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Terms of Reference
Temporary Assignment: Education Officer

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Duty Station: Makassar, South Sulawesi
Level: NoA
Duration: 1 February 2022 – 30 January 2023
Supervision: Education Specialist (NoC), based in South Sulawesi

Background

The Indonesian education system faces challenges of both access and quality. Despite increases in school enrolment over the past decade, approximately 4.1 million school age children (7-18 years) are still out of school (Susenas, 2020), and evidence suggest this number is increasing due to the impacts of COVID19. These persistent challenges are hindering Government of Indonesia's effort in achieving its target on 9 Years Compulsory Education as well the implementation of 12 Years Compulsory Education launched in 2015. The results of the Programme for International Student Assessment (PISA) 2018 showed that 70 per cent of 15-year old students did not achieve the minimum proficiency level in reading and mathematics. Alongside low level proficiency in foundational skills (literacy and mathematics), from pre-school at primary and secondary education levels, girls and boys are not sufficiently developing 21st century skills which could hinder their chances for a better future. Significant regional and socioeconomic disparities exist due to barriers in both supply and demand for quality education.

During the last country programme (2016-2020), UNICEF supported the development of policies, strategies, and piloted approaches for addressing out of school children (OOSC), improvement of literacy skills and 21st century skills as well as strengthening universal pre-primary education through a holistic and integrated approach for early childhood services. In the current country programme (2021-2025), UNICEF will continue to contribute to the strengthening of national and subnational systems to expand quality early childhood education, improvement of teaching and learning of basic literacy and numeracy and of 21st century skills; and to deliver inclusive, quality education services and opportunities for the most vulnerable, especially through the inclusion of OOSC and children with disabilities. Specifically, for OOSC, UNICEF will support national and subnational governments and partners in improving capacity and mechanisms to effectively implement the National Strategy on Out of School Children, which promotes programmes for retaining students in school, while providing quality and relevant alternative learning opportunities for those no longer in school.

South Sulawesi is one of the priority provinces for UNICEF support. With 178,672 out of school children, South Sulawesi has amongst the highest number of OOSC at secondary education age groups of any of Indonesia's provinces. An estimated 9.6% and 26.5% respectively of adolescents aged 13-15 years and 16-18 years in this province are not in school (Susenas 2019).

Furthermore, various assessments on literacy and numeracy skills also shows that children have not acquired the basic skills. At the lower secondary level, 66% of students scored low in literacy and 87% scored low in numeracy in South Sulawesi (AKSI, MOEC 2019). Similarly, even before the pandemic, early grade primary education reading assessments conducted in South Sulawesi found almost 40% of students were categorized as non-readers or reading with limited comprehension (RTI, USAID 2014). Since the pandemic, there is indication that this learning gap is increasing, with the percentage of non-readers or readers with limited comprehension increasing to around 55% and 57% respectively, based on recent baseline student learning assessment conducted in Makassar and Bone district (Myriad 2021). While the importance of quality integrated and holistic ECD services (called PAUD in Indonesia) is recognized by the

Government of Indonesia, there is a significant need for further expansion and improvement, based on Ministry of Education, Culture, Research and Technology (MoECRT) data, gross enrollment rate for ECD in South Sulawesi is just 34% (2021).

To provide regular and quality technical support for the upscaling and implementation of the OOSC programme in South Sulawesi, for Holistic and Integrated Early Childhood Development (HI ECD) services and the scaling up of other education priority programmes within the province, such as Early Grade Literacy, UNICEF will recruit a Temporary Assignment (TA) professional to perform the following functions and tasks.

Summary of key functions/accountabilities:
1. Support to programme development and planning
2. Programme management, monitoring and delivery of results
3. Technical and operational support to programme implementation
4. Networking and partnership building
5. Innovation, knowledge management and capacity building

Work Assignment Overview

1. **Support to program development and planning**
   - Assist in preparing/updating a situation analysis for development, design and management of OSSC-related activities, including Covid 19 monitoring on OOSC.
   - Contribute to the development/establishment of sectoral program goals, objectives and strategies and results-based planning through analysis of needs and areas for intervention and submission of recommendations for priority and goal setting.
   - Provide technical and operational support throughout all stages by executing/administering a variety of technical programme transactions, preparing materials/ documentation and complying with organizational processes and management systems, to support program planning, results-based management (RBM), monitoring, evaluation and learning.
   - Support preparation of technical reports and provide inputs for programme preparation and documentation, ensuring accuracy, timeliness and relevancy of information.
   - Prepare required documentation and materials to facilitate programme review and approval process.

2. **Programme management, monitoring and delivery of results.**
   - Assist internal colleagues and external partners to collect, analyze and share information on implementation issues.
   - Suggest solutions on routine programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions. Keep records of reports and assessments for easy reference and/or to capture and institutionalize lessons learned.
   - Participate in monitoring and evaluation exercises, programme reviews and annual sectoral reviews with government and other counterparts and prepare minutes/reports on results for follow up action by higher management and other stakeholders.
   - Assist with the monitoring and report on the use of sectoral programme resources (financial, administrative and other assets), verify compliance with approved allocation, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity. Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution.
   - Prepare draft inputs for programme/donor reporting.

3. **Technical and operational support to program implementation**
   - Provide regular technical support and advocacy to local governments and implementing partners to ensure quality implementation and scaling-up of programmes.
   - Conduct regular program field visits and surveys and/or exchange information with partners/stakeholders to assess progress and provide technical support, take appropriate action to resolve issues and/or refer to relevant officials for resolution. Report on critical issues, bottlenecks and potential problems for timely action to achieve results.
   - Provide technical and operational support to government counterparts, NGO partners, universities, UNICEF system partners and other offices/donors on the application and understanding of UNICEF policies, strategies, processes and best practices on education related issues to support programme implementation, operations and delivery of results.

4. **Networking and partnership building**
   - Build and sustain effective close working partnerships with subnational government counterparts through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on education programmes.
   - Draft communication and information materials for programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for education programmes.
   - Ensure good coordination, collaboration and information sharing with colleagues/partners working in Inclusive Education programmes, Life skills education/ Adolescent development/participation and the child marriage programmes to ensure complementary support and synergy building especially for implementation of activities in overlapping districts.

5. **Innovation, knowledge management and capacity building**
   - Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
   - Assist in the application of innovative approaches and promote good practices to support the implementation and delivery of concrete and sustainable programme results.
   - Research, benchmark and report on good practices for development planning of knowledge products and systems.
   - Participate as a resource person in capacity building initiatives to enhance the competencies of clients and stakeholders.

Qualification & Competencies:
- A university degree in education, development studies or other related social science fields.
- A minimum of 1 year of relevant work experience in education or social sector(s), especially experience in providing technical assistance to government stakeholders.
- Strong knowledge and experience in programmes related to OOSC, and ECD, including in the implementation of community-based mapping or data collection programme or other relevant initiatives involving community-based approaches.
- Strong knowledge about education systems and programmes in Indonesia, supported by experiences in working for projects/programmes involving national and sub-national governments as well as other development partners.
- Strongly knowledgeable and experience with government systems, especially in the government planning process at district and village level.

- Excellent verbal and written skills in Bahasa Indonesia and good proficiency in verbal and written English for drafting reports and communication with government counterparts and international staff respectively.
- Experience in working for, or collaborating with, an international organizations is a strong asset.
- Proactive and resourceful, good communication skills in advocating, negotiating and liaising with government stakeholders, counterparts and partners
- Good skills in computer applications; especially Word, Excel and Power Point.