**UNITED NATIONS CHILDREN’S FUND IN THE GAMBIA**

**TERMS OF REFERENCE**

**Terms of Reference for *Individual*****Contractors**

**National Study on the Economic cost of teacher absenteeism in The Gambia**

1. **Programme Information:**

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| **Programme Outcome 2** | An inclusive education system is equipped to provide comprehensive early childhood education to all children, in conjunction with health, nutrition and protection interventions, and to ensure the rights of all children to an appropriate quality education. |
| **Project: Output** | 2.1.2 Increased completion rates of children excluded from quality basic and secondary education. |
| **RWP Activity: 2.1.3.1** | 2.1.2.3.1 Conduct economic cost assessment of teacher absenteeism. |
| The United Nations Children’s Fund (UNICEF) is mandated by the United Nations General Assembly to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential. The UNICEF staff and experts/consultants should act in accordance with the UN Code of Conduct and UNICEF Mission. |

1. **Background**

**Country Context**

The Gambia is located on the West African coast and extends about 500 km inland, with a population density of 174 persons per square km. The Gambia is the smallest country in continental Africa, and is bordered on the North, South and East by the Republic of Senegal and on the West by the Atlantic Ocean.

The provisional results of the 2013 population and housing census puts the population at 1,882,450; with 50.5% female compared to 49.5% male. The population primarily comprises of youth due to a high fertility rate and low life expectancy (60.2 years). Nearly 40% of the population is below 15 years, 21% between 15-24 years, and only 3.2% above 65 years. The country is undergoing rapid urbanization. The urban population increased from 50% in 2001 to 58%, with an annual rate of urbanization of 3.7% (MoFEA, 2011).

The Gambia is classified as a least developed country (LDC), with Gross National Income (GNI) per capita of US$ 500 in 2012[[1]](#footnote-1) and ranked 175 out of 188 in the United Nations’ Human Development Report (HDR), 2015. The main sectors driving economic growth are Services, Agriculture and Tourism[[2]](#footnote-2). Income poverty and household food insecurity are widespread with nearly half of the population (48.4%) living below the absolute poverty line of US$1.25 per day; while 36.7% live in extreme poverty (2010). About 40% of people are considered ‘working poor’; meaning that their earning capacity and standard of living is inadequate to meeting basic needs, (MoFEA, 2011).

**Educational Context**

During the period of the MDGs The Gambia made significant improvements in getting more children (boys and girls) into school and even remaining there to completion. Gender parity was attained for both primary and lower secondary schools. In 2016 the Primary Gross Enrolment Rate (GER) was 104% and the completion rate was 75.4%. Children with mild and moderate special educational needs are integrated into mainstream schools. Madrassa (with Arabic as the medium of instruction) was officially recognized and strengthened as an alternate route to formal education. Feeder schools were started in the hard to reach and deprived parts of the country to reduce walking distance to and from school especially for the younger children. The ECD Annexation programme[[3]](#footnote-3) also created opportunities for increased access to pre-school experience for more children boosting the GER to 45.4% in 2015 (EMIS 2015).

The increase in the demand for education means more school had to be built especially in the hardest to reach communities. That also means more teachers had to be recruited bring with it the challenges of managing an ever increasing teaching force. In 2013 The Gambia had 11,331 teacher which increased to 14,943 teachers in 2016 with an average annual increase of 8% (EMIS 2016). Teacher attendance data in collected at the school level semi-analyzed at the regional level. Most school are provided with a mobile phone wherein they could report daily teacher attendance through SMS in a platform in a server at the Ministry. Although it is an excellent initiative it has not been functioning maximally due to inadequate capacity to monitor the quality of the data. Furthermore, schools have not be regular with their daily reporting due to weak capacity at the regional level to monitoring and enforce report. As a result data on teacher attendance is in piecemeal and difficult to make any meaningful analysis.

Teacher absenteeism with or without official authorization would lead to reduction in effective contact hours especially where there is no system of supply teachers. The demographic and social dynamics of The Gambia make teachers very vulnerable to absenteeism. Most of the female teacher are in their reproductive age bracket, thus absenteeism related to pre-natal and ante-natal clinic service are a common place. The demand from family members to attend family events such as naming ceremonies and funerals are also contributing factors to teacher absenteeism. Access to financial institutions, health facilities and morbidity all contribute to increase in teacher absenteeism.

The study is aimed to investigate and understand the scale, scope, bottlenecks and economic cost of teacher absenteeism on learning outcomes; help in narrowing the data gap; and support evidence-based policy advocacy and programme development.

1. **Objectives** - Main objective and/or specific objectives *(for the Research Activity)*

The study intends to address the following key questions:

1. What is the scope and scale of teacher absenteeism across the different educational regions of the Gambia?
2. What is the economic cost and educational impact of teacher absenteeism for children The Gambia?
3. What policy and programme interventions are required to address the impact of teacher absenteeism?

It is expected that answers to these questions will enable the education sector to understand the scale and scope of teacher absenteeism; have indication of the lost both in economic and educational terms whenever a teacher is absent from school; and use the data to inform policy and programmes to reduce the impact of teacher absenteeism in the public sector.

1. **Scope of work**

Being a national study, the consultant is required to collect teacher attendance data from all the six (6) Educational Regions. Financial data on the cost teachers may be collected and analysed to understand the economic cost. The Gambia Education Management Information System (EMIS) is also available to provided administrative data on teachers.

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| **Month** | **July** | **Aug** | **Sept** | **Oct** | **Nov**  |  |
| **Week** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** | **Days** |
| 1. Study design workshop (2 days) and preparation of Inception report which will include the research design, methodological questions and data collection and analysis plan
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 |
| 1. Field data collection – collection of teacher attendance data from schools, regional and national levels (primary and secondary data)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 |
| 1. Data entry, analysis and drafting of first draft report
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 15 |
| 1. Drafting and submission of second draft report
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7 |
| 1. Presentation of a summary of the study process, findings and recommendations to validation work and to the Local Education Group
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |
| 1. Finalization and submission of final report
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 |
| **Total number** of working days for the Consultant[[4]](#footnote-4) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **55** |

1. **Methodology/Methods**

While UNICEF and partner (Ministry of Basic and Secondary Education – MoBSE) would not want to be prescriptive in the study methodologies, the need for both quantitative and qualitative data supported with in-depth analysis are key requirement and will contribute to the enhancing the selection of suitable candidate. The methodologies should be such that that are robust and or innovative enough to collect primary data on teacher attendance combining with analysis of secondary data linked to teachers and learning outcomes. The study methodology will be developed at the Inception stage of the study.

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| **Research Question** | **Methodology** |
| 1. What is the scope and scale of teacher absenteeism across the different educational regions of the Gambia?
 | Suitable to collect and analyse both qualitative and qualitative data |
| 1. What is the economic and educational cost of teacher absenteeism in public education sector of the Gambia?
 | Suitable to collect and analyse both qualitative and qualitative data |
| 1. What policy and programme interventions are required to address the impact of teacher absenteeism?
 | Suitable to collect and analyse both qualitative and qualitative data |

1. **Schedule of Tasks, Deliverables, Duty-Station & Timeline**

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| --- | --- | --- | --- |
| **Task** | **Deliverable** | **Duty-Station**  | **Anticipated Timeline in days** |
| 1. Study design workshop (2 days) and preparation of Inception report which will include the research design, methodological questions and data collection and analysis plan
 | Inception Report | Banjul  | 5 |
| 1. Field data collection – collection of teacher attendance data from schools, regional and national levels (primary and secondary data)
 |  | Banjul | 20 |
| 1. Data entry, analysis and drafting of first draft report
 | First draft report | Home-Based | 15 |
| 1. Drafting and submission of second draft report
 | Second draft report | Home-Based | 7 |
| 1. Presentation of a summary of the study process, findings and recommendations to validation work and to the Local Education Group
 | Validation workshop | Banjul | 3 |
| 1. Finalization and submission of final report
 | Final Report | Home-Based | 5 |
| **Total number** of working days for the Consultant |  |  | **55** |

1. **Estimated duration of contract; Remuneration; Other Terms and Conditions**

The contractor will be engaged under short-term *individual* contract on part-time basis, immediately after the completion of the contracting procedure, for estimated period of 55 *days*, starting from 15 May 2017 to 30 September 2017. The exact number of days to be proposed by the contractor and discussed with and confirmed, including the specific deadlines, by UNICEF when signing the contract. The Terms of Reference is an integral part of the *individual* contract (SSA) signed with the contractor.

Amounts and terms of payment are subject for negotiations, but should comply with the UN standards. A detailed budget breakdown (budget proposal) shall be submitted together with the technical project proposal. *Advance payments are not allowed; the payment is against deliverables and the following scheme is applied:*

*1st instalment – 25%* upon submission of Inception Report;

2nd instalment – 25% after submission of First draft report; and

3rd instalment – 50% of the total proposed budget after submission of acceptable final report and presenting its findings to key stakeholders.

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, does not meet the quality standards of both UNICEF and the Government of The Gambia, not delivered or has failed to meet deadlines (fees reduced due to late submission: 5 days – 10%, 15 days – 20%; 1 month – 50%; more than 1 month – payment withheld).

UNICEF does not provide or arrange health insurance coverage for the consultant. UNICEF will be providing transport (including airfares) but not local transportation as this will be covered in the DSA. Consultants are expected to include the transportation cost for field data collection in their financial proposals. UNICEF or the partner may provide limited office space for a short duration. Consultant is expected to provide own laptop computer.

1. **Supervision and Reporting Arrangements**

The contractor will be supervised and report to the UNICEF Education Specialist with briefing and de-briefing to the Chief of Protection and Inclusion of Children and UNICEF Deputy Representative about the progress of the consultancy. The contractor will work on a daily basis with UNICEF Education Specialist. The Education Specialist will interact with the contractor through email correspondence while the consultant is outside of The Gambia. The PO/or team will also provide support to the consultant during visit to The Gambia. A steering committee comprising of Government and UNICEF officers will be set up to provide oversight to the study and provide comments.

1. **Qualifications & Experience required**

This consultancy requires the services of competent individual contractor with high analytical competence and knowledgeable about global educational and economic issues and conversant with quantitative and qualitative methodologies. The individual consultant should have the following qualifications and experience.

* Advanced University Degree in Education, Social Sciences, statistics or related fields
* Experience in undertaking cost benefit analysis or similar analytical works and report writing skills of an international standard in the field of education or other social sectors.
* At least 10 years professional work experience in education sector analysis, social science research or policy analysis.
* Excellent writing skills in English
* Provision of not more than 3 references from clients for whom the bidder has carried out similar work

The consultant may be required to recruit an Assistant Researcher to consultant in the planning and execution of activities:

* Planning workshops, logistics of field data collection and making and following up appointments with key informants.
* Following requisite data with Government Ministries and other organization that may be identified by the consultant.
* Support the consultant in understanding the country context
* The Assistant Research will not be engaged for more than 30 working days during the period of the research.

The Assistant Research should have the following qualifications and experiences:

* A Bachelor’s degree or equivalent from a recognized tertiary or higher education institution
* Past experience of successful performance of such functions. An attention to support this will be required.
* Must acquire proficiency in computer programmes – managing emails, MSWord, Excel and Power Point.
1. **Intellectual property rights** (insert this text or modify it based on discussions with government counterparts).

UNICEF and the Ministry of Basic and Secondary Education (MoBSE) retain the right to patent and intellectual rights, as well as copyright and other similar intellectual property rights for any discoveries, inventions, production or works arising from the implantation of the project under this Agreement with UNICEF. Neither the contractor nor its personnel shall communicate to any other person or entity any confidential information made known to it by UNICEF or the Ministry of Basic and Secondary Education (MoBSE) in the course of the performance of its obligations under the terms of this Agreement nor shall it use this information to private or company advantage. This provision shall survive the expiration or termination of this Agreement. The right to reproduce or use materials shall be transferred with a written approval of UNICEF based on the consideration of each separate case.

The core reports will be issued by UNICEF and/or the steering committee for the research noting in the acknowledgements sections institutions and persons who have made major contributions to their authorship. Consultants will provide UNICEF and/or the steering committee members with raw data, corrected/verified data once cleaned and programming files that permit replication of results from core research/survey/evaluation reports.

Data collected for the research is the property of the UNICEF Country Programme/and Government of The Gambia Ministry of Basic and Secondary Education (MoBSE). Master versions of the data, coding protocols and programming code permitting replication of results of core survey/evaluation reports will be kept by the programme. Copies of the data will be distributed to researchers with the permission of the evaluation steering committee with a view to helping to disseminate learning derived from the data sets.

List the names of the ‘owners’ and/or steering committee for the research (this must include government counterparts).

1. **How to apply**

UNICEF accepts applications from *individual* contractors. The Selection Committee, comprising of UNICEF and the Ministry of Basic and Secondary Education will review applications and make a final decision of a successful application.

All applications should contain the following documents:

1. Technical Project Proposal, which would include at least:
* Statement of the research problem
* Conceptual framework and research methodology
* Consultant’s profile/portfolio
* Proposed timeframes (hour days)
* Names and contact details of reference persons.
* List of publications or analytical reports (if applicable)
* Any other additional information to support the application (optional).
1. Financial Proposal:
* Detailed budget breakdown (in US Dollars).

Please send your application through the online platform accessible through this link: <http://jobs.unicef.org/>

**Deadline for applications: 3rd July 2017**

1. Least developed country by United Nations’ Classification are countries with three-year average GNI US$ 900 or less among other considerations. [↑](#footnote-ref-1)
2. Programme for Accelerated Growth and Employment (2012-15) [↑](#footnote-ref-2)
3. The ECD Annexation Programme intends to increase access to ECD early learning opportunities especially for children in rural areas. Under the programme public Lower Basic (Primary) Schools have additional classes of ECD. [↑](#footnote-ref-3)
4. The research will spread over the period of 4 – 5 months depending on factor such as school calendar, farming calendar and the availability of some key respondents for the qualitative data. However, over the research period the consultant is expected to accomplish the task within 35 working days. [↑](#footnote-ref-4)