

TERMS OF REFERENCE FOR INDEPENDENT VERIFICATION OF TEACHER PRESENCE IN PUBLIC PRIMARY SCHOOLS UNDER THE UGANDA TEACHER AND SCHOOL EFFECTIVENESS PROJECT (UTSEP)

1.0 INTRODUCTION

The Government of Uganda through the Uganda Teacher and School Effectiveness Project is implementing a number of activities tailored to improving teacher and school effectiveness in primary schools. This is being done through; enhancing teacher and instructor competencies and practices; supply of instructional materials for learners and teachers; intensifying teacher supervision and schools inspections, increasing the capacity of school leadership and accountability to the community and improving basic school facilities.

The Early Grade Reading program is one of the program/intervention being implemented to enhance competencies and practices by improving the reading ability of children in early grades in both English and local language. A total of 11 local languages are being supported under the project. Teachers of P1-P3 classes undergo the initial training, refresher training after the initial training and supervised while in the field to ensure methods taught are being put to practice and also give further instruction while at school. The program is a scale up of the USAID/Uganda School Health and Reading Program that focuses on twelve local languages in thirty districts.

1.1 Context of the assignment

By enhancing teacher competencies and practices, a total of 10,171 teachers including head teachers, P1 and P2 teachers have been trained in Early Grade Reading Methodology from 2,670 primary schools selected in 27 districts. An additional 3,609 P3 teachers from the same primary schools are to be trained in January 2018. For effective implementation of the program, Government must ensure that teachers are in school and teaching.

2.0 DESCRIPTION OF THE ASSIGNMENT

During the Mid Term Review of the project, a new Disbursement Linked Indicator (DLI) focusing on improving teacher attendance in schools benefiting under the Early Grade Reading was introduced. The Service Delivery Indicators (SDI) survey conducted in 2013 found an average teacher absenteeism rate of 27% nationwide. The DLI will focus on improving teacher attendance in EGR schools. The Ministry therefore intends to hire an independent verification firm to verify results of this DLI.

2.1 Objectives of the Assignment

The objective of the assignment is to verify the percentage of P1-P7 teachers physically present in schools and P2 teachers found teaching the timetabled lesson across the 27 target districts. Specifically, the assignment will:

- (i) Verify the number of P1-P7 teachers physically present in each school using the school level list posted by the head teacher during all school visits.
- (ii) Check P2 teachers are in class teaching the timetabled lesson.
- (iii) Calculate eligible payments against the DLI.

2.2 Scope of Work

The assignment will be based on, but not limited to:

- (i) Collect baseline data in a sample of the Early Grade Reading schools.
- (ii) Verification of achievement levels on the set indicators.
- (iii) Calculation of eligible payments against the DLI.

(i) The baseline Survey:

The baseline survey will be undertaken in September 2017 during which a representative sample of the 2670 schools will be visited. The purpose of the baseline survey is two-fold. Firstly, the survey firm will confirm the list of P1-P7 teachers in each school. The survey firm will be given a list of teachers by school by the Ministry of Education and Sports and this list will be checked against the list of teachers provided by the head-teacher (or available on the school board) during the time of baseline survey. The survey team will agree on the final and correct list of teachers by school. Secondly, the survey firm will collect baseline information on teacher presence at the schools. The firm will check the number of P1-P7 teachers present in each school. Teachers will be marked present if they are able to present a valid identification card, teachers who are not present at the time of the survey, the reasons for their absence will be recorded, including verification of approved leave if this is the case. The reason may be categorized under Authorized absence (AA) or Un authorized absence (UA)

In each school surveyed, at least one lesson of a P2 teacher will be observed to establish whether the lesson is per the Early Grade Reading timetable.

Staffing

Recruit enumerators, data-entry technicians and supervisors based on agreed best practice. Identify a survey team led by a Project manager who shall be responsible for the overall survey implementation and report writing, includes sampling expert and field coordinator responsible for oversight of the survey implementation in each of the stratum and a Data manager responsible data quality assurance.

Development of Sampling Framework

Coordinate with the Ministry in the development of the sampling strategy for the baseline as well as the follow up visits, which will be unannounced.

Preparation of training materials; Selection and training field coordinators/numerators

Develop training materials and field manual. Recruit and train qualified field coordinator and enumerators for data collection.

Preparation of data management plan

Prepare a data management plan outlining how data will be collected and entered. The plan will also include detail on quality assurance mechanisms, which will be in place during data collection and entry.

Teacher lists for EGR schools

Compile teacher lists for all EGR schools. It is critical that these teacher lists are accurate and cross-checked with district level officers and headmasters before and during the baseline and verification visits. Each of the teacher lists should be photographed during visits.

(ii) Verification of Results:

Verification of results will be undertaken at three periods, March 2018, September 2018 and March 2019. The baseline will be undertaken in September 2017 and the results will inform the set targets above. A randomly selected, representative sample of the targeted schools will be selected for each verification period. The survey firm will confirm the number of P1-P7 teachers present in the sample of schools. For teachers who are not present at the time of the survey, the reasons for their absence will be recorded, including verification of approved leave if this is the case. Teachers officially absent will not affect calculations for re-imburement.

In each school surveyed, at least one lesson of a P2 teacher will be observed to establish whether the lesson is per the Early Grade Reading timetable.

(iii) Calculation of eligible payments:

Payment for the three verification cycles will be based on target performance described in the table below

Performance indicator	Payment amount
75 -79 percent teachers present	65 percent payment
80 -84 percent teachers present	85 percent payment
85 – 89 percent teachers present	90 percent payment
90 percent and above teachers present	100 percent payment

2.3 Consultancy Terms of Operation

- (i) The consultancy firm shall conduct the verification in a transparent and independent manner that will provide valid evidence of results for accountability and decision making on disbursements.
- (ii) Consult with key stakeholders, including Ministry of Education & Sports, the Ministry of Finance, Economic Planning and Development, the Delivery Unit within the Office of the Prime Minister, UNATU and Education Development Partners.
- (iii) The firm will prepare and submit an inception report that will indicate how the baseline survey and the subsequent verification exercises will be undertaken.
- (iv) Hold meetings with key stakeholders to agree on procedures and requirements regarding sampling, methodology, data collection etc.
- (v) The firm will use list of teachers from the district education office and match it with the school level list displayed in the head teachers' office.
- (vi) Teachers present will be identified by their personal identification card and will sign the list as proof of presence in school.
- (vii) Use the displayed P2 class time table and compare with the current lesson in progress. Check for scheme of work and align it with the lesson plans.
- (viii) Conduct a baseline survey on the P1-P7 teachers present and P2 teachers in class and teaching the timetabled lesson in Public Primary Schools (September 2017).
- (ix) Verify progress made for the DLI against their agreed targets.
- (x) Compute amount to be disbursed for the DLI based on the achieved results.

3.0 STAFFING REQUIREMENTS AND QUALIFICATIONS

The consultancy firm and core management team shall possess the following qualifications/experience:

- i. Expertise in field work for large scale surveys.
- ii. Extensive experience of designing and conducting impact evaluation studies
- iii. Experience of at least 3 similar assignments involving independent verification of results or performance.
- iv. Demonstrated experience in organizing large scale surveys in Africa – mainly in the sub- Saharan Africa. Experience in working in Uganda or other Eastern African countries, within the past five years, is prioritized.
- v. Demonstrated capacity and experience in planning and organizing survey logistics, including the design and implementation of protocols to ensure high quality data.
- vi. Good network of experienced field enumerators and supervisors as well as data entry clerks and supervisor.
- vii. Demonstrated capacity in database design, data management and statistics and strong knowledge in the following software: CS-Pro or Stata.

- viii. Ability to report to the Technical Team effectively on progress of the work, including the submission of interim data sets and the identification of noticeable difficulties.
- ix. Be available and ready to undertake the survey in September 2017.
- x. Confirm an uninterrupted availability of the fielded consultants for the duration of the assignment.
- xi. Maintain a complete list of sources of information used and surrender all documents and data collected to the client at the end of the assignment.

3.1 Key Staff

Within the consultancy, it is necessary to identify the Team Leader, and the other key staff.

- a. Team Leader/Consultant
- b. Sampling Expert
- c. Data Manager
- d. Field coordinator

4.0 DELIVERABLES

The Consultant shall submit the following reports and/or deliverables in five electronic and five hard copies:

- i. Inception report, setting out proposed methodology with sampling framework for baseline and follow up visits by 30 June 2017. All relevant data collection tools as well.
- ii. Baseline survey Report: 30th November 2017 with electronic copy of clean database.
- iii. Verification Report No. 1: 30th April 2018 with electronic copy of clean database
- iv. Verification Report No. 2: 30th October 2018 with electronic copy of clean database
- v. Verification Report No. 3: 30th April 2019 with electronic copy of clean database
- vi. All data collection instruments organized by school and district as well as teacher lists from baseline and all verification visits.

The reporting will be tailored to objectives for each phase of reporting as highlighted below.

- (i) Verify the number of P1-P7 teachers physically present in each school using the school level list posted by the head teacher during all school visits.
 - a. Compile and submit lists of the teaching staff appointed and posted at the school endorsed by the head teacher and the District Education Officer.
 - b. Submit a detailed report on the presence of the head teacher and teachers' at the time of visit showing the percentages of authorized absence (AA) and un authorized absence (UA).

- (ii) Check P2 teachers are in class teaching the timetabled lesson.
 - a. Evidence of the time table, schemes of work and lesson plans against the actual lesson in progress. Scan the time table and lesson plan.
- (iii) Calculate eligible payments against the DLI.
 - a. Give a detailed report on the eligible payment of DLI 7 results to Ministry of Education and Sports using the table on calculations.

5.0 REPORTING ARRANGEMENTS

The consultant will work under the overall supervision of the Commissioner – Basic Education. The Basic education department will be in charge of quality assurance led by the Assistant Commissioner Primary Education who will serve as the Quality Assurance Officer / Focal Point for day-to-day task coordination with support from the Basic Education Specialist UTSEP taking lead on behalf of the Project Coordination Unit.

6.0 INPUTS AND OBLIGATIONS OF THE CLIENT

- i. Provision of all relevant reports and documentation pertaining to and as required in the assignment.
- ii. Provision of contacts as well as access to information that is essential to the proper implementation of the assignment.
- iii. Provision of Quality Assurance Officer (QAO) who will be the focal point officer between the Client and the Consultant. The QAO will handle all logistical issues and coordination matters relating to the assignment.
- iv. Ensure that the project staff members and implementing partners are available for periodic meetings as needed.
- v. Provision of letters of introduction to Local Authorities and other relevant offices as necessary.
- vi. Facilitation on other matters related to the assignment, as and when necessary, upon request by the consultant.

7.0. METHOD OF SELECTION

- 7.1 The method of selection will be based on the Consultant's Qualification (CQS). The Client will obtain expressions of interest from Consultants, which will include information on their experience and qualifications. Firms having the required experience and competence relevant to the assignment shall be assessed and compared, and the best qualified and experienced firm shall be selected. Only the selected firm shall be asked to submit a combined technical and financial proposal and, if such proposal is responsive and acceptable, be invited to negotiate a contract.