

## UNICEF Regional Office for South Asia

## Terms of Reference for Individual Consultant or Individual Contractor

Section/Unit and supervisor the consultant or contractor reports to	Education Section, UNICEF ROSA The Contractor will be supervised by the Regional Education Advisor Peter de Vries, with occasional technical support from HQ specialists and economists.
Title of the Consultancy/Contract	Technical support for the simulation and costing of education scenarios.
Duty Station	Home-based consultancy
Duration of the Consultancy/Contract	11.5 months on a part time basis - 3 full days per week, starting in August 2022
Expected Travel	No travel, home-based
Work Plan Activity/related outcome	Activity 1.3.3. Development of costed scenarios for Reimagine Education roll-out focusing on scalability, sustainability, equity, cost-effectiveness; Activity 1.4.2. Protecting investments in ECE services: Development of ECE costing model to estimate resource requirements to meet ECE commitments and case studies, SA case studies; Activity 1.5.7. Improve evidence on disability and inclusion (SitAn, case studies, regional research strategy, global tools development/piloting); Activity 1.6 Costing and Finance

For temporary staff-like functions, or functions that require daily attendance at the office, the appropriate contract modality is that of an Individual Contractor, not Consultant. Consultants TOR must be delivery-based with tangible products to be completed at set dates. Please choose which category this TOR falls under (*required*):

Individual Contractor: ☒

Individual Consultant: ☐

The modality of individual contractor has been selected as the situation is very fluid in the region, with countries like Afghanistan, Sri Lanka, Pakistan and Bangladesh all going through contextually difficult and potentially volatile situations: it is difficult to predict exactly which pieces of work the contractor will be asked to contribute to in terms of country focus or case studies. However certain specific tasks are known (see key assignments below) and it is certain that the demand for support will be high. The supervisor will therefore prioritize the support provided by the contractor on an on-going basis and evaluate progress at the end of every month.

#### 1. Rationale:

As the Covid-19 pandemic becomes a protracted crisis in South Asia with successive waves threatening further school shutdowns and learning recovery is a pressing priority in the sector, there is a growing need to provide technical assistance to governments to develop country-specific costed scenarios for education or some sub-sectors of education. In addition, pre-primary education, and

disability-inclusive education have both been neglected within the education response so far. There is therefore a need to produce solid evidence-based advocacy around the Early Childhood Education sub-sector to protect and expand education investments in young learners, as well as produce investment cases for the roll-out of interventions specifically targeting children with disabilities, who are often the most excluded group of children in South Asia.

In addition to the above, several important global events are planned in 2022, with some of them necessitating further work on the financial simulations produced in 2020-2021. This would include potentially recalibrating the simulation model developed, and updating the input data for the model for a few case studies, in collaboration with UNICEF and UNESCO experts, to prepare for the Transforming Education Summit, and subsequent side-events focusing on Education Finance. Other technical events to leverage the evidence and influence the prioritization of education budgets will also need technical support from the contractor.

UNICEF ROSA therefore needs an expert in costing, education simulation models and public finance, to support ROSA in meeting the multiple CO requests and technical assistance requests from Governments on the main activities briefly outlined above. A more specific description of tasks follows below.

## 2. Purpose:

Under the supervision of the UNICEF ROSA Education Advisor, the consultant will provide research and technical assistance, as well as logistical support, in the areas of education finance, costing simulations of distance education scenarios, ECE and disability-inclusive response costing, and provide technical support for high-level events organized with partners and donors, with the objective of prioritization of Education in South Asia, overall education budgets and subsector budget allocations for ECE or Disability Inclusive Education.

## 3. Key Assignments/Tasks:

In this section, a list of key tasks is provided. The more detailed description of those assignments falls under section 5.B.

- Develop a costing model for inclusive education, that can be applied in South Asia to generate case studies. The ultimate objective is to convert this model into a global good for application in all regions with an interest to cost inclusive education policies and programmes.
- Develop additional case study applications of the COVID-19 Shock and Response Model.
- Integrate the COVID-19 Shock and Response Model with the Reimagine Education workstream.
- Train officials and/or UNICEF specialists on the use of the COVID-19 Shock and Response Model.

- Provide technical inputs to the ROSA Education Team and contribute to and participate in important country-level, regional-level and global-level dissemination and advocacy events, linked to costing or budget estimates for the response and recovery, for Reimagine Education and the digitization of education, for ECE or inclusive education.

#### 4. Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

☐ Yes ☒ No If YES, check all that apply:

Direct contact role ☐ Yes ☒ No

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel: [Click or tap here to enter text.](#)

Child data role ☐ Yes ☒ No

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos): [Click or tap here to enter text.](#)

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#).

#### 5. A) Key Deliverables (for consultants only)

NA as contract is for a contractor. But key assignments will be agreed upon, reviewed and evaluated as noted above.

#### B) Key function/day-to-day activities (for contractor only):

- i. **Task 1:** Develop a costing model for inclusive education, that can be applied in South Asia to generate case studies. The ultimate objective is to convert this model into a global good for application in all regions with an interest to cost inclusive education policies and programmes.
  - The model must be developed to address the wide group of children subject to education discrimination. This includes children with disabilities, girls, migrants, refugees, children living in poverty, children living in isolated rural areas, and children from marginalized groups.
  - The proposed model schematic should be workshopped with relevant stakeholders prior to its full development. The purpose of this exercise is to align the model with the team at Headquarters and other regional offices to ensure that all considerations have been addressed and the model can ultimately be scaled to a global good that compliments other work/models in this area.

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- Pre-identify workstreams where the model can strengthen existing work. For example, it offers another dimension to the ECE Accelerator Toolkit, addresses out-of-school children (especially migrant/displaced children), etc.
  - The model must begin with the universal services generally required for a successful inclusive education system. From there, the model must disaggregate the set of services that are the responsibility of the education sector from the set of services that should be provided by other stakeholders, such as the Ministry of Health. The model should still estimate high-level costs for priority inclusive education services provided by other stakeholders, such as vision screening and glasses. These costs should reflect in the model, but ultimately be assigned to other stakeholders for funding responsibility. The intention of this exercise is to ensure that high impact services are not excluded from the inclusive education policy, and where low-cost but high-impact services are unfunded these can possibly be picked up by the Ministry of Education or donor agencies.
  - The model must cover the supply-side pre-requisites for inclusive education (human resources, training, learning and classroom materials, school infrastructure, etc.) as well as the demand-side barriers that must be overcome to ensure that vulnerable children enrol and attend school (e.g. community/household stigma, household disposable income, etc.).
  - The model should apply a twin-track approach to inclusive education, balancing the system-level changes with individual needs-specific programming.
  - The model must account for practical considerations regarding feasible transition periods towards inclusive education. Rapid change may be unsustainable, potentially harming those it is supposed to serve (including children with disabilities in mainstream schools that are not prepared, supported or accountable for achieving inclusion) and provoking backlash against making schools and systems more inclusive. As such, the model must appropriately model transition trajectories up to 2030 as per SDG4, as well as other transition scenarios that may be country appropriate (for instance, some countries have recently committed to models with Special Education Needs Units and these countries will likely require longer periods to transition back to an inclusive education approach).
  - The model must be designed to pair with data from the Multiple Indicator Cluster Surveys (MICS) to ensure wide application across countries. The model should also consider data that is widely available from Education Management Information Systems (EMIS).
  - Once developed, the model should be applied to at least 1 country in South Asia (ideally 2 countries) to specify and test the model. The case studies should be developed into short reports that can be used for in-country development of inclusive education, as well as advocacy for the wider application of the inclusive education cost model.
- ii. **Task 2:** Develop additional case study applications of the COVID-19 Shock and Response Model
- Applying the COVID-19 Shock and Response Model, support the development of model simulations for in-country budget planning discussions within South Asia.
  - For any country: based on potential Government request, support capacity development around costing aspects for distance education and using costing tools, for example to integrate a costed distance learning strategy within an Education Sector Plan (ESP).

- iii. **Task 3:** Integrate the COVID-19 Shock and Response Model with the Reimagine Education workstream.
  - For a subset of South Asian countries (tentatively Bangladesh and Pakistan but no more than four countries): develop costed scenarios for Reimagine Education roll-out, factoring in immediate needs for no-tech solutions and longer-term digitization costs. Coordinate with the HQ Costing focal points to align methodologies and sources of data, and with UNICEF COs to adapt approaches to each context. The ROSA Education focal point for digitization of education, will provide links to GIGA, ITU and other agencies or initiatives involved in the digitization agenda, as well as Reimagine Education focal points in each country office, to ensure the scenarios envisaged are developed with the Government.
  - Provide technical assistance to address ad-hoc CO support requests for the specific costing of COVID-19 education shocks and distance learning packages and their roll-out.
- iv. **Task 4:** Train officials (UNICEF Specialists, Government of development partner counterparts) on the use of the COVID-19 Shock and Response Model.
  - The consultant must engage with relevant stakeholders (e.g. RO Education Specialists acting as focal point for education finance, CO officials, RO officials, etc.) to determine the preferred method of skills/application transfer for the model.
  - Based on the response, the consultant will either:
    - (i) work with specific RO/CO counterparts to train them on the application of the model. Following this training, the RO/CO counterparts will take responsibility for applications of the model, appropriately supported by the consultant where required; or
    - (ii) develop an online training guide that interested parties can use to guide them on the application of the model. The consultant must still be available to support case study application of the model.
- v. **Task 5:** Provide technical inputs to the ROSA Education Team and contribute to and participate in important country-level, regional-level and global-level dissemination and advocacy events, linked to costing or budget estimates for the response and recovery, for Reimagine Education and the digitization of education, ECE or inclusive education.
  - Provide technical assistance and participate in any CO-level policy discussion or forum focused on education finance and costing.
  - Support the Regional Education Advisor with any requests for briefings or presentations related to the consultant's work or Education Finance in general.

## 6. Working Conditions:

Consultant/contractor will

☒ Work remotely and no office space is required.

☐ Work from ROSA office and office space is required (hiring office must contact Operations Section before committing to contract dates).

☐ Has particular IT, logistics, transport, insurance and security requirements that apply:

Provide details here on the particular needs marked above

Budget code for ICT equipment: [Click or tap here to enter text.](#)

For *contractors* only:

The contractor's attendance requirements are:

The contractor will be required to work remotely without travel. The contractor will be responsible for ensuring Internet connectivity at home and is expected to be available online for full-time work and communication during office working hours from Monday to Friday, based on the Kathmandu time-zone and provide the services under the contract. Contact with the UNICEF supervisor and other UNICEF staff will primarily be through phone calls, Teams, Zoom and e-mail.

The Individual Contractor will receive Paid Time Off (PTO) credit at the rate of one and one-half days (1.5 days) for each full month of service, to be credited on the last calendar day of the month.

## 7. Minimum Requirements:

### A) Education:

At least a Master's Degree in Statistics, Economics or Social Science field. Additional qualification related to economics and public finance are an advantage, PhD preferred.

### B) Work Experience:

At least 8 years working for international development projects, especially related to costing, education finance and budgets.

### C) Competencies:

- At least 8 years working for international development programs, especially in Education and Public Finance.
- Experience of public finance and budgets in Education for developing countries.
- Knowledge of latest methods and approaches in long-term macro costing simulations in education, using tools such as the UNESCO GEM (Global Education Monitoring Report) model, the UNICEF Covid-19 shock model, the UNICEF Reimagine Education costing model, or other tools used in estimating budgets needed to reach long-term SDG4 targets.
- Expertise and experience developing costing simulations for scenario planning in Education, whether for the entire sector, or for subsectors, like Early Childhood Education (ECE).
- Expertise and experience costing disability inclusive education reforms.
- Expertise and experience in applying both quantitative and qualitative methods and able to effectively communicate data and analysis.
- Excellent oral and written communication skills.
- Excellent analytical, facilitation and presentation skills, proven by participation to international conferences, symposiums and seminars.
- Strong interpersonal communication skills and ability to work effectively and coordinate among different focal points.
- Experience with the ethics of evidence generation; familiarity with ethical safeguards;

- Flexible and able to work independently and start in August 2022.

**C) Language Proficiency:**

- **Excellent** proficiency in English is required
- Experience authoring or co-authoring academic articles is preferred, especially in the field of Education, Economics, public finance and domestic budgets.
- Experience participating in international conferences, symposiums, seminars

<p>Please note that the hiring manager is required to review profiles of eligible candidates from the spouse and partner employment/dual career support roster maintained by ROSA. Recommended candidates will be vetted against the United Nations sanctions lists.</p>
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