

TERMS OF REFERENCE

SUMMARY

Type of Contract (tick the appropriate box)	Institutional Consultant	Individual Consultant	Technical Assistance to IP (individual)
Title	A review of the Zambia School Based Continuing Professional Development (SBCPD) for Teachers		
Purpose	The overall objective of the Technical support through a consultancy is to support Teacher Education and Specialized Services (TESS) and Teaching Service Commission (TCZ) undertake a detailed review of the School Based Continuing Professional Development (SBCPD) for teachers, to identify critical gaps hindering the effective provision of SBCPD and provide recommendations for strengthening the SBCPD delivery. Specifically, the consultancy will review both In-service Training (INSET) and Pre-service Training (PRESET) to identify areas of potential linkages, review the School Programme of Inservice for the Term (SPRINT) framework and provide recommendations for strengthening.		
Type of consultancy:	Deliverable based Consultant		
<ul style="list-style-type: none"> • Time-based • deliverable-based 			
Location	Lusaka with travel to provincial/district offices and schools		
Duration	80 working days between December and May 2021		
Start Date	1 st December, 2020		
Reporting to	Education Officer with oversight from Chief, Education		

BACKGROUND

Continuing Professional Development for teachers (CPD) is an important tool for enhancing the quality of education as it helps to build the knowledge base and competencies of teachers and teacher educators. The Ministry of General Education (MoGE) recognizes the important role that teachers play in meeting the challenges of providing quality education. Having well qualified and competent teachers is enshrined in the 1996 National Policy document on Education ‘Educating Our Future’. The policy states that “quality and effectiveness of any education system largely depends on the quality of its teachers as they are the single most important resource and determinant of success in ensuring improved learning outcomes, and that the education wellbeing of children hinges critically on their competencies,

commitment and resourcefulness.”¹ MoGE through this policy advocates that essential competencies that are required for every teacher are mastery of the material that is to be taught and the skill in communicating that knowledge and skills to learners. Therefore, quality teacher education is emphasized. However, the extent to which this is achieved has been a source of concern for many stakeholders. The Zambian government realizes that until the teacher is properly trained, the desired result of the teaching and learning process cannot be achieved.

Like any other professionals, teachers and teacher educators have a responsibility and owe it to themselves and their profession to deepen their knowledge, extend their skills and keep themselves abreast with major developments affecting their profession.² This is the core aspect of In-service Training (INSET) in Zambia. INSET is defined as all activities and set of trainings that is required for quality improvement and professional development of teachers. It is a set of organized efforts for performance improvement of the teachers or for building of their capacity to implement any new program in an already set environment. In-service training is an important strategy in influencing the professional development of teachers and it can play a positive role in enhancement of their knowledge and teaching³. INSET programs provide a unique opportunity for keeping the teachers up to date with new changes in the field of education. The intended outcome of INSET programs is for teachers to acquire knowledge, skills attitudes and apply these into practice.

MoGE envisions INSET which is School Based, is demand driven, responds to identified needs and is cost effective enabling large numbers of teachers to have opportunities for learning. In order to achieve this vision, MoGE developed a School Based Continuing Professional Development (SBCPD) implementation framework known as School Programme of Inservice for the Term (SPRINT). SPRINT is a school-based system of continuing professional development for teachers based in schools and supported by district-level teachers’ resource centers and in-service coordinators. The SPRINT framework allows small groups of teachers to meet on a regular basis in their own schools to discuss professional issues.⁴ In addition to the SPRINT framework, the Ministry has also established INSET management structures known as Education Support Teams⁵ from National to School levels, these structures have the responsibility of managing SBCDP.

Over the years, Zambia has benefited from the support of many partners in the area of CPD. Notable among them is the Japan International Cooperation Agency (JICA) which has been supporting the strengthening of the SPRINT system and structures through the implementation of the Lesson Study⁶.

There is a wide variation in the types of in-service approaches ranging from one-off trainings to longer term trainings obtained at a college or University. This latter type of in-service programme is common and attracts a lot of teachers even if it requires them to pay huge fees by themselves. While up-grading of teacher qualifications is critical, there currently, seems a confusion with the way it’s conceptualized as being synonymous with INSET that is aimed at improving pedagogical skills. For INSET to achieve its desired outcomes, it is important that SBCPD is ‘delinked from the upgrading of teacher qualifications. SBCPD should be an end in itself and should have a clear link/path to fostering career progression for

¹ MoGE, Educating Our Future (1996)

² School Based CPD through Lesson Study/Implementation Guidelines

³ Bayrakci, 2009

⁴ SBCPD 5th Guidelines, MoGE, JICA (2015)

⁵ National Education Support Team (NEST), Provincial Education Support Team (PEST), District Education Support Team (DEST), Zonal Education Support Team (ZEST) and School Education Support Team (SEST)

⁶ Lesson study is a problem-solving process of teacher professional development practiced in Japan from as far back as 1960 and is still being used in the Japanese schools. In this approach, small groups of teachers of less than 10 meet regularly at least once a month to plan, implement, evaluate and revise lessons collaboratively

teachers at all levels. This proposed de-linkage needs to be further discussed amongst all relevant stakeholders (MoGE, TCZ) to ensure consensus building and developing strategies for addressing and actualizing this.

Despite the many years of investment (both financially and technical support) by government and stakeholders, there are still some systemic challenges that are hindering implementation of school based CPD programmes countrywide. Anecdotal evidence shows that though few schools do implement school based CPD programmes, majority of them do not implement quality and effective SBCPD activities at all. Currently, there is a lack of alignment of INSET programmes with clearly defined career paths, teacher competences and standards are either absent or not fully developed therefore rendering INSET programmes, particularly those focused on pedagogical improvements ineffective and unattractive to teachers. In addition, factors such as lack of capacity at school level to plan, manage and support effective SBCPD programs, lack of prioritization of SBCPD at all levels of the education system including resource allocation, poorly equipped Resource Centers and lack of incentives for teachers are just few reasons contributing to the dysfunctional SBCPD programs. There is a clear disconnect between PRESET and INSET, with no linkage between the two. This inevitably calls for a need to harmonize PRESET and INSET to ensure coherence as currently, new teachers joining the system seem to be ill equipped while those that are in-service have inadequate skills. Experiences of key stakeholders indicate that there are serious challenges with SBCPD, as it is non-existent in many schools. The Teaching Council of Zambia for example notes some significant limitations of the current SBCPD especially in relation to the effectiveness of the current practices, management, monitoring, human, material, technological and financial resource support adequacy. The Commission has an ambitious plan to execute its mandate, however such challenges in SBCPD make it impossible to make any meaningful changes. Similarly, MoGE through the Directorate of Teacher Education and Specialized Services (TESS) has observed the lack of a linkage between the INSET programs and the required pedagogical skills by teachers.

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.

JUSTIFICATION

The development of these terms of reference was a result of long discussions held with the Teaching Service Commission (TCZ) and the Directorate of Teacher Education and Specialized Services (TESS) regarding the quality of learning and the role that teacher professional development plays in improving learning outcomes. The stakeholders are cognizant that the teacher INSET training system is not coordinated and often done haphazardly and is not linked to any long-term goals for improving teacher pedagogical skills. Therefore, the proposed work will contribute to the enhancement of the training system and approaches for teachers in Zambia

Based on the above prevailing situation, the Ministry of General Education through the Directorate of Teacher Education and Specialized Services (TESS) and the Teaching Council of Zambia (TCZ) have requested technical support from UNICEF to review the INSET system in Zambia and provide recommendations to help strengthen the system. TESS whose mandate is to manage and co-ordinate the provision of teacher education will closely collaborate with TCZ which has been mandated to provide for the regulation of teachers, their practice and professional conduct including promoting Continuing

professional development of Teachers. The two institutions will work collaboratively with UNICEF Zambia Country Office in execution of the specified tasks.

OBJECTIVES / TARGET

The overall objective of the Technical support through a consultancy is to support TESS and TCZ undertake a detailed review of the School Based Continuing Professional Development for teachers, to identify critical gaps hindering the effective provision of SBCPD and provide recommendations for strengthening the SBCPD delivery. Specifically, the consultancy will review both INSET and PRESET to identify areas of potential linkages, review the INSET structures and provide concrete recommendations for strengthening SBCPD.

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

- 1. Conduct a rapid review of the Zambia Teacher education system – both INSET and PRESET. The review will include but not limited to the following;**
 - Identify linkages and coherence between INSET and PRESET in CPD provision with a view to ensuring that teachers' needs are central.
 - Outline recommendations for strengthening the linkages taking into consideration the existing INSET and PRESET structures.
- 2. Review systems and structures for school-based CPD. The review will include but not limited to the following;**
 - Review the SPRINT Framework, contents, modalities, relevance, effectiveness and recommend ways of strengthening. The review should capture views of teachers on SBCPD, their needs, expectations and career aspirations. To get a holistic view, teachers at different stages of career development should be targeted i.e. newly posted, mid-level-career, long serving teachers and different responsibilities. The review should also include teacher mentorship practices, explore cost effective and innovative approaches to SBCPD.
 - Review the role of Resource Centers (RC) in CPD provision and identify barriers affecting their capacity and functionality, provide recommendations on how RCs can be strengthened to provide quality and cost-effective CPD especially in the current resource constrained environment.

Methodology/Approach

The review will be designed as a situational analysis of teacher education both in-service and preservice with a 'deep dive' analysis of school-based CPD. The review will use a mixed method data collection approach including literature review, interviews, focused group discussions, key stakeholder consultations and classroom observations. The review process will take a bottom-up approach by having initial discussions with the teachers as a starting point. Findings from these

preliminary discussions with teachers will inform development of data collection tools and other review protocols.

Tasks	Expected Output/Deliverable	Timeframe	Payment percentage
Preparation and Inception phase	<p>A detailed inception report highlighting the following:</p> <ul style="list-style-type: none"> • Detailed review of literature including the CPD and its system and structure in Zambia and other countries in the region. • A detailed work-plan including key informants and data collection tools and rationale for using these tools. 	December 15, 2020	10%
Rapid review of the Zambia Teacher education system – both INSET and PRESET	A detailed and evidence-based report on status of INSET and PRESET and recommendations to strengthen linkages.	February 15, 2021	25%
Review systems and structures for school based CPD	Comprehensive and evidence-based report detailing findings from the review of the SPRINT framework, including feedback from stakeholder consultations and classroom observations and observation of the School CPD sessions	March 15, 2021	25%
Review systems and structures for school based CPD	Report on recommendations to strengthen the SPRINT framework as well as ways to strengthen	April 15, 2021	30%

	mentoring for CPD actors at all levels		
Review systems and structures for school based CPD	Undertake a Stakeholder validation meeting to review final recommendations and provide inputs	April 30, 2021	10%
Review systems and structures for school based CPD	Final report containing well sequenced, comprehensive and systematic recommendations for all tasks highlighted above including feedback from validation meeting.		

REPORTING REQUIREMENTS

The Consultant will report to the Education Officer with close technical oversight by Chief of Education. The consultant will also work closely with officers from the Ministry of General Education through the Directorate of Teacher Education and Specialized Services (TESS) and the Teaching Council of Zambia (TCZ)

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.

PAYMENT SCHEDULE

Payment	Conditions
Payment of consultancy fees	Payment will be based on completion of major deliverables as indicated above.

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

QUALIFICATION/SPECIALIZED KNOWLEDGE AND EXPERIENCE

Qualifications

- A minimum of a master's degree in Education, Social Sciences or any related field;

- A minimum of 10 years of professional experience in the field of evaluation especially in education and preferably within the area of teacher education and learner centered approaches;
- Good understanding of education systems, management and planning as well as classroom practices, pedagogies and teacher development;
- Excellent report writing skills; and the ability to synthesize large and diverse sources of information
- Proficiency in English is essential,
- Demonstrated ability to deliver quality results within strict deadlines;
- Experience in managing and undertaking complex evaluations and;
- Previous working experience with Governments and within the UN system and familiarity with Zambia's education system and culture will be considered an asset.
- Have a good working knowledge of computers and proficient in word processing

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.