**Terms of Reference (TORs): Curriculum Development Specialist**

**Implementation Support: Rwanda: Promoting the Economic Empowerment of Adolescent Girls and Young Women**

1. **Background**

The Curriculum Development Specialist will provide support to one AFTCs managed Trust Fund project already underway in *Rwanda.* The project is entitled: *Adolescent Girls Initiative – Promoting the Economic Empowerment of Adolescent girls and Young Women*. (TF099772). The Specialist will provide support to Component 1: Vocational skills and support for entrepreneurship. The objective of this component is to provide the necessary skills and support to approximately 2,700 adolescent girls and young women in two urban and two rural districts of Rwanda to enable them to establish themselves in profitable small enterprises. The interventions will provide them with a set of technical, business and life skills, along with institutional and social support, mentoring and links to credit. The component is built on a public-private partnership and on an integrated and phased approach to bring disadvantaged adolescent girls into the labor market.

1. **Rwanda: Promoting the Economic Empowerment of Adolescent Girls and Young Women.**

1. Over 500 million adolescent girls and young women live in the developing world. They are a significant part of the next generation of global economic and social actors, but these young women do not have the same opportunities as young men to access jobs, gain financial independence and become productive members of society. Helping girls and young women stay in school, avoid early pregnancy and marriage, build capital assets, and find jobs are critical interventions to improve their life chances.
2. The World Bank’s Adolescent Girls Initiative (AIG) strives to promote the economic empowerment of older adolescent girls and young women by smoothing their path to productive employment. The initiative is currently targeting six countries over a three year time horizon. Rwanda is one of these countries, and funds have been committed by the Multi-donor Trust Fund for the Economic Empowerment of Adolescent Girls and Young Women for the preparation and implementation of the Rwandan program. The World Bank will implement a three-year project on skills development, employment and entrepreneurship for adolescent girls aged 15-24 in current or emerging growth sectors of the economy.
3. *The* project has three components. Component 1 will prepare girls and young women for employment via the provision of vocational skills training, complemented with life skills training and business development services. This component will provide the necessary skills and support to rural and urban adolescent girls and young women to enable them to establish themselves in profitable small-scale enterprises. Component 2 will provide scholarships to eligible adolescent girls and young women wishing to pursue secondary education rather than the vocational training provided under Component 1. Technical and logistical support will be provided under Component 3 for the fiduciary and M&E functions to be performed by the Ministry of Gender and Family Promotion and local government agencies.
4. *Implementation Status*. The project was launched on April 2, 2012 in a ceremony in Kigali. In May, 2012 a three-day induction workshop was held with MIGEPROF and the project’s implementing partners. The aim of the workshop was to familiarize the newly established project team with the project components and implementation steps, and to build their monitoring and evaluation capacity in preparation for a baseline survey and subsequent monitoring activities A registration and selection process for girls to apply for the Vocational Skills and Support for Entrepreneurship Skills Component has been developed. A communication strategy and campaign to sensitize girls, parents and communities is currently underway ahead of the registration which is to commence October 15, 2012.
5. **Workforce Development Authority (WDA):** WDA is mandated to promote, facilitate and guide the development and upgrading of skills and competencies of the national workforce is responsible for the provisions of day to day field management and coordination of the first component of the project. Its tasks include: (a) managing the design of technical training curriculum; (b) recruiting through a competitive process, and assigning as required trainers/ mentors, trainers of trainers, and project field staff; (c) providing necessary training to the above, (d) procurement of technical training equipment and materials; (e) designing and delivering entrepreneurship and life skills curriculum and psychos-social support in partnership with specialized service providers and coordination of contracts for the provision of such services; (f) monitoring of training quality; (g) coordination of mentoring arrangements, provision of continuing business development support to beneficiaries; and support cooperative formation, business plans development, and links with micro-finance institutions; (h) monitoring technical trainers and facilitators at each location; (i) disbursing stipend funds to beneficiaries and managing contributions to savings according to project policy and rules; (j) testing certification of beneficiaries upon completion of vocational training; (k) working with district and sector level government officials to identify and launch vocational training in each project location; (l) coordination of beneficiary selection locally, including media campaign; and (m) providing on-going monitoring data to feed into MIGEPROF reporting. WDA executes Component 1 of the project.
6. **Objective of Consultancy:**
7. The Terms of Reference (TORs) describe the role of a Curriculum Development Specialist who will provide support towards the Curriculum Development and Training components of the ongoing Rwanda AIG which is at the critical stage of finalizing curricula that will be used during the training component.
8. **Tasks**
9. The Curriculum Development Specialist will work closely with the project team in discharging the following tasks:
10. Conduct a technical review of the curricula developed under the AIG project in Rwanda. Currently, three out of four curricula are complete. The Culinary art curriculum is to be adapted from one year duration and shortened to take place over six months.
11. The Curriculum Development Specialist is to further identify any gaps or any shortcoming which may affect the training courses developed from the curricula and make recommendations for the curriculum to address these.
12. Review quality of the curricula developed by WDA and assess its ability to deliver on the Training Principles proposed in the Project Development Manual (PIM). These training principles include,

* Relevance of content,
* Ability to engage the girls;
* Simplicity of material;
* Training that can take advantage of the girl’s energy;
* Demand-driven, allowing the girls to recognize tangible benefits of the training.

1. Make recommendations about how best to deliver the curricula to the proposed target group, including recommendations about the most effective training strategies, methodologies and tools.
2. In line with the Liberia workshop, bring lessons learnt and best practice from the curricula developed by the Liberia AGI which is now complete and share with the Rwanda AGI which is still in the developmental stage.
3. Meet with proposed service providers if required and provide additional support which will shape effective training for the girls and young women targeted by the project.
4. Work closely with WDA and the TTC to deliver on the agreed tasks.
5. **Deliverables**
   * 1. Facilitate a half day de-brief meeting to share findings and recommendations curricula Review with key stakeholder organisations including (MIGEPROF, MINECOFIN and MINIYOUTH), agencies (WDA, PSF and RCA) and Imbuto Foundation.
     2. Develop Report of review of the WDA curricula with appropriate recommendations in both soft and hard copy in English.
6. **Candidate Qualifications**
7. **Experience**
8. Proven track record of training curricula (and manual) development and/or working on TVET-related

programmes;

1. In-depth knowledge and understanding of the following areas:

* Gender girls and women’s empowerment
* Vocational training for the informal workforce
* Entrepreneurship skills development

1. **Competencies**
2. Proven ability to demonstrate innovative thinking and stimulate an environment that fosters innovation and
3. openness to change;
4. Knowledge of one or more international competency systems (e.g. ASEAN system) and innovative ideas for
5. curriculum development and training provision;
6. Excellent written and spoken English skills and sound report writing skills, French language skills are an
7. advantage;
8. Proven experience of providing technical advice to teams based in different countries from a distance;
9. Ability to contribute to and comfortably work in a multidisciplinary setting;
10. Able to work independently to strict timelines.
11. **Required Document for**
12. **Submission**
13. CV of the individual detailing the capability and experience delivering the services and products specified in

these Terms of Reference.

1. Provide contact details of at least 2 referees. Note: Referees may be contacted without prior notice.
2. 2. A motivation letter highlighting the innovative approaches used.

**Fees:** Provideprofessional fee and World Bank number if you have one.

1. **Timing and Supervision**
   1. The contract shall span 14 days from November 11 to 30th 2012, and can be extended in FY14 upon agreement with the task manager. 10 days will be on the ground support to RW AGI whilst 5 days will be provided from the Specialist’s home base. The Specialist will be under the overall supervision of Ms. Gibwa Kajubi, Sr. Social Development Specialist, AFTCS.