

STTA Terms of Reference

**Social Emotional Learning (SEL) Baseline Data Analysis and Report Writing**

# Document date: 31 March 2025

**Consultant Name and contact information Dates of engagement**

Start Date 23 April 2025

End Date: 14 May 2025

## Administrative and reporting arrangements

Reporting to: Ronald Zvendiya (MERL Coordinator – Rzvendiya@edt.org) Location: Harare, Zimbabwe

Key Contacts: Lyona Rutambwa (MERL Manager); Loveness Chimuka (MERL Lead – LChimuka@edt.org); Memory Mandikiana (GESI Officer – Mmandikiana@edt.org), Mvelo Mjimba (Education Technical Lead - MMjimba@edt.org); Faith Nkala (Country Director - FNkala@edt.org).

Project: SEL component of TEACH Workstream: TBA

# Background

Education Development Trust (EDT) is working in collaboration with Think Equal and the Ministry of Primary and Secondary Education to deliver Social and Emotional Learning programme in schools. This involves capacity building of ECD B teachers, Teachers in Charge and Heads in social and emotional learning for them to implement and track development of these skills in their learners. The Social and Emotional Learning (SEL) component of the Teacher Effectiveness and Equitable Access (TEACH) programme, funded by the United Kingdom Government, has adopted a consortium structure. The programme is led by the Ministry of Primary and Secondary Education (MoPSE) and is implemented through a partnership among Think Equal (SEL experts and contract owner), Education Development Trust (EDT) (principal implementing partner), and the Regional Psychosocial Support Initiative (REPSSI) (training partner). The SEL component of TEACH targets 3,220 ECD-B classes across 18 TEACH districts in three provinces, namely: Manicaland- 6 (Buhera, Mutare, Chimanimani, Makoni, Nyanga, Chipinge), Matabeleland South – 7 (Matobo, Bulilima, Mangwe, Umzingwane, Gwanda, Beitbridge and Insiza), and Mashonaland Central – 5 (Mazowe, Guruve, Mbire, Mt Darwin and Rushinga).

Baseline data was collected between 11 and 28 March 2025 through administered child assessment forms sampling 10% of ECD B teachers reached across 18 districts. Education Development Trust Zimbabwe is therefore, seeking an STTA to analyse the collected data and produce baseline report.

# Assignment length, timeframe and day rate

The number of fee days shall not exceed 10 working days at a rate of £250/day including tax. We operate a system of honest reporting whereby a consultant self-reports his/her time usage. Thus, total fees payable shall not exceed £2500. The payment for deliverables will be in two phases:

* + **Phase 1**: 40% - Upon submission of First draft of the Baseline Report
	+ **Phase 2**: 60% - Upon Submission of Final of the Baseline Report

Days will only be billed if the outputs are delivered to the agreed standard, and days per output are agreed in advance. The hours may be split and can be used outside of 9am to 5pm. Note it is the responsibility of the STTA to raise any issues with completing deliverables within the timeframe with the focal person at the earliest opportunity.

Note: The consultancy fees shall be paid less 30% withholding tax, if no tax clearance is availed.

# Consultancy Project Scope

The STTA is expected to analyse baseline data collected using Child Assessment forms in 18 districts and produce a report. The key components of the assignment include:

* + **Desk Review:** Incorporate EDT and Think Equal guidance on analysis of tools. The STTA should also review Social Emotional Learning and Heritage Based Curriculum materials as required.
	+ **Data analysis:** The STTA is expected to develop an Inception Report with analysis plan and report outline for the baseline incorporating EDT comments and feedback. Thereafter, analyse baseline data from the 18 districts according to the analysis plan
	+ **Report Writing:** The STTA will develop a baseline report based on the data analysis outputs incorporating inputs from desk review.

# Objective of the consultancy

* + To analyse baseline data from completed Child Assessment forms for 18 districts.
	+ Produce a baseline report based on the analysis and desk review

# Deliverables

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| --- | --- | --- | --- |
| **Activities/ Outputs** | **Quality Criteria** | **Indicative****LoE (days)** | **Delivery Date(s)** |
| **1.** Kick-off meeting discussing understanding of TORs with consultantand produce Inception report |  | 1 | 23 April 2025 |
| **2.** Conduct desk review to understand SELcomponent of TEACH programme, clean the baseline data | EDT team | 2 | 29 April 2025 |
| **3.** Analysis Plan and Report structure for EDT review. | EDT team | 1 | 29 April 2025 |
| **4.** Finalise the analysis Plan and report structure | EDT team | 1 | 2 May 2025 |
| **5.** Submit First Draft of the Baseline Report and PowerPoint Presentation with Preliminary Findings | EDT Team | 3 | 7 May 2025 |
| **6.** Submit Final Draft of the report, Final Data Sets and Final PowerPoint Presentation after incorporatingcomments | EDT team | 2 | 14 May 2025 |
|  |  | **10** |  |

**Please note, this is an output-based contract.**

While timesheets must be completed, payment is linked to delivery against the outputs, by the dates and to the quality specified above. The Level of Effort indicated in the ‘Activities’ section is estimated only. The consultant should discuss with the Country Director if they do not think the LoE is accurate before signing the contract. If, once the contract is signed, the LoE needs to be adjusted, this must be agreed in writing between the consultant and the team leader. A contract variation may be required.

**Sign-off:** Deliverables will be reviewed and signed off as to meeting expectations. Payment for days worked will be dependent upon the appropriate fulfilment of the deliverables.

# Security check requirements

A police or DBS check is required for the work to be undertaken for safeguarding and audit purposes. The work will be done remotely but the consultant will come to EDT as and when need arises. For purposes of bid proposal, the consultant will not interact with children, minors or vulnerable adults.

# Skills, Qualification and Experience

* + A degree in educational psychology, sociology, Psychology, social sciences or related field.
	+ Providing similar services to clients including international NGOs and donor partners.
	+ A track record in the design, implementation and/or analysis of school surveys
	+ Quantitative and qualitative research methods including mixed methods research
	+ Inter relational skills in working with stakeholders within the government of Zimbabwe and Zimbabwean education system.
	+ Working closely with international teams of researchers and technical experts to design and manage research.
	+ Track record in high quality report writing and project management.
	+ Strong verbal and written communication in English.

# Annexes, list of supporting documents

* + SEL training materials and booklets

*Education Development Trust is committed to safeguarding and promoting the welfare of everyone who comes into contact with us. We operate a zero-tolerance policy to sexual exploitation, abuse, and harassment (SEAH). Applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with past employers and police checks. Successful candidates will be required to sign a safeguarding declaration to confirm that they will abide by the Trust’s safeguarding policies and procedures, including, but not limited to, Protection from SEAH, and the Safeguarding Code of Conduct.*