based in 3 axes: she combines her sociological background including her strong advocacy and promotion of gender and cultural-sensible understanding of the educational projects, with solid scientific, methodological and technical skills in educational innovations, curricula design and the theory of change dimensions of her interventions, as well as an extensive in-field work and experience in curricula innovations reforms worldwide.

After working for United Nations as Social Integration policy-analyst, she integrated a newly-created technical and academic team of experts dedicated to developing curricula engineering methodologies to improve education systems in developing countries (BIEF, currently BIEFOR). She's an expert in competency-based approaches and their evaluation. She has directly worked as team member, and later as team leader, in more than 20 educational projects and as many systems in Africa, Latin America, Europe and Oceania. This extensive multicultural project management experience undoubtedly enriches and strengthens her global view and understanding of the social challenges and potentials of coherent and effective programming that this post entitles.

Previous collaborations with UNICEF include leading the elaboration of the National "Teachers Training Master Plan" in Angola (2004-2007), later leading its implementation from 2007 until 2012, as well as the elaboration of in-service training material for the 50.000+ Angolan primary teachers in 2014-2015. She's currently collaborating with UNESCO, (IEPI Dakar) within the Supervision team in the Support for Quality Education Management Project for Burkina Faso and Senegal.

### 7.2. Dr Peter Hayombe, Associate Consultant

He has a Dr .PH in health policy and management from Johns Hopkins Bloomberg School of Public Health USA, Master of Public Health and Epidemiology and Bachelor of Education (Science- Botany and Zoology) both from Kenyatta University Nairobi, Kenya. He is specialized in programming, research, monitoring and evaluation, training and curriculum development for Maternal, Newborn Child Health, Malaria, HIV and TB, Nutrition, Food security and Livelihoods, Water, Sanitation and Hygiene projects. He is knowledgeable in government health systems in Africa and health systems strengthening in developing countries.

He is familiar and has 20 years of experience with project impact evaluation (experimental and quasi-experimental designs) and associated tools (power analysis, propensity score matching, regression discontinuity, timeline series). He has advanced social science research skills and statistics including strong data visualization.

He has worked as a consultant for UNICEF, Save The Children, World Vision, Kenya Red Cross Society, Catholic Relief Services, FHI360, CDC/PEPFAR, USAID, GIZ, DSW, IRC, AED, USAID, DFID, AfW, EU, SIDA/NORAD.

He is a self-starter; self-reliant with excellent organisation, coordination & planning skills. He has experience in the following African countries Burundi, Chad, Cambodia, Cameroun, Ethiopia, Equatorial Guinea, Ghana, Kenya, Laos, Malawi, Mozambique, Myanmar, Nigeria, Rwanda, South Sudan, Sudan, Sierra Leone, Somalia, Tanzania, Uganda, Zambia.

### 7.3. Dr. Ngozi Akwataghibe Mixed Methods Advisor

Ngozi Akwataghibe, MD, MPH, (PhD in view), is an experienced Evaluator, a Medical Doctor and a Public Health Specialist. She is the Principal Consultant at ENAULD Health Research and Services, The Netherlands; an Associate at Royal Tropical Institute (KIT) in Amsterdam; and a Doctoral Researcher in Transdisciplinary

Global Health at the Vrije Universiteit (VU) Amsterdam. She has collectively 26 years of clinical and public health experience. As a public health specialist, she has expertise in International Development; Evaluations including impact Evaluation, Health and Health Systems Strengthening; Water, Sanitation and Hygiene (WASH), Health Financing, Monitoring and Learning, Project Management and Capacity building. Ngozi is a Mixed Methods expert. She has trained several in-country teams in Nigeria, Liberia and Seychelles in quantitative and qualitative research. She is especially adept at designing and using complex and innovative mixed methodologies in research and evaluations. She has led the development of several innovative proposals that have won contracts from various international organizations including the World Bank, UNICEF, International Initiative for Impact Evaluation (3ie), Shell, the WHO Alliance for Health Policy and Systems Research, GAVI and Bill and Melinda Gates Foundation. She has extensive experience working with teams in Africa, Europe, USA and Asia; liaising with government, UN and a broad range of stakeholders and in leading and/or providing technical support to projects. For instance, from 2017-2018, she worked as a Consultant Evaluator in the Liberian Health Sector Performance Evaluation (focused on 2006-2017) for the Government of Liberia. From 2015-2017, she provided technical support and Quality Assurance to the government of Ogun State Nigeria in a Decision-Maker Led Implementation Research (DELIR) on immunization funded by UNICEF, AHPSP and GAVI. She was the Country Lead and the Mixed Methods Advisor in a 2017 UNICEF WASH Operations Research (OR) in Nigeria. She was also part of the Impact Evaluation (IE) team and the Country Lead in a 2014 IE of the UNICEF / Federal Government WASH Country program in Nigeria. She is currently the Lead Monitoring, Evaluation and Learning (MEL) Advisor for Africa Resource Centre for Supply Chain - a Public-Private collaboration between Bill and Melinda Gates Foundation and Private Sector Health Alliance Nigeria. She is also the Evaluation Team Lead for the Final Evaluation of the Comic Relief- GlaxoSmithKline 'Fighting Malaria, Improving Health' Partnership in Sub-Saharan Africa (Sierra Leone; Ghana; Tanzania; Mozambique) and Greater Mekong sub-region (Cambodia; Laos; and Myanmar).

#### **7.4. Rose Anne Papavero, Cash transfer specialist**

Rose Anne is an experienced child protection expert consultant with a Master Degree in Sociology and Anthropology of Development Policy and a Professional Diploma in Specialised Education for Vulnerable children. She will bring more than 30 years of professional experience of which 16 years with UNICEF. Her key areas of technical expertise are child protection system, social norms change, child marriage, violence against children including children affected by armed conflict, children with disability, children without parental care, training design and facilitation, development of theory of change and monitoring for equity results.

She has been working in Chad, Djibouti, Gaza strip, Cambodia, Guinea, West and Central Africa Regional Office and Bangladesh as a consultant, project officer and chief of section.

She served in emergency countries affected by armed conflict or natural disaster, facilitated emergency preparedness, disaster risk reduction and coordinated response with other sector and actors while strengthening child protection sub-cluster.

In her previous post in Child Protection, she managed up to 15 million annual budget, supervised team of 10 to 20 professionals, internationals and nationals, developed professional network with local government and other key stakeholders, conducted fundraising, developed strategic approach for programme, advocated and supported legal reform resulting in legal and policy framework enactment, coordinated with other sectors, ensured monitoring and evaluation to measure results and conduct evidence based policy influencing. As chief child protection of UNICEF Bangladesh, she designed, piloted, adjusted and scaled up a cash transfer programme for OVC in support to Ministry of social Welfare and Ministry of Women's Affairs and published related articles. E.g.

« Bangladesh: Cash transfers mitigate harmful practices by encouraging family care solutions for vulnerable children », UNICEF Policy and Strategy, 2012.  
[https://www.unicef.org/socialpolicy/files/LL\\_Knowledge\\_in\\_Action\\_Ed3\\_9Apr\\_e\\_version.pdf](https://www.unicef.org/socialpolicy/files/LL_Knowledge_in_Action_Ed3_9Apr_e_version.pdf)

"Community-Based Social Protection for Orphan and Vulnerable Children in Bangladesh", Enhancing Social Protection in Asia and the Pacific - The Proceedings of the Regional Workshop, ADB, 2010. <https://www.adb.org/sites/default/files/publication/28289/proceedings-enhancing-social-protection.pdf>

"UNICEF Support to Bangladesh Government in modelling Child Sensitive Social Protection", University of Manchester, to be published UNDP Book on International Conference on social Protection, Dhaka 2011. <http://www.gbv.de/dms/zbw/792075846.pdf>

Recently, she supported the preparation of several national multi sectorial budgeted action plans to end child marriage and / or female genital mutilation (Niger, Eritrea, Cameroun and Guinea) preceded by situation analysis.

### 7.5. Hubal Pfumtchum, Quality assurance

With dual skills (IT and management), Hubal Pfumtchum holds a Master II MIAGE and is certified in information system auditing. As part of his professional career, mainly in audit and evaluation, he has carried out more than 150 audit and advisory missions in several sectors of activity (banking, microfinance, path of iron, governance, decentralization, project financed by donors.). In recent years, he has specialized in conducting studies and evaluations of projects and programs of humanitarian actors and UN agencies in Africa, Europe and Latin America and the Caribbean. Now in charge OAG Africa office, ensures quality control as part of the studies and evaluations conducted by the firm. The summary of these main missions as quality controller is given below:

- ▶ UNICEF Haiti- Comprehensive study of the birth registration system in Haiti - ongoing
- ▶ UNICEF Haiti - Formative and prospective evaluation of the effect of social safety nets (cash transfers) on the most vulnerable children in emergency and development interventions in Haiti-ongoing
- ▶ UNICEF Haiti - Final evaluation of the "water, sanitation and hygiene project for the benefit of children in the departments of Artibonite and Center"- ongoing
- ▶ Final Evaluation of the Comic Relief-GlaxoSmithKline 'Fighting Malaria, Improving Health' Partnership in Sub-Saharan Africa and Greater Mekong sub-region (focal countries - Sierra Leone, Ghana, Tanzania, Mozambique, Cambodia, Laos and Myanmar) - ongoing
- ▶ UNFPA Multi-country Study on Social Behavioral Norms of Under-registration of birth, marriage and death registration (Maroc, Congo, Jordanie, Benin, Burkina Faso, Senegal) - ongoing
- ▶ Evaluation finale de la mise en œuvre par l'UNICEF de l'approche de l'assainissement total pilote par la communauté (ATPC) au Burundi- **ongoing**
- ▶ Suivi indépendant des programmes UNICEF en RCA - **mission encours**
- ▶ EX-post evaluation of UNICEF education and child protection humanitarian programmes in Libya in 2017
- ▶ Evaluation of UNFPA evaluation support to survivors of Gender-based violence in Eastern Ukraine (2018)
- ▶ Evaluation of the Provision of Psychosocial Support and Protective Services through Child and Youth Friendly Spaces and Community Protection Centers in Eastern Ukraine (UNICEF Ukraine)
- ▶ Evaluation project Back to school (UNICEF Burundi)
- ▶ Evaluation du programme Education de qualité (UNICEF Tchad)
- ▶ Mission d'évaluation finale du projet d'appui sectoriel santé au Plan de transition en RCA / Deuxième phase
- ▶ Final Evaluation of the Emergency Integrated Rescue Project (Wash, Malaria, Health)
- ▶ Final Evaluation of the Ensuring timely and emergency assistance to vulnerable populations affected by the conflict in Nigeria
- ▶ Evaluation finale du projet Promouvoir un environnement sécurisé et le développement socio-économique des communautés affectées par la mines/REG en République Démocratique du Congo
- ▶ Midterm Evaluation - DFID supported Emergency Assistance to Crisis-affected Communities of C.A.R. Phase II 2016-2018

## 8. Proposed Team Composition

Name	Highest Level of Qualification	Experience	Roles under this assignment
Dr Alexia PEYSER ALCIATURI	Team Leader	25 years of experience	<ul style="list-style-type: none"> <li>▶ Work closely with UNICEF</li> <li>▶ Develop and complete the evaluation work plan;</li> <li>▶ Develop methodology: Design tools for Self-administered questionnaires (EGMA/EGRA), Key Informant Interviews and Focus Group Discussions; Agree on the Guidelines for Case studies; Design data analysis matrix for Key Informant Interviews; Design data analysis matrix for Focus Group discussions and case studies;</li> <li>▶ Write inception report;</li> <li>▶ Prepare a preliminary evaluation findings matrix; lead brainstorming on initial findings;</li> <li>▶ Write draft evaluation report and submit draft evaluation report: sections of executive summary; methodology; theory of change and evaluation criteria (relevance, effectiveness; efficiency; impact, sustainability and resilience); best practices; lessons learnt;</li> <li>▶ Integrate feedback in the draft evaluation report;</li> <li>▶ Present the report to the client;</li> <li>▶ Prepare the summary report and edit the documentary videos</li> </ul>
Dr. Peter Hayombe	Quantitative Advisor	26 years' experience in evaluation	<ul style="list-style-type: none"> <li>▶ Develop and complete the evaluation work plan; Contribute to the Design tools for Self-administered questionnaires (EGMA/EGRA),</li> <li>▶ Review inception report;</li> <li>▶ Prepare a preliminary evaluation findings matrix; participation in brainstorming on initial findings;</li> <li>▶ Quantitative Data Analysis – Primary and Secondary</li> <li>▶ Review draft evaluation report and submit draft evaluation report: sections executive summary; methodology; theory of change; Relevance, effectiveness; efficiency; impact, sustainability and resilience; best practices; lessons learnt</li> </ul>

Dr. Ngozi Akwataghibe	Mixed Methods Advisor	26 years of work experience in evaluation	<ul style="list-style-type: none"> <li>▶ Develop methodology: Contribute to the Design tools for Self-administered questionnaires (EGMA/EGRA), Design Key Informant Interviews and Focus Group Discussions;</li> <li>▶ Contribute to the drafting of the inception report;</li> <li>▶ Training of local research team including research assistants</li> <li>▶ Support secondary data analysis</li> <li>▶ Qualitative data analysis and triangulation data</li> <li>▶ Contribute to the preliminary evaluation findings matrix and brainstorming on initial findings;</li> <li>▶ Contribute to the writing of the draft and final reports</li> </ul>
Hubal Pfumtchum	Quality assurance	15 years' experience	<p>The quality controller will be responsible for checking all deliverables before being forwarded to the customer. These include:</p> <ul style="list-style-type: none"> <li>▶ Check the quality of the methodology;</li> <li>▶ Verify the quality of the data collection tools;</li> <li>▶ Verify the implementation of the methodology adopted in the field;</li> <li>▶ Check the quality of the provisional and definitive reports;</li> <li>▶ Verify the quality of presentation, synthesis, and infographics;</li> <li>▶ Overall administrative and financial coordination;</li> </ul>
The Education Partnership Centre (TEP Centre)	Local partner, in charge of data collection		<ul style="list-style-type: none"> <li>▶ Quantitative and Qualitative Data Collection; Data entry and cleaning; transcription of KIIs and FGDs</li> <li>▶ Prepare a field notes and documentations</li> </ul>

## 9. CVs of the Consultants' Team

### 9.1. Dr Alexia PEYSER ALCIATURI, Team Leader

1. **Proposed position in the project:** Team Leader
2. **Family name:** Peyser Alciaturi
3. **First names:** Alexia
4. **Date of birth:** 01/05/1967
5. **Nationality:** German/Chilean
6. **Place of Residence:** Belgium/Brussels
7. **Education:**

Education:	
Institution	Subject and degree(s)/certificate(s) obtained
Catholic University of Louvain, Belgium [1996-2002]	Ph.D. in Social Sciences (Population, Development and Environment), Faculty of Economics, Politics and Social Sciences (ESPO)
Catholic University of Louvain, Belgium [1995-1996]	Master's degree in Population, Development and Environment
Centro Latinoamericano de Demografía, United Nations, (CELADE/ECLAC), Santiago, Chile [1993]	Postgraduate Regional Course of Social Demographic Analysis
Universidad de Chile, Santiago de Chile [1990-1994]	Bachelor's Degree in Sociology. Major in Socio-demography

**Language skills:** (1 = excellent, 5 = basic)

Language	Reading	Speaking	Writing
Spanish	1	1	1
English	1	1	1
French	1	1	1
German	2	2	3
Portuguese	1	2	2

8. Membership of professional bodies: IUSSP (International Union for the Social Study of Population), GRIAL (Groupe interdisciplinaire d'étude d'Amérique Latine- UCLouvain).
9. Other skills: E-learning trainer and educational platforms (Claroline, Moodle, Dokeos) developer and manager of follow-up capacity building projects
10. **Present position:** Senior expert in Education and Training at BIEFOR (Belgium)
11. **Firm and years within the firm:** 25 : 6 in UN-ECLAC Latin America, 18 in BIEF-Belgium, 2 in BIEFOR (Bureau international en education et formation) -Belgium.
12. **Key qualifications:**
  - Competency-based education and training (CBET) specialist for more than 19 years in over 20 developing countries (regional focus on Latin America and Africa).
  - Sound knowledge and proven work experience with design and implementation of educational innovations and reforms, including aspects such as gender and inclusion, curricula development and competencies transfer.
  - Comprehensive training engineering expert/analyst (elaboration of training referentials, training techniques, train-the-trainer components and communication strategies).
  - More than 18 years experiences in leading and coordinating education programmes (methodological, technical and institutional development advisory).
  - Solid international project management experience in post-conflict countries (Kosovo, Lebanon, Angola, Haiti, Guatemala, Burundi & Uganda), understanding of multicultural environments.

- Multicultural and multilevel capacity-building project manager with extensive experience in capacity building initiatives within international cooperation and development projects (>25 years).
- Effective evaluation and assessment skills and methodology deployed in a wide scope of education and training programmes, both for European institutions and international educational systems.

**13. Specific experience in the region:**

<b>Country</b>	<b>from – to</b>
Angola	2005-2008, 2008-2015
Burkina Faso	2019-2020
Burundi	2015-2020
Cap Vert	2011-2012, 2014
Costa Rica	2006, 2007, 2008, 2010
Dominican Republic	2017-2018
Guatemala	2006-2009, 2010
Haiti	2013
Lebanon	2004-2005
Madagascar	2005, 2019-2020
Mexico	2010-2012
Mozambique	2013
Niger	2019-2020
Panama	2006, 2007, 2008, 2010
Senegal	2019-2020
Uganda	2018-2019
Vanuatu	2005-2008

#### 14. Professional experience

##### Long-term assignments:

mm/yyyy-mm/yyyy	Location	Organisation	Position	Description
3/2020-5/2020	Brussels	European Commission	Education Prize evaluator	"Jan Amos Comenius" High education European quality prize evaluator, assignment includes assessment of European member states applications to this new European quality recognition prize in secondary education.
2002-2020 (ongoing)	Brussels	Agence Europe Formation, Erasmus + Programme	External programme evaluator	Permanent external evaluator of the different programmes and subprogrammes of the <i>Leonardo da Vinci</i> and <i>Erasmus+</i> European Educational initiatives. Responsibilities have included assessing applications/final reports from the Grundvig, Comenius, Transfer of Innovation, Strategic Educational Partnerships and School Mobilities (AK1 & AK2) since 2002.
2/2020-6/2020	Brussels	Bruxelles Formation Training Agency	Public training programme evaluator	Evaluator to the "Training 2016-2020" programme from Bruxelles-Formation, the public training agency responsible for the capital's unemployed population social and working insertion. Assignment includes relevancy, impact and efficiency evaluation of the current public training/SVET offer and its adequacy with the regional labour market.
10/2019-2/2020	Burkina Faso	Lux/développement	Project manager and trainer	Capacity building and follow-up on competency-based elaboration material and syllabi for Ecole Nationale d'eaux et Forêts (ENEF).
09/2019-08/2020	BFaso, Sénégal, Madagascar, Niger	UNESCO- IPE pôle Dakar	Senior expert & support team member	Capacity- building technical assistance to national educational teams of 4 countries on behalf of IPE-UNESCO pôle Dakar team on curricula innovations quality steering in sub-Saharan Africa. Dakar, Antananarivo, Ouagadougou & Niamey, UNESCO.
06/2018-09/2019	Uganda (capital and regions)	ENABEL- Belgian cooperation agency	Project team leader	Framework contract to reinforce capacity building for local educational institutions on textbooks on labour-market oriented primary and secondary education training material according to the competency-based methodology. Kampala and provinces, ENABEL.
9/2019-12/2019 2018 2017 2016	Brussels	EFPEEN (Ecole de Formation de personnels d'encadrement de l'éducation nationale) Benin	Internship Supervisor	Coordination, supervision and training of Primary, Secondary and SVET Inspectors of the EFPEEN's 2-months yearly internship in Belgium (average of 40 interns). Tasks include designing, planning and coordinating the training Programme and team, as well as certifying the technical and methodological acquired competencies of the interns.
2018-2022 (ongoing)	Brussels	VLIRUOS – Flemish University Cooperation	Latin American Selection committee member	Evaluator of Flemish inter-university cooperation programmes and projects in Latin America (2018-2022), Brussels.
2017-2018	Dominican Republic	EDUCA	Project leader and trainer	Support to the inclusive competency-based national curriculum training and dissemination. Project includes 3 weeks-training, online follow-up of trainees and master class at APRENDO National congress (November 2017), Santo Domingo, EDUCA.
2015-2020 (ongoing)	Burundi	CTB- ENABEL Belgian cooperation agency	Project team leader	Curriculum reform project for the secondary education system. Post includes, planning, implementing and assessing curricular elaboration by local MED staff, as well as policy articulation with private sector (labour market).
2013-2020 (ongoing)	Europe	NSF Euro consultants sa and JVL Consulting	Pedagogical evaluator for the BTSF initiative	Permanent pedagogical evaluator of the training courses of the "Better Training for Safer Food" initiative from the European Commission. 16 one-week audits in Rome, Brussels, Amsterdam, Treviso, Berlin, Athens, Antwerp, Maribor, Ljubljana, Vukovar, and Valencia. BTSF/CHAFFEA/UC.

mm/yyyy-mm/yyyy	Location	Organisation	Position	Description
2010-2012	Mexico	REDECA (Red de competencias universitarias)	Methodological expert	Technical assistance and coordinator to the working group, including participation in seminars, writing working papers and distance follow-up. Mexico city, Merida, Chiapas, Chihuahua & Ciudad del Carmen, REDECA.
2009-2016	Basque Country, Spain	Confederación de Ikastolas	Curriculum expert	General revision of the competency-based approach curriculum and specific work and follow-up with the disciplinary working teams of the schools confederation Ikastolas. Donostia, Vittoria & Bilbao.
2011-2012	Cap Vert	Lux-développement	Education- SVET expert	Technical support to the "integrated education-training-work national policy in Cap Vert" project, including methodological advisory on SVET training engineering tool elaboration (referentials and evaluation elaboration), Sal, Lux-Dev.
2014-2015	Angola	UNICEF	Methodological expert and team leader	Elaboration of self-training online material for in-service primary teachers nationwide according the CBA. Assignment included experimentation of the prototype modules and generalization afterwards, Luanda and provinces, UNICEF.
2008-2014	Angola	Chevron Cabinda Oil company	Project team leader	National Teachers training programme based on the "Teachers Training Master Plan". Assignment included coordination of a 4-year programme of 15 courses (60 days each) for 600+ teachers, headmasters and inspectors nationwide. Luanda and provinces, Chevron.
2008	Angola	UNESCO	Team member	Conception and preparation of the "Meninas e Ciencia" pilot project on gender-friendly sciences modules for secondary schools, Luanda, UNESCO.
2010	Online	BIE-UNESCO	Curricular expert	Conception and implementation of an online self-training toolkit on competency-based approach to reinforce capacity-building for educational and SVET staff (Education and labour ministries) of the Latin American region.
2006-2009	Guatemala	BIE-UNESCO	Education reform expert	Trainer and analyst of the inclusive basic competence's National curriculum elaboration. Assignment included training and advisory to introduce gender and ethnical components to the reformed educational and training programs, Guatemala, BIE-UNESCO.
2007-2011	Andorra	Ministerio de Educación	National Curriculum expert/evaluator	Elaboration of social inclusion methodological bases of a new competency-based approach curriculum including disciplinary competencies and evaluation devices in articulation with the labour market and with the SVET system.
2005-2007	Angola	UNICEF	Team leader	Elaboration of the inclusive National "Teacher's Training Master Plan" for Primary Teachers nationwide, UNICEF.
2005-2008	Vanuatu	Ministry of Education	Project leader	Implementation « Vanuatu Competency-based curriculum Reform», training, coordination and follow-up via e-learning, Vanuatu - Port Vila, AUF-AUSAid-NewzAid
2006-2010	Guatemala Costa Rica Panama	BIE-UNESCO	Educational expert	Organization and participation as technical assistance expert of 7 one-week curricular analysis seminars for the Central American Cultural and Education-al Community. Follow-up and organization of 7 seminars on competency-based approach for the Central American Cultural and Educational Community. Guatemala, San José and Panama City, UNESCO
2008-2012	Chile-Belgium	Ministerio de Educación de Chile	Project leader	<i>Competency-based internships projects internship organizer in Belgium for primary teachers under the education improvement project. MINED, Louvain-a-neuve.</i>
2008	Spain	OAMI, European Comission	Main international evaluator	<i>OAMI Training programme evaluator for the institution's training offer, Alicante, OAMI.</i>
2004-2005	Lebanon	World Bank -CRDP, Ministry of Education	Educational expert	<i>Implementation of the « Improving Evaluation System » through the competency-based approach at national level, Beirut, World Bank.</i>

mm/yyyy- mm/yyyy	Location	Organisation	Position	Description
2005	Chile	Ministerio de Educación de Chile	Main international evaluator	<i>Educational Innovations transfer projects evaluator assignment included monitoring the follow up on the outputs of internships carried out in UCLouvain -Belgium under the bilateral agreement with the Chilean Ministry of Education. Santiago, MINED.</i>
2000-2010	EC & agencies	DEMOS & EFE consulting	Project Management Trainer	<i>Numerous training and technical assistance missions for the agencies and units related to PCM methodology on Project Management, introduction and advanced level under a framework contract with DG ADMIN (EFSA, ENA, EAR, JRC, Parliament, DG4)</i>
1990-1996	Latin America	CEPAL/UN	Researcher and analyst	<i>Team researcher and analyst for the "Indigenous population integration project based on social and cultural identity analysis", Santiago, Canadian cooperation agency and United Nations.</i>

## 9.2. CV Dr Peter Otieno Hayombe, Quantitative expert

Name: Dr. Peter Otieno Hayombe  
Nationality: Kenya  
Gender: Male  
Physical Address: 4th Avenue Parklands Diamond Plaza, Nairobi, Kenya

Profile: Peter O. Hayombe is a public health expert with twelve years' experience working on large donor projects in health care, planning, implementation, monitoring and evaluation. Some of his recent work includes the coordination, planning, management and implementation of the 2017 national Malaria Indicator Survey for South Sudan, where he was a coordinator in a technical working group of a pool of health experts (UNICEF, GF, WHO, MC, MSM, RBM, NMCP) that were part of an extensive health reform programme in South Sudan. He has previously coordinated two national Malaria Indicator Surveys in Sierra Leone and Guinea Equatorial. Hayombe is a tutor with Geneva Foundation of Medical Research and Education in Sexual and Reproductive Health Research, (<http://www.gfmer.ch/country-coordinators/Peter-Otieno-Khayombe.htm>). He is working in Khasto Consultants as Executive Director and Oversee Advising Group as the Expansion Manager East African Region. He is involved in planning, monitoring and evaluation of a number of Maternal and New Born Child Health projects including projects to remap, design and strengthen healthcare delivery system in Africa. He is experienced and knowledgeable in Family Planning, Malaria and TB, HIV and AIDS, Nutrition and livelihoods, Water, Sanitation and Hygiene projects. He taught biology students for 12 years in high school that skilled him in human capacity building.

### Education and Professional Qualifications:

Institution (date from – to)	Degree(s) or Diploma(s)
Johns Hopkins Bloomberg School of Hygiene and Public Health (Jan 2010 – May 2015)	Doctor in Public Health
Kenyatta University (Sept. 2002 - Oct. 2005)	Master of Public Health and Epidemiology
Kenyatta University (Sept. 1990 - Oct. 1994)	Bachelor of Education (Science)

### Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

LANGUGES	Read	Speak	Write
English	1	1	1
Dholuo (Native)	1	1	1
Spanish	3	5	5
Kiswahili	2	2	2
Luhya	2	2	2

### Country work experience:

Southern Africa	East Africa	West and Central Africa	South East Asia	Middle East and North Africa	Multiple and other regions and UK
Mozambique	Kenya	Nigeria	Laos	Mali	USA
Malawi	Uganda	Ghana	Myanmar	Yemen	UK
Zambia	Tanzania	Guinea Equatorial	Cambodia		Switzerland
	Somalia	South Sudan			
	Ethiopia Horn of Africa	Sierra Leone			
	Burundi				
	Rwanda				

## Consultancy Experience

Date	Location	Company	Position	Description
August 2020 to date	Tanzania, Mozambique, Sierra Leone, Ghana, Laos, Myanmar and Cambodia	Comic Relief and GlaxoSmithKline	Associate Consultant	Final Evaluation of the Comic Relief GSK 'Fighting Malaria, Improving Health' project in Africa and the greater Mekong region.
February to July 2020	Zambia Lusaka, Livingstone, Monze and Siavonga and Mwangango	Catholic Relief Services/CDC/PEPFAR/USAID	Principle Investigator	An Epidemic Control 90-90-90 (EpiC 3-90) (CDC-RFA-GH17-1735) Mid Term Evaluation of HIV/AIDS/TB and Malaria project in Zambia
2020 January to July	Yemen	International Rescue Committee/USAID/OFDA	Lead Consultant	An end of project evaluation of IRC SAP (Health, Nutrition, Livelihoods and Food Security and WaSH, Education and women protection) in the seven governorates of Aden, Al Dhale, Lahj, Hodeidah, Abyan, Shabwa and Sana'a/Amanat Al Asimah in Yemen.
January to June 2020	Mombasa County, Kenya	World Vision International and World Vision UK	Lead Consultant,	End of a Health and Nutrition, Education, Water, Sanitation and Hygiene, Food security and Livelihoods in Changamwe, Mombasa County.
January to June 2020	Marsabit County Kenya	World Vision International and World Vision US	Lead Consultant	End of an Education, Water, Sanitation and Hygiene, Food security and Livelihoods, Health and Nutrition, Child protection and Peace building project in Golbo, Marsabit County.
October 2018 – November 2018 to date	Kisumu, Migori, Turkana, Mombasa and Kwale- Kenya	AVSI/AESA/ Ministry of Public Services, Youth and Gender Affairs/ World Bank	Team leader Lot 2- Kenya Youth Employment Opportunities Project	Proposal development for AVSI/AESA for World Bank and Ministry of Public Service, Youth and Gender affairs on the training and monitoring of the Kenya Youth Employment Opportunities project, developing and reviewing the training curricula on Life Skills and Core Business Skills. Training of trainers as Trainer of Trainers. Monitoring and evaluating the training of the out of school youth 18-29 years old by the ToTs in Kakamega, Kisumu, Kisii, Migori, Bungoma and Turkana counties
June 2018 – February 2019	South Sudan	Catholic Relief Services/ OFDA/USAID	Principal Investigator	Coordination of the cholera research study with 3 international investigators, training of training of enumerators for data collection. Development of inception report and conducting inception meetings, supervision and coordination of data collection, data cleaning, analysis and report writing, dissemination and documentation of the overall research process
March to September 2019	Somalia	World Vision and (ACF, ADRA, CARE, COOPI, DRC, Oxfam	Lead Consultant	Baseline Survey for EU Restore and SIDA projects in the 9 districts of North Somalia and Puntland. Developing work plans, inception reports and meetings, developing research tools, training enumerators, data collection, quality control on data collection analysis and report writing, dissemination of the report to stakeholders.
Oct 2017- August 2018	South Sudan	Population Services International/MoH/WHO/ GF	Malaria Indicator Survey (MIS) Coordinator	Coordination (planning and implementation) of all MIS activities, national training of ToTs and monitoring of the cascaded 10 States' training of enumerators for quality and coverage. Training on the capture of biomarkers malaria prevalence test and coverage. Development of sample size and sample framework, supervision and coordination of data collection, data cleaning, analysis and report writing, dissemination and documentation of the overall MIS process
Jan 2018 - Feb 2018	Nigeria and Ghana	Health Partners International	Senior Health Advisor	MNCH quality of care training to County Health Departments on quality of care improvement plans, development of quality of care assessments in health facilities and mentorship plans.
March to October 2016	Sierra Leone	Catholic Relief Services /National Malaria Control Program /Ministry of Health and	Malaria Indicator Survey Coordinator	Planning and implementation of all MIS activities with the stakeholders, national training of enumerators for quality and coverage. Training on the capture of biomarkers malaria prevalence test and coverage. Development

		Sanitation /Roll Back Malaria /Global Fund /WHO /ICF		of sample size and sample framework, supervision and coordination of data collection, data cleaning, analysis and report writing, dissemination and documentation of the overall MIS process
Dec 2015 to Oct 2016	5 Counties Garissa, Turkana, Kakamega, Homa Bay and Nairobi in Kenya	UNICEF	Associate Consultant	Situational Analysis of the Human Resources for Health and Development of Management Plans for 5 Counties in Kenya. Knowledge management for the County Human Resources for the County Health department, facilitating the inception meeting with UNICEF and the five County MoHs; Forming task forces of 16 members to lead the county orientation and inception meetings with the CHDs; Data collection and undertaking HRH situation analysis and preparing a report on the current state of the stock of HRH; facilitating two progress review meetings with UNICEF and a final report presentation.
Dec 2014 to February 2015	Isiolo, Samburu and Meru	Kenya Red Cross Society /Danish Red Cross	Lead Consultant	End of European Commission supported Water, Sanitation and Hygiene and Health community project. Developing work plans, inception reports and meetings, developing research tools, training enumerators, data collection, quality control on data collection analysis and report writing, dissemination of the report to stakeholders
May 2014 to Jan 2015	South Sudan	DFID /Oxford Policy Management	M&E Expert	South Sudan Health Pooled Fund health project 220M Euro project - Annual Project Review and Mid Term Review. Developing work plans, inception reports and meetings, developing research tools, training enumerators, data collection, quality control on data collection analysis and report writing, dissemination of the report to stakeholders.
Nov 2013 to April 2014	Kenya West Pokot County	KRCS/IFRC/ACTED/CRCS/CIDA	Lead Consultant	Mid term review of the maternal new born child health and livelihood project implanted in West Pokot in Kenya. The project combines the investment in health with support for livelihoods, complimented by a focus on disaster and drought preparedness. The project recognizes that sustained community improvement must be integrated into a long-term development strategy. The livelihood component consisted of disaster and drought preparedness and analysing their community risks, hazards and vulnerability and the development of local solutions.
Jan to Oct 2013	Puntland and Somalia in Galkayo North IDPs Mudug Region	Relief International	M&E Expert	Project planning, implementation, Monitoring and evaluation of the Food Security and Livelihood project. Developing the theory of change development, Developing work plans, inception reports and meetings, developing research tools, training enumerators, data collection, quality control on data collection analysis and report writing, dissemination of the report to stakeholders.
April to Aug 2012	Kenya, Uganda, Tanzania, Mozambique, Ethiopia and Zambia	HelpAge International / NORAD / SIDA	Lead Consultant	The development of the policy audit report for Social Protection to prevent and mitigate the impact of HIV, AIDS and poverty in Eastern and Southern Africa Designing the protocol HIV/AIDS policy management, developing online questionnaire and facilitating the stakeholder workshops, Developing work plans, inception reports and meetings, developing research tools, training enumerators, data collection, quality control on data collection analysis and report writing, dissemination of the report to stakeholders.
Feb to May 2012	Bondo Kenya	JHPIEGO Corporation/USAID	MNCH Expert	End of project evaluation of the ACCESS Uzima Maternal, Newborn and Child Health Developing work plans, inception reports and meetings, developing research tools, training enumerators, data collection, quality control on data collection analysis and report writing.

### 9.3. CV Dr Ngozi Akwataghibe, Mixed Methods Advisor

**Name:** Dr. NGOZI AKWATAGHIBE  
**Sex:** Female  
**Nationality:** Dutch (originally Nigerian)  
**Current Residence:** Koningin Julianaweg 101, 2264 BC, Leidschendam, The Netherlands

Institute	Degree(s) or Diploma(s) obtained
Vrije Universiteit Amsterdam (2021)	PhD candidate
Vrije Universiteit Amsterdam 2010	MPH
College of Medicine, University of Nigeria, 1989	MBBS

#### Education

##### 1. Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

LANGUAGES	Read	Speak	Write
French	Basic	Basic	Basic
English	Excellent	Excellent	Excellent
Dutch	Intermediate	Intermediate	Intermediate

##### 2. Summary

**Ngozi Akwataghibe, MD, MPH, (PhD in view)**, is an experienced Evaluator, a Medical Doctor and a Public Health Specialist. She is the Principal Consultant at ENAULD Health Research and Services, The Netherlands; an Associate at Royal Tropical Institute (KIT) in Amsterdam; and a Doctoral Researcher in Transdisciplinary Global Health at the Vrije Universiteit (VU) Amsterdam. She has collectively over 25 years of clinical and public health experience.

As a public health specialist, she has expertise in International Development; Evaluations including impact Evaluation, Health and Health Systems Strengthening; Water, Sanitation and Hygiene (WASH), Health Financing, Monitoring and Learning, Project Management and Capacity building.

She has led the development of several innovative proposals that have won contracts from various international organizations including the World Bank, UNICEF, International Initiative for Impact Evaluation (3ie), Shell, the WHO Alliance for Health Policy and Systems Research, GAVI and Bill and Melinda Gates Foundation.

She has extensive experience working with teams in Africa, Europe, USA and Asia; liaising with government, UN and a broad range of stakeholders and in leading and/or providing technical support to projects.

For instance, from 2017-2018, she worked as a Consultant Evaluator in the Liberian Health Sector Performance Evaluation (focused on 2006-2017) for the Government of Liberia. From 2015-2017, she provided technical support and Quality Assurance to the government of Ogun State Nigeria in a Decision-Maker Led Implementation Research (DELIR) on immunization funded by UNICEF, AHPSR and GAVI. She is also the Lead Principal Investigator in the Formative Evaluation (funded by 3ie and Bill and Melinda Gates Foundation) of the DELIR project using Participatory Action Research (PAR) to increase immunization coverage in Nigeria. She was also part of the Impact Evaluation (IE) team and the Country Lead in a 2014 IE of the UNICEF / Federal Government WASH Country program in Nigeria. She was the Country Lead and the Mixed Methods Advisor in a 2017 UNICEF WASH Operations Research (OR) in Nigeria. In 2011, she was the Principal Investigator and Country Lead in a baseline evaluation of Human Resources for Health in Nigeria commissioned by the World Bank to inform policy on a 150 million dollars RBF project piloted in three Nigerian states. She followed that up in 2015 by co-facilitating a World Bank Capitalization Write Shop for the national and states stakeholders including the RBF implementers and practitioners – a Learning and Capacity Strengthening project. She is currently the Lead Monitoring, Evaluation and Learning (MEL) Advisor for Africa Resource Centre for Supply Chain - a Public-Private collaboration between Bill and Melinda Gates Foundation and Private Sector Health Alliance Nigeria.

Ngozi is an excellent (oral and written) communicator and versed in advocacy relating to a broad range of stakeholders – governments, funders, grantees, civil society, public and academic audiences. She is the lead or co-author of several peer-reviewed publications in scientific journals.

At KIT she is part of the Health Systems Strengthening team and is sometimes involved in facilitating the Health Systems Research module for Masters in Public Health students.

3. **Areas of expertise** Medicine and Surgery; Public health; Global Health
4. **Geographical focus** Nigeria; Liberia; Seychelles; The Netherlands, Tanzania, Mozambique, Sierra Leone, Ghana, Laos, Myanmar and Cambodia
5. **Key skills**
  - Health, Nutrition and Population
  - Monitoring and Learning
  - Evaluations including Impact Evaluation
  - Capacity Building and Strengthening
  - Project Management
  - Health Policy and Health Systems
  - Proposal and Report Writing
  - Quantitative and Qualitative research
  - Water, Sanitation and Hygiene
  - Health Financing
6. **Expertise** 25 years
7. **Professional experience**

Current positions	
Sep 2015 to date	Doctoral Researcher, VU University Amsterdam, NL
Jan 2014 to date	Associate at KIT HEALTH, Royal Tropical Institute (KIT), NL
2010-date	Principal Consultant at ENAULD Health Research and Services, The Hague, NL
2013	Consultant at Shell Petroleum Development Company, Nigeria
2012 – 2013	Short Term Consultant (STC) Health, Nutrition and Population, WBG.
2011	Consultant, Royal Tropical Institute, The Netherlands
2007 -2010	<i>Relocation to NL with family as expatriates / Masters programme</i>
1997 -2007	Director, Evergreen Health Services, PH Nigeria (Private sector)
1994 -1996	Resident Medical Doctor, Halten Clinics, Port-Harcourt, Nigeria
1992-1994	Medical Officer, Medical Consultation Centre, Port- Harcourt, Nigeria
1991-1992	Medical Officer, National Youth Service, Nigerian Naval Medical Centre
1990-1991	Medical Internship, University of Nigeria Teaching Hospital

## 1. Consultancy experience

Date from - Date to	Location	Agency / Company	Position	Description
August 2020 - ongoing	Tanzania, Mozambique, Sierra Leone, Ghana, Laos, Myanmar and Cambodia	Comic Relief / GlaxoSmithKline Overseer Advising Group	Evaluation Team Lead	<b>Final Evaluation of the Comic Relief GSK 'Fighting Malaria, Improving Health' project in Sub-Saharan Africa and the Greater Mekong region</b> <b>Activities:</b> Technical proposal development with core team; Development of evaluation methodology and protocol; Overall coordination and direction of evaluation; stakeholder management; data analysis and report writing Project is in the inception phase
2019-ongoing	Nigeria	Africa Resource Centre for Supply Chain (a PPP collaboration between Bill and Melinda Gates Foundation and Private Sector Health Alliance Nigeria) ENAUULD Health Research and Services	Lead Consultant / Senior MEL Advisor	<b>Monitoring, Evaluation and Learning (MEL)</b> <b>Activities:</b> Development of M&E System; Coordination of Learning Component- Capitalization of Experiences for the Supply Chain projects and development of knowledge products; Stakeholder capitalization workshops. Three years' project – in progress
2019	UK; Zambia, Togo; Malawi, Nigeria;	UK Aid Direct Swedish International Development Cooperation (SIDA) Royal Tropical Institute	Technical Advisor / Reviewer	<b>Review and Advisory Projects</b> <b>UK Aid Direct Project Completion Report Review; Concept Note Reviews</b> <b>Technical Advice SIDA - Improved integration of WASH in the infectious disease research programme of TDR</b> <b>Activities:</b> Literature review; Programme and Projects' reports reviews; Development of technical review and advisory reports
2016-ongoing	Nigeria	3ie / Bill and Melinda Gates Foundation Royal Tropical Institute	Lead Principal Investigator	<b>Formative Evaluation of a Participatory Action Research (PAR) of the REW Strategy aimed at increasing immunization coverage</b> <b>Activities:</b> Led technical proposal development with support from core team at KIT – won grant. Led Research Protocol Development; Developed Training and field work manuals Capacity building of government implementers and research team. Carried out baseline and endline studies using mixed methods. Project management. Carried out first phase of Social Network Analysis (SNA) with the PAR participants Carrying out reflexive monitoring in action (RMA) within the project cycle. The PAR and the formative evaluation successfully carried out. 2-day policy dialogue carried out with the government, UN, and community stakeholders.

Date from - Date to	Location	Agency / Company	Position	Description
				Led development of scientific articles on the project – first article published in a peer-reviewed journal. Second article currently under review. Writing third and fourth articles.
2017-2018	Nigeria	GAVI Royal Tropical Institute, The Netherlands	Consultant Evaluator	<b>Evaluation - Measles campaigns and their effects on the overall immunization system</b> <b>Activities:</b> Technical proposal development with core team at KIT Developed Training and field work manuals. Capacity building of research team. Liaison with government stakeholders in the National Immunization Programme. Coordinated in-country training of research team and data collection for two phases of the measles campaigns in two northern and three southern states of Nigeria Data analysis and report writing.
2017-2018	Liberia	Government of Liberia Ministry of Health, Republic of Liberia (Project funded by the World Bank)	Consultant Evaluator	<b>Liberia Health Sector Performance Evaluation (2006-2017)</b> <b>Activities:</b> Document Review and Policy Analysis – of 11 years of health sector performance to serve as baseline for incoming government of George Weah. Developed conceptual framework and zero-draft evaluation framework with team and with the participation of country (government and UN) stakeholders. Successfully carried out data collection and analysis Successfully submitted high quality draft and final reports. Recommendation of high quality work given by the Liberian MOH.
2017-2018	Nigeria	UNICEF Royal Tropical Institute	Country Lead /Mixed Methods Advisor	<b>UNICEF - Operational Research on WASH solutions and impacts. Federal Government WASH</b> <b>Activities:</b> Technical proposal development with core team at KIT. Developed Training and field work manuals. Led the development of Qualitative Systems Dynamic Modelling protocol (for Causal Loop Diagrams development). Coordinated capacity building of research team and data collection. In addition to sanitation, water and hygiene issues, equity issues in relation to gender, disability and socio-economic status were key foci of the study. Successfully completed data collection and analysis Submitted acceptable final reports on five components of the research project. Lead author of article published in a peer reviewed journal.
2015-2017	Nigeria	UNICEF, GAVI and Alliance for Health	Technical Support and Quality Assurance	<b>UNICEF/GAVI and the AHPSR - Participatory Evaluation and Action Research of the REW Strategy</b> <b>Activities:</b> Led technical proposal with support from core team – KIT, state government and academic partners – won the grant. Led Research Protocol Development

Date from - Date to	Location	Agency / Company	Position	Description
		Policy and Systems Research Royal Tropical Institute		Conducted coaching and capacity building of government implementation team on PAR Trained research team on data collection Provided Technical support to government during situational Analysis and endline data collection, analysis and report writing Provided support in data analysis and developed Situational Analysis and Endline Assessment Reports. Facilitated Validation Workshops of the Situational Analysis and Endline reports with key local government, community and Health Workforce stakeholders Facilitated group dialogues with community, health and local government stakeholders – leading to the development of Joint Action Plans for implementation Developed a monitoring structure for the implementation of the Joint Action Plans PAR was successfully completed – and has been presented to a broad range of stakeholders across the globe – in Africa -Nigeria and Rwanda; Europe - UK and Switzerland; Asia – Bangladesh and India. First article published in peer-reviewed journal.
2015-2016	Nigeria	Oxford Policy Management World Bank Royal Tropical Institute/	Co-facilitator	<b>Capitalization Write Shop, Results Based Financing</b> <b>Activities:</b> Facilitated the capitalization of experiences of RBF implementers and government stakeholders- a Learning and Capacity Strengthening project. Supported the development of four knowledge products – article, editorial, video story board and policy brief
2013-2014	Nigeria	UNICEF Royal Tropical Institute	Country Lead	<b>Impact Evaluation of WASH in six Nigerian states: Bauchi, Katsina, Jigawa, Osun, Benue and Cross River.</b> The evaluation is focused on the programme period of 2009 - 2012. The findings of the evaluation informed policy on the implementation of the next country programme 2014-2018. <b>Activities:</b> Developed technical proposal with core team; Field Manual development and development of training materials with core team; Training of In-country data collection Team consisting of 39 quantitative and qualitative research assistants and their supervisors; and Piloting; Coordination of Household survey (1100 hh) using hand held devices with the OpenDataKit (ODK) software; Coordination of Qualitative research; Primary and Secondary Data Analysis with IE team; Report Writing with core team - Achieved a high quality research project with acceptable draft and final reports within the agreed time frame and within budget with IE team. Published on the UNICEF knowledge website.
2013	Nigeria	Shell Petroleum Development Company ENAUULD Health	Principal Investigator/ Project Manager	<b>Benefit Incidence Analysis (BIA) of the Obio CHIS,</b> Evaluation of the first Community Health Insurance Scheme in the Niger Delta developed by Shell Nigeria in collaboration with the Obiakpor Local Government and the Rivers state Government of

Date from - Date to	Location	Agency / Company	Position	Description
		Research and Services		<p>Nigeria. The research was carried out with the Royal Tropical Institute, The Netherlands</p> <p><b>Activities:</b> Developed an acceptable technical and financial proposal with support from the core team. Successfully carried out data collection with in-country team Reviewed and re-analyzed databases of previous evaluations with core team; Supported analyses of Household Survey, Health Care Expenditure as well as the Financial Record Review data with team; Achieved a high quality research project with acceptable draft and final reports within the agreed time frame and within budget</p>
2012-2013	Seychelles	World Bank	Consultant Health, Nutrition and Population	<p><b>Assessing Human Resources for Health revenues and accountability</b> Census survey of health workers in Seychelles aimed at exploring the expenditure efficiency of the health sector in order to inform a Public Expenditure Review. The research is part of an assessment of progress made on reforms supported by a DPL programmatic series. Position: Consultant Health, Nutrition and Population Activities: Successfully carried out a Training workshop for the MOH and research team; Developed a detailed field work manual used as the training workshop reader and as a guide in fieldwork for the research team; Effectively piloted the research with team and successfully rolled out survey after adjustment of tools; Provided support in data entry, cleaning and analysis 2012</p>
2012	Liberia	World Bank	Consultant Health, Nutrition and Population	<p><b>Assessing Human Resources for Health compensation and motivation</b> A mixed methods study (including a Sum Randomization technique to explore coping mechanisms and a discrete choice experiment (DCE) to explore motivation of health workers carried out in five Liberian counties to inform policy on a Performance Based Financing mechanism. <b>Activities:</b> Stakeholder Management and liaising with key project stakeholders on an on-going basis; Successfully carried out a Training workshop for the MOH and research team; Developed a detailed field work manual used as the training workshop reader and in data collection; Effectively piloted the research with team and initiated successful research; Provided support to in-country team during data collection, entry, transcribing and all aspects of field work.</p>
2011	Nigeria	World Bank Royal Tropical Institute	Principal Investigator/Project Manager	<p><b>Assessing Human Resources for Health revenues and accountability</b> A mixed method (including a Randomized Response Technique) study exploring the coping mechanisms of health workers in response to their salaries and benefits in order to inform policy on a 150 million US dollars Performance Based Financing project piloted in three Nigerian states <b>Activities:</b> Successfully developed the technical and financial proposal with support from core team and was awarded the WB contract; Developed research instruments with core-team; Recruited and trained the</p>

Date from - Date to	Location	Agency / Company	Position	Description
				in-country data collection team made up of four medical doctors/public health professionals and one communication specialist; Developed a detailed field manual used in the training workshop and during data collection; Coordinated the data collection; Carried out data analysis, achieved a high quality research project with acceptable draft and final reports within the agreed time frame and within budget. Main author of published article.
2011	Netherlands, China, Vietnam, South Africa, Mexico and Sudan	Royal Tropical Institute	Researcher	<p><b>Research: Building Competencies in health, gender and SED &amp; improving performance and availability of Human Resources for Health</b></p> <p>Systematic Review: Impact of Master’s programmes. The research addressed the question of how to study the impact of master’s degrees on individual and workplace performance in order to identify and develop an effective methodology to study impact of master’s in diverse settings - specifically – Netherlands, China, Vietnam, South Africa, Mexico and Sudan</p> <p><b>Activities:</b></p> <p>Successfully mapped all relevant articles and presented findings at an international expert meeting; analyzed assigned articles and provided technical support in development of a comprehensive methodology for research in the six countries</p> <p>Co-authorship of article on the systematic review.</p>

## Academic Awards

Distinction Award, MPH 2010, Vrije Universiteit Amsterdam  
Graduated on the Merit List, class of 1989, College of Medicine, University of Nigeria  
Federal Government of Nigeria Scholarship for Academic Excellence (1979-1983)

## Publications

Exploring factors influencing immunization utilization in Nigeria – A mixed methods study

**Ngozi Akwataghibe**, Elijah Ogunsola, Jacqueline Broerse, Oluwafemi Popoola, Adanna Agbo, Marjolein Dieleman. *Frontiers in Public Health* doi: 10.3389/fpubh.2019.00392 Available at <https://www.frontiersin.org/articles/10.3389/fpubh.2019.00392/full>

Performance-Based Financing, Basic Packages of Health Services and User-Fee Exemption Mechanisms: An Analysis of Health-Financing Policy Integration in Three Fragile and Conflict-Affected Settings

Eelco Jacobs, Maria Paola Bertone, Jurrien Toonen, **Ngozi Akwataghibe** & Sophie Witter  
Available at: <https://link.springer.com/article/10.1007%2Fs40258-020-00567-8>

Increasing immunisation in Ogun State, Nigeria: a formative evaluation of a participatory action research intervention.

**Akwataghibe Ngozi**, Ogunsola Elijah, Popoola Oluwafemi, Emeji Adanna and Dieleman Marjolein. 2019. 3ie Formative Evaluation Report. New Delhi: International Initiative for Impact Evaluation (3ie). Available at: <https://doi.org/10.23846/TW10FE04>

Exploring equity focus of the SHAWN WASH programme in Nigeria.

**Ngozi Akwataghibe**, Madeleen Wegelin, Leonie Postma, Wole Fajemisin, Maingaila Moono Banda, Farooq Khan, Zaid Jurji and Jurrien Toonen

*Journal of Water, Sanitation and Hygiene for Development*. 2018 May, washdev2018020; DOI: 10.2166/washdev.2018.020

<https://iwaponline.com/washdev/article/doi/10.2166/washdev.2018.020/39017/Exploring-equity-focus-of-the-SHAWN-WASH-programme>

Performance-based financing in three humanitarian settings: principles and pragmatism.

Maria Paola Bertone, Eelco Jacobs, Jurrien Toonen, **Ngozi Akwataghibe** and Sophie Witter  
*BMC Conflict and Health* Conflict and Health (2018) 12:28

<https://conflictandhealth.biomedcentral.com/track/pdf/10.1186/s13031-018-0166-9>

Who Benefits from the Obio Community Health Insurance Scheme in Rivers State, Nigeria? A Benefit Incidence Analysis.

Kelsey Vaughan, **Ngozi Akwataghibe**, Babatunde Fakunle, Liezel Wolmarans. *International Health* 2016; doi: 10.1093/inthealth/ihw040 URL: <http://inthealth.oxfordjournals.org/cgi/content/full/ihw040?ijkey=zkrxZ0zhpSER9Is&keytype=ref>

Impact Evaluation of Water, Sanitation, and Hygiene (WASH) within the UNICEF Country Programme of Cooperation, Government of Nigeria and UNICEF, 2009-2013.

Jurrien Toonen, **Ngozi Akwataghibe**, Liezel Wolmarans and Madeleen Wegelin. UNICEF 2014 URL: [http://www2.unicef.org:60090/evaldatabase/files/Nigeria\\_Impact\\_Evaluation\\_of\\_WASH\\_within\\_the\\_UNICEF\\_Country\\_Programme\\_of\\_Cooperation\\_Report.pdf](http://www2.unicef.org:60090/evaldatabase/files/Nigeria_Impact_Evaluation_of_WASH_within_the_UNICEF_Country_Programme_of_Cooperation_Report.pdf)

Assessing Health workers' revenues and coping strategies in Nigeria – a mixed methods study.

**Akwataghibe Ngozi**, Samaranyake Dulani, Lemiere Christophe, Dieleman Marjolein. *BMC Health Services Research* 2013 URL: <http://www.biomedcentral.com/1472-6963/13/387>

A systematic review of outcome and impact in Master's in health and health care.

Prisca AC Zwannikken, Marjolein Dieleman, Dulani Samaranyake, **Ngozi Akwataghibe**, Albert Scherpbier. *BMC Health Education* 2013 URL: <http://www.biomedcentral.com/1472-6920/13/18>

#### 9.4. CV Rose Anne Papavero, cash transfert specialist

##### Personal Information

Name: PAPAVERO ROSE ANNE  
Nationality: FRENCH  
Sex: FEMALE  
Physical Address: 35 RUE DES THUYAS 12740 SEBAZAC

##### Education

Institut	Degree(s) or Diploma(s) obtained
Institut d'Etude du Développement Economique et Social- Sorbonne Paris-France / Université Paris VIII	Master 2 / Diplôme d'Etudes Approfondies D.E.A, Anthropologie et Sociologie du Politique, option politique de développement
Institut de Formation et de Recherche en Action Sociale. Nancy, France	Diplôme d'Etat d'Educateur Spécialisé, Social work, education, child psychology

##### Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

LANGUES	Read	Speak	Write
French	1	1	1
English	1	1	1

##### Key Focus Areas

Theory of Change & Monitoring Results for Equity System & Evaluation  
Child Protection System & Social norms change  
Adolescents and youth's development  
Child marriage & Violence Against Children & Children with Disabilities  
Capacity building in Child Protection & Adolescents Empowerment

##### Summary of Experience

20 years in the field of child protection and non-formal education NGOs and UNICEF  
Conducting situation analysis, developing programme strategy, action plan budgeted with monitoring frame, multi sectorial approach, advocating and providing technical support for legal reform

Building partnership and networking with key government stakeholders at central and local level, civil society and donors

Team work and management, communication

##### Specific country experience

Country visited	Date from - Date to
Guinea Conakry	December 2019- March 2020
Cameroon	July – October 2019
Eritrea	December – May 2019
Niger	June –August 2018
Bangladesh	January 2008 to June 2017
Senegal / West and Central Africa Regional Office	May 2007 to January 2008
Guinea Conakry	September 2004 to April 20
Cambodia	January 1997 - May 2004
Gaza Strip	June 93 - June 95
Chad	December 89 - April 92
Djibouti	September 88 - June 89

Date from - Date to	Location	Agency / Company	Position	Description
December 2019 to March 2020	Guinea Conakry	UNICEF Child Protection	Consultant	Preparation of the National Strategy to promote abandonment of child marriage: prepared methodology, undertook data collection in the different regions of the country, analysed information, presented findings, proposed strategies, theory of change, log frame and budget, as well as monitoring framework. The National strategy took into account regional and ethnic differences; by proposing adapted interventions and package of modular and adjustable activities
July to November 2019	Cameroon	UNICEF Child Protection	Consultant	Consultant to provide technical support to develop a national multi-sectorial action plan to end child marriage including causal analysis, bottleneck analysis based on the 10 determinants frame, data collection, strategic orientation, budget and monitoring frame, road map for implementation. The National action plan took into account regional and ethnic differences; by proposing adapted strategies and interventions and package of modular and adjustable activities
December – May 2019	Eritrea	UNICEF Child Protection	Consultant	Consultant to develop Female Genital Mutilation / Cutting, Under Age Marriage and Child's Rights National Strategic Plan (home based and field trip), prepared methodology, undertook data collection in the different regions of the country, analysed information, presented findings, proposed strategies, theory of change, log frame and budget, as well as monitoring framework.
June – August 2018	Niger	UNICEF Child Protection	Consultant	Consultant to provide technical support to develop a national multi-sectorial action plan to end child marriage including causal analysis, bottleneck analysis based on the 10 determinants frame, strategic orientation, budget and monitoring frame, road map for implementation
July 2016 to July 2017	Italy Roma	UNICEF	Country Coordinator Refugees and Migrants Response Italy	Responsible of the programmatic component of the One UNICEF response to the Refugee & Migrant Children, coordination of operational establishment and initial programme roll-out of UNICEF assistance for refugee and migrant children as per agreement between UNICEF and the Government. Focus on adolescents / unaccompanied minors
January 2008 to June 2017	Bangladesh	UNICEF	Chief of section Child Protection	Responsible for the development, design, planning, implementation and management of the programme for Child Protection and Adolescents Empowerment
May 2007 to January 2008	Senegal	UNICEF Regional Office	Child Protection Specialist	Support to Country Office Child Protection Programmes in the area of Alternative Care, Juvenile Justice and Ending Women Genital Cutting for: Quality situation analyses, policy development, strengthening monitoring mechanisms and child protection system mapping
September 2004 to April 2007	Guinea Conakry	UNICEF	Child Protection Chief of section	As head of section, in charge of participatory development of work plan reflecting the regional child protection strategy and MTSP. Ensured and followed-up timely and qualitative implementation of annual plans and activities. In coordination with the regional office led the participation of Guinea in the sub-regional project related to children and women affected by armed conflict; former child soldier and sexual slave. Developed a national programme to end women genital cutting in partnership with UNFPA and key NGOs like Tostan

Date from - Date to	Location	Agency / Company	Position	Description
May 2001 - May 2004	Cambodia	UNICEF	Child Protection Specialist	In charge of Institutional Strengthening and Capacity Development of the Ministry of Social Affairs Labour Vocational Training and Youth Rehabilitation. Design, monitoring and follow-up of Girl Education and Adolescents Development pilot projects
May 1999 - March 2001	Cambodia	UNICEF	Social Work consultant	On-the-job training and technical assistance to provincial/district Social affairs departments with a view to building their capacity to assess needs, plan and co-ordinate activities and services, mobilise resources
January 97 - January 99	Cambodia	Enfants Réfugiés du Monde, NGO	Project co-ordinator & Pedagogical director	Psychosocial needs of vulnerable children – Non formal education
June 93 - June 95	Gaza strip / Palestine	Enfants Réfugiés du Monde, NGO	Trainer – Pedagogical responsible	Psychosocial needs of children and teenagers affected by armed conflict. In response to request from the women's association to respond to psychosocial needs of refugee children, contributed to the establishment of community centres for children, adolescent girls and boys and training centre. Developed partnership with UNRWA and Universities.
June 92 - December 92	Cambodia	French Red Cross	Administrator – accountant	Administration, accounting, financial management and logistics of the French Red Cross Tuberculosis Program supporting the National Cambodian Centre against Tuberculosis
December 89 - April 92	Chad	Guides de France	Chad national coordinator	Education and community development: Capacity development and technical support to the girl guide national association to strengthen their structure and develop a national plan of action for adolescent girls' empowerment.
September 88 - June 89	Djibouti	Délégation de la Coopération Catholique	Physics, Biology Teacher in Secondary school	Teaching in private secondary school for girls in Djibouti

### 9.5. CV Hubal Pfumtchum, Quality assurance

Name : PFUMTCHUM, Hubal  
 Nationality : Cameroonian  
 Home address : Douala, Cameroon

#### Key Skills Profile:

With over 20 years of consultancy experience, i have driven as team leader and quality adviser more than 70 audit and evaluation missions in various UN agencies (UNDP, UNFPA, UNICEF and WFP) and INGOs and thus have good knowledge of UN standard and procedures relate to projects management (National implementation and direct implementation). I've visited more than 10 countries during the last ten years in Africa and Latin America and Caribbean.

#### Areas of expertise are:

- Programming, monitoring and evaluation
- Budgeting
- Risk assessment
- Finance and accounting
- Asset Management
- Audit (IS Audit, financial audit) and internal Control
- Risk management and Business Continuity Plan (BCP)
- Procurement
- Bank and micro finance

#### Languages:

	Read	Speak	write
French	Fluent	Fluent	Fluent
English	Good	Good	Good

Year, month	Country	Contact Person	Position	Description of the work performed
<u>Mar – Nov 2020</u>	Benin	Romesh Silva, Ph.D.   Technical Specialist, Health & Social Inequalities Population & Development Branch   Technical Division   United Nations Population Fund	Quality Assurance adviser	Multi-country Study on Social Behavioral Norms of Under-registration of birth, marriage and death registration
<u>Dec 2019 - Mar 2020</u>	Mali	Francesca Milani Project coordinator FMilani@international-alert.org	Quality Assurance adviser	Évaluation du Programme de renforcement de la gouvernance de la sécurité dans le nord et le centre du Mali
<u>Mar – Nov 2020</u>	RDC	Romesh Silva, Ph.D.   Technical Specialist, Health & Social Inequalities Population & Development Branch   Technical Division   United Nations Population Fund	Quality Assurance adviser	Multi-country Study on Social Behavioral Norms of Under-registration of birth, marriage and death registration
<u>Mar – Nov 2020</u>	Congo	Romesh Silva, Ph.D.   Technical Specialist, Health & Social Inequalities Population & Development Branch   Technical Division   United Nations Population Fund	Quality Assurance adviser	Multi-country Study on Social Behavioral Norms of Under-registration of birth, marriage and death registration
<u>Jan – May 2020</u>	Malawi	Malla Mabona Child Protection Specialist UNICEF Malawi   Lilongwe 3 Office: +265 (0)1-770770   Mobile: +265 (0) 999 328 785	Quality Assurance adviser	MENTAL HEALTH & PSYCHOSOCIAL SUPPORT PROFESSIONAL DEVELOPMENT
<u>Mars – Nov 2020</u>	Benin	Romesh Silva, Ph.D.   Technical Specialist, Health & Social Inequalities Population & Development Branch   Technical Division   United Nations Population Fund	Quality Assurance adviser	Multi-country Study on Social Behavioral Norms of Under-registration of birth, marriage and death registration
<u>Mar – Nov 2020</u>	Burkina Faso	Romesh Silva, Ph.D.   Technical Specialist, Health & Social Inequalities Population & Development Branch   Technical Division   United Nations Population Fund	Quality Assurance adviser	Multi-country Study on Social Behavioral Norms of Under-registration of birth, marriage and death registration
<u>April 2019</u>	RDC	Ndikintum George Wanyu Peacebuilding Portfolio Manager	Quality Assurance adviser	Baseline study
<u>April 2019</u>	RCA	Mentor Initiative Keri BAUGHMAN Consortium Coordinator consortiumcoordinator.car@mentor-initiative.net	Quality Assurance adviser	Midterm evaluation of the DFID supported Emergency Assistance to Crisis- affected Communities of C.A.R. Phase II 2016-2018.
<u>February 2019</u>	RCA	CORDAID RCA Johnson la Fortune Coordonnateur de programme humanitaire johnson.lafortune@cordaid.org Skype jolaf26 Tel : +236 75 40 06 61	Quality Assurance adviser	Conduct of Joint Needs Assessment of the Joint Response program in the Central African Republic (CAR) avec le consortium constitué des ONGs Cordaid, LWF/FCA, UNICEF CAR, SOS CV CAR, IRC CAR, World Vision.

Year, month	Country	Contact Person	Position	Description of the work performed
<u>Jan 2019</u>	CHAD	J.Mathieu Laroche Chief Education - UNICEF Tchad E-mail: jmlaroche@unicef.org	Quality Assurance adviser	Evaluation of education programm
<u>Dec 2018</u>	UKRAINE	Mariana Andrashek Contracts Officer   Supply Section, Operations UNICEF Ukraine mandrashek@unicef.org	Quality Assurance adviser	Evaluation of the Provision of Psychosocial Support and Protective Services through Child and Youth Friendly Spaces and Community Protection Centers in Eastern Ukraine
<u>Dec 2018</u>	UKRAINE	Anastasiiia Dykovytska Programme Coordination & Monitoring Assistant UNFPA Ukraine dykovytska@unfpa.org Tel: +38 044 281 32 31 Fax: +38 044 281 32 32 Mob: +38 050 301 87 02	Quality Assurance adviser	Evaluation of UNFPA psychological support to survivors of Gender-based violence in Eastern Ukraine
<u>Apr 2018</u>	Bangui	Mentor Initiative Keri BAUGHMAN Consortium Coordinator consortiumcoordinator.car@mentor- initiative.net	Quality Assurance adviser	Midterm evaluation of the DFID supported Emergency Assistance to Crisis- affected Communities of C.A.R. Phase II 2016-2018.
<u>Aug 2018</u>	Burundi	Merry ZOU   Senior Grants Manager   merry_zou@wvi.org World Vision International - Burundi	Quality Assurance adviser	Evaluation of emergency multi sectoriel Project in Burundi
<u>Dec 2018</u>	BURUNDI	Ny Lova M. RAJONSON (Mr.) Education Specialist (Access, Quality, Equity, Emergencies) + 257 76 52 03 99 (Mobile) E-mail: nlmrajonson@unicef.org	Quality Assurance adviser	Evaluation project Back to school
<u>Mar 2018</u>	Bangui	Mondy.Metellus@rescue.org Finance manager Ambroise.Efunda@rescue.org International Rescue Committee	Team leader	Audit du projet Bekou mis en œuvre par IRC en RCA
<u>Sept 2018</u>	Nigeria (Borno, Adamaoua, Maiduguri)	Zinnah Zinnah Responsable de programme Bureau DRC du Nigeria head.programmes@drc-nigeria.org	Quality Assurance adviser	External evaluation of the OFDA project implemented by DRC with the support of USAID

## 9.6. CV Adefeso-Olateju, Project coordinator- local partner

**Name:** Adefeso-Olateju

### 1. Education

Institut	Degree(s) or Diploma(s) obtained
University College London, UK- 2013	PhD., Education and International Development, Institute of Education, Centenary Doctoral Scholar
Institute of Education, University College London, UK- 2006	M Ed., Education and International Development
University of Lagos, Nigeria, 1999	B Ed., Education Administration

### 2. Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

LANGUES	Read	Speak	Write
English	1	1	1
Yoruba	1	1	1

### 3. Key Focus Areas

- Design and Analysis of Large-scale Population-based Surveys
- Design and Management of National and Cross-National Programmes
- Policy Development, Review and Implementation
- Monitoring and Evaluation
- Facilitation and Capacity Development
- Structuring International-Level
- Convenings

### 4. Summary of Experience

Dr. M. Adefeso-Olateju is education policy expert with multisectoral experience in the development sector, and established competencies in large-scale research, monitoring, evaluation, technical support for scaling up, policy implementation advisory and the design of public-partnerships. She is currently project managing the **Ministerial Technical Working Group responsible for developing Nigeria's Medium- and Long-Term Strategic Development Plans (MTNDP 2021-2025, 2026-2030 and Nigeria Agenda 2050) for Education and Human Capital Development**. She is leading the technical design of the **Federal Ministry of Education's annual education conference (NAEC 2020) and drafted a section of the 2011-20 Ministerial Action**, and has supported education programming and capacity development in 5 countries. She co-led the establishment of the **LEARNigeria citizen-led household assessment and action programme** which reached 49,000 children in 21,600 households in 2017. She also oversaw the **Regional Hub for the Center for Education Innovations (CEI)**, and leads the implementation of the **annual Pan-African Education Innovation Summit (NEDIS)**, now in its 5<sup>th</sup> year. She led the team that served as **Regional Learning Partner for the Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE)**. She has supported programmes funded by UK-DfID, USAID, Hewlett Foundation, MacArthur Foundation, Global Partnership for Education, World Bank, Global Partnership for Education, Open Society Foundations, Bill and Melinda Gates Foundation and Ford Foundation. She provides thought leadership as an International Advisory Committee Member of the **Brookings Institution Center for Universal Education Millions Learning Programme** which focuses on learning what works to scale innovations that are improving access to quality education around the world. She is also a two-time Member of the Wise-Head (Judges) Panel for the **MacArthur Foundation supported 100&Change**; a \$100m grant to an initiative working to solve a critical problem of our time.

### 5. Employment History

2013 - date      The Education Partnership (TEP), Centre, Nigeria  
**Managing Director**

2012 - 2017      UKAID (DfID) ESSPIN and DEEPEN programmes;  
**Monitoring, Evaluation and Learning Workstream Lead, and Evaluation Consultant**

- 2006 - 2008 Youth Dynamix  
**Associate Director of Marketing and Operations**
- 2002 - 2004 Junior Achievement of Nigeria  
**Regional Vice President, Programmes**
- 2001 - 2002 Accenture  
**Management Consultant (Analyst)**
- 1999 – 2001 Magnum Trust Bank  
**Account Relationship Officer**

**6. Leadership**

- Member, Ministerial Technical Working Group for the Development of Nigeria’s Medium-Term National Development Plan (2021-2025 and 2026-2030) and Long Term Strategic Development Plan (Nigeria Agenda 2050 respectively) – 2020/21
- Fellow, Asia Global Institute, Hong Kong 2020/21
- Member, Planning Committee, 21<sup>st</sup> Conference of Commonwealth Education Ministers’ Meeting (CCEM) - 2020
- Member, International Advisory Group, *Millions Learning*; a programme of the Center for Universal Education at Brookings Institution, Washington D.C – 2018 to date
- Two-time Member, Wise Head (Judges) Panel, *MacArthur Foundation-supported 100&Change*: a \$100 million grant to an initiative promising real, measurable progress in solving a critical problem of our time - 2019
- Trustee, *development Projects and Research Centre (dRPC), Slum2School Africa, Education Reform and Innovation Team (ERIT), Unveiling Africa Foundation – to date*
- Member, Project Advisory Committee, *DfID-EDOREN*, Abuja (until conclusion in 2018)
- Trustee, *Commonwealth Youth Exchange Council*, London (until 2012)

**7. Specific country experience**

Country visited	Date from - Date to
Nigeria	
London	

### 8. Consultancy and working Experience

Date from - Date to	Location	Agency / Company	Position	Description
2013 to date		<b>The Education Partnership Centre (TEP Centre)</b>	<b>Managing Director</b>	<ul style="list-style-type: none"> <li>• Leadership of Nigeria's pioneering education partnership organization, advising federal and state governments across Nigeria on systematic scaling up of education innovations, effective public and private sector cooperation in education and providing technical support to programmes funded, assisted or managed by institutions such as DfID, USAID, the World Bank, MacArthur Foundation, GPE, Hewlett Foundation, Ford Foundation, Google.org, Open Society Foundations, The Bill and Melinda Gates Foundation, Dalberg Global Advisors, British Council, Misesan Cara (Irish Aid), Oando Foundation, DAI, Center for Global Development (CGD), ACT Foundation, LafargeHOLCM, the Federal Ministry of Education (Nigeria) and Lagos and Ogun State Governments</li> <li>• Leadership of team that is implementing LEARNigeria; a citizen-led household assessment advocacy and action programme which is collecting demographic data on 3-18 year-olds, assessing foundational and higher-order literacy and numeracy skills of 5-18 year olds, and implementing an innovative early learning programme leveraging the Pratham CaMAL methodology</li> <li>• Co-convener of the Nigeria's Annual Education Conference (2018, 2019 and 2020), hosted by the Federal Ministry of Education. I led the technical design of the 2020 conference</li> <li>• Team Lead for the NEDIS Education Innovation Summit. Now in its 5th year; this is a multi-sectoral pan-African conference focused on identifying, connecting and scaling innovative education models</li> </ul>
January 2008-2017		<b>UKAID-DfID</b>	<b>Independent Education and Development Consultant</b>	<ul style="list-style-type: none"> <li>• Member, Annual Review Team evaluating the effectiveness and impact of a DfID-funded DEEPEN programme which was designed to strengthen the market for low fee private schools. Conducted three annual evaluations of this programme</li> <li>• Led team of consultants who provided technical &amp; capacity building support to Monitoring and Evaluation units in the Education Ministries, Departments and Agencies (MDAs) of the six DfID-funded ESSPIN states. I trained policymakers on strategic planning and annual education sector reviewing</li> <li>• Member, Technical Team assembled by the Honourable Minister of Education to draft and oversee implementation of 2011-2015 strategic education development plan for Nigeria. In this role, I drafted a section of the Nigeria's national education policy</li> </ul>

## 9. Awards

- Fellowship Award conferred by the National Institute for Educational Planning and Administration (NIEPA), Ondo, 2019
- Accelerator Award presented by Junior Achievement of Nigeria, Lagos, 2019
- Recognition Award as one of the 100 Guardians of Nigeria's Future presented by His Excellency, President Goodluck Ebele Jonathan, President of the Federal Republic of Nigeria – Abuja, 2013
- Outstanding Contribution Award presented by Rt. Hon. Kamallesh Sharma, Secretary General of the Commonwealth, on behalf of the Commonwealth Youth Exchange Council – London, 2008
- Centenary Scholarship Award (Africa) granted by the University of London Institute of Education, London, 2007
- Young Nigerian Professional of the Year Award', as voted by Nigerian youth nationwide – Lagos, 2007

## 10. Selected Publications

- Turner, F., Adefeso-Olateju, M. and Outhred, R. (2019). *GPE 2020 Country-Level Prospective Evaluations - First Annual Report: Nigeria* (2019). Quebec: Universalia
- Azubuike, B. and Adefeso-Olateju, M. (2019). Linking Socioeconomic Background to Learning Outcomes: New Evidence from Nigeria. Working Paper 5. Lagos: The Education Partnership Centre
- Adefeso-Olateju, M. (2017). *Inclusive Skills Development*. Bridging the Skills Gap: Innovations in Africa and Asia. Jayaram, S., Munge, W., Adamson, B., Sorrell, D., Jain, N. (Eds.). Technical and Vocational Education and Training: Issues, Concerns and Prospects (26) pp 15-32
- Adefeso-Olateju, M. and Oyefuga, E. (2017). *Citizen action: does evidence have a role to play?* TEP Centre Working Paper 4. Commissioned by PacFaH
- Adefeso-Olateju, M. (2016). *Raising Alliances*. RSA Journal: 21<sup>st</sup> Century Enlightenment. Issue 1; 2016
- Walker, J, Cruz-Zuniga, M, and Adefeso-Olateju, M. (2014) *The Role of Research in Teacher Development: Case Studies from Nigeria*. Lagos: The Education Partnership Centre.
- Rolleston, C. and M. Adefeso-Olateju (2014). 'De facto Privatisation of Basic Education in Africa: A Market Response to Government Failure? A Comparative Study of the Cases of Ghana and Nigeria' in I. Macpherson, S. Robertson and G. Walford (eds.) Education, Privatisation and Social Justice: Case studies from Africa, South Asia and South East Asia, Oxford: Symposium Books
- Adefeso-Olateju, M (2014) '*Mind the Gap': Addressing Employability Skills in the Nigerian Workforce*. Lagos: British Council
- Adefeso-Olateju, M (2013) A Critical Inquiry into the Effectiveness of Public and Private Schools in Nigeria. PhD Thesis. London: Institute of Education
- Adefeso-Olateju, M. (2012). To Privatised, Purchase or Partner? Defining Public-Private Partnership in Education. In R. Jones-Parry and A. Robertson (Eds), *Commonwealth Education Partnerships 2012/13*. London: Commonwealth Secretariat.
- Adefeso-Olateju, M. (2012). To Privatised, Purchase or Partner? Defining Public-Private Partnership in Education. In R. Jones-Parry and A. Robertson (Eds), *Commonwealth Education Partnerships 2012/13*. London: Commonwealth Secretariat.
- Adefeso, M. (2005). *Can Charter Schools Serve as a Model for Redressing the Falling Standards of Public Schools in Nigeria?* Unpublished M.A. Dissertation. London: Institute of Education

### 9.7. CV A.F. Udenka, Research Director- local partner

**Name:** A.F. Udenka

**Nationality:** Nigerian

#### 11. Education

Institut	Degree(s) or Diploma(s) obtained
UNICAF University Zambia- 2021	PhD in Development Studies
University of Greenwich, London- 2010	M.Sc. in Finance & Investment Analysis
Nnamdi Azikiwe University, Nigeria- 2005	BSc. Economics (Statistics Major)

#### 12. Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

LANGUES	Read	Speak	Write
English	1	1	1

#### 13. Key Focus Areas

- Research Design and Quantitative Data Analysis
- Superior writing, editing and conceptualization of development projects
- Business Development
- Monitoring and Evaluation
- Programme Design and Implementation

#### 14. Summary of Experience

A. F. Udenka is a humanitarian with expertise in **Business Development, Monitoring, Evaluation and Learning (MEL) of programmes**. Passionate about helping organizational development of new project strategies, project design, set-up of departments, deliver and evaluate projects in both emergency and development contexts. A Research Fellow at University of Nigeria, worked as an expatriate in Liberia with Mercy Corps International and applied sustainable eco-systems market development strategies through psychosocial community support, healthcare, education system improvements, work-readiness trainings, entrepreneurships and financial inclusion for vulnerable youth. He has ***applied knowledge*** of USAID Collaborate, Learn and Adapt (CLA), and UKAID Making Markets Work for the Poor (M4P) approaches.

#### 15. Specific country experience

Country visited	Date from - Date to
Nigeria	
United Kingdom	

Date from - Date to	Location	Agency / Company	Position	Description
November 2017 – September 2020		Sweden (SIDA), Prospects Programme, Mercy Corps.	Results, Learning & Research Manager	<p>Led the Performance and Quality portfolio, which oversaw Monitoring, Evaluation and Learning (MEL), Programme Development, Donor Reporting &amp; Visibility, and Programme Quality Assurance for a \$20 million portfolio of programmes. My duties included:</p> <ul style="list-style-type: none"> <li>• Set-up and managed Monitoring, Evaluation and Learning (MEL) Plans for Employment, Health, Advocacy sectors towards improving performance and quality assurance.</li> <li>• Led an effective market development strategy of lesson sharing, innovations and adaptations from MEL results towards improved humanitarian and development programme such as support for Social Businesses, Youth Investment Fund Grantees, and Work-Readiness Trainings.</li> <li>• Developed grant concept notes, proposal development, and programme set-up for the European Union (EU), United Arab Emirates (UAE) and France (AFD) - with four programmes awarded at over \$10 million. This includes both development programmes (Maternal Health, Civil Society Advocacy, Youth Employment) and humanitarian programmes (food security, WASH, nutrition).</li> <li>• Led the development of MEL component of Mercy Corps country strategy for Liberia.</li> <li>• Supported the application and integration of Mercy Corps' programme management guidance (PM@MC) through training of Country team on filing standards.</li> <li>• Represented Mercy Corps at donor (Sweden Embassy, European Union) and external coordination meetings (Ministry of Youth &amp; Sports, Ministry of Health).</li> <li>• Database management (of over 15,000 cases) and develop forms and project spaces for data collection using tablets (CommCare/ODK/CAP/ONA/ArcGIS/SPSS/R/Pivot Tables-MS Excel).</li> <li>• Managed web server integrated excel dashboard that tracks programme beneficiaries real-time in collaboration with 15 field data collectors that use electronic data collection tablets. Experienced user of Quantitative/Qualitative/Mixed Methods/Triangulation/Inductive/Deductive/Theory/Quasi-Experimental/Research validity/Correlation.</li> <li>• Ensured Programme Performance and Quality with quarterly report milestones for the donor through Data Quality Assurance (DQA) working with 28 team-members.</li> <li>• Line managed two MEL Officers, three International Consultants and 20 Research Assistants. Managed recruitment contracts, MEL budget and performance reviews.</li> <li>• Published <i>learning and practice papers</i> using digital mobile data collection, mixed methods analysis used for innovative and adaptive management practices focused on impact at scale particularly for indirect participants reached.</li> </ul>

Date from - Date to	Location	Agency / Company	Position	Description
February 2014 – October 2017	Nigeria	UKAID/Cambridge Education	Country Results, Learning and Research Officer	<p>Developing Effective Private Education</p> <ul style="list-style-type: none"> <li>• Directly oversaw £600,000 research budget, supervised four international researchers, two evaluation firms and over 60 trained research assistants.</li> <li>• Managed the Country Monitoring, Evaluation and Learning (MEL) Plans, and ensured high-quality quarterly reports, annual Logical Framework (LF) indicator measurement, fit-for-purpose data-collection tools and data quality protocols.</li> <li>• Coordinated over 50 Intervention Reports/Project Completion Reports submitted to DFID the donor as quarterly milestones over a three-year period.</li> <li>• Applied Making Markets Work for the Poor (M4P) approach by a clear strategy focused on pro-poor systemic change, then asking sustainability and scale questions to intervention leaders and delivery of a robust and valid measurement.</li> <li>• Managed survey implementation of over 5,000 households and 1000 private schools covered during field surveys. Supervised data entry, designed dummy tables, sampling, coding and mixed methods analysis (quantitative &amp; qualitative).</li> <li>• Applied field knowledge of Difference in Difference methods/Contribution analysis/Most Significant Change techniques to design evaluations, data analysis of over 80 Key Performance Indicators (KPIs) per report and generated several learning reports for the programme.</li> <li>• Led the management of programme external evaluators, such as Education Data Research and Evaluation in Nigeria (EDOREN) team from Oxford Policy Management (OPM) London. The evaluation objective was to maximize learning and ensure data integrity, credibility and reliability.</li> <li>• Managed implementation of the Monitoring &amp; Results Measurement Manual developed to not distort the market and sub-optimal functioning of markets.</li> </ul>
July 2010 – January 2014	Nigeria,	University of Nigeria, Enugu	Research Fellow	<p><b>Lecturer 11 (Leave of Absence)   Institute of Development Studies</b></p> <ul style="list-style-type: none"> <li>• Lectured undergraduate courses on Microfinance, Development Applications and Cases, Comparative Development, International Trade, Research Methodology, and Statistics.</li> <li>• Lectured Masters level students on DVS 531 – Advanced Research, Evaluation and Computer Applications in Development; DVS 0563 - Statistics and Quantitative Methods in Development; DVS 0561-Practical Development Project Design, Planning, and Execution.</li> <li>• Published journal articles and mainline books that aid students studying development studies.</li> </ul> <p>Published several academic papers available on <a href="https://ssrn.com/author=1203657">https://ssrn.com/author=1203657</a></p>

Date from - Date to	Location	Agency / Company	Position	Description
July 2008 – November 2008	London	Mounthill Group	Grant Compliance and Finance Officer	<ul style="list-style-type: none"> <li>• Led effective internal controls, monitored staff adherence to policies and evaluated business investments to assess compliance risk for healthcare interventions.</li> <li>• Developed and <u>implemented risk mitigation plans</u> in addition to addressing staff questions on legal compliance.</li> <li>• <u>Tracked monthly expenditures against forecast, work plan budgets</u> and provided quarterly reports to senior management. <u>Prepared petty cash management, bank reconciliation statements and remitted PAYE, WHT &amp; VAT</u> on contracts.</li> </ul>

### 9.8.CV C. Ezegwu, Education Consultant– local partner

**Name:** C. Ezegwu

**Nationality:** Nigerian

#### Education

Institut	Degree(s) or Diploma(s) obtained
Lancaster University College London, UK-2020	PhD., Education and Social Justice
Institute of Education, University College London (UCL), UK-2012	M.A. Education, Gender and International Development
University of Ibadan, Ibadan, Nigeria-2011	M.Sc. Political Science
Nnamdi Azikiwe University, Awka Nigeria-2005	B.Sc. Political Science

#### Language skills: Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

LANGUES	Read	Speak	Write
English	1	1	1
Igbo	1	1	1

#### Key Focus Areas

- Gender and basic education policy, planning, research and evaluation
- Design and lead large multidisciplinary research and evaluation projects
- Design and lead multiple projects concurrently in multiple locations (including multi-country projects)
- Working with and leading multidisciplinary and multicultural teams
- Linking research to policy, programmes and interventions
- Institutional and group research capacity development
- Leading innovation and change processes

#### Other trainings

- 2014, 2019 – Social and Behavioural Science Investigator Training, Collaborative Institutional Training Initiative (CITI)
- 2014 – Dimensions of Teacher Policy, World Bank Institute
- 2014 – Economics of Education for Policymakers, World Bank Institute
- 2012 – Parliament and Budget, World Bank Institute
- 2007 – Human Rights Leadership, Global Human Rights Leadership Training Institute Global
- 2007 – Gender Empowerment and Poverty Reduction Strategy, World Bank Institute

#### Highlights of Experiences in Basic Education

- 2013-Present - The Education Partnership Centre (TEP Centre), **Research Associate**
- 2012-Present - British Council, **Research Consultant**
- 2019 - Street Child Nigeria, **Lead Research Analyst**
- 2013-2015 - DFID's Education, Data, Research & Evaluation in Nigeria (EDOREN), **Research Officer**
- 2006-2009 - Centre for Development & Population Activities (CEDPA), **State trainer, Positive Living Project**

#### Summary of Experience

**Dr. C. Ezegwu** is a specialist in gender and basic education policy, planning, research and evaluation with over seven years' experience of leading multisectoral, multidisciplinary and multicultural research, evaluation and social simulation projects. In the past seven years, he has contributed to the success of over seventeen basic education research projects (which includes early learning, primary and junior secondary education levels). Some of these projects are centered around gender in education, education technology, innovation in education, language of delivery, teacher management and development and, political economy analysis.

His multidisciplinary research engagements extend to conflict and peacebuilding, media impact, young people's development and reproductive health. As a multidisciplinary researcher, he has contributed to the success of more than ten other research and evaluation projects, some of which he designed and led as grant holder and research consultant in the British Council, DFID, European Union, Organisation for Islamic Cooperation (OIC), Population Media Centre, UNDP, UNICEF, USAID, and Wikistrat. He has a good track record of receiving grants, successful research leadership and has also led a number of country-level case studies in comparative multi-country studies, including a comparative basic education sector analysis in five countries (Brazil, India, Indonesia, South Africa and Nigeria) and comparative study of quality of basic education in the Organization for the Islamic Cooperation (OIC) four member countries (Jordan, Malaysia, Nigeria and Pakistan).

### 7. Consultancy and working Experience

Date from - Date to	Location	Agency / Company	Position	Description
May 2013 to date	Nigeria	<b>The Education Partnership Centre (TEP Centre)</b>	<b>Research Associate</b>	<ul style="list-style-type: none"> <li>• Ensure the delivery of high-quality research outcomes and reputational enhancement of the organisation.</li> <li>• I also contribute to build links with other groups and agencies and liaise with communities and projects to support and strengthen the gender equality community of practice</li> </ul>
Oct 2012 to date	Nigeria	<b>British Council</b>	<b>Research Consultant and Associate</b>	<ul style="list-style-type: none"> <li>• Coordinated more than five different research projects as a grant holder and research consultant, some of which I designed and led as principal investigator. One of these projects was the MacArthur-funded Gender and Teacher Education Project that was led by the University College London Institute of Education professors.</li> <li>• Contributed and led the design of Girls Education Advocacy and Research network (GEARn) project, where I trained and supported emerging researchers on research design, instrument development, high quality field data collection, data analysis and report writing;</li> <li>• Provided consistent support and follow up services to the teams while they implemented their respective research projects in six Nigerian states and;</li> <li>• Supported production of the final report of the team's research</li> </ul>
Apr 2019 to Jul 2019	Nigeria	<b>Street Child Nigeria</b>	<b>Lead Research Analyst</b>	<ul style="list-style-type: none"> <li>• Lead and coordinated data analysis, summary and full reports of two on-going research projects (Almajiri Street Children and Children with Disability research projects in Nigeria).</li> </ul>
Sep 2013 – Jun 2015	Nigeria	<b>DFID's Education, Data, Research &amp; Evaluation in Nigeria (EDOREN)</b>	<b>Research Officer</b>	<ul style="list-style-type: none"> <li>• Worked with multi-disciplinary international teams and local consultants to deliver on many research and evaluation projects, including political economy analysis and operational research on a DFID/UNICEF's Girls Education Project; I led team Nigeria on the basic education sector analysis, using Finance and Accountability framework as part of a comparative analysis of five countries cases and; curate the Nigerian Education (<a href="http://www.nigeria-education.org">www.nigeria-education.org</a>), together with the knowledge management team and was responsible for research quality and evidence evaluation.</li> </ul>
May 2015 to date	Nigeria	<b>Wikistrat</b>	<b>Analyst</b>	<ul style="list-style-type: none"> <li>• Worked with over 2000 experts (including diplomats, development specialists, political economists, military and security experts) to deliver high-quality analysis and projections on urgent global issues of concerns</li> <li>• Analyzed current events and their future implications</li> <li>• Contributed to Wikistrat's central intelligence exchange for strategic analysis and forecasting</li> </ul>

Date from - Date to	Location	Agency / Company	Position	Description
<b>Aug 2005 – Nov 2008</b>	Nigeria	<b>Anambra State Youth Network on HIV/AIDS in Nigeria (NYNETHA)</b>	<b>Pioneer State Coordinator</b>	<ul style="list-style-type: none"> <li>• Led, mobilized and provided technical support to over thirty affiliate youth-serving organizations in the state</li> <li>• Facilitated youth events, trained youth leaders and peer education trainers, and served as a master trainer in the UNICEF/ National Youth Service family life peer education programme</li> <li>• Worked closely with the Ministries of Youth Development, Education and Health, UNFPA and other stakeholders to advance youth development</li> </ul>
<b>Nov 2006 – Mar 2009</b>	Nigeria	<b>Centre for Development &amp; Population Activities (CEDPA)</b>	<b>State trainer, Positive Living Project</b>	<ul style="list-style-type: none"> <li>• I facilitated capacity building of community-based organisations in Anambra, Enugu and Imo states and, trained grassroots peer educators in the project communities</li> </ul>

#### Publications

Genre	Number of Publications
Public Policy, Education & Sustainable Development	12
Political Economy Analysis and Governance	7
Gender in Education & Politics	5
Political Socialisation & Participation	4
Conflict and Violence (and Young People)	5
Reproductive Health and HIV/AIDS	1
Language, Media and Culture	5

## 10. CERTIFICATION OF COMPLETION OF PREVIOUS EVALUATION



# Certificat de bonne exécution

Evaluation finale – OAG

6 mai 2020

Plan International Belgique, dont le siège est établi Galerie Ravenstein 3 B 5, 1000 Bruxelles, portant le numéro d'entreprise BE0425.420.91 ; représentée par Mme Fiona Ang, Directrice PSC et Directrice Nationale ad interim, atteste par la présente que le bureau d'études Overseer Advising Group (OAG), recruté suite à un appel d'offres international a réalisé Evaluation finale du projet « *Transfert monétaire, protection de l'enfance et analyse de données numériques: une approche intégrée innovante répondant aux besoins des filles et garçons séparés de leur famille en RCA* » financé par la Direction Générale Coopération au Développement et Aide Humanitaire et mis en œuvre par Plan International.

Cette mission a été réalisée avec diligence et professionnalisme, dans le respect des délais, avec notre pleine satisfaction et appréciation.

En foi de quoi la présente attestation est délivrée pour servir et valoir ce que de droit.

signature :

A handwritten signature in blue ink, appearing to read 'F. Defourny', with a large, stylized flourish above it.

**Francois Defourny**  
International Programmes Director



UNICEF Ukraine Country Office  
28 Instytutska Street | 01021 Kyiv, Ukraine  
Telephone: +38 044 521 01 15 | Facsimile: +38 044 230 25 06 | [kiev@unicef.org](mailto:kiev@unicef.org) | [www.unicef.org/ukraine](http://www.unicef.org/ukraine)

Ref: 2019/PS/VS- 1649

December 13, 2019

The Office of the United Nations Children's Fund (UNICEF), an international inter-governmental organization established by the General Assembly of the United Nations by resolution No. 57(1) of 11 December 1946 as a subsidiary organ of the United Nations, having its headquarters at UNICEF House, Three United Nations Plaza, New York, New York, 10017, U.S.A. and having an office office at: 01021, 28 Instytutska Street, Kyiv, Ukraine,

which is for the signature of this contract, represented by Laura Bill, OIC Representative UNICEF in Ukraine,

hereby certify that the consultancy firm Oversee Advising Group (OAG), recruited following an international call for tenders, carried out at our request, **the Evaluation of the Provision of Psychosocial Support and Protective Services through Child and Youth Friendly Spaces and Community Protection Centers in Eastern Ukraine.**

This consultancy was carried out fully according to the agreed terms of reference.

In witness whereof, this certificate is issued to serve and assert the aforementioned.

Yours sincerely,  
Kateryna Lytyshenko  
Operations Manager





Fonds des Nations Unies pour l'Enfance  
3 UN TANGANYIKA HOUSE  
Kabondo, Avenue Gitega  
P.O. Box 1650 Bujumbura - Burundi  
Telephone: (257) 22 20 20 00  
www.unicef.org

### **Certificat de bonne exécution de marché**

Nous soussignés **Mayam Mouarangue Représentant Adjoint chargé des Opérations** à UNICEF Bujumbura, certifions avoir recruté en 2018 le cabinet Overseas Advising Group (OAG) pour l'évaluation des campagnes Back to school (BTS) 2016, 2017 et 2018.

Ce cabinet a bien exécuté la mission conformément au contrat et a produit dans les délais requis un rapport de qualité.

Nous lui délivrons cette attestation de bonne exécution pour servir et valoir ce que de droit.

**Mayam Mouarangue**  
**Représentant Adjoint chargé des Opérations**



PERFORMANCE EVALUATIONS FOR SERVICE CONTRACTOR

**A. BASIC INFORMATION**

Project / Services	<b>Revue finale du projet d'appui à la modernisation du système d'état civil en Guinée</b>		
Vendor No.	<b>1900714698</b>	Duration of Contract (e.g. x months/years)	<b>5 MOIS</b>
Name of Company	<b>OVERSEE ADVISING GROUP</b>	Contract date (dd/mm/yyyy)	<b>17.06.2019</b>
Project owner (Division/Office)	<b>Section Protection de L'Enfant</b>	Contract expiry date (dd/mm/yyyy)	<b>15.11.2019</b>
Contract No.	<b>43277056</b>	Contract value	<b>43,290.50 \$</b>

**B. ASSESSMENT OF QUALITY OF WORK**

1. All goals outlined in the Terms of Reference have been met. If No, please explain  
 - Yes       - No       - Partly

If partly, please specify:

Tous les objectifs assignés au cabinet dans le cadre de cette évaluation ont été satisfaits

2. List of all major outputs/deliverables completed:

Le document de cadrage de l'étude #Interprétation des TDR, la note méthodologique, le plan du rapport# fait et validé par la CIRMEC  
 # Evaluation, Echantillonnage des personnes et des communes/villages à enquêter, guide et questionnaires d'entretien, le tout valide par la CIRMEC  
 Draft du rapport d'évaluation, intégrant tous les éléments cités plus haut.  
 Rapport final  
 Le rapport final qui intègre les commentaires formulés par l'UE, UNICEF et la CIRMEC

3. All deadlines established in the Terms of Reference have been met. If No, please explain:  
 - Yes       - No       - Partly

If partly, please specify:

4. Please provide a detailed assessment of the following:

- a. **QUALITY OF WORK** (please specify whether the services/end products correspond to the specifications of the TOR, and if not, why not):

La qualité du travail est irréprochable, le cabinet a travaillé avec professionnalisme. Les produits finis correspondent aux attentes de la section et de l'UE et de la CIRMEC.

- b. **DELIVERABLES ACHIEVED** (please specify whether the results correspond to the specifications of the TOR, and assess initiative/drive, including ability to take action and get things done):

Les produits sont conformes aux attentes, ce qui justifie la validation du rapport par la CIRMEC, l'UNICEF et l'UE.

SKILLS (if applicable, please specify strengths/weaknesses as related to accomplishment of goals/deliverables as set out in the TORs, including dependability and reliability in assuming and carrying out the commitments and obligations of the agreement):

RAS

**C. OVERALL PERFORMANCE RATING**

*(Rate the Vendor's attributes – tick any of the boxes as applicable)*

Attribute	Excellent	Very Good	Satisfactory	Requires Improvement	Unsatisfactory
Quality of work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value for money	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting time schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall performance rating	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you consider re-engaging the vendor?

- a) In the same field of work?  - Yes  - No  
 b) In another field of work?  - Yes  - No

If Yes, what field? Evaluation de programme

**D. FINAL REMARKS**

If payment was withheld, please specify reasons and what provisions have been made to ensure that either services are completed or whether the contract has been terminated.

Le contrat a été exécuté conformément aux termes de référence de la revue, par conséquent, nous pouvons effectuer le dernier paiement.

Please indicate below additional comments, if any:

RAS

Signature Supervisor: *Alia Maiga*

Date: *27/11/2013*

Signature Deputy Representative, Operations:

**Philippe Ankeni**  
 Représentant Adjoint  
 Opérations

Date :

*02/12/19*



Date: 15 April 2019  
Reference: #58/2019

#### **Certificate of contract completion**

The United Nations Population Fund, a subsidiary organ of the General Assembly of the United Nations ("UN") in terms of Article 22 of the UN Charter, with its Headquarters at 605 Third Avenue, New York, NY 10158, USA (the "UNFPA"), **which is for the signature of this contract, represented by Pavlo Zamostian, Assistant Representative,**

Hereby certify that the consultancy firm Oversee Advising Group (OAG), recruited following an international call for tenders, carried out on our behalf, Evaluation of UNFPA Integrated Response to End Gender-Based Violence Against Vulnerable Women and Adolescent Girls in Ukraine. This consultancy was carried out with diligence and professionalism, respecting deadlines, with our satisfaction and appreciation.

In witness whereof, this certificate is issued to serve and assert the aforementioned.

  
**Pavlo Zamostian,**  
**UNFPA Assistant Representative**



Reducing Deaths and Suffering from Tropical Diseases

## Certificate of contract completion

The MENTOR Initiative (Headquarters: 4th Floor South Suite, Burns House, Harland Road, Haywards Heath, RH16 1PG, UK) which is, for the signature of this certificate, represented by Sarah Wharton (Consortium Manager), the Legal Representative,

I hereby certify that the consultancy firm Oversee Advising Group (OAG), recruited following an international call for tenders, carried out on our behalf, the **Final Evaluation of DFID supported Emergency Assistance to Crisis-affected Communities of C.A.R. Phase II 2016-2018.**

This consultancy was carried out with diligence and professionalism, respecting deadlines, with our satisfaction and appreciation.

A handwritten signature in black ink that reads "SWharton".

**Sarah Wharton**  
Consortium Manager  
On behalf of The MENTOR Initiative

19<sup>th</sup> June 2019