



Suas is seeking the services of a consultant project manager to work one day each week from May 2019 until January 2020. Based in the Dublin office, the consultant will support the Head of Programmes with the delivery of the Fast Forward pilot project in Zambia, specifically with grant management, monitoring & evaluation, capacity building of local partner and expansion planning. Some travel to the field may be required.

1. CONSULTANCY SUMMARY

Project	Fast Forward community education project, Zambia (pilot project)
Sector	Education in community schools
Project duration	18 months
Implementing org	Zambia Open Community Schools (ZOCS)
Project Start/End Dates	Start date: 1st August 2018 End date: 31st January 2020
Project budget	Yr 1: €86,007 Yr 2: €107,494 (predominantly Irish Aid funded)
# beneficiaries	15 community schools, 75 teachers and 2,700 children ZOCS (capacity building dimension to project)
Consultancy Type	Project Manager (part-time consultancy)
Consultancy Purpose	The purpose of the consultancy is to support the Head of Programme with the delivery of the <i>Fast Forward</i> pilot project, specifically with grant management, monitoring & evaluation, capacity building of local partner and expansion planning.
Location for conducting consultancy	Suas office, Aungier St, Dublin 2
Frequency of work	1 day each week from May 2019 until January 2020 (~35 days)
Reporting lines	The Consultant will report to the Head of Programmes, Suas
Line management responsibilities	The Consultant will not be managing any staff. However, he/she will work directly with Suas' Head of Programmes, as well as remotely with implementing partner ZOCS to achieve the objectives of this consultancy.

2. BACKGROUND

Suas is an international children's literacy NGO. We have a simple but powerful belief – literacy changes everything. Founded in Ireland in 2002, we work with disadvantaged children in Ireland, India, Kenya and Zambia. In Ireland, our trained volunteers provide one-to-one reading and maths support to children in disadvantaged schools.

Since 2012, we've helped over 4,300 children from the most disadvantaged communities in Ireland to improve their literacy skills. Internationally, we've directly supported over 12,000 children in India, Kenya and Zambia since 2003. We've also trained over 1,100 Suas volunteers to work as teaching assistants in some of the world's most marginalised, under-resourced communities.

3. PROJECT SUMMARY

Funded by Irish Aid, the *Fast Forward* Project is a pilot project for Suas, which builds on Suas' and our partners' experience. The overall aim of the Fast Forward project is to improve the educational outcomes of girl and boy students in under-resourced community schools in Zambia. In order to achieve this, this project is supporting the Zambian NGO Zambia Open Community Schools (ZOCS) to enhance their training programme for community school teachers to include, among other elements, new technologies developed by Zambian education technology company Mwabu.

The project is also supporting ZOCS to develop their results-based management and monitoring and evaluation approaches and to build an evidence base to support their ongoing advocacy work for more supports for community schools. Community schools account for 30% of all enrolments in basic education in Zambia.

This pilot project is being conducted in three districts in Zambia involving 15 community schools, 75 teachers and 2,700 children and has two core outcomes:

1. Undertrained community school teachers are empowered to become inspiring and effective educators and give their students a quality education;
2. ZOCS have increased capacity to support under-resourced community schools in Zambia.

Key activities include equipment of schools, development and delivery of an enhanced training and support programme for teachers (in resource centres and in schools), monitoring and evaluation of outcomes for teachers and children, and expansion planning.

Please see Annex A (Fast Forward objectives, outputs and indicators) for more detail.

Baseline has been completed as well as a monitoring and evaluation framework. The aim is to develop and test an approach which, if successful, can be scaled to community schools in all districts in Zambia and can transform the educational experiences of disadvantaged children in these community schools.

We are now seeking external support to assist with grant management and capturing impact from monitoring and evaluation to help build an evidence base for this pilot programme; and to help document systems and process for scale up of the programme when the pilot phase ends in January 2020.

4. PURPOSE OF THE CONSULTANCY

The purpose of the consultancy is to support the Head of Programmes with the delivery of the *Fast Forward* pilot project, specifically with grant management, monitoring & evaluation, capacity building of local partner and expansion planning.

The Consultant may be required to conduct field trips to Zambia to monitor and assist with the delivery of the project.

5. THE OBJECTIVES OF THE CONSULTANCY ARE AS FOLLOWS:

5.1 Project management

Host weekly Skype meetings with the implementing partner;
Monitor performance against project workplan and budget;
Identify issues and risks and ensure actions to mitigate are implemented;
Ensure donor compliance and draft updates/reports for donor (Irish Aid) as required.

5.2 Monitoring & evaluation

Work with local M&E team to ensure M&E system is fully operationalised and working effectively;
Review monthly reports, including M&E data audits;
Support independent consultant to conduct final evaluation of the project (Jan 2020).

5.3 Capacity building of local partner

Implement capacity building plan with partner staff;
Report against checklists to benchmark ZOCS capacity in key areas including: HR, Finance, M&E, Results-based Management, Safeguarding;
Build capacity of partner staff on identified gaps, and measure impact.

5.4 Expansion planning

The intention is that the project, if successful, will scale up from 3 districts to 50 districts in Zambia. To ensure a consistent approach to scale up, Suas is working with ZOCS to develop a manual that overviews key approaches, systems and processes. The Consultant will drive this process of capturing Standard Operating Procedures (SOPs) for all aspects of Fast Forward, e.g. targeting schools, capturing baseline data, delivering teacher training and support. The Consultant will also work closely with ZOCS to identify locations and partners for scale up.

5.5 other tasks as identified by the Head of Programmes

6. COMPETENCIES REQUIRED OF THE CONSULTANT

Essential

- Experience of working in a developing country and capacity building partner staff;
- Experience of managing programmes / projects for results;
- Experience of remote management;
- Excellent analytical skills;
- Excellent interpersonal skills;
- Excellent verbal and written communication skills;
- Excellent organisational abilities.

Preferable

- Experience of working within a results-based management approach;
- Monitoring and evaluation experience and/or qualifications;
- Knowledge and understanding of international education and Zambian context;
- Experience of developing programmes at early stages of development (involvement in previous pilots an advantage).

7. CRITERIA FOR ASSESSMENT

Applicant's submission will be assessed against the "competencies required of the consultant" as outlined above, as well as stated cost.

8. SELECTION PROCESS

Suas will assess each application against the criteria outlined above. Preferred candidates will be interviewed and references sought.

10. SUBMISSION OF APPLICATION

The consultant must submit a cover letter outlining relevant experience as well as their cost, and a CV.

Please email sharon@suas.ie subject: **Fast Forward Final Evaluation consultancy**.

The application deadline to receive Curriculum Vitae & cover letter is April 16, 2019.

Annex A Fast Forward objectives, outputs and indicators

Objective	Outputs	Indicators
<p>1.1 Teachers deliver high quality lessons and mentoring relevant to curriculum and ABCDE framework (academic, self-belief, critical thinking, digital and technological skills, equality and rights awareness)</p>	<p>1.1.1 Schools are fully equipped with learning technology</p>	<p>a) No of teacher tablets delivered to each school b) No of projectors delivered to each school</p>
	<p>1.1.2 Teacher training programme designed</p>	<p>Training programme designed, including learning objectives, session notes and learning materials</p>
	<p>1.1.3 Teachers complete redeveloped training programme</p>	<p>No and % of teachers (M/F) utilising knowledge and skills relevant to ABCDE framework in planning and delivering lessons</p>
	<p>1.1.4 Teachers participate in continuing professional development (CPD) activities beyond initial training</p>	<p>a) No and % of teachers (M/F) who are engaging in continuing professional development (CPD) relating to the ABCDE framework beyond initial training i.e. CPD groups or monitoring visits b) Quality of engagement in CPD activities</p>
	<p>1.1.5 Teachers use tablets and projectors with students in classrooms and/or in resource centres</p>	<p>No and % of teachers (M/F) utilising tablets and projectors outside of training (in classroom and/or in resource centres) - and average time spent</p>
	<p>1.1.6 Teachers and students use accountability mechanisms to get feedback from key stakeholders</p>	<p>a) No and % of teachers (M/F) using low-stakes testing b) No and % of schools with Parent Community School Committees and Student Committees - and quality of interaction</p>
<p>1.2 Students (girls and boys) have improved learning outcomes (reading, mathematics) and demonstrate core knowledge, skills across all aspects of ABCDE framework</p>	<p>1.2.1 Students participate in classes relevant to the following key areas: reading, mathematics</p>	<p>No and % of students (M/F) in targeted grades achieving at least a minimum proficiency level in reading and mathematics.</p>
	<p>1.2.2 Students participate in classes relevant to the following key areas: self-belief, critical thinking, digital and technological skills, equality and rights awareness</p>	<p>No and % of students (M/F) demonstrating improvements in a) self-belief b) critical thinking skills c) digital and technological skills d) rights awareness</p>

Objective	Outputs	Indicators
2.1 ZOCS have increased capacity to deliver teacher training integrating, among other elements, digital technology	2.1.1 ZOCS staff have fully participated in capacity building programme and attained learning milestones relating to integrating digital technology in teacher training	No and % of relevant ZOCS staff demonstrating increased capacity in the area of teacher training incorporating technology as a result of capacity building inputs
2.2 ZOCS have increased capacity in the area of results based management, and an evidence base to inform their ongoing advocacy work for more supports for community schools in Zambia	2.2.1 ZOCS staff have fully participated in capacity-building programme and attained learning milestones relating to results based management	<p>ZOCS has developed its organisational approach and toolkit for results-based management ZOCS</p> <p>There is an independent, credible evaluation of the project based on a robust monitoring and evaluation strategy</p>
2.3 ZOCS have developed plans to replicate this approach to teacher training in a further 50 districts in Zambia where they are currently supporting community schools/training teachers.	2.3.1 Replication plan has been developed and implemented	There is a solid plan as to how this project could be extended to the 50 districts where ZOCS is supporting community schools/teachers