

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT/CONTRACTOR

SECTION	EDUCATION
CONSULTANCY TITLE	Consultant for developing an early warning system for preventing girls' drop out from secondary education
TYPE OF ENGAGEMENT	<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor
PURPOSE OF THE ASSIGNMENT	
To support the Ministry of Primary and Secondary Education (MoPSE) in developing an early warning system at school level to help schools mitigate girls drop outs at secondary education level.	
BACKGROUND	
<p>In 2017 UNICEF Zimbabwe carried out a 4 year longitudinal study into dropout and survival in Zimbabwean schools. Some of the key findings are as follows:</p> <ul style="list-style-type: none"> • Boys have a slightly better chance of remaining in school than girls. • Rural learners have to overcome greater challenges to remain in school. This is despite the positive legal framework. • Although ability to pay school fees is by far the greatest enabler of survival in the education system, commitment and encouragement of at least one adult in the family goes a long way to shaping the learner's attitude to school, their motivation and their survival in the system. • Ability to pay school fees and purchase the required materials, including uniforms and books, is a pre-requisite for remaining in school and the greatest individual barrier for many. • For many girls and boys who survive, especially for those in resource-poor rural areas, the uncertainty about whether their family would be able to continue paying school fees contributes to fears of dropping out. • For girls, ill-managed puberty (lack of preparation of the girl child for menstruation, and lack of facilities for appropriate menstrual hygiene management at the school) leads to negative perceptions of school contributing to decisions for dropping out. <p>Between January and February 2021, the Minister of Women Affairs reported that 5000 girls fell pregnant and are likely to drop out of school completely. Evidence from EMIS shows that between 6000-7000 girls drop out of school as a result of pregnancy each year. Clearly in the era of COVID, the disproportionate impact of the pandemic on women and girls, is starting to emerge in tangible loss of progress towards the attainment of rights by girls.</p> <p>It is recognised that there is no "one single reason for a child or adolescent to drop out of school. Instead, this is a process shaped by many factors that interact in ways that are both complex and dynamic. These factors can relate not only to individual and family characteristics or circumstances, but also to factors at school, community and national level. These can span weaknesses in school environments and practices, in education, child protection and social welfare policies and systems; in broader social policies for youth and employment, and in social norms – including gender norms and practices such as sexual and gender based violence that can work against access to, retention and outcomes in education. "When children and adolescents drop out, it is often the result of individual and family circumstances that structures and systems are unable to respond to or address appropriately." (UNICEF, ECARO 2018).</p> <p>Prevention of dropout is a priority for Zimbabwe. The prevention of dropout and early school leaving is a key strategy to support adolescents and youth to maximise their chances of making a good transition from education into the workplace. In addition, keeping girls in school is a proven protective strategy for girls, contributing to the reduction of adolescent pregnancy and better positioning girls for improved life outcomes. The many challenges posed by drop outs require multi-pronged strategies and interventions. These include strategies to strengthen and/improve school practices, teaching, learning and emotional well-being. They also must include holistic multi-sector approaches to support children and adolescents at risk of dropping out, while also tackling socio-economic factors and social and gender norms and harmful practices such as sexual and gender based violence, at school, in the community and in the family that impact the retention of girls in and successful completion of school.</p>	

ASSIGNMENTS:

The following are the key tasks to be carried out in collaboration with MoPSE at all levels:

1. Identify and prioritise the main risk factors and predictors of dropout, based on contextual evidence.
2. Conduct a review of regional and international best practice in gender responsive, school-based early warning system for mitigating school drop out to inform development of the (EWS).
3. Conduct a solid gender analysis of the drop out factors to inform the development of the Early Warning System that aims to identify students at risk of dropping out of school.
4. Develop an early warning system (EWS) tool that aims to identify students at risk of dropping out of school especially girls and children with disabilities and develop the red flags and factors that contribute to dropout.
5. Work with MoPSE task team at central, provincial and district level including selected schools (management, teachers and support staff) to establish indicators for the EWS
6. Formulate an indicator for each predictor of dropout and identify how the data will be collected
7. Consider allocating different weights to different indicators to make the EWS sufficiently sensitive to dropout risks.
8. Agree on thresholds upon which students will be identified 'at risk' or 'at high risk' of dropping out.
9. Develop holistic strategies and interventions to mitigate these risks using the socio-ecological model.
10. Develop a tracing and follow up system to report/update on actions taken by schools, including developing referral pathways that take into account key stakeholders in and outside of the school system, as appropriate.
11. Develop an interactive self-learning manual for schools (head teacher, teachers and School Development Committees) on the EWS and its signs and ways they can support with prevention and mitigation. (This training manual will later on become an e-course so teachers and school community can do it on their own and receive a certificate generated from the system.

Child Safeguarding

Is this project/assignment considered as "[Elevated Risk Role](#)" 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](#) and [Child Safeguarding FAQs and Updates](#)

The consultant to facilitate the following under this assignment:

Tasks/Milestone:	Deliverables/Outputs:	Timeline and payments schedule
1. Prepare inception report outlining how the assignment will be completed with timelines and that includes a review of regional and international best practice of gender responsive early warning systems	Inception report prepared	10% of professional fees (5 days)
2. Conduct a gender analysis of drop out factors and use this to develop the draft	EWS indicators developed and finalised	20% of professional fees (20 days)

EWS indicators with stakeholders and finalise for approval by MoPSE		
3. Develop the interventions and mitigations that MoPSE, provinces, districts, schools and parents can do to reduce risks of dropout especially by girls in secondary education level.	Key interventions by all levels developed and approved	15% of professional fees (15 days)
4. Develop tracing and follow up system and on actions taken by schools and referral pathway.	Tracking system with referral pathway to key stakeholders developed	15% of professional fees (5 days)
5. Interactive self training manual on preventing dropout risk at schools developed for school community.	Self-learning material finalised	30% of professional fees (18 days)
6. Final report with key recommendations	Report with recommendations submitted	10% of professional fees (2 days)
<p>Minimum Qualification required:</p> <p><input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines: Education, Development Studies, Social Sciences</p>	<p>Knowledge/Expertise/Skills required:</p> <p>Qualifications & Experience Master's degree in education and/or social sciences At least 5 years of experience in education management or planning Previous experience of developing key strategic documents Ability to organise and present data Excellent oral and written skills Ability to use gender-lens throughout the whole process</p> <p>Competencies Drive for results Good interpersonal skills Good organisational skills</p>	
Supervisor: Education Specialist	Start Date: 15 February 2022	End date: 14 July 2022
	Total Working Days: 65 working days spread over 5 months	
<p>Consultant Sourcing:</p> <p><input checked="" type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Both</p>	<p>Consultant Selection Method:</p> <p><input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/ Desk Review/Interview)</p>	
Payment	¹Lumpsum or monthly: Payments will be made based on deliverables presented as per the payment schedule under the deliverables section.	
Travel International (if applicable)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Travel Local (please include locations)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Locations: To be determined after consultation with MoPSE	

¹ 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

DSA (if applicable) Approximate number of days: 22	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Administrative details: Visa assistance required: <input type="checkbox"/> Transportation arranged by the office: <input checked="" type="checkbox"/> (for field trips)	<input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based: If office based, seating arrangement identified: <input type="checkbox"/> IT and Communication equipment required: <input type="checkbox"/> Internet access required: <input type="checkbox"/>
Application requirement	<input checked="" type="checkbox"/> Technical Proposal <input checked="" type="checkbox"/> Financial Proposal

Remarks:

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.