

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANT

SECTION	Education
CONSULTANCY TITLE	An Evaluative Review of the Integrated Primary and Secondary School Community Fairs through Outreach
TYPE OF ENGAGEMENT	<input checked="" type="checkbox"/> Individual Consultant
<p>PURPOSE OF THE ASSIGNMENT: To conduct an evaluative review of the impact of the recently ended Integrated Primary and Secondary School Outreach Fairs that the Ministry of Primary and Secondary Education implemented from 2022 to 2024, on the enrollment of Children with Disabilities including other groups such as the Out of School Children, Adolescent Girls and school going young mothers.</p> <p>Objectives:</p> <p>Overall, this assignment aims to collect and analyze quantitative and qualitative evidence about the Integrated Primary and Secondary School Community Outreach Fairs and their impact. More specifically, this assignment seeks to:</p> <ul style="list-style-type: none"> - provide insights into how the community fairs were conducted in the districts (methodology, coordination and people involved, etc.) - provide detailed statistics of how many disadvantaged children (Children with Disabilities, Out of School Children, Adolescent Girls and school going young mothers, etc.) were identified and re-enrolled into education, by subgroup, gender and by province and district. - highlight the success of the Integrated Primary and Secondary School Outreach Fairs and the factors leading to this success, including how it moves from initial requirements to actual implementation. - identify, challenges, areas of improvement and opportunities for scaling community outreach efforts, from both Ministries and beneficiaries. - monitor and evaluate the progress and impact of community outreach efforts over time. - address gender, inclusion, equity and child rights issues around inclusive education. - develop strategies and recommendations to enhance the effectiveness and impact of community outreach programs. <p>The evaluative review should have a national coverage using a sample of geographical areas that are representative of the areas in which the activity was implemented. The scope should include all the elements and facets of the community outreach fairs and should also include a gender, inclusion, equity, and child rights dimensions in the evaluation scope.</p>	
<p>BACKGROUND:</p> <p>The Integrated Primary and Secondary School Outreach Fairs are a major part of the activities funded under the Teacher Effectiveness and Equitable Access for Children in Zimbabwe (TEACH) Programme to safeguard educational gains made over the last decade. TEACH was designed to sustain improvements made to learning outcomes and targets the poorest and most disadvantaged learners, including those with disabilities. In its Business Case, the TEACH committed to supporting education in Zimbabwe with one of its key delivery area underscored as <i>Enrolment of Children with Disabilities (CWDs) in primary and secondary education increased from 61,946 to 75,000 and improved progression rates.</i></p> <p>Accordingly, the Ministry of Primary and Secondary Education has since 2019, conducted the Integrated Primary and Secondary Education Service Fairs through Community Outreach nationally as part of the strategy to transform its service delivery systems in identifying children with disabilities and enrolling them into education. These community service fairs were conducted in all the 10 provinces annually with each province directly being supported by TEACH through UNICEF.</p> <p>The Integrated Primary and Secondary School Community Outreach Fairs are a community engagement platform to increase awareness on the education of Children with Disabilities (CWD), early childhood</p>	

education (ECE), and other subgroups including adolescent girls and the Out of School Children (OOSC) on the need for quality education for all children. The outreach programme provided an opportunity for advocacy around issues that constituted barriers to the realisation of these children’s rights, especially the right to education. It also provided an opportunity for stakeholders to showcase their programmes through a cocktail of activities.

The TEACH Business case reflected flexibility in its design to ensure TEACH is aligned with Government of Zimbabwe priorities. To this end, TEACH is linked to the key primary and secondary education performance indicators on the SDGs and NDS1 that speak to (a) the proportion of school-aged children not attending school (b) the school dropout rate (c) reading and numeracy levels (d) safe learning environments and (e) inclusion and equity measures.

While Zimbabwe has made efforts towards inclusive education, there are bottlenecks associated with implementation which includes some limitations on data and its comparability due to improper identification of Children with Disabilities, delayed finalization of policies e.g., Inclusive Education and School Financing Policy, slow implementation of activities due to budget limitations and the inadequacy of special needs teachers particularly in resources centres.

UNICEF’s Inclusive Education work with MoPSE seeks to address these limitations and challenges experienced by vulnerable, marginalised and children with disabilities through a series of activities focused on policy advocacy and change, and on systems strengthening and targeted programmes. Accordingly, the community outreach fairs have been an additional tool and platforms through which the government of Zimbabwe through the Ministry of Primary and Secondary Education promotes disability inclusion in the education system by addressing the identification of bottlenecks as well as limited opportunities for providing Children with Disabilities with customised support such as birth registration, on the spot clinical remediation and physiotherapy.

To raise awareness on the need for quality education for children with disabilities, Ministry personnel and stakeholders in all the ten provinces engaged their respective communities through the community outreach programme or “community service fairs”. Funding was disbursed to all provinces for outreach activities in the 72 districts. A combined model encompassing district, cluster meetings and road shows was adopted and rolled out in 2022, 2023 and 2024.

ASSIGNMENTS:

Since the inception of community fairs in 2019 no assesment has been made to assess their effect on enrolment of Children with Disabilities as well as on other education outcomes apart from capturing the number of people reached. The consultancy is therefore expected through quantitative and qualitative methods:

- Describe how the Integrated Primary and Secondary School Community Outreach Fairs were conducted nationally, including who was involved and with what efficacy.
- Establish the impact of the community service fairs at school level and nationally, including the extent to which the success achieved can be sustained, scaled or improved.
- Establish how many new Children with Disabilities and other vulnerable groups i.e., Out of School Children (OOSC), pregnant girls, adolescent and school going young mothers have enrolled in schools making references to Ministry’s available data from EMIS 2019 to 2023 and triangulated through District/School enrolment figures of Children with Disabilities and other subgroups, and justifying if these could be attributed to these fairs.
- Establish views on these fairs, from communities, children (including of various subgroups), teachers, provincial education principal psychologist, DSIs and the Head Office leadership including all Ministry departments involved with the enrollment of pupils in respect to impact, modality and viability.
- Outline the key take aways, challenges and recommendations from the integrated primary and secondary school community outreach fairs.

REASONS WHY CONSULTANCY CANNOT BE DONE BY STAFF: The consultancy cannot be done by staff in UNICEF as this is a requirement by the Donor as part of accounting for the funds utilized as well as an ensuring independent verification of the impact achieved through these fairs.

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:

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](#)

Tasks/Milestone:	Deliverables/Outputs:	Timeline
Develop an Inception Report outlining the Consultant’s understanding of the TORs, how the assessment will be conducted and expected outcomes.	Inception report outlining proposed methodology, sample of qualitative and quantitative data collection tools, sampling of field data collection visits, geographical scope and workplan / GANT Chart	5 Days
Preliminary findings including from desk review and primary Key Informant Interviews with selected MoPSE personnel and stakeholders at HO, Provinces, Districts and Schools.	Draft report submitted to UNICEF and MoPSE with at minimum: a summary of assessment methodology, locations and sample of schools assessed, key findings on impact of the interventions, challenges and opportunities, recommendations with responsible entity.	4 Days
Consolidation of baseline enrollment data for various subgroups (before the community outreach) triangulated with enrollment after the community outreach fairs	The report should also outline, quantitative national data analysis of enrollments of Children with Disabilities and other subgroups resulting from all the integrated primary and secondary schools’ community outreach fairs in 2022 – 2024 disaggregated by gender, province and district.	10 Days
Develop a draft report detailing findings and recommendations from the evaluation		20 Days
Validation of the findings by UNICEF/MoPSE	Powerpoint presentation summarizing keyfindings and recommendations Validation Report endorsed by UNICEF and MoPSE in a day workshop/meeting.	1 Day
Final Report presented to UNICEF	The final report with all comments addressed	1 Day
Total # of Days		41 Days
Minimum Qualification required: <input type="checkbox"/> Bachelors <input type="checkbox"/> X Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other Enter Disciplines: <ul style="list-style-type: none"> Master’s degree in education and/or 	Knowledge/Expertise/Skills required: <ul style="list-style-type: none"> Demonstrated ability to organise and present data. Excellent oral and written skills. Ability in developing key strategic documents Excellent knowledge of written English and a local language 	

social sciences		Desirable:	
Experience: <ul style="list-style-type: none"> At least 5 years of work experience in education programme evaluative reviews assessments, programme development, management or planning 		<ul style="list-style-type: none"> Familiarity with Government of Zimbabwe procedures, and specifically the Ministry of Primary and Secondary Education policies, systems and procedures. Previous experience of assessing education responses and interventions in Zimbabwe. General knowledge of Education Management Information Systems Ability to use gender-lens throughout the whole process. Inter relational skills in working with MoPSE officials. Previous work with UNICEF/other UN agencies or other national, regional, or international institutions (public or private) developing high-quality products. 	
Supervisor: Isaac Makanani		Start Date: 15 November 2024	End date: 28 February 2024
		Total Working Days: 41 Days	
Funding Source:		Grant number: SC 190756 WBS: 6260/A0/07/105/001/007 Grant Expiry Date: 31 March 2026	
Requesting Section/Issuing Officer:		Education/Isaac Makanani	
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		Consultant Selection Method: <input checked="" type="checkbox"/> Competitive Selection (Roster) <input type="checkbox"/> Competitive Selection (Advertisement/ Desk Review/Interview)	
Payment		¹Lumpsum or monthly: Lumpsum Payment will be done at the end of the assignment upon completion of full deliverables.	
Travel International (if applicable)		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Travel Local (please include locations)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Locations: The consultant will be required to carry out key informant interview in selected provinces and districts agreed by UNICEF and Ministry of Primary and Secondary Education from the sample that will have been outlined in the inception report and a justification on the sampling.	
DSA (if applicable) Approximate number of days: 15 Days		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Administrative details: Visa assistance required: <input type="checkbox"/> Transportation arranged by the office: <input type="checkbox"/> (for field trips)	<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"/>
Guidance on Travel and Access to UNICEF email and Resources for consultants	N/A
Application requirement	<input checked="" type="checkbox"/> Technical Proposal <input checked="" type="checkbox"/> Financial Proposal
Request Authorized by Section Head 25 October 2024	Request Verified by HR:
Approved by Deputy Representative Programmes:	

Text to be added to all TORs:

¹ 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.

Consultants are an important temporary work force that contribute with their knowledge, skills and expertise in their respective fields of work.

The assignment of these contracts requires compliance with policy and guidelines and HR practitioners are best positioned to provide the assistance and advise to manager and hiring offices to ensure the effective and efficient use of this resource.

This page provides information regarding policy and guidelines, forms and documents required for the creation and management of contracts.

Please contact us at nyhq.consultants@unicef.org.

Contracts are delivery-based, i.e., the consultant is required to produce pre-determined, tangible, and measurable outputs/deliverables, aligned to the delivery schedule outlined in the Terms of Reference. Any single contract should not exceed 36 months duration to produce a single or set of deliverables under the same contract, to ensure best value for money based on periodic competitive reviews by the office.

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.