**TERMS OF REFERENCE**

**Purpose of the Assignment: Development of POEMA training material on District Statistics in Education, Mozambique**

**Section Submitting: EDUCATION**

1. **Purpose and Objective:**

The consultancy main objective will be to support the development of a training package (POEMA District Statistics in Education) for the use of EducStat, the Education management information system (EMIS) of Mozambique, targeting district education officers, to strengthen institutional capacity in planning and monitoring education results at sub-national level with a focus on gender sensitive data analysis.

The EMIS training package intends to equip education officers with basic skills in the use of the excel spreadsheet program and more specifically the use of the Pivot Tables that are generated by the EducStat database. The idea is to strengthen the knowledge and calculation of key indicators in the education system as well as techniques to incorporate EMIS data results in planning, budgeting and monitoring process of the education system with a focus on gender and interpretation of indicators for managing purposes at decentralized level.

The training contents are jointly being developed by GIZ, UNICEF and the Ministry of Education (MINEDH) considering local contexts and needs, namely: the competency level of education officers in excel and data analysis and interpretation, the types of data and information which education officers need in practice, the instruments and compiling templates that are being used, and the availability of infrastructure necessary for the executing training.

The authors developing the content are among the few experts on EducStat in Mozambique with thorough knowledge of the EMIS instruments, data flow, data entry, and data cleaning and have thorough knowledge and understanding of the challenges of data management in the Education System. The consultancy is aimed at working with the content to turn it into a digital self-learning package oriented by the beneficiaries’ profile and needs, which includes constructing multimedia material, embedding interactive features and developing didactical elements typical of self-learning packages like the ones envisioned for this POEMA module.

**Specific Objectives**

The objectives this consultancy will address are:

1. **Text edition**: adapt and edit texts created by expert authors and create complementing related materials, based on produced material by authors, in compliance with POEMA and adult learning didactic standards (interactive learning cycle) and with defined concept, contents, target group profile and templates of story board.

2. **Production of multimedia didactic elements**: create and produce multimedia elements and practical exercises and activities, to complement the edited texts to comply with the principles of interactive adult learning cycle, the POEMA didactical approach, the defined contents and the module’s learning objectives.

3. **Facilitation of coordinating and technical meetings**, as required, both in Mozambique and online, during the module development, and facilitation of testing sessions with representatives of the target groups, to adjust the material before finalizing and publishing.

4. **Development of guidelines for training facilitation**: develop a concept, write the text, and propose activities as guidelines for the facilitation of training events using the module on Education District Statistics as basic material.

**Context**

For the last two decades, Mozambique government has made a remarkable progress in providing access to education. Now, more than 6 million children in Mozambique enrolled in primary schools.

Despite gains in primary enrolment, an estimated number of 1.2 million children are out of school. Educational exclusion affects more girls than boys and accelerates particularly as girls reach adolescence. This phenomenon is linked to poverty as well as social norms and other structural gender barriers, with early marriage and pregnancy acknowledged as major factors negatively affecting retention of adolescent girls in the education system.

The greater number of out-of-school girls helps to explain lower gross and net primary school enrolment rates among girls and boys (Enrollment rates 2015, Girls 86.8 Boys 91.4, Gross enrollment rate 2015 Girls 101.2 Boys 110.4). The enrollment different rates among boys and girls are also influenced by high Drop-Out rates for girls due to a plethora of exclusionary factors acting on girls.

The latest South Africa Consortium for Monitoring Educational Quality (SACEMQ) results and national learning assessments indicated the declining trend of student learning in primary education in Mozambique. The recent national learning assessment reports that one out of twenty students in grade 3 failed to reach the desirable level of reading competency.

The World Bank, Service delivery indicators report, 2015 (SDI) depicted a situation marked by an overall deterioration of school management and governance in primary education. Almost half of teachers and school directors were absent at school on unannounced visits. The teachers lack subject and pedagogical knowledge necessary for effective teaching in classrooms.

The current education policy forum tends to approach the education problems with a systematic perspective. The World Development Report (2018) highlights the importance of comprehensive approach to address challenges in the education system: prepared learners, teachers with skills and knowledge necessary for effective teaching, basic educational inputs equitably distributed, and functioning management and governance in the education system.

Under the framework of the Sustainable Development Goals, and more specifically goal 4, dedicated to equitable quality education, the Government of Mozambique has committed to address and report on a series of indicators. These will require the existing statistical instruments to be revised and new ones to be developed in order to properly respond not only to the global educational data needs but also to the local requirements that are useful for a sound planning process. Under the leadership of UNESCO, the Ministry of Education has recently developed a National Strategy for the Development of Education Statistics. The Strategy aims to operationalize the needs and gaps identified, in order for the existing Education Statistics System to respond to the reporting commitments. The strategy highlights the need to build capacity at the decentralized level on the use of statistical data. The module to be developed under this consultancy will also contribute to the objectives and recommendations of the National Strategy for the Development of Educational Statistics. Moreover, UNESCO will also be joining efforts with GIZ and UNICEF on the development and oversight of the development of this module.

This consultancy will contribute to develop and publish a training package focused on improving the skills of local educational authorities in using statistics as a tool for better education governance. Local education authorities both in districts and provinces can play an indirect but important role in improving school level educational outcomes. They can increase effectiveness and accountability by executing timely supervision and providing technical support in school management. The education officers exert an important influence on the education resource allocation process. To this end, it is critical that we have the educational authorities made aware of the educational barriers, including nuanced gender issues in access and learning so that they are prepared and able to analyze the education data for effective planning, budgeting and monitoring of education policy.

The module will also contribute to strengthen gender-sensitive data analysis and use by improving decentralized planning and coordination by highlighting disparities that could otherwise remain hidden in overall averages. This focus on equity will enable education personnel to develop tailored responses to get and keep girls, and other disadvantaged groups of children, in school. This exercise addresses as well UNICEF’s commitment to operationalize the Gender Strategy and related plans across education system.

**Description of the assignment**

The assignment will be conducted by an individual consultant. The working period is approximately 11 months starting in November 2018. Expected products must be delivered and approved within the agreed time frames.

The actual distribution of tasks and their timing will be further discussed and possibly adjusted with UNICEF Mozambique as soon as the consultant is identified and recruited.

1. **Methodology and Technical Approach:**

More in detail, the consultant will need to:

* Transform the various inputs of experts into a coherent, interactive and relevant training material that shall be used mainly by education district officers, but also by provincial and central officers in the domain of gender sensitive education statistics, in the context of the global sustainable development goals in education (Agenda 2030).
* The areas of knowledge to be addressed by the POEMA training module on statistics are:

1. The education annual census, its forms and procedures for data collection at school level

2. The role of district officers in adjusting, correcting and compiling data collected in schools

3. Indicators measuring access and retention in primary and secondary education

4. Indicators measuring learning outcomes in primary and secondary education

5. Indicators measuring the distribution of resources in primary and secondary education

6. Data entry by district officers

7. Handling the data basis at district level

8. Using visualization to communicate data

9. Data analyses and interpretation

10. Publishing district data: producing a brochure for targeted audiences

* The consultant has the role of facilitating the development of the overall concept and of the materials to be produced. She/he will work on site in Mozambique and at distance in the home country. Several online meetings will take place to guarantee continuity and alignment between the various tasks performed by team members, under the coordination of MINED/DIPLAC, GIZ- Education and UNICEF.

1. **Activities and Tasks:**

To accomplish the objective stated in the TORs, the consultant must:

**1. Text edition**

* Adapt and edit existing texts and create complementing related materials, based on produced material by authors, in compliance with POEMA and adult learning didactical standards (experiential learning cycle) and to the defined contents and templates of story board. Follow the link to existing modules and more info on POEMA: <http://www.mined.gov.mz/PROGS/Pages/MODULO-POEMA.aspx>
* Organize the structure of the training module, edit titles, revise and create didactic activities to the target group profile, following agreed contents and approaches;
* Adapt, edit and create didactic elements to promote awareness and practical tools to address gender equality using gender sensitive analysis in education statistics.
* Adapt authors’ texts and propose formats to guarantee overall coherence and cohesion between training sessions and didactic elements (multi-media and activities), preparing all elements to be published.
* Support tutors, facilitators and other professionals involved in the production of the training materials in keeping didactical, content and format coherence when producing multi-media material.

**2. Production of multimedia didactic elements**

* Create a concept for and produce multimedia elements - illustrations, icons, videos and voice - to complement the edited texts in order to comply with the principles of the interactive learning cycle, the didactical approach, the defined contents and the module’s learning objectives.
* The expected products are:
  + Illustrations and comic strips
  + Voice synchronization of animated characters
  + Screencast videos of authors’ explanations.

**3. Facilitation of meetings**

* Participate, facilitate and report in-person and online meetings with authors, illustrators, programmers and other team members, as required;
* Facilitate testing sessions with representatives of the target groups, to adjust the material before publishing.

**4. Development of guidelines for training facilitation**

* Develop a concept, write the text, and propose learning activities as guidelines for the facilitation of training events using the POEMA Module on Education District Statistics as basic material.

1. **Deliverables and Payments:**

Payments will be processed after successful submission and acceptance of the corresponding products and against presentation of an invoice referring to the contract reference and the product number.

*Four products will be expected namely:*

*Deliverable 1: Complete first text edition of the POEMA training module story board*

*Time: Until end of March 2019*

*Payment: 30% of the fees*

*Deliverable 2: Multimedia elements produced, ready for programming in eXeLearning*

*Time: Until end of May 2019*

*Payment: 20% of the fees*

*Deliverable 3: Complete edited story board containing all multimedia elements, ready for programming in eXeLearning*

*Time: Until end of August*

*Payment: 20% of the fees*

*Deliverable 4: Programmed complete version of the training package tested and adjusted, ready for publication*

*Time: Until 15 December 2019*

*Payment: 30% of the fees*

1. **Management and Supervision:**

The supervision of the contract will be ma **Development of POEMA training material on District Statistics in Education, Mozambique** de by UNICEF’s Education Specialist (systems and governance), with the technical contribution of GIZ and the Ministry of Education and Human Development. UNESCO is likely to be an additional partner to give inputs and feedback.

1. **Qualifications and Specialized Knowledge:**

The consultant should fit the following profile:

**Academic Qualification:**

* University degree in Education / Social Science / Communication or other relevant areas
* Master’s Degree is an asset

**Professional experience:**

* At least 5 years of professional experience in the areas of institutional development, preferably in education programs in the context of Mozambique or other African countries;
* At least 5 years of experience in adult learning and development of training material, preferably in the field of education management in the context of Mozambique or other African countries;
* Previously undertaken work in developing digital educational material in Portuguese language in the Mozambique context, preferably in the education sector;
* At least 5 years of experience in managing publications in the Portuguese language.

**Knowledge and Specific Competencies Required:**

• Knowledge of Mozambique's educational policies and legislation

• Excellent written communication skills in Portuguese

• Time management ability to meet deadlines

• Adaptability to changing conditions and creativity to find solutions to achieve results

• Knowledge of the didactic principles of the Ministry of Education’s POEMA approach is an asset.

**Language Competences:** Fluent in Portuguese. Knowledge of English is an asset.

1. **Conditions of Work:**

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| --- | --- | --- | --- |
| **Items** | **Provided by UNICEF** | | **Remarks** |
| **Yes** | **No** |
| Service incurred death, injury or illness | x |  | Per the provisions of CF/IC/2013-001 on insurance coverage “in cases of service-incurred injury, illness or death under a third-party provider”. |
| Health Insurance |  | x |  |
| Office Space |  | x | Temporary Space for group work or meetings can be arranged |
| Computer in office premises |  | x |  |
| Access to printer in the office premises |  | x |  |

1. **Travel conditions**

Approved travel to and within Mozambique will be covered/reimbursed by UNICEF as follows:

Option a. Air tickets to be purchased by the consultant from approved airlines and reimbursed by UNICEF; per diem at 75% of the applicable UN Mozambique DSA rate (for the whole night spent outside the place of assignment), on a reimbursable basis; taxi/transport costs to and from the airport, on a reimbursable basis supported by the submission of original invoice/bill/receipt. All reimbursables to be included in their respective invoices.

1. **Evaluation Criteria**

The selection of the consultant will be based on a “best value for money” principle. Interested candidates should, in addition to submitting their CV, prepare and submit a Technical proposal (see point 10) and indicate their fees for the services to be provided. The office shall select the individual who quoted the lowest fee from the list of individuals who are deemed technically suitable for achieving all tasks in time. The technical evaluation criteria are stipulated below.

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| --- | --- | --- |
| **Item** | **Technical Criteria/Qualifications** | **Max. Points** |
| **1** | **Academic Qualifications** | **10** |
| **1.1** | Relevant University Degrees | 10 |
| **2** | **Professional Experience** | **20** |
| **2.1** | At least 5 years of professional experience in the areas of institutional development, preferably in education programs in the context of Mozambique or other African countries; | 5 |
| **2.2** | At least 5 years of experience in adult learning and development of training material, preferably in the field of education management in the context of Mozambique or other African countries; | 5 |
| **2.3** | Previously undertaken work in developing digital educational material in Portuguese language in the Mozambique context, preferably in the education sector; | 5 |
| **2.4** | At least 5 years of experience in managing publications in the Portuguese language. | 5 |
| **3** | **Technical Proposal** | **40** |
| **3.1** | Overall conceptualization of the editing oriented to the desired objectives | 15 |
| **3.2** | Technical coherence of the didactical elements | 10 |
| **3.3** | Methodology and proposed flow of work | 10 |
| **3.3** | Communication and language skills | 5 |
|  | ecblank**Total Technical Score** | **70** |
|  | **Minimum Technical for pass to financial assessment** | **50** |
|  | *Only those candidates meeting the minimum technical score will be eligible for further review.* | |

1. **Technical Proposal**

Based on the ToR above and the documents listed below, interested candidates should submit a technical proposal explaining their interpretation of the conceptualization of the editing process in response to the objectives of the module. Show a clear coherence of the didactical elements. Propose a detailed methodology with a clear flow of work keeping in mind the many stakeholders.

Useful documents include the following:

1. EMIS Booklet
2. EMIS instruments
3. Example of the contents of 1 session
4. POEMA concept