

TERMS OF REFERENCE

SUMMARY

Type of Contract (tick the appropriate box)	Institutional Consultant	Individual Consultant	Technical Assistance to IP (individual)
Title	Harmonizing of Literacy Programme Consultant		
Purpose	Consultancy to support Ministry of General Education (MOGE) in literacy and numeracy programme mapping and coordination and development of operational guidelines for literacy and numeracy programming. To review the existing literacy and numeracy projects and develop operational guidelines for national literacy and numeracy programmes		
Type of consultancy: <ul style="list-style-type: none"> • Time-based • deliverable-based ¹ 	Deliverable based Consultant		
Location	National Level		
Duration	4 Months		
Start Date	1st September 2020		
Reporting to	Education (Quality) Specialist with close oversight Chief Education		

BACKGROUND

The vision of the Ministry of General Education (MOGE) is to provide education for all Zambians to enable them attain knowledge and skills and show of excellence in their performance. To achieve this, learners in the lower and middle primary schools should be able to read and write clearly, correctly, and confidently, in a Zambian language and in English, and to acquire basic numeracy and problem-solving skills. The levels of achievement to be attained should be such that those who leave school are able to function effectively in society, while those who continue in school have an adequate basis for primary education. The Ministry of Education attaches the highest priority to the attainment of this goal (Educating Our Future, page 34). In pursuit of this goal, the Ministry has designed and implemented several initiatives in literacy and numeracy.

MOGE has supported various literacy and numeracy programmes such as the Primary Reading Programme (PRP) that was implemented between 2000 to 2013 and more recently the Primary Literacy Programme (PLP) following the revision of the revised curriculum in 2014. Various assessments over the years have pointed to the poor literacy and numeracy skills among learners.

¹ Time-based are consultancies with fees defined per day or month on an on-going and full-time basis (e.g. those who, under normal circumstances, are office-based and on a daily rate) with a minimum contract duration of one calendar month. While, deliverable-based consultants (e.g., those hired for a specific project or report and who normally work off-site) or individuals who are contracted through institutional/corporate service providers.

Zambia is facing a profound learning crisis. Several international and national learning assessments indicate that learners are going through the system without mastery of basic reading and writing skills. Results from the 2017 Programme for International Student Assessment for Development (PISA-D) revealed that only 5% of 15-year-old children reached a minimum level of competency in literacy and an even lower 2% in mathematics. The Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) programme mid-line assessment in 2014 found that the teaching of reading and mathematics up to Grade 2 was focusing on memorization of words, numbers and rules/formulas, rather than decoding, comprehension and application. Overall, 65% of Grade 2 learners were unable to read a single word correctly in their own language. In 2018, the EGMA showed a decrease in learners that were starting at the beginner level, from 15% in 2014 to 6% in 2018. On the other hand, the EGRA pointed to an improvement, but below international benchmarks. The National Assessment Surveys (NAS) for Grade 5 learners conducted by the Examination Council of Zambia have also consistently shown low mean performance in Mathematics and English.

Considering these poor learning outcomes evidenced in the low performance in literacy and numeracy skills different partners have come on board to help support MOGE in the implementation of various literacy and numeracy programmes. While these programmes are most welcome, they present new challenges; these programmes sometimes target the same provinces, districts, schools and learners and as a result there is a duplication of efforts. The focus of such interventions is often decided and developed in another country and so may not be in line with the *Zambian curriculum*. In a time when there are limited resources to support the sector it is important that all resources are used in a prudent manner. Another challenge is that it is difficult to fully appreciate programmes that are contributing to improving learning outcomes, as such some best practices and measurable evidences are not easily traced or documented. There is no clear understanding of the exact number of partners that are working in the various provinces and it is important that there is a mapping to review the existing literacy and numeracy programmes. Lastly, The Ministry of General Education, wishes to internally strengthen coordination and communication among the various Directorates to ensure a coordinated approach to partner support towards literacy and numeracy programming. The Ministry has expressed the need for support on how it can review and strengthen the current communication system by the development of guidelines that can strengthen internal operations.

JUSTIFICATION

MOGE through the Directorate of Teacher Education and Specialised Services (TESS) has the mandate to manage and coordinate the provision of teacher education, training, and specialised educational services to promote and improve the provision of quality education to enhance quality educational services in the country. One of the key challenges that the Directorate is facing is an in depth understanding of the various literacy and numeracy programmes that are offered by various partners across the country. Supervision and coordination are therefore a challenge. This gap in the knowledge of programmes has led to the fragmentation, duplicity, and uneven distribution, quality and intensity of literacy and numeracy interventions in the country. It is unclear what kind of literacy and numeracy interventions exist in the different provinces and districts which makes it difficult to further track and document promising practices for further uptake by the ministry. MoGE considers highly important to undertake a review of the existing programmes to create a map of the current programme. The mapping of the programmes will be a starting point for the Directorate as it seeks to

strengthen the quality of literacy and numeracy programming in schools. The Directorate of Teacher Education and Specialised Services is further keen to strengthen communication among the various directorates.

Based on the above, the Directorate of Teacher Education and Specialised Services requested for Technical Assistance from UNICEF.

OBJECTIVES / TARGET

The objective of the consultancy services is to support MOGE to review all existing literacy and numeracy projects in the country and to develop operational guidelines for MOGE around literacy and numeracy programming in Zambia a coordinated approach. These guidelines will guide MOGE how to better coordinate, communicate and guide donor funded literacy and numeracy programmes

DESCRIPTION OF THE ASSIGNMENT (SCOPE OF WORK) / SPECIFIC TASKS

The assignment entails the Consultant undertaking a mapping exercise of all literacy and numeracy projects that are implemented by various partners in government run Zambian Primary schools. The Consultant will further review the current communication and coordination among MOGE Directorates regarding the validation and authorisation process for partners supporting literacy and numeracy programmes and will provide recommendations on how to strengthen these which will be articulated in operational guidelines which the Consultant will develop through research and a consultative process.

The specific tasks of the consultant are as outlined below:

- The Consultant will undertake a mapping exercise of all existing literacy and numeracy projects that are being implemented in Zambian schools by various partners, their detailed descriptions of how they are implemented including teaching methodologies employed, target grades, geographical locations and their effectiveness and results (evaluation reports, assessment results), in order to develop documentation on existing projects currently implemented in schools which will provide data on available programmes
- The Consultant will review the roles and responsibilities and the communication and coordination among MOGE Directorates on support to literacy and numeracy programmes. And based on this, develop operational guidelines to strengthen communication and coordination.

- The Consultant will undertake a virtual dissemination of the mapping exercise and developed operational guidelines to strengthen communication and coordination.

Tasks	Expected Output/Deliverable	Time Frame
Preparation and Inception Phase	Inception Report which includes a work plan, time frame and methodology and instruments/tools for draft data (qualitative and quantitative) collection to be used.	15 th September 2020
Support government to strengthen information /data generation from the review of existing literacy and numeracy projects in the provinces	A map of the different literacy and numeracy projects in the country by partner, target group, teaching methods and geographical coverage.	15 th October 2020.
Review of MOGE Communication and Coordination regarding partners supporting literacy and numeracy programming	Draft operational guidelines on literacy and numeracy programming	15 th November 2020.
Stakeholder workshop to present and verify findings	Stakeholder Workshop Report	15 th December 2020
Prepare and submit final Operational Guidelines	Final Operational Guidelines	15 th January 2021

REPORTING REQUIREMENTS

The Consultant will report to the Quality Education Specialist with close technical oversight by Chief of Education.

On the side of the Ministry, the Consultant will also report to the Director, Directorate of Teacher Education and Specialised Services.

In executing the assignment, the consultant will work closely with the Ministry of General Education and various stakeholders in the Education Sector., particularly the Directorate of Teacher Education and Specialised Services.

Performance indicators for of the consultant

The Consultant will be expected to deliver the following:

An Inception Report

A document mapping of literacy and numeracy programmes in Zambia

Stakeholder Workshop

Draft and final guidelines on literacy and numeracy programmes in Zambia in line with Govt policy and literacy and numeracy frameworks.

LOCATION AND DURATION

The consultant will be based in Lusaka . Workspace will not be provided. The Consultant will use their own laptop. In case of travel UNICEF will cover DSA and transport costs. DSA will be based on the prevailing UN rate. The Consultant is expected to start on 1st September 2020 and to have completed the assignment by 31st January 2021.

PAYMENT SCHEDULE

Payment	Conditions
Payment of consultancy fees	<p>Payment on basis on the completion of major deliverables.: Inception Report, Field report and Final Report</p> <p>Final payment to be made only after the satisfactory completion of all the tasks and submission of end of consultancy report.</p>

Payments will only be made upon submission of a satisfactory and approved deliverable in line with the contract.

QUALIFICATION/SPECIALIZED KNOWLEDGE AND EXPERIENCE

Qualifications

- Minimum of master’s degree in Education, social sciences with Curriculum and Instructions or Education Management/Leadership related academic discipline
- At least 5-10 years of practical experience in education policies, standards, or literacy and numeracy programming
- Solid skills in data and information management, programme evaluation and undertaking systematic and critical literature reviews on education programmes
- Familiarity with Zambia’s broader education sector issues especially low learning outcomes.
- Ability to conduct review and planning workshops.
- Excellent writing and analytical skills and the ability to synthesize large and diverse sources of information
- Have a good working knowledge of computers and proficient in word processing
- High level proficiency in standard computer software Microsoft word and Excel;
- Excellent English skills

ADMINISTRATIVE ISSUES

Additional UNICEF resources that will be made available:

- Workstation: The consultant will not be provided a workstation
- Applicable DSA will be paid for field work in line with the UNICEF approved rates and procedures.
- Official travel within the country, if any – is foreseen, and any other location as deemed necessary.
- UNICEF will not provide office space, laptop and computer. UNICEF will not provide the consultant with office supplies as required.

- If authorized to have access to UNICEF transport – The consultant will be authorized to use UNICEF transport to undertake the assignment.
- The consultant will only be paid upon satisfactory submission of a deliverable in line with the contract.

POLICY BOTH PARTIES SHOULD BE AWARE OF

- Under the consultancy agreements, a month is defined as 21 working days, and fees are prorated accordingly. Consultants are not paid for weekends or public holidays.
- Consultants are not entitled to payment of overtime. All remuneration must be within the contract agreement.
- No contract may commence unless the contract is signed by both UNICEF and the consultant or Contractor.
- For international consultants outside the duty station, signed contracts must be sent by fax or email.
- No consultant may travel without a signed contract and authorisation to travel prior to the commencement of the journey to the duty station.
- Unless authorised, UNICEF will buy the tickets of the consultant. In some cases, the consultant may be authorised to buy their travel tickets and shall be reimbursed at the “most economical and direct route” but this must be agreed beforehand.
- Consultants will not have supervisory responsibilities or authority on UNICEF budgets.
- Consultant will be required to sign the Health statement for consultants/Individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation if non-resident in Zambia.
- The Form 'Designation, change or revocation of beneficiary' must be completed by the consultant.