

**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

<b>(Title)</b> Consultant to support MoE to review remedial learning and develop remedial guidelines	<b>Type of engagement</b> <input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time <input type="checkbox"/> Individual Contractor Full-Time	<b>Duty Station:</b> Lusaka, Zambia
<p><b>Purpose of the Assignment:</b> Consultancy to support Ministry of Education (MoE) to review current remedial learning strategies/approaches and develop national remedial guidelines and assessment tools.</p> <p><b>Background</b></p> <p>Zambia, like many other lower- and middle-income countries, has long been experiencing a learning crisis. At national level, the Grade 5 National Assessment survey indicated learning achievements below the 40 per cent pass mark (NAS: 2016) Early Grade Reading Assessments (USAID: 2015) show that only 35 per cent of learners could read in the local languages. More recently, the PISA D 2017 Assessment results show that only 2 percent and 5 percent of 15-year-olds reach proficiency levels in Math and reading respectively (PISA D: 2017).</p> <p>COVID-19 pandemic and school closures further exacerbated the situation in Zambia and globally, and there have been global calls to action to stop already-alarming learning crisis from sliding into global catastrophes. In September 2022, the United Nations hosted the Transforming Education Summit (TES) in New York to discuss the global education crisis with a strong call to action. Action that would involve a strong focus on foundational skills such as literacy and numeracy. Foundational skills being the building blocks on which learners can learn, acquire, and apply concepts. The Government of the Republic of Zambia is committed to the call to action in education and it therefore becomes imperative for an enabling policy environment to support this call to action.</p> <p>Ministry of Education has been implementing the Catch-up programme since 2016, which is one of the very effective remedial learning strategies, and it is now globally recognized. There is a strong recognition by the Ministry of Education that remedial learning in Zambian schools is critical to address the poor learning outcomes, and there have been general directives and communication made to all schools to conduct remedial learning. Noting Zambia's success in Catch-up remedial learning and rich/mature experiences and the strong need of more structured, clear and practical remedial learning guidelines to help all learners secure foundational learning before they complete primary education, Ministry of Education has requested technical support from UNICEF and other education partners to the review and develop remedial learning guidelines that are suitable for Zambia's context, success and school/teacher/learner experiences.</p>		

### **Objectives of the Assignment**

The objective is to support the Ministry of Education to strengthen remedial learning in Zambia by reviewing existing remedial learning practice and developing national remedial learning guidelines and national assessment tools for remedial learning.

National remedial guidelines and assessment tools will have clear and structured guidance on how remedial learning should be conducted and assessed in Zambia. They will give clear guidelines on what remedial learning is; who is to conduct it; when they are to conduct it; how they are to conduct it and how they are to assess learner's progress. The guidelines will also clearly outline how remedial learning will be supported at the various levels.

### **Description of the Assignment**

The assignment requires that the Consultant is engaged to work with key Ministry of Education staff at national, provincial, district and school level. The Ministry of Education Directorates will include Teacher Education and Specialised Services, Planning and Information, Standards, Curriculum and Primary Education. The consultant will also engage with various stakeholders including universities and teachers' colleges and partners that are supporting education.

The consultancy will be undertaken in a phased manner as follows:

#### **Phase 1 – Review of remedial learning practice and documentation**

- The consultant will review any existing documents, guidelines, and assessments by MoE on remedial learning.
- The consultant will observe and document current practices on remedial learning in schools. These will include government and community schools
- The consultant will undertake field visits to document any good practices and identify any existing gaps in remedial learning. and address these through the development of revised national remedial guidelines, including assessment tools.

#### **Phase 2 - Developing national remedial learning guidelines and assessment tools.**

Based on the data generated through the review of practice and documentation on remedial learning the consultant will then undertake the next phase of the consultancy. This will entail the following.

- Together with relevant MoE units, the Consultant will develop national remedial learning guidelines that MoE can adopt and use
- Together with relevant MoE units, the Consultant will develop assessment tools for remedial learning that MoE can adopt and use.
- Together with relevant MoE units, the Consultant will pilot assessment tools and update tools based on the pilot.
- Together with relevant MoE units, the Consultant will undertake orientation of key MoE staff in the remedial guidelines and assessment tools.
- Consultant will assist MoE in launching the guidelines.

Applicants for the consultancy should provide all-inclusive budget proposals, which include the estimated costs of travelling to 10 provinces. As these are national guidelines and assessment tools consultant should prepare a budget that would include travel to two districts in all 10 provinces. Selection of districts should consider various aspects such as urban and rural, proximity between districts and accessibility given the season of the consultancy. Risks related to travel restrictions due to COVID- 19 shall be borne by the

consultant, who is expected to work with UNICEF on finding flexible ways to navigate any travel restrictions and adhere to safety measures. UNICEF will not provide logistical support to the field missions. *UNICEF has a Zero Tolerance policy against sexual exploitation and abuse; and prohibits any conduct that undermines the protection and safeguarding of children. It is therefore required that all individuals working under this consultancy should undertake the Online Protection from Sexual Exploitation and Abuse (PSEA) training offered on the UNICEF learning platform AGORA (ref. <https://agora.unicef.org/course/info.php?id=7380> ). A certificate of completion issued on the Agora platform will be required as proof. Kindly review attached UNICEF list of prohibited behaviour with regards to child safeguarding.*

**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:

The consultant will observe remedial lessons conducted by teachers. These are hour long sessions. The consultant will be accompanied by a school official and will at no time be left alone unsupervised with children. The consultant will observe learners at the beginning of the consultancy during field data collection. Field data collection will be under 21 days. The consultant will also observe learners during the piloting of the remedial guideline and assessment tools. These will be hour long sessions. Piloting will be under 21 days.

**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](#)

Budget Year:	Requesting Section / Issuing office:	Reasons why consultancy cannot be done by staff:
2022	Education/Zambia	Requires specific technical expertise to review and develop remedial learning guidelines and assessments for MoE

Included in Annual/Rolling Workplan:  Yes  No. If no, please justify: It’s part of Education 2022 AWP.

**Consultant sourcing:**

National  International  Both

**Consultant selection method:**

Competitive Selection (Roster)  
 Competitive Selection (Advertisement/Desk Review/Interview)

**Request for:**

New SSA – Individual Contract  
 Extension/ Amendment

**If Extension, Justification for extension:**

<b>Supervisor</b> Luonde Cholwe	<b>Start Date:</b> 9 <sup>th</sup> January 2023	<b>End Date:</b> 9 <sup>th</sup> June,2023	<b>Number of Days (working)</b> 132 days (6 months – 22 days per month)	
<b>Work Assignment Overview:</b>				
<b>Tasks/Milestone:</b>		<b>Deliverables/Outputs:</b>	<b>Timeline</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>Conduct a review of key documents, draft and present an inception report and workplan.</li> <li>Revise and finalize the Inception Report based on comments from MoE and other stakeholders.</li> </ul>		Draft Inception report and workplan  Approved Inception Report detailing the approach, deliverables, and timelines. Field data collection tools (lesson observation sheet, interview sheets, etc.) and assessment tools	16 <sup>th</sup> January 2023.  23 <sup>rd</sup> January 2023.	10 %  5 %
<ul style="list-style-type: none"> <li>Undertake a review of remedial learning, existing documentation including assessment tools. Identifying current practices and gaps.</li> <li>Drafting of national remedial learning guidelines and an assessment tool</li> </ul>		Written report on review of documentation and field work  Draft national remedial learning guidelines and assessment tool	23 <sup>rd</sup> February 2023.  15 <sup>th</sup> March 2023.	20 %  20 %

Piloting of the draft assessment tool, to get feedback on the feasibility of the tool	Revised assessment tool based on feedback from the piloting	31 <sup>st</sup> March 2023	N/A
Presentation of the remedial learning guidelines and assessment tool	Validation workshop for the presentation of the remedial learning guidelines and assessment and suggestions for the implementation of the remedial learning guidelines and the tool, timeline, and key responsibilities	5 <sup>th</sup> April 2023	15 %
Revision of the national remedial learning guidelines and assessment tool based on validation workshop comments	Submission of revised national remedial learning guidelines and assessment tool	12 <sup>th</sup> April 2023	15 %
Launch of remedial learning guidelines and monitoring tool	Training workshop for MoE staff	16 <sup>th</sup> May 2023	20%
Orientation of key staff in remedial learning guidelines and monitoring tool.	Training workshop for MoE staff	23 <sup>rd</sup> May 2023	20%
<b>Estimated Total Consultancy Fees (All Inclusive)</b>			
Travel International (if applicable)	One economy class return		NA
Travel Local (please include travel plan)	Yes, consultant expected to travel to select districts to be determined by MoE		
DSA (if applicable)			0
<b>Total estimated consultancy costs<sup>i</sup></b>			
<b>Minimum Qualifications required</b>			

<input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other  <b>Enter Disciplines:</b> Enter Disciplines Education, development, or other relevant social sciences	<ul style="list-style-type: none"> <li>• A Master’s Degree in Education, or any relevant social science with a minimum of 10 years’ experience in Education. Experience in remedial learning and assessments tools will be a plus. In the absence of a master’s degree, a university degree in education with 15 years of relevant experience will be considered.</li> <li>• Experience in development of strategic documents will be an asset</li> <li>• Experience in the development of assessment tools will be an asset.</li> <li>• Familiarity with Zambia’s broader education sector issues especially low learning outcomes and remedial learning.</li> <li>• Ability to conduct review and planning workshops.</li> <li>• Excellent writing and analytical skills and the ability to synthesize large and diverse sources of information</li> <li>• Have a good working knowledge of computers and proficient in word processing</li> <li>• High level proficiency in standard computer software Microsoft word and Excel.</li> <li>• Excellent English skills</li> </ul>
<b>Administrative details:</b> Visa assistance required: <input type="checkbox"/> <input checked="" type="checkbox"/> No Transportation arranged by the office: <input type="checkbox"/> <input checked="" type="checkbox"/> No	<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"/>

---

<sup>i</sup> Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

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

**Text to be added to all TORs:**

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.