TERMS OF REFERENCE
Evaluation of the Girls’ Education Programme

Position Title: Institutional consultancy for the baseline, midline, and endline external impact evaluation of the Girls’ Education programme

Level: High-level professional institution

Location: Kigali, Rwanda

Duration: 3 years

Start Date: August 2019

Reporting to: Chief of Education

Budget PBA No: SC181002

1 Background

Statistical data indicates Rwanda has achieved significant success in education pertaining to the MDGs, achieving universal primary education with a net enrolment rate (NER) of 98.3%. But, there are still significant disparities in education access and outcomes across the income distribution, by geography, gender, and disability.

UNICEF, with the Ministry of Education, undertook significant studies that inform the gender analysis including the: Knowledge, attitudes and practices around gender and education in Rwanda (August 2017); Study of the situation of children with disabilities in education in Rwanda (2016); National Study of Dropout and Repetition in Rwanda (December 2017). These, along with national documents and statistics, have informed the Girls’ Education Situation Analysis.

According to Government data, whilst gender parity has been achieved in primary and secondary enrolment, national examination results at primary, lower secondary and upper secondary levels indicate that boys consistently perform better than girls in national examinations (MINEDUC, 2016).

The Ministry of Education data, triangulated by the National Study on Dropout and Repetition, indicate that girls, in the poorest income brackets, in rural areas are 15% less likely than their urban peers to be in school; poverty is the strongest driver of dropout. Between the ages of 16 to 18, 5.5% more girls have dropped out and not returned to schools, compared to boys.

The KAP Study found that, culturally, girls, more than boys, experience negative effects of patriarchal social norms, for example, high domestic duties for girls and enforcement of traditional roles, which hinder their learning achievement. Violence remains a challenge for girls, with 35% and 22% experiencing physical and sexual violence, respectively. Girls with disabilities may be at even higher risk\(^1\). 7.3% of girls between the ages of 15 – 19 years were either pregnant or had a child\(^2\).

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1 Demographic and Health Survey, Rwanda, 2014 – 2015.
2 Ibis
1.1 UNICEF – Hempel Foundation Partnership for Girls’ Education

To that end, UNICEF and Hempel Foundation are partnering with the Ministry of Education (MINEDUC) and Rwanda Education Board (REB) to improve the opportunities for girls’ education in Rwanda.

The proposed outcome of the programme is that the most marginalized girls, in rural Rwanda, are provided equitable quality education, through a remedial programme, in an improved learning environment.

The programme will target girls in 150 schools, in five districts: Rubavu, Nyaruguru, Kayonza, Nyabihu, and Nyagatare.

The programme aims to achieve four main outputs, which address different barriers to girls’ education:

Output 1: Increased and sustained access to structured remedial learning opportunities

Supply-side barriers hinder the achievement of this output due to lack of adequate learning support structures.

To tackle this barrier, the programme will provide targeted girls with a structured remedial programme and ensuring their re-entry back into formal primary education.

The remedial curriculum was designed to improve basic literacy and numeracy learning outcomes, metacognitive skills, and empower girls. The curriculum was based upon global learning and evidence on education support that result in improved learning outcomes. It is a structured learning programme targeting children performing in the bottom 20 per cent of their class in upper primary school (Grades 4 – 6). The curriculum includes a general framework document for the programme; a session-by-session guide for teachers, with particular attention to the needs of out of school children and children with disabilities; a training guide for mentors; and accompanying resources for learners. All materials were built upon and supported implementation of Rwanda’s competence-based curriculum (CBC).

The paper-based curriculum is complemented by a suite of open-source applications that support learning in the areas of literacy and numeracy. These applications are loaded on tablets and a part of the learning process. This learning platform is a low-cost method of ensuring appropriate and alternative teaching and learning materials are available for girls, while aligning with the Government priorities for strengthening ICT in teaching and learning. Apps will be tracked for usage, for monitoring and evaluation purposes.

The remedial curriculum was developed in 2017 and will be revised in 2019.

At present, UNICEF is modelling the work in 50 schools, reaching approximately 2,000 students and 100 teachers.

It is envisioned, that in the scope of this partnership, the programme will be able to:

- Model and implement the remedial programme in an additional 150 schools and 5 youth centres within Rwanda from January 2020 – December 2022;
- Work with the Government to develop a Strategy to scale-up the remedial programme and ensure it is embedded into the national education system;
- Integrate ICT more concretely into the remedial learning platform.

Engaging men and boys has been recognized as a necessary programmatic element in bringing about gender equality. Engaging boys and men in gender-equality efforts is critical to lasting social change for several reasons:

- Men wield disproportionate political, religious, economic and social power, and convincing them to use this power to advance rather than obstruct gender-equality objectives is vital.
• Gender is about the relationships between and among women and men, and girls and boys; transforming these relationships requires the involvement of all these groups of people, not just half of them.

Evidence shows that in order to have successful programmes for girls’ education, boys need to be engaged to ensure that boys have space by which they can change their perceptions on gender and to minimize any negative impact and/or jealousy of the girls engaging in programming.

To that end, this partnership aims to include a minimal number of boys in the remedial programme.

**Output 2: Teachers have improved pedagogical skills to provide gender-sensitive learning environments**

To improve the learning environment, the programme will train teachers, at the in-service level to improve the pedagogical approaches, gender-sensitivity, and inclusiveness in each classroom.

To strengthen the programme design, the teachers trained will be in the same schools as those in which the remedial programme is being modelled. These teachers will be supported throughout the implementation of the remedial programme through coaching and mentoring.

In addition, further skills to strengthen quality of education will be developed through the school-based mentoring programme, which UNICEF supports through its Quality Education programme, as a complement to the Hempel Foundation – UNICEF partnership.

The school-based mentoring (SBM) programme has been adopted and scaled up by the Ministry of Education (MINEDUC) through Rwanda Education Board (REB). The National School-Based Mentorship Programme appoints one teacher as a mentor at every school in Rwanda. These SBMs are responsible for supporting and training their fellow colleagues through in-service teacher development. UNICEF supports the capacity development of the SBM to ensure they have the necessary knowledge and skills to provide continuous support.

In addition to work at the in-service level, the pre-service teacher education programme recently underwent revisions to align with the national competency-based curriculum. Within this process, gender and gender-sensitive teaching and learning was integrated into the teacher framework.

To complement this work, this project will support the capacity development of tutors (professors) at the teacher training colleges (TTCs) within Rwanda, to ensure all graduating teachers have the necessary skillset to provide gender-sensitive learning environments and deliver the remedial curriculum.

**Output 3: Improved demand for learning, through addressing negative social norms**

In order to address gender-related barriers to learning for girls, there need to be improvements in knowledge, attitudes, and behaviour around gender in education. Communities, parents, boys and girls need to be engaged and made aware of the issues and changes in behaviour required to better support learning and empower girls to expect more and achieve more from their education.

The programme will address negative socio-cultural practices and underlying social norms around gender through a comprehensive communications’ initiative. The programme will support MINEDUC’s *National Communications’ Strategy on Gender and Education (2017)* by launching specific community outreach activities which have demonstrated proven results and scope within Rwanda.

The partnership aims:
• To increase parents/caregivers’ support for and investment in girls’ education through addressing traditional beliefs, social norms and socio-cultural factors negatively affecting girls’ education;
• To increase the level of girls’ participation in and parental support for Science Technology Engineering and Mathematics (STEM).

A suite of social communications approaches, including radio, theatre, and magazines, will be employed across media platforms in line with their intended message (e.g. deliver knowledge, shift attitudes, change behaviours) and their intended audience.

**Output 4: Strengthened enabling environment to support girls’ education**

The key barrier to achieving improved education for girls is a weak enabling environment resulting in a lack of national and local systems to ensure that girls’ education is a priority.

The partnership envisions working at the national-level to support a National Strategy on dropout and repetition, addressing some gaps in policies and guidance:

- Defining drop-out for a consistent application and improved monitoring of students who have dropped out of school;
- Guidance on repetition to aim to mitigate repetition, where unwarranted, and for systematic application.

In addition, the programme will work across sectors to develop a national referral pathway to ensure all marginalised children are identified and supported in a systematic manner to appropriate services.

**1.2 Timeframe**

The partnership will start effectively in July 2019 and run through to December 2022. Implementation at the school-level will run from January 2020 to December 2022, in 150 schools in five districts: Rubavu, Nyaruguru, Kayonza, Nyabihu, and Nyagatare.

To evaluate the impact of the programme a baseline, midline, and endline evaluation is planned with the baseline to be conducted from September 2019, midline to be conducted September 2020, and the endline to be conducted September 2022.

**1.3 Purpose**

The aim of the evaluation is to capture the impact of the programme. Specifically, the evaluation will capture the extent to which the programme has improved opportunities for girls’ education, specifically: the impact of the remedial programme on girls’ learning outcomes; the impact of the teacher training on the learning environment; the sustainability and improved governance at the policy-level; and improved knowledge, attitudes and practices of teachers and parents towards girls’ education.

The findings and recommendations will be used to enhance the design, planning, and implementation of UNICEF and Hempel Foundation girls’ education programme, as well as provide technical guidance to other stakeholders engaged in girls’ education in Rwanda. In addition, the results from the evaluation will inform future programming in the area of girls’ education and interventions that include the use of ICT.

The programme will be implemented in selected schools in 5 districts in Rwanda and there are plans to scale it up to all districts in the country. The evaluation is required to analyse programme impact, programme successes and failures, and to develop new guidance to inform and improve UNICEF’s and Hempel Foundation girls’ education programme.

Given the expected workload of documenting and evaluating the initiative at national and local level, the volume of technical deliveries, and the required technical expertise, the tasks are beyond the current capacity of UNICEF Rwanda’s in-house personnel. Therefore, support from an experienced institution is required to implement the evaluation.
2 Object of the Evaluation

The key objective of the evaluation is to evaluate the impact of the programme which UNICEF and Hempel Foundation, will be implementing from June 2019 – December 2022.

The stakeholders involved in the evaluation are UNICEF, MINEDUC, REB, District officials, NISR, and non-governmental organisations. The time period for the evaluation is as follows:

Baseline: September 2019
Midline: September 2020
Endline: September 2022

The geographical scope of the evaluation is approximately 150 schools in 5 districts (Rubavu, Nyaruguru, Kayonza, Nyabihu, Nyagatare).

The Theory of Change / Logic Model is elaborated upon in section 4.

3 Objectives / Study Aim

In order to inform girls’ education programming, a baseline, midline, and endline evaluation capturing the impact of the programme interventions is required to assess successes, shortcomings and the replicability to nationwide scale-up and its contribution to evidence-based policy change. The overall objective is to understand whether the intended objectives of the project have been achieved, in line with the plan, as compared with the results of the baseline evaluation.

The midline will be used to inform and modify the programme design, as needed. The impact assessment will be part of the endline assessment, to ensure that the integration into national systems and sustainability of the programme will be evaluated.

The evaluation will assess the impact that the programme on a range of indicators. Specifically, the evaluation will determine to what extent the intervention has been able to meet its objective to improve girls’ education in Rwanda. The evaluation should furthermore assess the added value (if any) of using ICT (tablets) as a support tool in the remedial learning program. Specific focus areas will be determined together with UNICEF.

The findings of the evaluation will be used by UNICEF, Hempel Foundation, Ministry of Education, and by other girls’ education stakeholders in Rwanda, to develop future plans (including scale-up strategy and sustainability plan) and interventions and to inform policies and strategies to improve performance of girls’ education in Rwanda.

4 Scope, Focus and Evaluation Criteria

The scope of the evaluation is the 150 schools and 5 youth centres in 5 districts of Rwanda. The sample size for the evaluation will be largely driven by the selected evaluation design.

The evaluation should be designed to focus on impacts and outcomes and to capture project outputs. It will assess the impact of the overall programme and its specific interventions in the surveyed sites.

The methodology should be in accordance with the quasi-experimental methodology outlined in the methodology chapter below. The institution is expected to follow research appropriate for quantitative and qualitative impact evaluation and implement the survey in the field. All survey instruments should be based on a thorough review of relevant literature and existing questionnaires.
The evaluation should focus on and include a wide array of beneficiaries and stakeholders. These include children, teachers, head teachers, parents and community members.

The Theory of Change asserts that IF girls: 1) have increased and sustained access to structured remedial learning opportunities; 2) have enhanced quality of education for gender-sensitive learning environments; 3) have reduced barriers in social norms; and, 4) have an improved policy framework for girls’ education, THEN the most marginalized girls in rural Rwanda are provided equitable quality education, through a remedial programme, in an improved learning environment.

The evaluation will be guided by OECD/DAC evaluation criteria of relevance, effectiveness, efficiency, sustainability and the impact.

The criteria should be analysed from the perspective of the following evaluation questions, objectives, indicators:

**Programme impact:**

- To what extent did the programme contribute to improved opportunities for girls’ education?
  
The main indicators, include, among others:
  
  - **Direct child level indicators** such as: learning outcomes for girls;
  - **School-level indicators** such as: implementation of the remedial curriculum, school leadership involvement; teacher pedagogical approaches; knowledge, attitudes, and behavior of teachers and head teachers;
  - **Knowledge, attitudes and awareness such as** parents/caregiver and community knowledge, beliefs and expectations of girls’ education;

The selected institution is expected to propose a complete set of indicators and research framework for the evaluation during the inception phase.

5 **Methodological Approach & Process**

The evaluation needs to adhere to the Government of Rwanda’s evaluation standards. Further key policies and performance standards to be referenced in evaluating the programme are described in the United Nations Evaluation Group (UNEG) “Standards for Evaluation in the UN System” and in UNICEF Evaluation “Policies and Principles”. The basics of human rights-based approach and results-based approach to programming are described in the UNICEF Programme Policy and Procedure Manual.

The evaluation methodology will be guided by the norms and standards of the United Nations Evaluation Group (UNEG), and the UNEG guidelines on integrating Human Rights (HR) and Gender Equity (GE) in Evaluation. In order to be responsive to HR and GE aspects, special consideration will be given to gender, sex, distance from service locations and wealth when stakeholders and beneficiaries’ view are sought in data collection. In the design phase of the evaluation framework, careful considerations will be given to such inclusion aspects. In the analysis phase, appropriate disaggregation will be attempted to shed light on HR and GE elements.

The evaluation institution will work with UNICEF and key stakeholders involved in girls’ education to develop and finalize the design and will conduct the evaluation. The evaluation team will be responsible for designing tools, field visits, data collection, data analysis and drafting of the report. The evaluation team will work with stakeholders to coordinate the work, conduct the data collection and analysis, and disseminate the findings of the evaluation.
5.1 Methodological Approach

The suggested methodology is as follows:

**Type of Study:** The evaluation is expected to be a quasi-experimental mixed-method (quantitative and qualitative), analysing the impact of the programme. The qualitative component will draw on the understanding and perception of the main stakeholders involved in the programme.

5.2 Sampling

The consultancy institution will develop the evaluation sampling strategy and design the sample in consultation with UNICEF and other key stakeholders.

The sample should be nationally representative, while responding to certain limitations of the programme designs, in that the programme covers 5 out of 30 Districts in Rwanda.

The overall methodology and sampling strategy needs to take into account how to differentiate between the impact of the various interventions being rolled out (including those besides the programme) and include maturation effects on the children in the study, especially where impacting indicators, such as for learning outcomes. In addition, the methodology and sampling strategy needs to consider a potential attrition rate.

The sampling strategy will be proposed by the institution and will be based on sampling of teachers, students, primary caregivers, and community members, within selected sites. The eligibility criteria will be that participants will have to be the primary caregiver and legal guardians of a child who is participating in the remedial programme and live in the same household as the child.

5.3 Process

The evaluation process and methodology will include five phases:

**Phase 1. Inception:**

- Evaluation Plan development – draft work schedule to be submitted to the UNICEF for review and approval.
- In-depth desk review of available information on girls’ education, programme documents, girls’ education data from MINEDUC, Education Sector Strategic Plan, and any other relevant information – to guide the development of the research questions. Review the current status of children in Rwanda with focus on girls’ education components and an integrated picture of girls’ education particularly in the selected sites.
- Preliminary discussions with UNICEF Rwanda and MINEDUC, to facilitate a common in-depth understanding of the conceptual framework, refining the evaluation questions and adjusting data collection methods, tools and sources. The consultancy team will have the opportunity to discuss and propose amendments to the methodology, as long as the purpose of the study is maintained and expected deliverables are produced at the required level of quality. Any proposed changes will be discussed at planning meetings with the UNICEF and MINEDUC at the beginning of the process.
- Drafting of Inception report (deliverable 1), including the details of the methodology to be used, sampling approach, timeline, full revised list of indicators for qualitative and quantitative measurement (results framework), draft data-collection tools, as well as an Evaluation Matrix for each finally agreed evaluation question and a detailed analysis plan, to be presented to and approved by the members of
UNICEF and MINEDUC. The proposed methodology needs to be sufficient to capture all the indicators agreed for this evaluation purpose.

Phase 2. Baseline Data collection:

- Develop data gathering tools. The battery of instruments are to be developed based on internationally recognized tools. Measures are to be selected that evaluate key areas of the programme intervention and are intended for use as part of the longitudinal evaluation to assess the impact of the programme program.
- The development of data gathering tools, interview and observation guides using a consultative participatory process, will include the following steps:
  - Facilitate a meeting to share the tools for comments with key stakeholders overseeing the consultancy.
  - Pre-test the tools and facilitate a meeting with key stakeholders, to validate the pre-testing data obtained and fine tune the tools based on the experiences from the team of interviewers/ enumerators.
  - Train research assistants/ enumerators for data collection in all the selected sites to ensure that standardised methodology and application of the tools are fully understood.
  - Conduct collaborative planning for field work with the Task force, including development of agenda and activities.
- Work with team of interviewers/ observers to collect data using quantitative, qualitative observations and other appropriate methods (measurable indicators) from children, parents, teachers, head teachers, and community members:
  - In alignment with the agreed methodology, the consultant firm will collect quantitative data at intervention/ treatment and control sites (if applicable).
  - The consultant firm will conduct data-collection with parents and community members in the baseline intervention and control groups.
- Convene a briefing meeting with key stakeholders on the on-going survey for corrective measures to be undertaken if need be.
- Ensure the quality of information collected from fields, cross check with the validity and reliability of information collected and verify.
- The consultant firm will submit regular progress report and field reports throughout data collection period and provide a final report on the baseline data.
- Process data (data entry, cleaning, and analysis) using the SPSS/ STATA/ EpiInfo/ WEFTQDA/ NVivo or any acceptable statistical data analysis package for data gathering and analysis, for both quantitative and qualitative data analysis.
- Following the data collection and analysis phase, the evaluation team will make a presentation of the preliminary key findings (preliminary findings report - deliverable 2) to key stakeholders.
- A detailed draft technical report will be shared with key partners for review, and once all feedback has been addressed, the consultant firm will share a final report for review and validation.
- A concise (approximately 40 pages) summary report (deliverable 3) of the key findings of the validated technical report drafted and shared.

Phase 3. Midline Data collection:

- Review the tools and questionnaires used for the baseline evaluation and adjust the scope where/ if required.
- Work with team of interviewers/ observers to collect data using quantitative, qualitative observations and other appropriate methods (measurable indicators) from children, parents, teachers, head teachers, and community members.
- Convene a briefing meeting on the on-going survey for corrective measures to be undertaken, if need be.
• Ensure the quality of information collected from fields, cross check with the validity and reliability of information collected and verify
• The consultant firm will submit regular progress report and field reports throughout data collection period.
• Process data (data entry, cleaning, and analysis) using the SPSS/STATA/ EpiInfo/ WEFTQDA/NVivo or any acceptable statistical data analysis package for data gathering and analysis.
• Following the data collection and analysis phase, the evaluation team will make a presentation of the preliminary key findings (preliminary findings report - deliverable 4) to key stakeholders.
• A detailed draft technical report will be shared with key partners for review, and once all feedback has been addressed, the consultant firm will share a final report for review and validation.
• A concise (approximately 40 pages) summary report (deliverable 5) of the key findings of the validated technical report drafted and shared.

Phase 4. Endline Data collection:

• Review the tools and questionnaires used for the baseline evaluation and adjust the scope where/if required.
• Work with team of interviewers/observers to collect data using quantitative, qualitative observations and other appropriate methods (measurable indicators) from children, parents, teachers, head teachers, and community members.
• Convene a briefing meeting on the on-going survey for corrective measures to be undertaken, if need be.
• Ensure the quality of information collected from fields, cross check with the validity and reliability of information collected and verify
• The consultant firm will submit regular progress report and field reports throughout data collection period and provide a final report on the endline data.
• Process data (data entry, cleaning, and analysis) using the SPSS/STATA/ EpiInfo/WEFTQDA/NVivo or any acceptable statistical data analysis package for data gathering and analysis.
• Following the data collection and analysis phase, the evaluation team will make a presentation of the preliminary key findings (preliminary findings report - deliverable 6) to key stakeholders.
• A detailed draft technical report will be shared with key partners for review, and once all feedback have been addressed, the consultant firm will share a final report for review and validation.
• A concise (approximately 40 pages) summary report (deliverable 7) of the key findings of the validated technical report drafted and shared.

6 Major Tasks, Deliverables & Timeframe

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<tr>
<th>Tasks</th>
<th>Expected Deliverables</th>
<th>Timeframe</th>
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<tr>
<td>1. Desk review of available information on girls’ education education in Rwanda</td>
<td>Feedback meeting on findings from desk review</td>
<td>September 2019</td>
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<tr>
<td>2. Design of the sampling strategy, data collection and relative tools and preparation of inception report.</td>
<td>Inception report (deliverable 1) including work plan, methodological approach, instruments to be used, interview and field visit protocols, annotated outline of final report, to be</td>
<td>November 2019 (1st payment, 20%)</td>
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<td>Data collection, cleaning and analysing quantitative data for the baseline</td>
<td>Quantitative data analysis progress report, presentation, and end of field data collection report / baseline final report (deliverable 2 and 3)</td>
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<td>4.</td>
<td>Data collection, cleaning and analysing quantitative data for the midline</td>
<td>Quantitative data analysis progress report, presentation, and end of field data collection report / midline final report (deliverable 4 and 5)</td>
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<td>5.</td>
<td>Data collection, cleaning and analysing quantitative data for the endline</td>
<td>Quantitative data analysis progress report, presentation, and end of field data collection report / midline final report (deliverable 6 and 7)</td>
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The final report should be in line with the UNICEF evaluation standard and very focused on practical and implementable recommendations. Specifically, the report should include at least the following sections: executive summary, description of the evaluation methodology (as per agreed inception report), assessment of the methodology (including limitations), findings, analysis, conclusions, lessons learned and recommendations for improvement. The Annexes to the report should contain: the TOR, the approved data collection instruments, and any other relevant information.

The final reports for baseline, midline and endline evaluation should be in line with agreed Government and UNICEF evaluation standards and very focused on practical and implementable recommendations. The report template should include, but not limited to:

- Title page and opening pages
- Executive summary
- Programme description
- Role of UNICEF, Imbuto Foundation, and other stakeholders in programme implementation
- Purpose of Evaluation
- Objectives
- Evaluation design
- Methodology, including sampling strategy and methodological limitations, and evaluation criteria
- Stakeholder participation
- Ethical issues
- Major findings
- Analysis of results
- Key Constraints
- General Conclusions
- Recommendations
- Lessons learned
- Annexes TOR, tools of data collection used

The report should be provided in both hard copy and electronic version in English. Complete data sets (tools, database, filled out questionnaires, records of interviews and focus group discussions etc.) should also be provided to UNICEF at the end of the evaluation, and will remain the property of UNICEF. Any use of datasets and publications emanating from the evaluation is subject to prior approval of UNICEF Rwanda.

**Potential use of the evaluation findings:** This study will serve (1) to inform programming and policy makers on the impact of the programme in the selected sites (2) to enrich key stakeholders (UNICEF, Hempel Foundation, MINEDUC, Rwanda Education Board, other stakeholders in girls’ education) awareness of areas in which girls’
education programming can be strengthened to improve opportunities for girls, and (3) to inform external stakeholders, including partners of the programme, on the impact of the programme on girls’ education.

**Dissemination of Results:** Findings of the evaluation will be summarized and discussed with the members of the Basic Education Strategy Group. Findings will also be made available to relevant stakeholders.

## 7 Stakeholder Participation

Key stakeholders, include the members of the UNICEF, MINEDUC, REB, as well as the Basic Education Strategy working group, will support in the following:

- Plan and design the evaluation through consultation and final approval of evaluation’s terms of reference;
- Provide technical inputs to the design of the evaluation;
- Provide guidelines to evaluators and monitor the evaluation implementation;
- Review the evaluators’ inception report (including proposals for desk review of documents, evaluation instruments, field visits, annotated outline of the report);
- Review preliminary findings for validation of facts and analyses, and help generate recommendations;
- Approve the preliminary report;
- Review and approve the final report, verify the evaluators’ findings and propose management response;
- Ensure that the evaluation findings are used for future planning and girls’ education programmatic interventions as well as advocacy purposes.

The variety of stakeholders will ensure that different opinions are represented and objectivity is achieved.

UNICEF Rwanda will be responsible for selection of the institution to conduct the evaluation. The evaluation will be managed by UNICEF. The management of the evaluation will involve drafting the terms of reference, initiating evaluation selection process, liaison between the evaluation team and other key stakeholders, as well as quality assurance of the report.

The consultancy institution will be responsible for organizing field visits, logistical support related to data collection, and organizing meeting with different stakeholders, including convening meetings of the Basic Education Strategy Working Group. UNICEF Rwanda will be responsible for providing relevant information at country level, providing access to relevant reports/statistics, and providing inputs for methodology and for data analysis.

## 8 Existing information sources

The following information sources are available:

- UNICEF, Rwanda Education Board, Plan International. Knowledge, attitudes and practices around gender and education in Rwanda (August 2017);
- UNICEF, Ministry of Education. Study of the situation of children with disabilities in education in Rwanda (2016);
9 Ethical Consideration/confidentiality

Adequate measures should be taken to ensure that the process responds to quality and ethical requirements as per UNICEF Evaluation Standards. As per United Nations Evaluation Group (UNEG) Standard and Norms, and in particular adhering to Rwandan standards and norms, the consultants should be sensitive to beliefs, manners and customs and act with integrity and honesty in relationships with all stakeholders. Furthermore, consultants should protect the anonymity and confidentiality of individual information. Consultants should respect the confidentiality of the information which is being handled during the assignment. Consultants are allowed to use documents and information provided only for the tasks related to the terms of reference of this evaluation. Data will be stored in a secure location, kept confidential with access restricted to principal investigators. The study data will be used only for the purpose of this study.

The Rwandan National Commission for Children will be consulted for additional ethical guidelines for data-collection amongst children.

The applying institution will be responsible for obtaining all necessary approvals for the evaluation.

10 Evaluation team composition / qualifications and requirements

The selected evaluation institution will be responsible for the creation of an evaluation team. The minimum request is that the team consists of at least two experts (one expert in quantitative research and impact evaluation, and a further expert team member for qualitative research). The team composition should include national (Rwandan) experts. The exact division of work will be decided by the institution, but in general, the team leader will be responsible for discussions, negotiations, final decisions, shape of the evaluation, while further team members will be tasked with more technical issues (revision of technical reports, in-depth interviews with service providers, decision makers, parents, revision of existing research reports etc.).

The team will preferably include the following profiles: professional; Statistician - Data entry and analysis staff; Data collection Assistants

Applying institutions must meet the following criteria:

- Minimum 8 years of working experience in evaluation, qualitative and quantitative analysis and demonstrated technical expertise in education.
- Knowledge of the Rwanda education system context is an added asset.
- Capable of recruiting national and international experts with a high level of relevant expertise in girls’ education.
- Proven technical expertise and experience in project’s evaluation
- Must be a legally certified and registered institution.
- Willing to share at least two recent audit statements.

The selected institution shall assign experts for coordination and implementation of this assignment in:

Technical expert & team leader:

- Extensive quantitative research and impact evaluation expertise and experience, including expertise in data collection and analysis; demonstrated skills in similar evaluations; demonstrated technical report writing skills
- Demonstrated experience and expertise in designing and implementing multi-sectoral initiatives in partnership with a wide range of stakeholders including government and communities
• Minimum five years of relevant work experience of which two at national and international levels in field programmes relevant to Education.
• Understanding of technical aspects of girls’ education.
• Advanced university degree in one or more of the disciplines relevant to the following areas: Evaluation expertise, economics and social sciences.
• Knowledgeable on institutional issues related to the provision of global public goods;
• Experience working with/in the UN or other international development organizations in the social sector or in national level development assistance and partnership support to government programmes and priorities is an asset.
• Fluency in English a must and knowledge of French and Kinyarwanda an advantage.

Qualitative research expert:
• Extensive qualitative evaluation expertise and experience, including data collection skills; demonstrated skills in similar evaluations
• Knowledge of technical aspects of similar programmes
• Knowledge of the areas of intervention

All members of the team:
• Language proficiency: excellent writing skills in English;
• Advanced university degree in related field or social science;
• Work experience in different countries globally: at least 5 years of field experience for team leader and research expert; at least 3 years of field experience for all other team members. Experience in working with UN agencies (desired);
• Experience in evaluations/research: knowledgeable on UN and/or OECD/DAC evaluation policy, recommended by UNICEF regional or global evaluation advisors or other senior managers, skilled in performing structured interviews and facilitating focus group discussions;
• Analytical skills: Demonstrated analytical skills related to the use of quantitative and qualitative data for decision-making;
• Process management skills: Demonstrated skills and experience in conducting and presenting evaluations;
• Good communication and advocacy skills: Ability to communicate with various stakeholders, and to express ideas and concepts concisely and clearly in written and oral form;

Evaluators should be sensitive to beliefs and act with integrity and respect to all stakeholders. Evaluators should protect the anonymity and confidentiality of individual interviewees.

Evaluation and selection criteria of the consultancy institution:
A two-stage procedure shall be utilized in evaluating proposals, with evaluation of the technical proposal being completed prior to any financial proposal being compared. A 70/30 assessment model for the technical and financial proposal respectively will be adapted. Cumulative weighted average methodology will then apply in determining the best value for money proposal.

Applications shall therefore contain the following required documentation:

a. Technical Proposal: Consultant institution should prepare a proposal on the basis of the tasks and deliverables (as per the ToR). The proposal should include approach and methodology with detailed breakdown of inception phase, proposed scope and data collection methodology and approach that will be used by the consultant. The proposal shall also include a brief explanation of the data analysis and report writing and possible dissemination plan. Draft work plan and timeline for the evaluation should be included. The Technical Proposal shall also include updated CVs and copies of 2 reports of previous evaluations conducted by the consultants.
b. Financial Proposal: Expected financial offer with cost breakdown of consultancy fee and daily subsistence allowance (DSA) during the field work in Rwanda. The financial proposal shall be submitted in a separate file, clearly named financial proposal. No financial information should be contained in the technical proposal as this will lead to proposal cancellation. Financial Proposals should be filled as per table below:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Number of person days</th>
<th>Delivery date</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inception report (Deliverable 1)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Baseline reports (Deliverable 2 and 3)</td>
<td></td>
<td></td>
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<tr>
<td>Midline reports (Deliverable 4 and 5)</td>
<td></td>
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<tr>
<td>Endline reports (Deliverable 6 and 7)</td>
<td></td>
<td></td>
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<tr>
<td>Operational Costs (a detailed addendum budget required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Technical Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Max</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.- Overall Response &amp; Methodology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of scope, objectives and completeness of response</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Quality of the proposed approach, methodology and implementation plan</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>2.- Proposed Team and Organisational Capacity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution and Team Members experience</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Technical expertise of the proposed team members</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Technical expertise of the bidder</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total Marks For Technical Component</strong></td>
<td>70</td>
<td>49</td>
</tr>
<tr>
<td><strong>3.- Financial Proposal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full points are allocated to the lowest priced proposal that meets the minimum score on the technical proposal. The financial scores of the other proposals will be in inverse proportion to the lowest price.</td>
<td>30</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total Marks</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

11 Supervision

The evaluation will be supervised by UNICEF’s Chief of Education and Education Officer, with technical support from the UNICEF Social Policy and Research Section.

The key stakeholders, named above, will provide technical inputs to the design of the evaluation, provide guidance to the evaluators, and monitor the evaluation implementation process.

12 Terms and conditions

**Procedures and logistics**

Evaluators are expected to use their own hired vehicles, equipment, including computers. Consultant institution is required to ensure translation to Kinyarwanda during field trips as well as translation of documents from
Kinyarwanda to English if required. UNICEF will be under no operational obligation to pay for operational costs related to this consultancy, all costs required to operationalise this consultancy shall be borne by the hired institutional firm and should be included into the proposed financial proposal.

**Terms of payment**

The payment will be in **four** (4) **instalments** as follows:

- 20% of the total payment upon completion of the desk review, submission of inception report with work plan and methodology, theory of change and research instruments and protocols.

- 25% of the total payment upon completion quantitative and qualitative data collection and analysis, including field visits for the baseline evaluation;

- 25% of the total payment upon completion of quantitative and qualitative data collection and analysis, including field visits for the midline evaluation;

- 30% of the total payment upon completion of quantitative and qualitative data collection and analysis, including field visits for the endline evaluation;

All the deliverables need to meet UNICEF requirement and quality standards. Payment will only be made for work satisfactorily completed and accepted by UNICEF. UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.

Quality performance at each of the four instalments will result in a continuation of the contract; but unsatisfactory delivery at any of the four instalments will result in a cancellation of the contract and the selection of an alternative company to undertake the subsequent deliverables.

All materials developed by the firm will remain the copyright of UNICEF, who will be free to adapt and modify the materials for future use.

**13 How to apply**

Qualified institutions are requested to submit a full proposal, consisting of two separate parts (technical and financial), which can be downloaded from our website to rwasupply@unicef.org. The deadline for submission is on 16th August 2019.