**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title**   |  | | --- | | **Technical Assistance**  Education Sector Analysis (ESA) in Papua New Guinea | | **Type of engagement**  Consultant  Individual Contractor | **Duty Station:**  Port Moresby PNG  **Consultant will be working from:**  UNICEF Office  Off-site, specify:  NDOE Office |
| |  | | --- | | This consultancy is **Full time** (consultant cannot have other contracts) | | | |
| **Background**  The last published education sector analysis (ESA) was reflected in the National Education Plan Addendum (2018) and the National Education Plan 2020-2029 (NEP). A substantial amount of analysis was required for the NEP and this was concisely summarized in the NEP document (pages 11-18) and in each sub-sector Focus Area.  The NEP 2020-2029 drew on the Education Management Information System (EMIS) data from the 2018 school census year, learning assessments (Pacific Islands Literacy and Numeracy Assessment, 2018) and budget analysis that were available at the time of its development. The National Department of Education (NDoE) refined a simulation model[[1]](#footnote-1) to provide enrolment, staffing, infrastructure and budget projections to 2029. This included projections of the cost of moving to the new grade structure (without ECE). PNG has an experienced statistics team and a well-established (although predominantly paper-based) annual school census and aims to increase the use of digital data collection to improve the timeliness of data analysis. The current system of paper-based census forms is inefficient as verification, transport and data entry in such a challenging environment are laborious; school census data is often not available until the following year.  Since the NEP 2020-2029 was published, further sub-sector analysis has been completed (including an ECE cost and financing study [2020] and results of child development and early grade reading and mathematics assessments in ten provinces), along with four additional years of school census data (2019-2022). The system has also weathered the shock of the COVID-19 pandemic school closures, and related study information and data are available.[[2]](#footnote-2) PILNA 2021 was also carried out and the results became available.  PNG was granted with a System Capacity Grant (SCG) from the Global Partnership for Education (GPE), while the grant is being implemented by the National Department of Education supported by UNICEF as grant agent (GA). The SCG is aimed to address the following gaps in the education sector analysis in PNG:   * Limited length and details of situational analysis in the NEP due to page constraints * Lack of analysis of administrative data and trends of enrollment, retention, completion and learning outcomes over time * Lack of equity analysis of disaggregated data and trends (e.g., geographical, sex, grade/age, disability) * Lack of analysis of teacher management, cost and financing and specific sub-sectors (e.g., ECE, non-formal education/FODE, TVET, etc.) * Need to reflect on impacts and effects of the COVID-19 pandemic in the Education Sector   Ultimately, NDoE wishes to publish a comprehensive ESA document which expands existing analysis in the NEP with up-to-date data and newly available research. This is especially important considering the substantial disruption to education during the COVID-19 pandemic. The proposed ESA shall include some provincial-level analysis of learning, access and quality to inform new planning activities. Details of ESA scope are included in the annexure (ESA Sample outline).  Some data and analysis (related to teacher management, school inspections and education financing) will be done in collaboration with other development partners in PNG.  **Purpose:**  The **purpose** of the consultancy is to assist the National Department of Education (NDoE) in conducting a comprehensive qualitative and quantitative Education Sector Analysis (ESA) based on available administrative data and information and other analytical works of the national education system in PNG.  **Reporting Structure:**  The UNICEF Chief of Education will supervise and monitor the Consultant’s performance and deliverables, under the guidance and general supervision of the Deputy Secretary for Policy and Provincial Support, NDoE. The Consultant will directly work with the Assistant Secretary of the Research and Evaluation Division (RED) of NDoE to ensure key actions taken and milestones met for conducting the ESA. The NDoE will allocate an office/desk space for this Consultant in RED. | | |
| **Work Assignment Overview**  The consultancy will start as soon as possible - **Oct 01, 2023 (t)** and is to be completed latest **by 31 January 2024**.  The payment to the individual contractor will be made according to the following schedule and evidence of capacity building activities are sought throughout:   |  |  |  |  | | --- | --- | --- | --- | | **Stage** | **Payment Number** | **Expected Deliverables**  **(Including all preparation materials and MoVs)** | **Number of working days** | | Work Plan and Methodology | 1 | Initial literature review, producing a draft report | 20 working days | | Inception report, approved by NDOE (outlining the ESA approach, methodology and timeline, ESA report template, chapter-writing groups, consultation and participation strategies and capacity building activities) | | Analysis | 2 | Conduct relevant writers’ workshops, interviews and group discussions to collect additional information, data and inputs from relevant NDoE’s Divisions and officers and other stakeholders/partners; documentation and MoVs; Preparation of presentations and all materials for consultation meetings | 30 to 45 working days | | Draft ESA (see Annex # A for draft outline), including statistical analysis of available data sets | | Finalization and Dissemination | 3 | Final ESA report incorporating comments from NDoE, LEG members and the GPE secretariat, and a report outlining recommended dissemination process  (including, dissemination plan and supporting slides, key dissemination presentations and activities)  \* For details refer to Annex A – Sample outline for the Education Sector Analysis (ESA) Report | 10 to 15 working days | |  |  | **Total:** | 60 to 80 working days  (Full-time in country) |   **Key tasks:**   1. Inception Report outlining the ESA approach and timeline, ESA template, chapter-writing groups, consultation and participation strategies and capacity building activities. 2. Collation of recent data sources, including those from development partners to produce a draft report on secondary data 3. ESA design, consultative meetings and writing workshops. 4. Draft ESA Report. 5. Producing Final ESA Report. 6. Dissemination plan and supporting slides, key dissemination presentations and activities   **Note:** **Kindly refer to ANNEX B for sample detailed list of specific activities.**  **Evaluation Criteria**  The individual consultant is expected to submit a:  1) technical proposal that outlines the steps the consultant will follow in delivering the intended deliverables.  2) financial proposal which must indicate all costs related to technical assistance and needed support expenses for all phases of work.   |  | | --- | | **Specific Proposals Evaluation Criteria** | | **Technical Proposal** | | 1. OVERALL RESPONSE  * Understanding of NDoE’s needs and responsiveness to the requirements * Understanding of scope, objectives and completeness of response * Overall harmony between RFP requirements and proposal * Thorough comprehension of ESA guidelines (GPE, UNESCO-IIEP, UNICEF and UK FCDO) | | 1. STRATEGY, METHODOLOGY AND APPROACH  * Quality of proposed methodology, including the steps to build capacity and ensure information is gathered linked to the objectives of the TOR, * Clear and detailed approach to carrying out the ESA | | 1. QUALIFICATIONS OF CONTRACTOR  * Previous experience in carrying out similar national/international assignments * Relevant experience and qualifications of the consultant. * Required competencies * Policy, institutional and investment research and writing, analysis and related skills. | | 1. EVIDENCE-SUPPORTED TECHNICAL CAPACITY AND EXPERIENCE  * Range and depth of experience with similar assignments * Evidence of similar assignments undertaken in the country, region, or elsewhere; submit relevant reports   NOTE: The assessment of the applicant would be made based on documents submitted for review in the Technical Proposal. Applicants who fail to submit sufficient documentation to enable a thorough review of their applications in all relevant areas, would do so at their own risk and will be subjected to disqualification or penalty of reduced points.  **Only qualifying Technical Proposals will be evaluated for corresponding Financial Proposals.** | | **Financial Proposal** | | 1. FINANCIAL   Assessment/review included:   * Overall cost and demonstration of Value for Money (VfM) * Cost benefit comparison related to quality of the applicant * Completeness of the Financial Proposal (ensure that all costs, including professional fees, costs of travel, insurance, etc., are included in the price offered) * Payment terms/schedule of payment proposed * Timeline proposed * Period of validity of Proposal | | | |

|  |  |
| --- | --- |
| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills required:** |
| * Master’s degree or higher in Education or Social Sciences with a specialization in education management and/or strategic planning, relevant area | **Experience:**   * At least ten years of international professional experience in the education sector * At least eight years international professional experience in technical analysis of the education sector and strategic planning * At least five years professional experiences in public policy/public administration in the education sector * Expertise in qualitative and quantitative analysis, including calculation of education statistics and education sector simulation modelling. * A demonstrated working knowledge of financial modeling * International work experience in developing countries, particularly in the region (preferably with experience developing innovative education models) * Experience in PNG and the Pacific is considered an advantage. * Previous work experience with development partners (e.g., UN, bilateral/multilateral agencies) on education programs would be an asset   **Skills and Competencies**:   * Excellent strategic vision and communication skills, facilitating information analysis processes and conducting participatory processes * Demonstrated ability in teamwork skills to work with multi-disciplinary and multi-cultural teams, promoting integration and establishing harmonious and effective working relationships, both within and outside the workplace * Excellent skills in writing, synthesizing, organizing, and summarizing documents in English with evidence of high-quality technical writing * Experience in writing education sector analysis, preferably using UNESCO-IIEP methodological guidelines, is considered an advantage. Problem analysis and decision-making skills; Demonstrated technical expertise in this area * Proven training and facilitation skills * Demonstrated ability to work effectively in an education ministry and with education stakeholders. * Ability to work under pressure * Management of IT tools: Internet browsers, Microsoft 365 package (Word, Excel, PowerPoint, Cloud storage and access) among others. * Statistical analysis software (SPSS, STATA, etc.) * Experience working in a developing country and decentralized government systems is considered as an asset. * Relevant experience in program development in education-related areas in a UN system agency or organization is considered as an asset. * Proficiency in English language |
|  |  |
|  | | |
|  | | |
|  | | |

**ANNEX A: SAMPLE OUTLINE FOR THE EDCATION SECTOR ANALYSIS (ESA) REPORT**

The ESA will look at all general education levels – in PNG, early childhood education [ECE], elementary, primary, secondary and alternative learning pathways, such as TVET and FODE, teacher preparation and professional development. The ESA will also include an analysis of successes and weakness, and challenges encountered in the provision of quality education all. The following is a sample outline for the ESA report:

1. General context

* Political-institutional context
* Demographic context and projections
* Macro-economic context and overall government finance
* Public spending on education for the past years (public expenditure on education as a percentage of GDP; and public expenditure on education as a percentage of total government expenditure, etc.)
* Country risk profile and impact on education

1. Policy implementation review and its achievements

* Overall development policies with an impact on education policies
* International commitments made by the government
* Highlights of achievements after implementation of the NEP (2015-2019)

1. Analysis of access, equity and quality in education sector by education level (ECE, elementary, primary, secondary, TVET and non-formal/FODE; OOSC). Analysis shall include equity perspectives (sex, disability, grade/age, geographical, etc.).

* *Access and Equity in education*
* Overview of enrolment and participation patterns for all levels of education for the overall population
* Overview of enrolment and participation patterns for all levels of education for vulnerable and specific groups of children (e.g., children from low-income households, children with disabilities)
* Disparities in student flow patterns (look specifically to retention and transition from grade to grade as well as from cycle to cycle within basic education and from basic education to secondary, as well as from secondary to university level)
* Distribution of public spending on education and equitable use of public resources
* *Analysis of quality (sector performance and service delivery)*
* Analysis of demand and supply and its impact on tertiary education access
* Analysis of student performance of all levels of education, internal system efficiency, including analysis for vulnerable and specific groups of children (e.g., children from low-income households, children with disabilities, hard-to-reach or isolated communities, etc.)
* Teachers’ qualification, Teacher Utilization and Deployment/rationalization
* Pre-service and in-service teacher training (supply and demand, etc.)
* Professional development of teachers and school leaders
* Accountability and management of performance of teachers and school leaders
* Relevance of the curriculum and other key materials of all levels of education for meeting learning achievements and future labour market needs, including the implementation of new curriculum and its impact on learning achievement; external efficiency
* Analysis of infrastructure provision and rehabilitation and its impact on education access
* Analysis of efficiency in the use of public resources for education
* Inter-departmental coordination (related to two departments having responsibility for teacher training)

1. Analysis of education supply and demand by education levels (ECE, primary, secondary, TVET, FODE). Analysis will include a gender and geographical perspectives.

* The teacher workforce for all levels of education (preparation, certification and training, turnover)
* Teacher supply for all levels of education (new teachers, continuing teachers)
* Teacher demand for all levels of education (factor affecting teacher demand)
* Teacher shortage for all levels of education (vacancies, shortages, needs)
* Projections of teacher supply and demand for all levels of education
* Teacher motivation/incentives

1. Analysis of education and training infrastructure supply and demand levels (ECE, primary, secondary, TVET and FODE)

* School infrastructure supply (including sanitation and hygiene, and all structures including teacher’s houses, laboratories, etc.)
* School infrastructure demand (including sanitation and hygiene, and all structures including teacher’s houses, laboratories, etc.)
* School infrastructure shortage
* Projections of school infrastructure supply and demand (including sanitation and hygiene, and all structures including teacher’s houses, laboratories, etc.)

1. Education finance

* Government recurrent expenditure since independence (allocation of spending among levels of education, unit costs by level of education, wage bill versus non-wage recurrent spending, routine maintenance and rehabilitation costs per school, textbook policy related per pupil costs, comparison with other developing countries)
* Sources of education sector financing (cost sharing, income generation contributions)
* Donor commitments and actual contributions
* Parental contributions (levies and fees, etc.)
* Criteria to decide about investments in new schools
* Efficiency and standards in spending
* Investment portfolio vis-à-vis trends in school age population
* Review trends in recurrent and capital expenditure at different levels of education, the balance between recurrent and capital expenditure and development expenditure and the overall balance
* Investment versus returns and results on education
* Value for Money against the 4 Es: Economy, Efficiency, Effectiveness and Equity

1. Management and Governance

* Organizational structure, functions, responsibilities and accountability and its effectiveness
* Institutional analysis (including roles and responsibilities, capacity, gaps, overlaps, etc.)
* Decentralization of the education management system
* Quality and scope of system resilience

1. Summary and key recommendations for policy development and strategy

Outline key sector issues, priorities and recommendations for education policy development and strategy, including actions to fill critical data gaps, recommendation for targeted extended analysis as required (sub-sector analysis, unit-cost study, data gap assessment including school census, Out-of-School Children, specific policy analysis, etc.)

**ANNEX B: SAMPLE DETAILED LIST AND TIMELINE OF SPECIFIC ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Activities | Start date | End date | Key actors |
| **1** | **Preparation of the ESA inception report** |  |  |  |
| 1.1 | Preparation of the TORs for the NDoE core working group/ core technical team (CTT), Local Education Group (LEG) technical working group and technical assistance (TA) required |  |  |  |
| 1.2 | Compilation of documentation, reports and studies on education system |  |  |  |
| 1.3 | Mobilization and organization of the ESA WG/CTT |  |  |  |
| 1.4 | Drafting inception report |  |  |  |
| 1.5 | Submission of the inception report for comments and approval |  |  |  |
| **2** | **Consultation on the ESA inception report** |  |  |  |
| 2.1 | Internal NDoE technical and consultative meetings for presentation, discussion and agreement on the ESA inception report |  |  |  |
| 2.2 | LEG consultation meeting on the inception report with national and local stakeholder representatives |  |  |  |
| 2.3 | Incorporation of all comments and completion of the ESA inception report |  |  |  |
| 2.4 | Approval of the ESA inception report by NDoE |  |  |  |
| **3** | **Data compilation and analysis for the ESA** |  |  |  |
| 3.1 | Introductory meeting/workshop session with the NDoE CTT to identify data and information available for the ESA |  |  |  |
| 3.2 | Compilation of data evolution of education system and specific data on sub-sectors of education system |  |  |  |
| 3.3 | Identify bottlenecks and barriers to education to highlight in the ESA draft report |  |  |  |
| **4** | **Preparation of the ESA draft report** |  |  |  |
| 4.2 | Preparation of the first draft report |  |  |  |
| 4.3 | Thematic sessions on the sections of the draft report for WG/CTT |  |  |  |
| 4.4 | Preparation of presentations and materials for consultation meetings |  |  |  |
| **5** | **Consultation of the ESA draft report** |  |  |  |
| 5.1 | Internal NDoE technical and consultative meetings for presentation, discussion and agreement on preliminary findings of the sector analysis |  |  |  |
| 5.2 | LEG consultation meeting at national level on the preliminary findings of the sector analysis with participation of national and local stakeholders |  |  |  |
| 6 | Finalization of the ESA draft report |  |  |  |
| 6.1 | Revision and completion of the ESA draft report |  |  |  |
| 6.2 | Editorial review of the ESA draft report |  |  |  |
| 6.3 | Submission of the final report for appraisal and endorsement |  |  |  |
| **7** | **Appraisal and Endorsement of the ESA final report** |  |  |  |
| 7.1 | Internal NDoE meeting for approval of the final findings of the ESA Report |  |  |  |
| 7.2 | LEG meeting on final findings of the ESA Report with national and sub-national stakeholders for endorsement |  |  |  |
| 7.3 | Translation of the ESA final report summary, if required |  |  |  |
| **8** | **Dissemination of the ESA final report** |  |  |  |
| 8.1 | Presentations to all stakeholders (Other Departments, development partners, and other relevant stakeholders) at a LEG meeting |  |  |  |
| 8.2 | Dissemination and presentation of the final ESA at the sub-national level |  |  |  |

1. UNESCO’s Education Policy, Planning and Strategy Simulation Model. [↑](#footnote-ref-1)
2. For example, World Bank/UNICEF. (2021). PNG High Frequency Phone Survey: December 2020-January 2021. [↑](#footnote-ref-2)