

Part 2: Terms of reference

TERMS OF REFERENCE:

Consultant - Education Adviser for EDGE Zambia Programme

Background

The Foreign Commonwealth and Development Office (FCDO) in Zambia is taking an innovative approach to expand access to secondary education and improve the quality of education outcomes for the most disadvantaged children, especially girls. Secondary education access and quality in Zambia is amongst the lowest in Sub-Saharan Africa and access to secondary schools is limited, with net secondary school enrolment at only 28%. Marginalized students, including girls and those with disabilities, stand to lose the most because the limited provision is most likely to exclude them, and they would gain the most from being able to attend schools that were able to meet their needs. Current Zambian state spending for service delivery is inadequate due to the current debt crisis, worsened by the COVID-19 pandemic and successive climate shocks. Existing budget allocations to the education sector provide little space for improving infrastructure or quality of service but Government has taken tentative steps to develop Public-Private Partnership (PPP) models with the potential to improve both, supported by dedicated payment streams.

The EDGE programme development diplomacy component led by the British Council will work with the Government of Zambia to deliver political and economic commitments on Education. This development diplomacy component will focus on influencing GRZ to achieve a solution to issues of Girls Education, to provide more reliable education data, finance and better value for money education interventions. This project will also address and strengthen the recommendations in the Education Sector Skills Plan (ESSP) (2017-2021), especially in relation to effective educational planning by linking the programme to the expressed needs of the GRZ as outlined in the ESSP. The approach will involve the government at an early stage in designing and planning the programme so that ownership and accountability is built into the programme from the outset. This inclusive approach will contribute to long-term sustainability of the programme.

As part of our proposed inputs, the British Council is seeking to recruit a full time **Consultant - Education Adviser** to lead the delivery of the EDGE Development Diplomacy component. The Education Adviser, to be based in the Ministry of Education and in the British Council, will be supported by a small team of policy/technical experts to work directly with the government and manage a platform on girls' education and financing, to ensure best practice is developed and embedded into GRZ and cooperating partners' programming. Our extensive knowledge of the best local and UK education and M&E experts will ensure that we select the most appropriate and effective team to deliver the outcomes and results sought by the programme

Accountabilities

1) Leadership and management*

- To provide inspiring and motivational leadership that role-models the British Council values and behaviours and empowers and enables the project team to deliver excellence whilst promoting equity, diversity and inclusion
- To lead the development/commissioning and implementation of the EDGE development diplomacy component to build long term business development/capability
- Providing a formal role in supporting the development of wider strategy within the Education sector
- Provide leadership to a small team of policy/technical experts in achieving programme targets for EDGE development diplomacy component in Zambia. Team members are likely to be based in Lusaka

2) Relationship and Stakeholder management*

- Personally lead complex stakeholder/sponsor/relationships to support the delivery of the development diplomacy component of the EDGE Programme
- Proactively share experience and insights (e.g case studies, R.O.I analyses etc) to build the British Council's reputation
- Coach and mentor junior colleagues to build the professional effectiveness

3) Sector/subject expertise

- Represent the British Council as a recognised, credible authority in the subject or sector specialism to external stakeholders and audiences
- Build and maintain external networks to access, absorb and apply professional best practice back into area of responsibility
- Act as a role model and coach in the subject to developing experts within the Education Sector

4) Programme Management

- Make authoritative professional recommendations about the focus and content of the EDGE development diplomacy component
- Provide evidence-based technical advice to British Council, GRZ on areas critical to the development diplomacy component i.e education public finance efficiency, girls education, teacher quality, equity in education
- Identify new approaches and/or techniques which enhance the efficiency, quality and wider impact of the EDGE programme in Zambia

Key Relationships

Internal

- *British Council Programme Senior Responsible Officer (SRO), Country Director, Country Manager Programme Steering Committee, British Council Schools lead*

External

- *British High Commission in Lusaka, FCDO Education programme staff, Ministry of Education (GRZ), policy experts, Zambia Education stakeholders and cooperation partners, other donor representatives*

Role Requirements:

| Threshold requirements: | | Assessment stage |
|---|---|-------------------------------------|
| Passport requirements/ Right to work in country | <i>Right to live and work in Zambia by the time of applying and maintain similar status throughout the estimated consultancy contract period</i> | Shortlisting |
| Direct contact or managing staff working with children? | No | N/a |
| Notes | | |
| Language requirements | | |
| <i>Minimum / essential</i> | <i>Desirable</i> | <i>Assessment Stage</i> |
| <ul style="list-style-type: none"> Fluency in English - excellent written and spoken English | | Shortlisting and interviewing stage |
| Person Specification: | | Assessment stage |
| Qualifications | | |
| <i>Minimum / essential</i> | <i>Desirable</i> | <i>Assessment Stage</i> |
| <ul style="list-style-type: none"> Master's degree in education or other subject if backed by extensive experience in education | PGCE or equivalent | Shortlisting |
| Role Specific Knowledge & Experience | | |
| <i>Minimum / essential</i> | <i>Desirable</i> | <i>Assessment Stage</i> |
| <ul style="list-style-type: none"> <i>Proven expertise on Girls Education, equity in education, teacher quality and instructional leadership</i> <i>Experience and thorough understanding of child protection and safeguarding</i> <i>Demonstrable experience in education research, evidence, and innovation</i> <i>Experience of educational planning</i> <i>Knowledge of international and national education networks</i> <i>Experience of working in education systems in lower/middle income countries</i> <i>International outlook and experiences</i> <i>Cultural sensitivity – very good at cross cultural communication and understanding the role of cultural relations, particularly in education</i> <i>Understanding of political economy and the ability to operate effectively at all levels of government and society</i> <i>Flexibility and openness</i> <i>Resilience</i> | <ul style="list-style-type: none"> <i>Experience of working in approaches that involve inclusive education</i> <i>Experience of working with Zambia government stakeholders and having knowledge of education financing</i> | Shortlisting and/or Interview |

| Role Specific Skills (if any) | Assessment Stage | |
|---|-------------------------------|--|
| <p>Adviser can:</p> <ul style="list-style-type: none"> Identify the gaps and supply factors that impact on learning and cause children to be excluded from education, specifically girls and the marginalised children, including those living with a disability and in extreme poverty, Assess specific challenges in improving access and learning for children in rural areas and hard to reach communities. Appraise accountability mechanisms that support the most marginalised Enforce the importance of safeguarding at a systems level and evidence-based approaches on how they should be managed. <p>Enabling Adviser to:</p> <ul style="list-style-type: none"> Implement education interventions (policy and programme influencing diplomacy at national and global level) to improve learning and effective teaching at scale for marginalised children particularly girls and children with disability Deliver advice and practical proposals for GRZ to ensure education systems accommodate needs of the most marginalised children Setting and applying Safeguarding minimum standards to programme delivery <p>RESEARCH, EVIDENCE AND INNOVATION</p> <p>Adviser can</p> <ul style="list-style-type: none"> Explain global education research priorities and modalities, effective use of data and evidence in the Zambian context and use this to support and communicate about the work of key education stakeholders and groups in Zambia Understand the relevance of research, its strengths and weaknesses, as it applies to specific purposes and the robustness of research and evaluation reports <p>Enabling advisers to:</p> <ul style="list-style-type: none"> Appraise key sources of published research, systematic reviews and other evidence on education issues, including the established evidence base and new developments. Lead and/or support the design of rigorous evaluations of programmes. Find, appraise, interpret and apply relevant research and impact evaluation to policy and practice. Build networks of contacts and sources of information for knowledge management | Shortlisting AND Interview | |
| British Council Core Skills | Assessment Stage | |
| <p>Communicating and Influencing (level 4) <i>Uses influencing techniques. Uses formal and informal negotiating and motivation techniques to influence others' behaviour and persuade them to think and act differently, while respecting difference of view and culture</i></p> | Shortlisting and/or Interview | |
| <p>Managing Projects (Level 4)</p> | Shortlisting and/or Interview | |

| | |
|--|-------------------------------|
| <i>For medium-to-large and/or high-risk projects, coordinates a diverse team with awareness of equality and diversity impact as part of the project specifications and handles changes in specification or plan to meet unexpected circumstances</i> | |
| Planning and Organising (level 3) <i>Develops annual plans. Develops and reviews the implementation of annual plans for a work group or function, taking account of business and customer requirements and reconciling competing demands.</i> | Shortlisting and/or Interview |
| Managing Risk (level 3) <i>Develops the culture. Has track record of analysing potential risks, promoting risk awareness and holding others to account for their practices.</i> | Shortlisting and/or Interview |
| Account and partnership management (level 4) <i>Shapes strategic relationships. Sets overall direction for the formation and management of strategic relationships, collaborations and contracts with stakeholders, customers and partners in a significant market</i> | Shortlisting and/or Interview |
| British Council Values and Behaviours | Assessment Stage |
| Open and Committed <ul style="list-style-type: none"> • I make decisions based on evidence and a range of views and ideas • I communicate clearly and honestly • When I don't know the answers, I ask questions to find out what is needed • I am accountable for my actions and ask for feedback which I act upon Expert and inclusive: <ul style="list-style-type: none"> • I treat people with respect and kindness so they are empowered to share their opinions and concerns • I share my knowledge and expertise for the benefit of others • I help to create a sense of belonging and trust • I commit to the learning and development of myself and others Optimistic and bold <ul style="list-style-type: none"> • I am confident to experiment with new ideas and use the learning from what doesn't work • I work with my colleagues to find new and creative solutions to challenges • I believe in what I do and the difference that I can make • I look for, listen to and embrace new ideas, especially those that broaden my own understanding of the world | Shortlisting and/or Interview |

Timeframe and duration of the consultancy

Full time consultancy to 2025 (a minimum of 30 hours input per week) We expect the consultant to start work in March/April 2022

Fees

The prospective consultant is to give indicative day rate details which will be discussed and agreed at a later stage for the technically compliant and competitive consultant.

Timescales

Subject to any changes notified to potential suppliers by the British Council in accordance with the Tender Conditions, the following timescales will guide the selection process:

| Activity | Date / time |
|--|------------------|
| RFP Issued to bidding suppliers | 01 February 2022 |
| Deadline for clarification questions (Clarification Deadline) | 03 February 2022 |
| British Council to respond to clarification questions | 6 February 2022 |
| Deadline for submission of RFP responses by potential suppliers (Response Deadline) | 14 February 2022 |
| Final Decision | February 2022 |
| Contract concluded with winning supplier | February 2022 |
| Contract start date | March 2022 |

Part 3: Consultant response guide

Consultant response guide

The consultant will submit a detailed CV and a brief proposal guided by the details herein but more particularly, attention should be paid to the Terms of reference

| Criteria | Weighting | To be assessed |
|--------------------|-------------|---------------------------|
| Essential criteria | Met/Not met | Application |
| Experience | 50% | Application and interview |
| Competencies | 30% | Application and interview |
| Commercial | 20% | Application |

| Experience – 50% | | |
|------------------|------|---|
| ID | Cat. | Requirement |
| Q01 | MR | Give details of three professional experiences you have that are relevant to this assignment. |
| | | Consultant Response: |
| | | |

| Competencies – 30% | | |
|--------------------|-----|---|
| ID | Cat | Requirement |
| COM01 | MR | Referring to the competencies as set out in the TOR, please set out how your personal skills and attributes align with these. |
| | | Consultant Response: |

| | | |
|--|--|--|
| | | |
|--|--|--|

Commercial – 20%

| ID | Cat. | Requirement |
|--------------------------|----------|--|
| Consultant return | I | <p>This consultancy will attract a day rate depending on skills, competence and experience in programmatic work in the past of comparable magnitude and/ or environment.</p> <p>Please submit your day rate. The day rate shall be assumed to be indicative and inclusive of all applicable taxes, including VAT. Your day rate should also take into consideration that you will be required to take on insurance (professional indemnity) of as well as medical and travel- to be discussed further)</p> |

I confirm that the documents set out in the submission/ return are correct to the best of my knowledge and belief, having applied all reasonable diligence and care in the preparation of the response, and that the information contained within my response is accurate and truthful.

| | |
|----------------------|--|
| Consultant: | |
| Date: | |
| Name (print): | |
| Signature: | |
| Title: | |