

Title	INTERNATIONAL CONSULTANCY Gender Specialist: Preparation of a Gender Responsive Plan for the Guyana Education Strategy Plan 2019 - 2030
Purpose	The purpose of this consultancy is to assist the Government of Guyana (GOG) in general and the Ministry of Education in developing the inputs and monitoring strategies for inclusion in a results-based, gender responsive Education Strategic Plan for the period of 2019 – 2023 and to conduct relevant gender training for selected national education teams.
Location	Remotely and in country, Guyana
Duration	4 months
Start Date	September 15, 2018
Reporting to	Education
Related outcome/ output	<p>Outcome 1: Access to quality education and life-long learning increased, for enhanced employability and sustainable economic development.</p> <p>Output 1.1: Enhanced capacity of national and subnational entities in education planning, collection and use of data, system monitoring and budgeting, to provide equitable, inclusive and relevant education for all children and adolescents by 2021</p> <p>Output 2.1 Strengthened organizational capacity of key stakeholders to design and deliver equitable, inclusive and relevant education services, transitioning strategies and protective learning environments, including in emergencies, for all children and adolescents within rights based educational frameworks and principles by 2021</p>
Supervisor	Audrey Michele Rodrigues, Education Specialist

Background

During 2004 – 2018, in 5 year cycles, the Ministry of Education (MoE), Guyana developed and implemented education strategy plans (ESP) aimed to: (a) expand access through universal compulsory education at the primary level; (b) provide at least three additional years of secondary education; (c) expand access to nursery education, and d) provide equity and quality with priorities being catering to children with disabilities and improving literacy and numeracy at the basic level. The current ESP, 2014 – 2018, is dedicated to *“ensuring that all citizens of Guyana, regardless of age, race or creed, physical or*

mental disability, or socio-economic status, are given the best possible opportunity to achieve their full potential through equal access to quality education, as defined by the standards and norms outlined by

the Ministry. (p.v). Its two priorities are:

- *To increase learning outcomes for all levels of education and all sub-groups*
- *To decrease the differences in learning outcomes between sub-groups, especially between students in coastal and hinterland schools (p.27)*

This ESP is in its final year of implementation and the Ministry of Education (MoE) has begun strategizing for a new plan that responds to the challenges, gaps and lessons learned therein. The development of the new ESP is programmed in a time of growing opportunities when critical data will become available in 2018 namely: (a) the report of a Commission of Inquiry into the Education Sector, (b) the Evaluation of the Guyana Nursery Education Programme (c) the report of the Out of School Children Study; (c) the Reintegration of Teen Mothers Policy; (d) The Revised Health and Family Life education curricula, and (e) reviews/assessments of various innovative strategies introduced during the cycle. Moreover, the ever-evolving opportunities and challenges created by (a) the urgency for preparing children for entrepreneurship and (b) emergence of oil and other extractive industries not only highlight the need for review of curricula, but also for effective child-support services to cater to the affective domain for each child trying to reach his/her potential. These considerations create the space for more reflective thinking and forward planning. It is in this regard that the MoE has acknowledged the need for a stronger gender equality approach; interdisciplinary and multi-sectoral programmes and systems as crucial steps in its education reform agenda for working towards an inclusive and equitable quality education for all.

In keeping with the goal and priorities of the Education 2030 Framework of Action which places gender equally in its top three priorities, the MoE is embarking on a gender responsive education strategy plan which will span 10 years, including the costing of the plan.

Recognizing that this assignment demands much time and some expertise in gender and education financing, the MoE has requested UNICEF Guyana to engage on their behalf, a gender specialist who is competent in advising the MoE on this aspect of the strategy plan. This consultant will be expected to work with a team of consultants – international and national – to develop an education strategy plan that will give guidance for achieving the best results for children of Guyana.

Justification

In an environment where social and/or gender analysis is limited, there could be risks when implementing education programs, in disregarding the gendered barriers that boys and girls face when accessing education and learning, including equal opportunities for girls and boys to experience learning environments and construct life projects free of gender biases. This Consultancy will bring with it the relevance expertise and competencies to support the MoE's VISION for gender and to build capacity for identifying, gendered barriers, planning and monitoring with a gender lens. It will therefore help the MoE to work towards achieving its National, Regional and Global Gender Goals as identified in the targets in SDG 4.

Objectives

- To support the development of gender responsive goals, indicators and strategies to be integrated into the Guyana's ten-year gender responsive education strategy plan and consistent with the national and sub national and global priorities.
- Utilizing the guidance prepared by the joint leadership of the United Nations Girls' Education Initiative (UNGEI), the Global Partnership for Education (GPE) supported by UNICEF, train a cohort of nationals in the development and application of a gender responsive plan consistent with the national goals.

Scope of Work/ Work Assignments

The Consultant will

- Synchronize time lines with the Planning Unit and the team of Consultants and will be accountable for all gender inputs to the Guyana ESP 2019 – 2030 including the training of identified education officials in gender related programming and implementation for the gender responsive plan.
- Work closely with the staff from the Planning Unit and the identified cohort of education officials to seek inputs from MoE staff on current policies and standards, within the Ministry as well as to understand social norms regarding gender issues in Guyana. Specifically, the Consultant will
- Conduct a gender analysis/review of the implementation of the 2014-2018 ESP to identify lessons learned and missed opportunities with respect to gender integration.
- Conduct a needs assessment among key Education stakeholders to assess gender capacities to implement the ESP.
- Liaise with project team for the Guyana Improvement Education Project (curriculum) to make possible inputs towards the curriculum framework
- Sensitize education officials on gender as a cross cutting theme in the planning process

Deliverables; Location; Timeframe; Payment Schedule

Key Deliverables	Location of Assignment	Timeframe	Payment Schedule
Tool for assessment for capacity building among education officials	remotely	September 20	10%
Report of gender analysis	remotely	October 15	10%
Report of review of gender in the curriculum framework	remotely	October 30	10%
Draft of gender inputs including the strategies for cross sectoral work and implications for curriculum reforms	Guyana	November 30	20%
Gender Training for education officials and final report	Guyana	January 30, 2019	50%

Duration and Location

The duration of the assignment is for **four** months beginning September 15, 2018 and ending on January 30, 2019. The consultant will be expected to work remotely as well as in country as described below:

Working **Remotely**: September 15 to October 30, 2018

Working **in Guyana**: November 5, 2018 to January, 15, 2019

The language for reporting will be English.

Reporting requirements

For the management of this contract, the consultant will report to Education Specialist, UNICEF Guyana. For the work of the specific tasks in this TOR, the consultant will report to the Head of the Planning Unit, MOE and work in close coordination with the lead consultant and team and the MoE line departments.

Administrative Issues

The consultant will be stationed in Planning Unit of the MoE and will be required to work with his/her own lap top computer

Qualifications or Specialized Knowledge/Experience Required

- Advanced qualification in education or a related field from a recognized university
- At least five (5) years of international experience in gender analysis and planning
- Experience in gender and education programming preferred
- Experience in reform/review; education policy development
- Experience in the Global Partnership for Education (GPE) Programmes; Partnership Equality Policy and Strategy 2016 – 2020;
- Knowledge for Education Sector Plan appraisals
- Proven experience in leading, coaching and managing teams
- Excellent English communication, analytical and writing skills
- A responsible and flexible attitude