

## Terms of Reference for Senior Consultant

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**Title:** Research Consultant on the Teachers' Knowledge, Attitude, Practices, and Beliefs Study  
**Duty Station:** PAL Network (Nairobi, Kenya)/ Home-based, travels to the project fields are expected  
**Unit:** Research  
**Start Date:** 15 April 2024  
**End Date:** 30 December 2024  
**Total Working Days:** 130 days, over a period of nine months  
**Reports to:** Research Manager  
**Application Deadline:** April 7, 11:59pm East Africa Time (EAT)

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### About PAL Network

The People's Action for Learning (PAL) Network is a south-south partnership of 17 member organizations working across Africa, Asia, and the Americas to support children's basic reading and numeracy skills. Member organizations conduct citizen-led assessments and action interventions aimed at improving foundational learning outcomes. Registered as an NGO in Nairobi (Kenya), the PAL Network was formed to accelerate and coordinate the shared work of its members toward achieving common goals and objectives and prides itself on being an organization that is *created by, led by, and for the Global South*.

### About this Position

With the objective of supporting countries to advance children's foundational learning, through effective and scalable teacher training programs, the Research Unit at the PAL Network is seeking a highly qualified consultant to lead a project aiming at understanding and examining teachers' knowledge, attitudes, practices, and beliefs (KAPB), and enabling them to effectively impact on children's learning and engagement.

#### 1) Background of the project

Research by the PAL Network through initiatives highlights a significant gap in basic literacy and numeracy among students, despite years of formal education. To address these challenges, the PAL Network advocates for a strategic approach involving evidence generation, socio-political awareness, and actionable solutions to enhance foundational learning. By implementing tailored interventions like Accelerated Learning Pedagogy (ALP), rooted in the Teaching at the Right Level (TaRL) philosophy, the project aims to prioritize learning at individual levels, ensuring progress through regular assessments and adapted teaching methods. This approach not only seeks to bridge learning gaps but also empowers teachers to effectively apply these strategies, ultimately improving student engagement and learning outcomes.

This project aims to understand the qualities and aspects of ALP/TaRL training that help instructors effectively teach children how to read and grasp basic math. Evidence shows that adapting teaching to learners' needs is crucial for enhanced learning outcomes (Tomlinson, 2004), especially for those needing remedial support. Over 40-50 days, at least 70-80% of children improve their reading by one level. Such quality teaching is necessary to foster lifelong learning and empowerment (DFID, 2007), while also addressing inequality and socio-economic issues (Silberstein, J., 2021), enhancing access to opportunities. The proposed research will explore how teachers' knowledge, attitudes, practices, and behavior (KAPB) change from training, ultimately impacting student learning and engagement.

## 2) Objectives of the consultancy

The research project will explore how teachers' knowledge, attitudes, practices, and behavior (KAPB) change from training, ultimately impacting student learning and engagement. Whenever possible, the study will compare teacher KAPB of those who went through innovative training with those who have not.

The study also aims to understand the political economy of education in selected areas in four African countries (Kenya, Mozambique, Senegal, and Nigeria). The KAPB study establishes a baseline for foundational learning support, informing pedagogical adaptations for local contexts and solutions. Insights will be used to develop strategies of scaling effective pedagogies.

The key objectives of the proposed research are as follows:

- Understand the impact of teacher training programs informed by TaRL and other structured pedagogical approaches, such as ALP on trainees' knowledge, attitude, behavior, and practices linked to FLN, especially their classroom management and teaching practices
- Identify the socioeconomic and political factors that influence teachers' performance in the classroom and school management.
- Discover teacher-driven innovations arising from teachers trained in those programs.

The project's core objective is to enhance salience for FLN in the Sub-Saharan Africa (SSA) region.

Overall, the success of the project would be demonstrated by:

- Increased awareness and salience of foundational literacy and numeracy in the SSA region among communities, administrators, and political stakeholders;
- Improved availability and utilization of data to inform evidence-backed decision-making for educational policy and practice;
- Influence and advocate for positive changes in teaching practices and educational outcomes; and
- Engagement and involvement of regional and global organizations in leveraging the common assessment data to enhance scalable learning improvements.

## 3) Scope of Work and Expected Outcomes

The primary outcomes of this study are as follows:

Outcome 2: Influence policymakers to improve teaching	
OUTPUTS	ACTIVITIES
I. KAPB research report of teachers across 100 schools	<ul style="list-style-type: none"> <li>• Develop a research framework for the KAPB study, outlining the key objectives and research questions</li> <li>• To identify, a set of quality and impact indicators that can be monitored and used for adapting the ALP Programme in the future in collaboration with the PAL Network, its local partners, and other stakeholders. The Programme's logic model should include the essential indicators.</li> <li>• Design and develop data collection tools                             <ul style="list-style-type: none"> <li>- Mobilization strategy and field plan: develop a well-planned strategy in consultation with field leaders to reach out to the target samples for data collection.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Training of Field Investigators: Design and monitor trainings by master trainers (PAL's field leaders) on the questionnaires, research tools, and data capture formats and other protocols such as informed consent, selection of respondents, research protocols, and quality checks. Master trainers will be responsible for the training of enumerators. Enumerators will be selected based on their experience, performance, communication skills, and understanding of the research.</li> <li>- Rolling out mixed method data collection including assessment surveys, interviews, focus groups, and surveys.             <ul style="list-style-type: none"> <li>• Arrange with the PAL Network local partners to conduct data collection with teachers across the 100 schools</li> <li>• Monitor the data collection process</li> <li>• Clean data and check for quality assurance</li> <li>• Analyze data in line with research questions</li> <li>• Prepare a comprehensive research report</li> </ul> </li> </ul>
<p>II. Policy Toolkit outlining the various opportunities for policymakers using the KAPB findings.</p>	<ul style="list-style-type: none"> <li>• Design the structure and format of the policy toolkit</li> <li>• Develop a toolkit that outlines the various opportunities for policymakers to utilize the KAPB study findings</li> <li>• Solicit feedback and engage in discussions to understand the specific policy challenges and needs of the regional bodies</li> </ul>

## 4) Consultant's Responsibilities

### Phase I

- Prepare and approve the inception report. It is an initial planning document outlining the scope, objectives, methods, and critical aspects of the project, including the monitoring and evaluation framework. This planning document must be presented and approved by the key stakeholders. Its purpose is to provide a roadmap for the study process.
- Review the program documentation, materials, and curriculum.
- Plan and conduct a validation workshop on the eligible teacher training Programme's logic model. Agreeing on a feasible logic model before starting the project will help define the goals and the intermediate and long-term outcomes and measure the impact of the teacher training Programme correctly. The program's objectives serve as benchmarks for assessment (if the logic model is not yet finalized, this workshop will be a consultative meeting to finalize it)
- Review the KAPB-related indicators and provide a synthesis report with recommendations.
- Develop, finalize, present, and approve a detailed study design and process plan. Comprised of:
  - **Introduction**
  - **Scope and Objectives** (specify the main objectives or research questions that the evaluation will seek to answer)
  - **Methodology for endline study**, process evaluation and a plan for endline evaluation (describe the research methods and data collection techniques that will be used in the evaluation. This section should include details on the sampling strategy, data sources,

and any tools or instruments that will be employed. Identify/adapt a reliable and valid instrument to evaluate the efficacy of teacher training methodologies deployed, and a valid instrument to measure student outcomes as well as the impact of socio-economics outcomes on results.

- **Data Collection Plan** (provide a detailed plan for data collection, including timelines, responsibilities, and any ethical considerations. Comparative analysis, if applicable, with a control group or baseline data)
- **Data Analysis Plan** (outline how the collected data will be analyzed and interpreted to answer the evaluation questions. This can include statistical methods, qualitative analysis techniques, and any software to be used)
- **Stakeholder Engagement** (describe how stakeholders will be engaged throughout the evaluation process. This may involve consultations, workshops, or feedback mechanisms to ensure that their perspectives are considered)
- **Risk Assessment** (identify potential risks or challenges that may arise during the evaluation and propose strategies to mitigate them. This could include issues related to data access, ethical concerns, or logistical challenges)
- **Timeline** (present a timeline that outlines the key milestones and deadlines for the evaluation, including data collection, analysis, and reporting)
- **Budget** (provide a budget estimate including costs related to personnel, data collection, analysis, and any other expenses. This helps stakeholders understand the financial aspects of the evaluation)
- **Reporting and Communication** (explain how the evaluation findings will be reported and communicated to stakeholders, including the format of the final report and any interim updates)
- **Roles and Responsibilities** (define the roles and responsibilities of the evaluation team members, including their specific tasks and areas of expertise).

### Phase II

- Supervise data collection operations. The data will be collected from the program's participants, including surveys, interviews, observations, and/or focus groups by a third party. The consultant is responsible for supervising the data collection operation by providing roadmap, and training surveyors.
- Ensure quality data collection: The consultant must introduce quality control protocols for data collection operation. These protocols must be able to provide consistent feedback throughout the collection process, as well as a finalized score on the quality of the collection.

### Phase III

- Present the results in a PowerPoint presentation and discuss the findings with the key stakeholders
- Hold strategic consultations/meetings with the relevant stakeholders running the program to reflect on the outcomes of the project.
- Develop and present a preliminary report.
- Develop a final report incorporating the suggestions provided by key stakeholders.

### Additional Tasks

- Participate in periodic meetings with key stakeholders

**Deliverables will include:**

- The teacher training Programme logic model.
- Inception report/evaluation plan (methodology/matrix of the evaluation study, including the M&E framework, endline evaluation plan and its instruments for data collection) and a PowerPoint presentation summarizing the main content.
- Preliminary report/draft of final report findings and a PowerPoint presentation summarizing the main content; meeting with stakeholders to discuss.
- A well-written final report of the evaluation findings.
- A 1–2-page executive summary of key findings.
- Any supporting data visualization.
- Any additional material, including interview transcripts, collected data, workshop reports, etc.
- Note: although the data collection will be in local languages, all the reports and presentations should be done in English. All data instruments will be translated into English by the third party data collectors and annexed to the final report(s).

**5) Timeframe**

PHASE I	<ul style="list-style-type: none"> <li>• Review the programme documentation + logic model</li> <li>• Inception Report</li> <li>• Detailed M&amp;E framework and endline evaluation plan</li> </ul>	April-June 2024
PHASE II	<ul style="list-style-type: none"> <li>• Supervise Data Collection Operation</li> <li>• Ensure Quality Data Collection</li> </ul>	July-September 2024
PHASE III	<ul style="list-style-type: none"> <li>• Draft Report / Presentation</li> <li>• Final Report/ Presentation</li> </ul>	October- December 2024

**6) Qualifications and Experience**

Interested individuals and/or organizations should demonstrate their qualifications and proven experience in research, evaluation, and writing.

**Core Skills**

- **Expertise in Programme Evaluation:** The consultant should have a proven track record of evaluating complex social programs, including those focused on public policy, education system, child outcome
- **Subject Matter Expertise:** Understanding of teacher training programmes, foundational learning, and educational attainment to assess programme components effectively.
- **Evaluation Planning:** Effective project management skills to plan and execute the evaluation within established timelines and budgets.
- **Ethical Considerations:** Knowledge of research ethics and the ability to navigate ethical issues related to informed consent, confidentiality, and data protection when working with vulnerable populations.
- **Data Collection and Analysis:** Proficiency in data collection techniques such as surveys, interviews, focus groups, observations, administration and coding of standardized measurements. Expertise in both quantitative and qualitative data analysis, including statistical analysis.
- **Stakeholder Engagement:** The ability to engage programme staff, participants, and other stakeholders collaboratively and constructively throughout the evaluation process.

- **Data Visualization and Reporting:** Proficiency in creating clear and informative reports and visualizations to communicate evaluation findings to both technical and non-technical audiences.
- **Cultural Competency:** Sensitivity to cultural diversity and understanding how cultural factors may influence programme outcomes and participation.
- **Collaborative Work:** The consultant should be able to work collaboratively with PAL, and its local partners to ensure that the evaluation is helpful and informative. The consultant should be willing to listen to the concerns and suggestions and to adjust the evaluation plan as needed.

## 7) Terms and Conditions

- Consultants should act with integrity and respect for all stakeholders in line with PAL Network's ethical guidelines regarding evidence generation.
- PAL Network holds copyrights for all reports. The documents (including raw materials, etc.) may not be reproduced, distributed or published without the written permission from PAL Network.
- All personal data should be accessible to team members, but no one else. The consultants need to set up secure systems (a) to ensure that other staff within their institutions cannot access their data via the shared staff drives, and (b) to ensure secure data transfer between institutions. Cloud based storage with limited sharing rights could be considered in this instance. Different personal data files need to be link-able, they need to be held separately so that they can only be linked purposely, by researchers who are authorised to do so. There is also a need to ensure that data cannot be removed from secure systems in ways that might compromise data security.
- PAL Network will share with the selected consultants all the relevant materials it has and provide required expertise.
- PAL Network Research Office will review and provide feedback on reports prepared by consultants.
- PAL Network will provide administrative support for the work of consultants.
- All information from produced reports cannot be shared with the media without the written approval of PAL Network Country Office.

## 8) Application Procedure

To apply for this position, please send the following documents to [jobs@palnetwork.org](mailto:jobs@palnetwork.org) by 11:59pm East Africa Time (EAT) on **7 April 2024**:

1. Technical and financial proposal.
2. CV or Resume
3. Writing sample, ideally from a short piece you have previously written where you are the only/primary author.

Applications will be reviewed on a rolling basis so early applications are encouraged. Only shortlisted candidates will be contacted, and invited to undertake a short practical test to assess key skills and interview with the hiring committee. If you have any questions, please contact [jobs@palnetwork.org](mailto:jobs@palnetwork.org) or [rchaudhry@palnetwork.org](mailto:rchaudhry@palnetwork.org).