

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
Consultancy to review the learning framework in Luapula Province		<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time <input type="checkbox"/> Individual Contractor Full-Time	Lusaka, Zambia CO

Purpose of Activity/Assignment: To provide support to the Lupaula Provincial Education office to review their current learning framework and tracking tools for improved learner performance in Luapula.

Background:

Evidence points to the fact that learners are going through the education system without mastering the foundational skills in numeracy and in literacy. This threatens the socio-economic development of Zambia and will further perpetuate intergenerational poverty. A child who cannot read, write, or perform at least simple mathematics with proficiency will be poorly equipped as an adult to lead a decent and productive life. Foundational literacy and numeracy skills are basic skills required for a learner to acquire more complex skills and concepts.

International, regional, and national assessments point to this. The 2017 PISA-D results show that only 2 per cent and 5 per cent of 15-year-olds reach proficiency levels in mathematics and reading, respectively.¹ Mathematics appears to be the weakest of the three PISA subjects for Zambia, with the mean score of 258 against the lower middle-income countries average of 368 (OECD average 490). The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) results have indicated that most of the students in grade 6 are operating at level 2 in both reading and numeracy; though registered in grade 6, they were functionally in grade 3 based on the level they were in.²

National assessment surveys at grade 5 also indicate a similar trend in learning achievements, with mean performance scores of 34.9 percent in English and 36.9 percent in Mathematics.³ The situation at the early grades is equally worrisome. The 2015 USAID Grade 2 EGRA report indicated that children were not performing at the expected level in foundational pre literacy and that the teaching of reading in some languages was characterized with memorization of word reading as opposed to decoding words⁴

Luapula Province is one of the 10 provinces of the Republic of Zambia. It is a rural province that has continually been ranked among the poorest performing provinces during national examination results. The learner performance in Luapula has been low at grade 7, 9 and 12 levels. The performance of the learners has been steadily decreasing resulting in Luapula being among the poorest performing provinces. A review of examination highlights from the Examinations Council of Zambia (2020) shows that at Grade 7 examinations, Luapula was ranked at the bottom, in position 9 out of the 10 provinces. At Grade 9 examinations, the Province was ranked 10. This was a major decline given that the province in previous years was ranked 9 and 7 respectively. At Grade 12 examinations, there has been a further decline in the number of Grade 12 school leavers obtaining a school certificate. The Early Grade Reading Assessment of 2014⁵ shows that learners in Luapula performed the worst in reading comprehension with 17 per cent of the learners scoring

¹ 2017 PISA-D- Zambia participated in PISA- World's premier yardstick for evaluating the quality, equity, and efficiency of school systems. Amongst other competencies, PISA assessed 15-year-old in Mathematics and Reading

² SACMEQ 2010

³ 2016 National Assessment Survey

⁴ USAID, National Assessment Survey of Learning Achievement at Grade 2, 2015

⁵ Early Grade Reading and Early Grade Mathematics Assessments were carried out by USAID in 2014.

0 on comprehension and only 41 per cent being able to pass the comprehension. The Early Grade Math Assessment illustrates that only 24 per cent of the learners were able to perform addition and subtraction.

The Luapula Provincial Education office has recently initiated a project that is targeted at improving learning outcomes in the Province with support from UNICEF. The situation analysis that was conducted in November 2020 revealed that Luapula Provincial Education office needs to do an in-depth review of how it is tackling poor learner performance and how it can better implement a clear learning framework which is well understood at all levels to address learning. The Province has acknowledged that it has continued to perform poorly even though they have drafted a document to address learning. This document presents a broad view of the provincial vision which is aimed at ensuring quality teaching and learning.

In addition, the province invited Copperbelt Provincial Education Office to share strategies and approaches that would foster improved learning and teaching. In the schools, Luapula has been promoting the use of a 'Red level' tracker to identify learners that are lagging, 'Reading level tools' that is used to collect data under the Primary Literacy Programme and a local learner performance tool is used by the province although the province is not sure about the extent of utilisation.

Objectives of the assignment

The objective is to support Luapula Provincial Education Office to undertake an in-depth review of their current approach and strategies in place that are addressing learning outcomes and tracking learner performance. Luapula Provincial Education continues to lag at all levels of the grade 7, 9 and grade 12 national examinations and it is therefore important for some critical introspection, review, and assessment. This will help understand why the province is not performing, what are the critical measures that can be taken to improve how learners are supported through the development of a learning framework that gives clear guidance on how learning is to be supported in the province at various levels, and with a clear outline of an effective monitoring system that can help track learner performance. It will also be important for the province to have a clear framework regarding learning improvement.

The framework will outline clear directions on how the province, districts, zones, and schools can and should prioritise and focus on learning outcomes, and ways in which they can support learning of students to improve quality and learning outcomes. It will further outline how monitoring will be undertaken to ensure that learning is being tracked and effectively reviewed and monitored at the various levels.

Description of The Assignment

The assignment requires that a Consultant is engaged to work with key MoE staff at National, Provincial, District and school level to review their current framework, practices, learning strategies and tools that are in place to address learning; and to assess their effectiveness and develop a framework that can help strengthen the current practices. The Consultant will be expected to spend extensive time in Luapula. The consultant will engage with key personnel from sampled districts of Luapula and review the current practices in both government and community schools at primary level. The consultant will also work closely with various MoE Directorates which will include Teacher Education and Specialised Services, Planning and Information, Standards and Curriculum and Examination Council Zambia.

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

Phase 1 – Assessment /Review of the Learning Context

- The Consultant will undertake a review and assessment of the current learning strategies in Luapula Province. The Consultant will carry out an extensive desk review of relevant documents, exam results, and services and programmes that support and promote learning for learners in Luapula. The assessment will involve in-depth engagement with provincial, district, school level staff to understand their perception, attitudes, practices, and

views on learning outcomes, current measures in place, and their effectiveness based on interviews and analysis of the assessment results from districts and schools

- The Consultant will assess the roles of key MoE personnel such as the Provincial Resource Center Coordinators, District Resource Center Coordinators, Zonal In-Service Coordinators and School in Service Coordinators, Education Standards Officers, Education Officers, and teachers.
- The Consultant will undertake field visits in Luapula to observe and document current practices on how learning is being supported in the districts, zonal level and in schools.
- The Consultant will work with other stakeholders to identify bottlenecks to learning in the province
- The Consultant will also undertake key informant interviews and group discussions with various stakeholders including traditional leaders and community members to understand their practices, perception, attitudes, and views on the current learner performance in the province.
- The Consultant will also undertake discussions with learners to better understand practices, perceptions, attitudes and views on learning, school, and support.

Phase 2 Developing a learning framework, that gives guidance on how Luapula will address challenges around learning with a comprehensive monitoring plan

Based on the data generated through the review and assessment of the current strategies around learning, the consultant will then undertake the next phase of the consultancy. This will entail the following.

- The Consultant will review and revise the current learning framework with clear guidelines on how learning can be supported in Luapula Province
- The Consultant will review the current monitoring / tracking tools that are used by the province and develop a more comprehensive system. and.
- The Consultant will develop a comprehensive learning framework, action plan and monitoring system that if agreed on with the Province/Government, the province will pilot for use to address learning.
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- The Consultant will pilot monitoring tools with the province and update the monitoring tools based on the pilot.
- The consultant will undertake orientation of key Luapula Provincial Staff on the learning framework, guidelines, and monitoring tool.

Applicants for the consultancy should provide all-inclusive budget proposals, which include the costs of travelling. 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.

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:

3 hours, an hour for at least 3 different focus group discussions with learners in 3 different districts

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: 2022	Requesting Section/Issuing Office: Education	Reasons why consultancy cannot be done by staff: The drafting of a Learning framework and tracking tools for Luapula requires a dedicated expert for it to be completed within available time and of the required quality. The capacity for this is currently neither available within the MoE, nor within UNICEF.	
Included in Annual/Rolling Workplan: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, please justify:			
Consultant sourcing: <input checked="" type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Both		Request for: <input checked="" type="checkbox"/> New SSA – Individual Contract <input type="checkbox"/> Extension/ Amendment	
Consultant selection method: <input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview)			
If Extension, Justification for extension:			
Supervisor:	Start Date: <i>1st June 2022</i>	End Date: <i>1st October 2022</i>	Number of Days (working) <i>80 days (part time)</i>

Work Assignment Overview			
Tasks/Milestone:	Deliverables	Timeline	Budget
Conduct a review of key documents, draft and present an inception report and workplan.	Draft Inception report and workplan	17 June 2022	10%
Revise and finalize the Inception Report based on comments of Luapula PEO, MoE HQ, ECZ and UNICEF	Approved Inception Report detailing the approach, deliverables, and timelines. Field data collection tools (lesson observation sheet, interview sheets, etc.) and assessment tools	24 June 2022	5 %
Undertake an in-depth analysis on the learning context, identifying current learning policies, systems, programmes and resources and field data collection.	Written report on the field data collection,	30 July 2022	20%

	<p>assessment, and review of the learning context analysis</p> <p>Presentation of summarised version of the report on context analysis Luapula PEO, UNICEF, MoE HQ</p>		
Drafting of revised learning framework and tool for monitoring learning support	Draft Learning framework and monitoring tool	15 August 2022	20%
Piloting of the draft implementation framework and the monitoring tool, to get feedback on the feasibility of the document that has been developed and the tool	Revised learning framework and monitoring tool based on feedback from the piloting	31 August 2022	N/A
Presentation of the learning framework and monitoring tool	Validation workshop for the presentation of draft learning framework and monitoring tool and suggestions for the implementation of the tool, timeline and key responsibilities and staff for each of the processes for implementation. to Luapula PEO, UNICEF, MoE HQ for validation	3 September 2022	10%
Revision of the draft learning framework and monitoring tool based on validation workshop comments	Submission of revised learning framework and monitoring tool	12 September 2022	15 %
Orientation of PEO staff in Learning framework and monitoring tool.	Training workshop for PEO	16 September 2022	20%

Orientation of district staff in Learning framework and monitoring tool.	Training workshop for District staff	23 September 2022	
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Estimated Consultancy fee	*Financial proposal should include all travel costs and DSA		
Professional Fees			
DSA (if applicable)			
Total estimated consultancy costsⁱ			
<p>Minimum Qualifications required: <input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines: Social Sciences, Social/Public Policy Management, Economics, or related social Protection graduate and/or evaluation studies qualifications.</p>	<p>Knowledge/Expertise/Skills required:</p> <ul style="list-style-type: none"> • At least 10 years' experience in Education • A Master's Degree in Education, Strategic Management, or any relevant social science. In the absence of a master's degree, a university degree in education with 15 years of relevant experience will be considered. • Experience in working with sub national levels in the development of strategic documents will be an asset • A good understanding of MoE structures and systems will be an asset • A good understanding of the challenges facing learners, teaching, and learning process, teachers and school administrators in Zambia is required. • Experience in the development of tracking tools will be an asset. • Familiarity with Zambia's broader education sector issues especially low learning outcomes and remedial learning. • Ability to conduct review and planning workshops. • Excellent writing and analytical skills and the ability to synthesize large and diverse sources of data and 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 written and oral communication skills • Consultant can be Lusaka based but is expected to undertake extensive regular travel to the province. 		
<p>Administrative details: Visa assistance required: No <input type="checkbox"/> Transportation arranged by the office: No <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> Home Based with field travel <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"/></p>		

Request Authorised by Section Head	Request Verified by HR:
<p>Representative (in case of single sourcing/or if not listed in Annual Workplan/or for Sections reporting to the Rep)</p> <p>_____</p> <p>Date: _____</p>	

ⁱ 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.