Terms of Reference

Documentation of Community Driven Development Approach Impacts in DRDIP
Implementation Areas: In the cases of Education Interventions

Background

In June 2015, a regional study entitled “Forced Displacement and Mixed Migration in the Horn of Africa” was completed. It reinforced the regional nature of forced displacement in the Horn of Africa (HOA) with clear regional ‘spill-over effects’ of the violence and insecurity within a country. The study found that refugee camps/settlements are in relatively underdeveloped and marginalized areas, compared to rest of the host country. The refugee hosting communities have a precarious socio-economic situation plagued by food insecurity, limited access to basic social services and economic infrastructure, poor livelihood opportunities, and degraded natural resource base. The study highlighted that the protracted displacement of refugees has further exacerbated the situation of communities that host refugees with competition over scarce social services and economic infrastructures, livelihood opportunities and environmental and natural resources and led to growing incidence of conflicts and clashes.

Inspired by this study, Development Response to Displacement Impacts Project (DRDIP) was designed and being implemented in Djibouti, Ethiopia, Kenya and Uganda with World Bank Funding. DRDIP is a government-led and community centric project that provides developmental solutions focusing on the impact of the protracted presence of refugees on host communities in Project countries. At the country level, DRDIP has four components: Social economic and services of infrastructure investment, Sustainable Environmental Management, Livelihood Programs and Project Management. The fifth regional component is led by IGAD which facilitates coordinated learning and knowledge sharing to PIUs and other IGAD member states in the advancement of the development approach to displacement impacts.

Refugee hosting areas are characterized by significant development deficits, including low human capital, and limited access to basic social services and economic infrastructure. DRDIP aims to alleviate the negative environmental and economic impacts by improving economic opportunities for refugees and host communities through investing in under-resourced marginal areas, promoting shared prosperity focusing on human capital, resilience, income enhancement, and rehabilitated environment. This approach is holistic, sustainable and recognizes the protracted refugee situation by adopting an area-based approach led by local governments.

It also adopts a Community Driven Development (CDD) approach to ensure participation of beneficiary communities in the prioritization, implementation and oversight of project supported investments. Currently, there are established committees representing both refugees and host communities which meet regularly, discuss outstanding issues, resolve problems, devise solutions jointly, and monitor implementation progress. As a result, some of DRDIP investments are directly identified, procured, managed and used by the
intended beneficiaries and for strategic and higher order investments the local government support implementation but with community participation. Although the project activities focus on the needs of host communities, it adopts area-based, holistic and inclusive approach. This ensures that refugees also benefit from improved socio-economic infrastructure, environmental amelioration and livelihood opportunities.

CDD programs are based on the principles of transparency, participation, accountability, and enhanced local capacity. When given clear and transparent guidelines, access to information, and appropriate technical and financial support, communities can effectively organize to identify their priorities and address local problems. In partnership with local governments and other institutions, they build, maintain and operate small-scale infrastructure and deliver basic services. DRDIP ensures citizen participation and engagement in identifying and prioritizing developmental needs in socio-economic infrastructure and livelihood opportunities to improve self-reliance of refugee hosting communities. It supported the enhancement of social cohesion between refugees and refugee hosting communities and elicits greater demand for social accountability. CDD involves: (i) building and capacitating local institutions; (ii) ensuring the voice of all communities is heard in decision making; (iii) strengthening decentralized government administrative functions; and (iv) investing in public service delivery and social mobilization to enhance social cohesion among beneficiary communities. The empirical evidence from DRDIP implementation confirms that CDD programs provide much-needed productive economic infrastructure, generally at lower cost, in shorter time and with high quality. The partnership with local governments ensures sustainable service delivery including provision of personnel and operating costs by the government, rendering the infrastructure supported to be fully functional immediately after completion.

CDD approach entails a deep transformation of political and administrative structures that aims to empower communities and local governments with powers, resources, and the authority to use these flexibly and sustainably, thus enabling them to take control of their development. CDD has also been shown to increase the efficiency and effectiveness of poverty reduction efforts. CDD approach makes services responsive to demand expressed by local communities and as a result can enhance sustainability. As beneficiaries, local community members are the most legitimate, informed, and reliable source of information about their own priorities. Community-developed facilities such as health centers, schools, and water supply systems tend to have higher utilization rates and are better maintained than when investment decisions are made by actors outside the community. Experience has demonstrated that demand is better articulated when communities contribute to investment costs and control investment choices. Community management of development investments usually results in lower costs and more productively employed assets.

Application of CDD model has been tested in the implementation of various community-based development investments in three of the four Project Countries. Implementation of social-economic infrastructure sub-projects; such as, education and health is most advanced across all target areas. So far, under the education sub-sector, DRDIP has constructed, rehabilitated and upgraded more than 262 schools where more than 33,616 new learners have been enrolled within refugee hosting areas of Ethiopia, Uganda and Djibouti.

Rationale for the Study

\(^5\) As of December 2019
DRDIP is making significant development investments in refugee hosting areas. Overall, 699 community infrastructure sub-projects have been implemented across Djibouti, Ethiopia and Uganda. These sub-projects are composed of infrastructure investments such as schools, hospitals, upgrading of health facilities, animal health posts, roads, water supply and grain storage facilities. Towards conserving and rehabilitating natural habitats, 1.2m trees were planted and approximately 14,000 farmers trained on innovative farming techniques in the three IGAD Member States. The project directly benefited slightly over 2.2m people with refugees comprising of up to 43 per cent, where 53 per cent of the beneficiaries are female. Further, over 102,000 work-days were created during the implementation of the various development investments.

From various IGAD RS team exposure and experience sharing visits, RPSC meeting discussion outcomes and the MTR reports, a need has been expressed by project countries and other stakeholders for coordinated documentation efforts of the processes, impacts, human stories, lessons learnt and best practices arising from DRDIP implementation. Better understanding the role of the CDD approach as one of the emerging best practices in DRDIP implementing areas is also warranted especially in delivering education sub-projects that has resulted in increased enrollment and improved quality of education services.

The regional component, led by IGAD RS, promotes a mind and paradigm shift through generation of evidence on innovative development approaches. IGAD RS promotes the advancement of the development approach to displacement that contributes to policy development, knowledge generation and sharing at the regional level. Based on agreement and consultations with Project Countries, CDD as a best approach and education as an emerging best practice will be thoroughly documented. The exercise will focus on identifying project successes and gaps, and include recommendations to improve future performance on CDD approach and education as an example in the Project Countries. IGAD RS will disseminate the knowledge gathered through regional, global, and national forums as part of sharing the outcome or the best experiences of this project.

IGAD RS intends to identify, understand, document and share CDD approaches and education intervention under the proposed study. This study is expected to identify the external environment, interactions between actors, and the outcomes that contribute to the success of the approach. Knowledge generated from this activity will be shared widely with policy makers and regional/global stakeholders to contribute to sustainability and scaling up of the development approach to displacement and providing other operations with useful inputs.

Overall objective

The study will document good practices, human stories, lessons learnt, challenges and opportunities arising from DRDIP implementation in the refugee hosting areas in IGAD region with regards to:

1. CDD approach which is a key pillar of DRDIP implementation in promoting and supporting innovative development approaches and how CDD approach leads to a better education subprojects interventions and outcomes as efficient, effective and inclusive education intervention in the education sector and related subprojects.

Scope of work

- **Holistic approach:** The study should encompass the following;
  
  a. the four essential components of CDD: local community structures, community contributions, community engagement in procurement
processes and existing institutional arrangements – including relationship with local government;

b. underlying political, cultural, environment as well as social-economic factors that contribute to overall effectiveness and efficiency of the project implementation;

c. collaborative processes with all stakeholders to achieve joint results in DRDIP implementation areas;

d. Enhancing social cohesion including improved interactions between refugee and host communities.

• Flexible, responsive programming
  a. Recognizing that progress in different geographic areas will be uneven, the documentation must identify what interventions work (or doesn’t) and under what conditions. Additionally, identify ingredients for successful interventions (checklist) and the challenges thereon;

  b. Engagement of all socio-economic groups including women and youths

• Geographical focus: The study will focus on the countries implementing the DRDIP Project;

• Assess the influence of the CDD process on the project effectiveness and measure to what extent the process and various interventions have responded to the stakeholders’ needs and in which way they impacted the direct and indirect beneficiaries;

• Stakeholder participation and ownership – Networks and partnerships in support of the planning and implementation of the project and the degree of national and/or local ownership developed;

• Inform long-term programming - documenting evidence, lessons learnt on interventions and immediate outcomes of the Project;

Education as a specific CDD intervention

In order to produce a detailed and informative documentation on education, the consultant requires to give due attention to the following aspects:

• Generate evidence on how integrated education services benefit both the host and refugee communities and the contribution that DRDIP supported education subprojects are contributing to this effort;

• Develop and categorize case studies (including human stories) related to best practices from refugee hosting areas;

• Provide operational insights into the elements that would facilitate replication of similar interventions in other contexts and how these could be scaled up, made more autonomous and self-sufficient (e.g. legal reform, availability of relevant tools, accompanying support institutions, partnerships);
Stock take the percentage of children in the project location that are benefiting either from improved learning environment or from enrolment due to increased space;

Perceived benefits and the challenges addressed with the education subprojects;

Measure to what extent the sub-project achievements have contributed to improved learning environment such as increased enrolment and promoting social cohesion and inclusion; (Looking at in depth on how constructed schools are ensuring quality of teaching since the constructed schools were equipped with proper facilities (ventilation, furniture, cleanliness, health and hygiene issues for students or school facilities – water supply, toilets, compound and fencing, etc).

Assess the views and perceptions of teachers- the head teachers on the changes and benefits thereof and their abilities to perform their jobs

Improved satisfaction of the learners and their parents/guardians especially on the quality of education infrastructure and improved service delivery;

Document measures put in place to support sustainability of the sub-projects long after its implementation.

**Methodology:**

The consultant is required to use appropriate consistent methods to achieve the purpose of the documentation. The methodology will incorporate but not limited to the following:

- Review of existing information through desk research. This should include review of relevant governmental policies, progress documents/reports in line with DRDIP engagements within refuges hosting areas as well as the World Bank/UNHCR publications regarding community driven development approach and education interventions;
- Collection and collation of available quantitative and qualitative data through country engagements and field visits;
- Data to be disaggregated by gender and age; photographs, videos depicting human stories and collect GPS coordinates (where applicable). This will include functionality and accessibility of education sub-projects in intervention areas sampled by PIUs;
- Conduct Key Informant Interviews and Focus Group Discussions with relevant stakeholders both at the national level and in the target project implementation areas. If the travel restrictions associated with COVID-19 pandemic persist, this can be done through other viable means such as telephone interviews.
- Outline of some of the key current challenges of COVID-19 pandemic overall in DRDIP interventions and in terms of its effect on mobility and undertaking meetings due to the pandemic.

**Expected deliverables**

The consultant will deliver the outputs specified below. This assignment will be expected to take six months. The study will be carried out in four phases: An Inception Phase, a Field Phase, Synthesis Phase and Validation Phase subject to satisfactory deliverables and
progress reports. The following table presents an overview of the key activities to be conducted during each phase (not necessarily in chronological order):

<table>
<thead>
<tr>
<th>Phases of the study</th>
<th>Key activities</th>
<th>Deliverables</th>
<th>Timelines</th>
</tr>
</thead>
</table>
| Inception Phase     | • Scoping meeting between IGAD RS and the consultant;  
• Background desk review and analysis;  
• Methodology for the documentation including the framework for capturing success stories/best practices - at least three short success stories from each PIUs;  
• Research checklist, Data collection and analysis methods;  
• Potential limitations and mitigation plan;  
• Stakeholder mapping, consultation strategy;  
• Field visit approach and documentation timeframe and work-plan;  
• Identification of information gaps, availability of data and information sources and hypotheses to be tested in the field phase; | Inception report                                  | Three weeks after contract award date            |
| Field Phase         | • Meetings at country level PIUs, the World Bank Country teams, implementing partners, relevant Government offices at national and sub-national levels and other relevant stakeholders as appropriate;  
• Field missions to the select DRDIP implementing areas of each country;  
• Gathering of primary evidence with the use of the most appropriate techniques for the documentation;  
• Data processing and analysis;  
• Debriefing with each PIUs at national Level | Summary field report and audio-visual products on:  
 a) CDD;  
 b) Education interventions | Eight weeks after date of validation of the Inception report by IGAD RS and the World Bank |
| Synthesis phase     | • Production of data and information;  
• Reporting of the findings, conclusions and recommendations;  
• Incorporating any comments received from the concerned | Draft intermediary reports on:  
 a) CDD;  
 b) Education interventions | Three weeks after date of the last field mission |
### Validation Phase

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parties on the draft reports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation for the Steering Committee</strong></td>
<td><strong>PowerPoint presentations for the Workshop:</strong></td>
<td><strong>Three days before the Workshop</strong></td>
</tr>
<tr>
<td></td>
<td>a) CDD; b) Education interventions</td>
<td></td>
</tr>
<tr>
<td><strong>Incorporation of feedback from the Workshop</strong></td>
<td><strong>Final reports:</strong> a) CDD; b) Education interventions</td>
<td><strong>Two weeks after the Validation Workshop</strong></td>
</tr>
</tbody>
</table>

### Language

The language of the specific contract is to be English and all reports shall be submitted in English.

### Requirements

This study will require an expert with skills and expertise in a range of academic disciplines. The consultant needs to demonstrate skills, qualifications and knowledge in the following areas:

- Masters level or equivalent postgraduate degrees in education, social sciences, development studies, economics, engineering and other relevant studies;
- A proven track record of consulting on community-led development interventions or related disciplines preferably on education;
- A minimum of eight years of professional consulting experience, including in the conceptualisation, design, management and implementation of research on basic service delivery programmes, including the education sector;
- Proven prior experience in managing data collection, strategic evaluation and research projects in the field of service delivery in refugee hosting areas;
- Proven knowledge of international and regional frameworks and policy commitments relating to development response to forced displacement and mixed migration;
- Proven record of constructive and positive engagement in high level policy dialogue with governments and other stakeholders;
- Knowledge of and experience in bilateral/multilateral engagement in developing countries;
- Experience in using audio-visual techniques in documenting human stories and project outcomes;
- Experience with World Bank supported projects and working knowledge in the IGAD region;
• Experience of working on assignments on the humanitarian-development nexus and socio-economic integration of refugees and host communities in the Horn of Africa will be considered as an added advantage;
• Excellent research, analytical and report writing skills;
• Proficiency in written and oral communication skills in English. French will be an added advantage;