**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

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| **Title**  Individual Consultancy for the development of the National Strategy on Dropout and Repetition | **Funding Code**  SC190318 | **Type of engagement**  Consultant  Individual Contractor Part-Time  Individual Contractor Full-Time | **Duty Station:**  Kigali |
| **Purpose of Activity/Assignment:**  This proposed work aims to support MINEDUC to develop the National Strategy/Framework on Dropout and Repetition to improve school retention and completion. Education statistics show that, despite overall high enrolment rates in primary school, dropout and repetition rates are increasing in both primary and secondary school.  The work of the consultant will guide the development of a comprehensive national strategy to address drop out and repetition, which will include identifying which existing programmes and budgets are already in operation and contributing to addressing the barriers which have been highlighted in the Drop Out and Repetition Study conducted by the Ministry of Education with UNICEF support as well as other research findings conducted in Rwanda on the issues. This approach is proposed to avoid the development of a stand-alone strategy which comprises of a list of proposed priorities without reference to the very many programmes, initiatives and budgets which are already being deployed to address the matter at different levels – national, District, school – but which may not be currently coordinated sufficiently to ensure a joined up and synergic approach to yield the desired results.  Important in this consideration is that the solutions to addressing drop out and repetition go well beyond the education sector and require a multi-sectoral approach and planning, including such areas as social protection, health and nutrition, water and sanitation and child protection, to name the most obvious. The drop out and repetition strategy should therefore identify and include the most important interventions across these varied fields which are currently contributing to addressing drop out and repetition as well as gaps in terms of coordination, focus and budget.  In completing this work, the Ministry of Education will ensure coordination with all relevant Government Agencies involved in education as well as Development Partners, to map out different interventions which are contributing to addressing drop out and repetition in order to identify gaps in an overall strategy as well as how coordination and focus can be approved within and across the different programs and budgets in existence.  Work has already begun in the education sector on developing ministerial instructions governing comprehensive assessment, promotion, repetition, and transfer of learners in order to ensure a standardized approach. The purpose of these instructions are to determine modalities and procedures of comprehensive assessment in general basic education and TVET from level 3 to level 5, determine modalities to support learners improve their learning, master what they learnt, perform better in examinations and other assessments basing on the assessment benchmarks and promotions of learners from one grade to another, or from one level to another, determine modalities of promotion, repetition dismissal and transfer of learners from one school to another.  Repetition combined with dropout, leads to: (i) over-aged pupils who repeat, in some instances more than one, who are then more likely to drop out of school than those students who never repeated a grade, (ii) lower primary school completion rates, and (iii) high Gross Enrolment Rates in early grades, which puts pressure on resource requirements.  The dropout rate in primary school is closely related to the student’s age. Dropout rates increase from less than 1% in Primary 1 to more than 20% in Primary 6. The steep increase is not related to the grade attended, but rather to the child's age, as older children are much likely to drop out of school compared to younger children, regardless of what grade they are enrolled in. Among the other key drivers of dropout are poverty, delayed start, gender and geography, according to the Drop Out and Repetition study.  The development of a national strategy on dropout and repetition for primary and secondary level education, including the development of a repetition framework is required. It would set internally consistent national and school level targets on repetition; addressing the bottleneck causing repetition and drop out; the strategies that schools should put in place to identify learners at risk and what remedial measures to be taken.  This should be accompanied by the strengthening of data collection on repetition at the national, district and school level in order to provide real time data which enable quick decision-making on addressing identified issues. The purpose of the national strategy on drop out and repetition should be to guide all key stakeholders in improving grade promotion rates, survival rates and completion rates through substantive reduction of repetition and dropout rates, and particularly for those groups vulnerable to repetition, at all levels of the education system, with the ultimate goal of improving learning outcomes and enhancing the efficiency of the education system in Rwanda. | | | |
| **Scope of Work:**   1. Desk review of existing research and data related to drop out and repetition in Rwanda as well as consultation with education stakeholders, to develop an agreed-upon barriers and solutions analysis, including identifying where knowledge gaps may exist for Rwanda, based in international research. 2. Map out the various programmes, interventions and budgets across the education sector and other sectoral programmes contributing to education, including those supported by Development Partners, organizing these interventions in the framework to address drop and repetition in a manner to support coordination and synergies across the different interventions 3. Identify the major gaps that exist to bridge the gap between the current programmes and budgets and achievement of the overall strategy. 4. Conduct a rapid survey on the causes of drop out and repetition among schools and affected parents and students. 5. Develop a draft drop-out and repetition strategy based on the above analyses and solutions, including an approach to identify and support those categories of children most at risk of drop-out. 6. Develop visual materials to easily communicate and explain the overall strategy and coordination approach to achieve its results. | | | |
| **Child Safeguarding**  Is this project/assignment considered as “[Elevated Risk Role](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Guidance%20on%20Identifying%20Elevated%20Risk%20Roles_finalversion.pdf?CT=1590792470221&OR=ItemsView)” from a child safeguarding perspective?       YES       NO     If YES, check all that apply:  **Direct contact role** YES       NO   If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:   |  | | --- | |  |   **Child data role**  YES      NO   If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):   |  | | --- | |  |   More information is available in the [Child Safeguarding SharePoint](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/SitePages/Amendments-to-the-Recruitment-Guidance.aspx) and [Child Safeguarding FAQs and Updates](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Child%20Safeguarding%20FAQs%20and%20Updates%20Dec%202020.pdf) | | | |

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| **Budget Year:**  50,000 | **Requesting Section/Issuing Office:**  Education | | **Reasons why consultancy cannot be done by staff:**  Existing Workload and required technical expertise | | | |
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| **Included in Annual/Rolling Workplan***:*  Yes  No, please justify: This consultancy was planned in the period of August-December 2021 but UNICEF received the request from MINEDUC at the end of December, so the timeline changed from January to April 2022. | | | | | | |
| **Consultant Level:**  Junior  Middle  Senior  **Consultant sourcing:**  National  International  Both  **Consultant selection method:**  Competitive Selection (Roster)  Competitive Selection (Advertisement/Desk Review/Interview) | | | | | **Request for:**  New SSA – Individual Contract  Extension/ Amendment | |
| **If Extension, Justification for extension:** | | | | |  | |
| **Supervisor:**  **Hugh Delaney** | | **Start Date:** | | **End Date:** | | **Number of Days (working)** |
|  | | 10/02/2021 | | 10/05/2021 | | 60 |

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| **Work Assignment Overview**  Tasks/Milestone: | Deliverables/Outputs: | Timeline | Estimate Budget |
| Understanding the scope of the work and how it will be completed and develop an inception report. | An inception report detailing the understanding of the scope of work and the methodology to use on this assignment. | 2 weeks after signing the contract | 20% |
| Desk review of existing research and data related to drop out and repetition in Rwanda as well as consultation with education stakeholders, to develop an agreed-upon barriers and solutions analysis, including identifying where knowledge gaps may exist for Rwanda, based in international research. | Agreed-upon barriers and solutions analysis, including identifying where knowledge gaps may exist for Rwanda, based in international research | 4 weeks after signing |  |
| Map out the various programmes, interventions and budgets across the education sector and other sectoral programmes contributing to education, including those supported by Development Partners, organizing these interventions in the framework to address drop and repetition in a manner to support coordination and synergies across the different interventions | Detailed various programmes, interventions and budgets across the education sector and other sectoral programmes contributing to education, including those supported by Development Partners, organizing these interventions in the framework to address drop and repetition in a manner to support coordination and synergies across the different interventions |  |  |
| Identify the major gaps that exist to bridge the gap between the current programmes and budgets and achievement of the overall strategy. | Identified major gaps that exist to bridge the gap between the current programmes and budgets and achievement of the overall strategy. |  |  |
| Conduct a rapid survey on dropout and repetition | Concise report detailing causes of dropouts and repetition | 6 weeks after signing | 20% |
| Develop a drop-out and repetition strategy based on the above analyses and solutions, including an approach to identify and support those categories of children most at risk of drop-out. | Final document with (1) a national strategy on drop out and repetition and (2) a national referral pathway for students at risk of repeating the class or dropout | 2 months after signing | 40% |
| Develop visual materials to easily communicate and explain the overall strategy and coordination approach to achieve its results | A brochure summarizing all referral pathways | 3 months after signing | 20% |

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| **Estimated Consultancy fee** | **50,000 USD** |  |  |
| Travel Local (please include travel plan) |  |  |  |
| DSA (if applicable) |  |  |  |
| **Total estimated consultancy costs[[1]](#endnote-1)** | 50,000 USD |  |  |
| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills required:** | | |
| Bachelors  Masters  PhD  Other  Enter Disciplines: Education | * At least 5 years of proven experience in Education and proven understanding of the education landscape in Rwanda. * Experience of working with multi-sectoral programs, in particular in Rwanda will be a distinct advantage * A research and strategy development background would be an advantage * Be familiar with education systems; pedagogy; curriculum design; and/or education policy and frameworks, budget analysis. * Have the ability to meet the deadlines. * Have strong written and oral communication and facilitation skills. * Proficiency in written and spoken English and Kinyarwanda is required, French would be an added advantage. | | |
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| **Administrative details:**  Visa assistance required:  Transportation arranged by the office: | Home Based  Office Based:  If office based, seating arrangement identified:  IT and Communication equipment required:  Internet access required: | | |
| **Request Authorised by Section Head** | **Request Verified by HR:** | | |
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| *Approval of Deputy Representative Operations (if Operations): Approval of Deputy Representative (if Programme)*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Representative (in case of single sourcing/or if not listed in Annual Workplan)*    *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | |
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1. Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

   Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

   **Text to be added to all TORs:**

   Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws. [↑](#endnote-ref-1)