



TERMS OF REFERENCE FOR THE DEVELOPMENT OF POLICY PAPER AND POLICY BRIEF ON THE CONSOLIDATION OF SCORE CARDS

1.0 INTRODUCTION

Zambia National Educational Coalition (ZANEC) is an umbrella body for Civil Society Organizations (CSOs) that include Non-Government Organizations (NGOs), Faith Based Organizations (FBOs), Community-Based Organizations (CBOs) and Teacher Trade Unions (TTUs). ZANEC envisages a quality national education system that is accessible, relevant and equitable for human development in Zambia. The mission of ZANEC is to promote quality and inclusive education for all through influencing policy, building consensus, holding duty bearers accountable, and strengthening the capacities of stakeholders in the education and skills sector. One of ZANEC's main advocacy focus areas is education financing anchored on domestic accountability (the Social Accountability Initiative).

2.0 BACKGROUND OF SOCIAL ACCOUNTABILITY (SA) INITIATIVES

The Zambia National Education Coalition (ZANEC) has been conducting Social Accountability (SA) Initiatives since 2012 in different parts of the country. Over the years, these initiatives have spread and evolved in character and geographical coverage. The initiatives include the notice board, the child-friendly score card and social audits held at the school, district, provincial and national levels. Current initiatives in Western Province are in Mongu, Limulunga, Senanga and Kaoma districts. The Social Accountability initiative involves schools displaying their inputs on Notice Boards for community members and learners to be aware of the resources at the school level. This improves transparency and encourages accountability at the school level.

Further, the scorecard sessions are conducted at the school level where learners discuss and rate the quality of service provision in their school using the child-friendly scorecard school and come up with solutions, which they use to interface with the school authorities at that level. The scorecard sessions were conducted in 45 schools (22 schools in Sioma and 23 schools in Shang'ombo Districts).

After the school-level scorecard sessions, the learners use the scorecard findings to present and interface with the duty-bearers at the district in what is called the district interface meetings. During the district interface meetings, the learners and teachers present the findings from their scorecards and action plans and then develop a district action plan based on common issues identified by the schools.

Thus, the proposed Policy Paper and Policy brief are designed to capture issues that were raised in the consolidated scorecards during the district interface meetings held in Sioma and Shangombo districts and require further advocacy.

3.0 JUSTIFICATION FOR POLICY PAPER AND POLICY BRIEF ON THE CONSOLIDATION OF SCORE CARDS

There are significant changes that have happened in the education sector including the declaration of the free Education Policy in 2022, the recruitment of 30,496 teachers in 2022, and the increase in the share of the education budget from 10.4% in 2022 to 13.9% in 2023 (MFNP, 2022)¹. Furthermore, the government increased the budgetary allocation towards the Constituency Development Fund (CDF) from ZMW1.6 million in 2021 to ZMW25.7 million in 2022, and ZMW28.3 million in 2023 as part of the implementation of fiscal decentralization. The CDF is designed to support local-level development projects, including infrastructure in schools.

However, the current allocation of 13.9% in 2023 and 14.5% in 2024 towards **the education sector** is still below the recommended 20% share of the education budget as provided for in the Cairo and SADC Protocols. Besides the low budgetary allocation to the Education Sector, there is also **poor utilization of the budgeted resources by end users** arising from the fiscal decentralization introduced in 2022 that has resulted in significant amounts of money moving from the Ministry of Education Headquarters directly to the schools. Furthermore, the introduction of the Free Education Policy in 2022 has exacerbated the problems of **inadequate learning and teaching materials, shortage of desks, inadequate classroom spaces, and a high teacher-learner ratio**. The average teacher-learner ratio currently stands at 1:58 for primary and 1:38 for secondary schools, against the required standard ratio of 1:45 and 1:35 at primary and secondary school levels respectively (MoE, 2022)².

Other challenges which were identified during the scorecard sessions include inadequate numbers of teachers, learning and teaching materials, insufficient classroom space, shortage of desks, insufficient water and toilet facilities, lack of dormitories for weekly boarding schools, lack of sanitary towels, hunger and many other challenges.

It is hoped that the policy brief will help the Ministry of Education (at the National, Provincial, District, and school levels), Cooperating Partners, NGOs, and communities to prioritise interventions aimed at addressing the challenges identified by the learners.

4.0 SPECIFIC OBJECTIVES

1. To generate literature evidence on the justification for the challenges identified during the scorecard and district interface meetings in Shangombo and Sioma districts.
2. To propose stakeholders/partners from the communities to the national level that can be involved in addressing the identified challenges.
3. To propose financing opportunities that can be used to address the identified challenges.
4. To propose short and medium-term measures the government can take to address the identified challenges.

5.0 SCOPE OF THE CONSULTANCY

The Consultant will be expected to accomplish the following specific tasks.

- (i) Conduct a Desk Review of relevant project documents, reports, and assessments from ZANEC and other relevant literature to generate literature evidence on the justification

¹ MFNP (2022) 2023 National Budget Speech. Ministry of Finance and National Planning: Lusaka

² MoE (2022) Education Strategic Plan. Ministry of Education: Lusaka

for the challenges identified during the scorecard and district interface meetings in Shangombo and Sioma districts.

- (ii) Develop a Policy Paper of a maximum of 20 pages detailing compelling arguments supporting the measures to address the identified challenges.
- (iii) Develop a policy brief of a maximum of 6 pages detailing compelling arguments supporting the measures to address the identified challenges.
- (iv) Develop a short PowerPoint Presentation summarising the key content of the Policy Brief.

6.0 DURATION OF CONSULTANCY

The assignment is expected to be completed within twenty (20) working days during which all the deliverables will be accomplished.

7.0 EXPECTED DELIVERABLES

The expected deliverables will include the following;

- Expression of Interest showing the capacity of the consultant(s), the methodological approach to be used and timelines to accomplish the assignment
- Policy Paper of a maximum of 20 pages detailing compelling reasons for the suggested measures to be implemented by the MoE and other stakeholders to address the challenges or problems identified by the learners in Sioma and Shangombo districts.
- A final Policy brief of 5 pages developed from a Policy Paper detailing compelling arguments supporting the measures to address the identified challenges;
- PowerPoint presentations aimed at summarising the justification for measures to be implemented in Zambia.

8.0 REQUIRED COMPETENCIES

- Must possess a Master's Degree in Education, Social science or equivalent;
- The ability to demonstrate hands-on knowledge of education policies, education financing and other education challenges in Zambia will be an added advantage
- Experience in conducting research in the Education sector is desirable.
- Experience in producing Policy Papers and Policy Brief in the education sector for practical actions
- Strong analytical and communication skills, both oral and written English
- Ability to devote full time to the assignment and meet deadlines.

The letters of Expressions of Interest and Curriculum Vitae must be submitted through email to the address below by Wednesday, 13th November 2024.

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