

TERMS OF REFERENCE

PUBLIC SERVICE ANNOUNCEMENT

Summary

Title	Institutional consultancy to support the Ministry of Primary and Secondary Education to develop the Education Sector Strategic Plan (ESSP 2026-2030) and revise accordingly and finalize the GPE Partnership Compact
Purpose	The purpose of this consultancy is to provide comprehensive technical support to MoPSE in writing and designing a high-quality, evidence-based, costed, and implementable Education Sector Strategic Plan (ESP) 2026–2030. The contracting firm will guide MoPSE and partners through all phases of ESSP formulation, including priority-setting, strategy development, costing, financing analysis, and development of monitoring and accountability framework—ensuring national ownership, and alignment with the Education Sector Analysis ESA. The firm will also be required to review & revise accordingly and finalize the GPE Partnership Compact in line with the ESSP 2026-2030
Location	Nationwide
Duration	60 working days over 4 months period of time
Start /end Date	February -30 May 2026
Reporting to	Education Specialist, Simplisio Rwezuvu

BACKGROUND

Zimbabwe has just concluded the National Development Strategy 2 (NDS 2) covering the period 2026-2030 which is Zimbabwe’s second five-year strategic plan designed to accelerate progress on the country’s aspiration of transforming into a Prosperous and Empowered Upper Middle-Income Society, towards the realization of Vision 2030. It has ten priority areas and education is addressed under the pillar on: Science, Technology, Innovation and Human Capital Development.

The broader country context presents a complex environment for sector planning. Zimbabwe’s education system operates within a challenging socio-economic and macroeconomic landscape marked by economic instability, historical episodes of high inflation, unreliable funding flows, and limited public revenues. These realities have constrained government ability to adequately finance education, resulting in infrastructure gaps, teacher shortages, and uneven progress across subsectors. Despite past gains, persistent resource constraints continue to affect the availability and quality of education, especially in rural and low-income communities.

Demographically, Zimbabwe has 6.69 million children aged 3–18 who depend on the education system. Yet out-of-school rates remain high (20% of school aged children are out of school (ZIMLAC, 2025), particularly at the secondary level (24% at lower secondary) where economic barriers, geographical disparities, and social norms intersect. Inequalities based on wealth, gender, disability status, and rural location persist, with children with disabilities and poor rural girls disproportionately excluded. These inequities reflect underlying issues in resource allocation, school conditions, teacher deployment, and household poverty.

According to EMIS 2024, the system faces significant infrastructure deficits: against an estimated requirement of 13,100 schools for the current school-age population, only 11,371 functional schools

are recorded, with nearly 1,963 satellite¹ schools in need of upgrading to meet the Ministry of Primary and Secondary Education MoPSE's minimum standards. Urban schools are often overcrowded; some rural schools frequently operate in temporary structures with limited access to water, sanitation, electricity, and connectivity. Some issues on the quality of the education provided remain as the system faces a significant number of non-readers (up to 30% in some schools) including at lower secondary level, but also some zero pass rate schools (81 schools at grade 7 examinations and 181 at O-level examinations) The teacher work force has been significantly weakened by declining real wages, migration, hiring freezes, and shortages in core subjects. Teacher retention, morale, and deployment patterns require major policy attention. Teacher-pupil ratios and pupil-textbooks ratios are rising in disadvantaged districts, directly affecting foundational learning outcomes.

Institutionally, the education sector is guided by a strong constitutional and policy framework, including the 2020 Education Act, Zimbabwe's Vision 2030, and National Development Strategies (NDS1 and NDS2). Reforms such as the updated 2024 Heritage-Based Curriculum embed themes of sustainable development and climate resilience. The education system is supported by strong partnerships, notably through the Education Coordination Group (ECG) led by the Minister, and the Education Partners Steering Committee led by the Permanent Secretary, though coordination challenges remain. The importance of structured planning processes, accountability frameworks, and evidence-based decision-making given the multiplicity of actors involved and the complex education landscape is critical. The country is also highly exposed to climate-related shocks which routinely disrupt schooling and learning time. A risk-informed ESSP is therefore essential to strengthen system resilience.

The Midterm review of ESSP 2021-2025 was finalized in 2025 Regarding the progress on ESSP indicators, the main findings were that only 27% of ESSP indicators were on or above target by the end of 2023, while 68% were below and 5% lacked data. Some indicators need revision downwards to reflect COVID-19 realities which negatively affected performance through impacts on attitudes, funding disbursement delays and inflation. Output indicators showed similar gaps, with 26% lacking data and 19% deemed inappropriate. However, some sector stakeholders are of the view that more data will need to be collected to take into account contributions through Public Private Partnerships (PPPs), SDCs and churches which is likely currently being missed. On strategic priority 1 (infrastructure, progress have been made on schools' constructions, registration of schools, classroom space and wash facilities, However, there is a persistent backlog of approximately 2,400 schools, particularly in rural and resettlement areas due to lack of funds to construct new schools. On strategic priority 2, (curriculum and assessment), a downward trend has been observed on primary completion rate, transition rate from grade 7 to form 1; on lower secondary completion rate and transition rate from form 4 to form 5. However, the gender parity has been maintained across education levels despite overall declines and the shift from Competence-Based Curriculum (CBC) to Heritage-Based Curriculum (HBC) is completed. On strategic priority 3 (safeguarding and learner support), improvement is visible on drop out rates and special needs enrolment whilst Non formal Education is lagging compared to the targets set. Finally, support is still inadequate, (1) some teachers leaving special schools, special classes and resource units to join the regular stream; (2) BEAM and treasury support are erratic; (3) BEAM some special schools last paid in 2019 then they received for 2024 without arrear payments; (4) Lack of consistent screening (Validation workshop

¹ The national Education Act broadly classifies schools into government and non-government schools. The other operational categories observed in this report are classification by registration status, location (rural/urban domains), per capita grant (P1, P2, P3), responsible authority, and mode of operation (day/boarding).

input). On strategic priority 4 (teachers' capacity), progresses were made on the number of teachers trained, however the learning outcomes assessed through ZELA at grade 2 showed declined in numeracy and slight progress on English while pass rates at grade 7 and O-level examinations remained significantly below target. In terms of gender disparity, girls outperformed boys at all levels. On Strategic priority 5 (Ministry Capacity and Governance), Major strides noticed in establishing multi-stakeholder platforms. On data reporting, consistent delays were experienced on EMIS and Education Sector Performance Reports (ESPR)/Joint Sector Reviews (JSR) due to lack of clear timelines for data collection; inefficient data collection processes; serious shortage of ICT gadgets; and limited knowledge on ICT, even if all were timeously achieved in 2024. Progress was made in developing policy documents, with the Partnership Compact aligning effectively with the NDS1. A Continuous Professional Development (CPD) policy for MoPSE staff has been prioritized, developed, approved, and is now being implemented.

The Zimbabwe GPE Partnership Compact (2022–2026) was also midterm reviewed along with the ESSP 2021-2025. The findings are as follows: it aligns closely with the ESSP and NDS 1 and aims to drive inclusive, equitable, and transformative education reforms. It prioritizes three core outcomes: Improved functionality and safety of schools, enhanced foundational literacy and numeracy, and strengthened, equity-focused sector leadership. Several achievements have been noticed in the period under review: related to school improvement grant was disbursed on time for a majority (95% in 2023) of schools; the catch-up strategy materials were developed and distributed to most of the schools, helping learners recover lost learning time. The revised school inspection reforms progressed, with over 329 inspectors trained and the School Inspection Handbook developed. CPD for teachers and digital initiatives were implemented, including solarization efforts, online learning portals, and multiple initiatives supporting vulnerable learners. However, there are still challenges that undermine the trigger for the 20% top up of the GPE Systems Transformation Grant (STG). The School Financing Policy (SFP), a critical trigger for the release of the 20% top-up of the GPE System Transformation Grant (STG), has not yet been approved by Cabinet. There is low MoPSE ownership of the Compact, with several stakeholders perceiving that development was driven primarily by consultants and partners. Coordination also remains uneven, with larger partners dominating forums, while civil society and smaller stakeholders report being marginalized. Lastly, implementation is affected by financial constraints and incomplete policy alignment, especially around digital tools, teacher training, and learning materials. Overall, while the Partnership Compact has achieved stronger results than the broader ESSP in areas where resources are concentrated, its effectiveness remains tied to systemic factors. These include timely policy approval, adequate funding, inclusive governance, and full alignment with evolving national priorities like the HBC.

Zimbabwe is currently undertaking a comprehensive Education Sector Analysis (ESA) for 2025–2026, designed to provide an evidence-based foundation for the forthcoming Education Sector Strategic Plan (ESSP) 2026–2030. The ESA, being conducted through a mixed-methods, participatory approach, will provide a detailed diagnostic of equity and inclusion, learning quality, system capacity, financing, and institutional performance, and incorporates strong qualitative insights from schools, communities, and frontline actors.

Against this backdrop, a credible, costed, inclusive and realistic Education Sector Strategic Plan 2026–2030 is needed to guide the next phase of reforms and investment as a successor to the ESSP 2021-2025. The new ESSP must consolidate the ESA evidence, align with national development frameworks, and support the prioritization of priorities under the Zimbabwe's GPE Partnership Compact and financing roadmap. To ensure this, UNICEF seeks the services of a highly

qualified consulting firm to facilitate the ESSP development process and the GPE partnership compact revision accordingly.

JUSTIFICATION

As a reminder, the ESSP is a national, multi-year plan that outlines a country's priorities, strategies, and actions for improving its education system. It is developed by the Ministry of Primary and Secondary Education with support from development partners such as UNICEF, UNESCO, and the Global Partnership for Education (GPE), CSOs, etc. Its purpose is to guide government and donor investments, promote equity and inclusion, strengthen accountability through clear targets and monitoring mechanisms, and ensure coordination across ministries and partners. A credible ESSP helps mobilize external funding and ensures that the education sector becomes more effective, inclusive, and aligned with National Development Strategy 2 and the SDG 4.

OBJECTIVE

Whilst the government is leading the strategic planning process which has been already kickstarted, the consultancy firm is to develop a full Education Sector Strategic Plan (ESSP 2026–2030) that is credible, financially feasible, equity-focused, risk-informed, and aligned to Zimbabwe's national and global education commitments. Also, the GPE Partnership Compact must be reviewed and revised accordingly to fully aligned the new ESSP. The priority reform of the compact would be more focused than the current one.

The specific objectives include:

- a) Ensure desk review of relevant studies and analyses made by various partners during the last 3 years
- b) Translate ESA findings into clear sector priorities, strategic objectives, and reform pathways.
- c) Support MoPSE to conduct inclusive national and subnational consultations, ensuring representation of all key stakeholders, including marginalized groups.
- d) Facilitate the drafting of all ESSP chapters, ensuring technical soundness and alignment with the ESA and national frameworks.
- e) Develop a comprehensive financial model and costed plan grounded in economic realities and budget projections.
- f) Produce a risk-informed Monitoring, Evaluation and Learning (MEL) framework with baselines, targets, and clear indicators.
- g) Strengthen MoPSE capacity by involving the planning team in education planning, costing, and data use throughout the process.
- h) In alignment with the new ESSP, review and finalize all documents related to the GPE Partnership Compact including the midterm review monitoring questionnaire and the final midterm review memo, with

SCOPE OF THE ASSIGNMENT AND METHODOLOGY

Using an inclusive and participatory approach, and informed by the NDS2 and the consulting firm will work under MoPSE leadership, and guidance with technical support from UNICEF and the ECG, to deliver the ESSP and the GPE Partnership Compact concurrently through the following structured phases.

For this assignment, the consultancy firm will also refer to the following links on the GPE website

1. The presentation of the Midterm review of the GPE Partnership Compact:
<https://www.globalpartnership.org/what-we-do/midterm-review-partnership-compacts>

2. the GPE guidelines for the development of ESSP using following link” <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>
3. but also the GPE partnership compact mid term review guidelines of June 2025 following this link: <https://www.globalpartnership.org/node/document/download?file=document/file/2025-05-gpe-partnership-compact-midterm-review-guidelines-v4.pdf>.

1. Review and Preparatory Phase

The firm will undertake a thorough review of the existing studies and analyses of the education sector (like but not only the gender analysis of the education sector, the Midterm review of the ESSP 2021-2025 and the GPE compact partnership, the gender audit of education policies, etc.), the ESA findings, MoPSE policies, EMIS data, budget analysis reports, curriculum frameworks, teacher policy materials, and system enablers. This exercise will also identify gaps in evidence that may require additional consultations or modelling. The consultant will then prepare a detailed ESSP roadmap, outlining sequencing of activities, responsibilities, consultations, and technical inputs.

2. Priority-Setting and Development of the Theory of Change

The firm will undertake interviews with key informants at national and subnational levels. Based on various studies/analyses and ESA evidence, the firm will support MoPSE to organise a national priority-setting workshop involving government, development partners, teacher unions, civil society, youth, and disability organizations. The consultant will facilitate the development of a comprehensive theory of change, outlining causal pathways, assumptions, systemic risks, and mitigation strategies.

3. Drafting of ESSP Chapters

Working with a Core Technical Team elected by the Education Coordination Group, the consultant will support the MOPSE to draft all ESSP chapters and the ESSP must be GPE-endorsable and compliant with GPE/IIEP-UNESCO guidance.

The Core Technical Team will comprise MoPSE staff, selected ECG members representing CSOs, donors, teachers and development partners.

- a) Country context and socio-economic analysis, building on ESA findings.
- b) Sub-sector analyses and strategic priorities for:
 - i) Early Childhood Development ECD, primary, secondary, non-formal education, Technical and Vocational Education and Training (TVET) linkages, and transitions.
 - ii) Equity, inclusion, and gender priorities, including disability-inclusive education and rural-urban disparities.
 - iii) Learning and quality improvement, incorporating insights from Zimbabwe Early Learning Assessment (ZELA), (Zimbabwe School Examinations Council) ZIMSEC exams, teacher policy, curriculum reforms, and Foundational Literacy and Numeracy initiatives.
 - iv) System governance and capacity, reflecting on decentralization, Education Management Information System (EMIS) functionality, accountability systems, and institutional roles.
 - v) Education financing, including trend analysis, fiscal space considerations, household spending, efficiency challenges, and donor alignment.

Education preparedness and response to emergencies.
- c) Policy options and strategic interventions, clearly linked to evidence.
- d) Implementation and accountability arrangements, including institutional roles.
 - All chapters must reflect Zimbabwe-specific issues highlighted in the ESA and other key studies and analyses—such as infrastructure deficits, teacher wage erosion,

migration dynamics, non-readers, climate vulnerability, multicurrency economic conditions, linguistic diversity, and satellite school expansion.

4. Costing and Financing Strategy

The consultant will support the Ministry to develop a robust, transparent costing model aligned with MOPSE budget approach that incorporates:

- Demographic projections
- Teacher recruitment and deployment needs
- Infrastructure requirements (including satellite schools)
- Learning and curriculum reforms
- Inclusion requirements (materials, assistive devices, adapted infrastructure)
- ICT and digital transformation
- Field monitoring and inspections frameworks
- Climate-resilient infrastructure needs
- Recurrent and development expenditures

The financing analysis will assess the resource envelope, efficiency opportunities, donor alignment, and financing gaps. It will also propose strategies for improving domestic resource mobilization, expenditure efficiency, and leveraging external and innovative financing.

5. GPE Partnership Compact Review Process

The consultant will work on the basis of the midterm review of the GPE compact partnership done in 2025 and the guidance framework provided by the GPE, in order to:

- Finalize the questionnaire
- Organize and facilitate a n inclusive workshop to populate the Memo
- Finalize the Memo, get it endorsed by the Education Coordination Group and submit to GPE with a refined unique Priority Reform.

6. Monitoring, Evaluation and Learning (MEL) Framework

The consultant will support the Ministry to develop a comprehensive MEL framework that includes:

- Sector indicators aligned with SDG4 and national priorities
- Baselines and targets (drawing from EMIS, TDIS, MICS, ZELA, ZIMSEC, and ESA data)
- Annual performance milestones
- Data sources and strengthening needs
- Roles and responsibilities for monitoring
- Mechanisms for sector review and accountability

7. National and Subnational Consultations

The firm will facilitate structured consultations at national, provincial, district, and community levels. These consultations will include:

- Teacher unions
- School leaders and inspectors
- Local authorities and parliament committees
- Girls, boys and children with disabilities
- Civil society, persons with disabilities – led organizations and faith-based organizations
- Private sector and low-fee providers

Detailed consultation reports shall be submitted to UNICEF and MoPSE.

8. Capacity Strengthening

Throughout the process, the consultant must work collaboratively and embed capacity development for MoPSE staff in planning, data analysis, costing, scenario modelling, and interpretation of findings. Training sessions should follow a “learning-while-doing” approach, ensuring MoPSE ownership and institutionalization of skills.

9. Finalization of ESSP and Preparation for GPE Quality Assurance

The firm will support MoPSE in submitting the ESSP with an executive summary for GPE Quality Assurance submission package for reviews, including preparation of required documents, responses to technical feedback, and final editing.

KEY DELIVERABLES

The team for the mid-term review should complete the following tasks at minimum:

1. Review and Preparatory Phase
Provide an inception report with a plan of action and methodology on how to conduct the ESSP including the review of documents and consultation (roadmap).
2. Priority-Setting and Development of the Theory of Change and Results framework
3. Drafting of ESSP Chapters and GPE Partnership Compact, including costing model, financing strategy, Monitoring, evaluation and learning framework
Working with a Core Technical Team designated by the Education Coordination Group, the consultant will support the MOPSE to draft all ESSP chapters in line with GPE/IIEP-UNESCO guidance:
For the Partnership Compact Review
 - Finalize the questionnaire
 - Organize and facilitate a workshop to populate the Memo
 - Finalize the Memo and submit to GPE with a refined Priority Reform
4. Organization and facilitation of the National and Subnational Consultations
5. Revised ESSP after partner review and Validation of the draft ESSP and the draft GPE Partnership Compact Memo
6. Finalization of ESSP 2026-2030 (design ready) and Preparation for GPE Quality Assurance submission package
Finalization and validation of the ESSP, the executive summary (10 pages maximum) and GPE partnership compact Memo addressing all the comments

EXPECTED BACKGROUND AND EXPERIENCE

QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

The assignment requires a highly motivated and competent contractor with the following **qualifications and qualities**:

The consulting firm must demonstrate:

- At least 10 years' experience in sector planning preferably in Sub-Saharan Africa and strong preference for previous experience with the Zimbabwean education context.
- Track record supporting ESSP development in at least 5 African countries (preferably including GPE processes).
- Proven experience in the use of participatory, qualitative, and quantitative assessment and analytic methods.
- Proven technical competence in quantitative and qualitative data analysis.
- Proven track record of producing excellent analytic reports.
- Previous experience working with a variety of stakeholders (government, development partners, civil society)
- Previous experience of working with an UN organization is an asset
- Technical expertise in:
 - Education economics
 - Teacher policy and workforce planning
 - EMIS and data systems
 - Foundational learning
 - Gender and inclusion
 - Costing and financial modelling
 - Monitoring and evaluation
 - Education in Emergencies planning
 - climate and risk-sensitive planning

Key Personnel

- a) **The Team Leader** – Senior education economist/planner; minimum 12 years' experience.
 - Master's Degree in education, the social sciences, or a related field,
 - At least 12 years of experience in education planning, analysis, and/or evaluation, with a preference for someone who has previous experience leading reviews of Education Sector Plans
 - At least 5 years of experience leading teams in education-related evaluations or projects
 - Proven ability to engage and work with a variety of stakeholders (government, development partners, civil society)
 - Excellent oral and written communication skills in English, with proven report writing skills
 - Good interpersonal skills and ability to support multi-disciplinary teams in a multi-cultural environment
- b) **Other Personnel**
 - i. Financing & Costing Expert – Strong background in public finance, education budgeting, macro analysis.
 - ii. Learning & Quality Specialist – Experience with FLN, assessments, teacher development.
 - iii. Governance & Systems Specialist – HRH, inspection, decentralization, EMIS.
 - iv. Inclusion & Gender Specialist – Inclusive education, disability, gender analysis.
 - v. Data Analyst/Statistician – Strong modelling and statistical skills.
 - vi. Education in emergencies and climate specialist
 - vii. Local Expert(s) – Education policy, consultations, translation, logistics.

Ethical consideration

The consultancy must adhere to UNICEF and MoPSE standards on safeguarding, data privacy, inclusion, and “do no harm” principles.

PROCESS AND CRITERIA

A technical proposal must include a detailed technical description of the methodology to be used for the work described above, together with a proposed timeline, description of key stages to be carried out and an activity chart (GANTT chart).

A financial proposal for the activities listed must also be included and can be submitted as an attachment to the technical proposal and to be submitted as one package.

OVERALL RESPONSE CRITERIA	Mark
Understanding of UNICEF's needs and responsiveness to the requirements	10
Understanding of scope, objectives, and completeness of response	15
Sub Total	25
Institutional profile	
<p>Institutions must provide details of qualifications, samples of reports on similar analyses, and a work profile of the team leader and other team members. For institutions not based in Zimbabwe, they will be required to partner with a local consultant. Any local consultant will be a reputable professional or firm based in Zimbabwe.</p> <p>The team should meet the following minimum criteria:</p> <ul style="list-style-type: none"> • At least 15 years' experience in education research, planning five of which should be in international developing country context. • Track record supporting ESSP development in at least 5 African countries (preferably including GPE processes). • Proven experience in the use of participatory, qualitative, and quantitative assessment and analytic methods. • Proven technical competence in quantitative and qualitative data analysis. • Proven track record of producing excellent analytic reports. • Previous experience working with a variety of stakeholders (government, development partners, civil society). • Previous experience of working with an UN organization is an asset 	10
Sub Total	10
Key personnel & technical competency	
<p>The Team leader</p> <ul style="list-style-type: none"> ▪ Master's Degree in education, the social sciences, or a related field ▪ At least 12 years of experience in education planning, analysis, and/or evaluation, with a preference for someone who has previous experience leading reviews of Education Sector Plans ▪ At least 5 years of experience leading teams in education-related evaluations or projects ▪ Proven ability to engage and work with a variety of stakeholders (government, development partners, civil society) ▪ Excellent oral and written communication skills in English, with proven report writing skills ▪ Good interpersonal skills and ability to support multi-disciplinary teams in a multi-cultural environment 	10
<p>Other Personnel</p> <ol style="list-style-type: none"> 1. Financing & Costing Expert – Strong background in public finance, education budgeting, macro analysis. 2. Learning & Quality Specialist – Experience with FLN, assessments, teacher development. 3. Governance & Systems Specialist – HRH, inspection, decentralization, EMIS. 4. Inclusion & Gender Specialist – Inclusive education, disability, gender analysis. 5. Data Analyst/Statistician – Strong modelling and statistical skills. 6. Education in emergencies and climate specialist 	6

7. Local Expert(s) – Education policy, consultations, translation, logistics.	
Technical expertise in: <ul style="list-style-type: none"> • Education Economics • Teacher policy and workforce planning • EMIS and data systems • Foundational learning • Gender and inclusion • Costing and financial modelling • Monitoring and evaluation • Education in emergencies planning • Climate and risk-sensitive planning 	8
Significant experience with Zimbabwe education system	4
At least 10 years' experience in sector planning, preferably in Sub-Saharan Africa	4
Track record supporting ESSP development in at least 5 African countries (preferably including GPE processes).	3
Sub Total	35
Grand Total	70

The Technical Proposal will be scored out of 70% while the Financial Proposal will be scored out of 30% to get a total of 100%.

Proposals should be submitted electronically to bidszim@unicef.org with copy to Simplisio Rwezuvu, srwezuvu@unicef.org, Clara Mlamba, cmlamba@unicef.org and Allen Machezano, amachezano@unicef.org.

PAYMENT TERMS

Partial payment will be done upon accomplishing the tasks and milestones and deliverables set in the table below.

The contractor is required to submit the following deliverables:

#	Tasks/ Milestone	Deliverables	Timeline and payment
1.	Review and Preparatory Phase Provide an inception report with a plan of action and methodology on how to conduct the ESSP including the review of documents and consultation.	Inception Report	10 days 10%
2.	Priority-Setting and Development of the Theory of Change and Results framework	Theory of Change and results framework	10 days 15%
3.	Drafting of ESSP Chapters and Partnership Compact Working with a Core Technical Team designated by the Education Coordination Group, the consultant will support the MOPSE to draft all ESSP chapters in line with GPE/IIEP-UNESCO guidance GPE Partnership Compact Review <ul style="list-style-type: none"> • Finalize the questionnaire • Organize and facilitate the workshop to populate the Memo • Finalize the Memo and submit to GPE with a refined Priority Reform 	Draft ESSP and Partnership Compact Memo	20 days 20%

#	Tasks/ Milestone	Deliverables	Timeline and payment
4.	Organization and facilitation of National and Subnational Consultations	Consultation Report	10 days 15%
5.	Revised ESSP after partners' review and Validation of the draft ESSP and the GPE Partnership Compact Memo	Validation Report	10 days 10%
6.	Finalization of ESSP (design ready) and Preparation for GPE Quality Assurance submission package Finalization and validation of the ESSP, the executive summary (10 pages maximum) and Memo addressing all the comments	Final ESSP 2026-2030 Approved GPE Partnership Compact Memo	30 days 30%
TOTAL			60 days 100%

GENERAL CONDITIONS: PROCEDURES AND LOGISTICS

Policy both parties should be aware of:

- No contract may commence unless the contract is signed by both UNICEF and the Contractor.
- No member of the contracting company may travel prior to contract signature. Zimbabwe Country Office requesting Sections is responsible for all costs related to travel and related to the required assignment.
- Members of the contracting company will not have supervisory responsibilities or authority on UNICEF budget.