

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS

<b>Title:</b>  Technical Assistance to support quality ECD and foundational skills implementation at the district of Kota Jayapura and Kabupaten Jayapura, Papua	<b>Type of engagement</b>  <input checked="" type="checkbox"/> Consultant (ZCNT)	<b>Duty Station:</b> <b>Jayapura</b> <i>Consultant should be home-based and will not have assigned desk or office space.</i>
<b>Purpose of Activity/Assignment:</b> To provide technical assistance to the Papua office for quality implementation of the Early Childhood Development (ECD) and foundational skills programme in Kota Jayapura and Kabupaten Jayapura, Papua Province.		
<b>Background:</b> <p>Providing access to good quality early childhood learning and development (ECD) opportunities affects the academic success, health and wellbeing of young children<sup>1</sup>. The Government of Indonesia aims for the implementation of quality ECD or Pendidikan Anak Usia Dini (PAUD) to be conducted through the fulfilment of several elements that include ensuring the quality of the learning process, parent's engagement, provision of essential services, and the efficient and effective management of resources. This could be achieved through capacity building for teachers, educating parents and caregivers<sup>2</sup>, as well as advocacy work with the government both at national and sub-national level, particularly with reference to leveraging government resources to fulfil obligations regarding the standards of service provision.</p> <p>Papua has the lowest enrolment rates in Early Childhood Education (ECE) across the country, with only 11.66 per cent of children aged 3-6 years enrolled in ECD centres<sup>3</sup> leading to high disparity in literacy rates of early grade primary school students.<sup>4</sup> Less than half of Papuan children have birth certificates, hindering them from accessing essential services.<sup>5</sup> Additionally, almost one in four children under five years of age in Papua are categorized as being stunted and around 10.6 per cent are categorized as experiencing wasting.<sup>6</sup> As a result, the obstacles faced by children in Papua are significant, and need to be directly tackled, particularly in the context of achieving the national ECD strategy, including the promotion of equity in service. Furthermore, as guided by national policy, districts have been instructed to implement a transition programme for students moving from pre-primary to primary education from the start of academic year 2023/24. Thus, supporting early grade learners at primary schools is as important as strengthening ECD centres, so that the students can more comprehensively acquire foundational skills (such as literacy and numeracy). ECD and primary school teachers will also be equipped with healthy and safe learning environment knowledge and skills (including key messages), especially concerning the importance of mandatory immunization for pre-primary and primary school-age children.</p> <p>To address the urgent development needs of vulnerable young children in Papua, quality ECD services accompanied by a strong foundational skills programme must be made available and expanded. The services must draw upon cross-sectoral assistance to meet the complex and intersecting needs of young children, including access to quality learning and development, as well as other essential services to support their holistic wellbeing, such as immunization.</p> <p>To deliver such services, UNICEF will be partnering with district and provincial stakeholders, especially with local Holistic and Integrated ECD (HI ECD) taskforces and department of education offices. Additionally, it is becoming more apparent that students with special needs learning are less supported. Teachers and parents must be equipped with skills to detect, stimulate, and care for students with special needs, in collaboration with relevant experts, including professional health workers, psychologist and/or Organizations of People with Disabilities (OPDs).</p> <p>In 2024, UNICEF's ECD and foundational skills programme in Papua will be expanded in the district of Kota Jayapura and Kabupaten Jayapura, reaching an additional 80 ECD centres and 32 primary schools. In close coordination with Pokja Bunda PAUD of the Province of Papua and the district and provincial education office, UNICEF will deploy a dedicated consultant to help to ensure the ECD and foundational skills programme in Kota Jayapura and Kabupaten</p>		

<sup>1</sup>Huston A, ed. Children in poverty: child development and public policy. New York: Cambridge University Press, 1991: 190-221

<sup>2</sup>Deweese, Antony, et al. *Early Childhood Development Strategy Study in Indonesia*. SMERU Research Institute, 2013.

<sup>3</sup>Education Statistic, BPS 2023.

<sup>4</sup>Midline Study for Rural and Remote Education Initiative for Papuan Provinces, UNICEF, 2017

<sup>5</sup>National Socio-Economic Survey (SUSENAS) 2020. 42% of children aged 0 – 4 years old, and 50% of children age 18 years old

<sup>6</sup>Survei Status Gizi Indonesia (SSGI), 2022

Jayapura is implemented in accordance with quality standards and is able to leverage resources from the district government to replicate and expand the programme.

The consultant will help to adapt the national level teacher training module on HI-ECD and positive parenting to fit the local context in Kota and Kabupaten Jayapura. He/she will also assist to coordinate and facilitate training on foundational skills for primary school teachers, and lastly document behaviour change practices at target ECD centres and primary schools in Kota and Kabupaten Jayapura. The consultant is also expected to be actively engaged in advocating for the screening of immunization coverage both at target ECD centres and at target primary schools, as part of quality ECD and foundational skills programme replication in the Papua provinces.

**Scope of Work:**

To ensure quality implementation of ECD and foundational skills programming in Kota and Kabupaten Jayapura, the consultant is expected to undertake the following tasks and to provide the following deliverables:

1. Coordinate and facilitate training of teachers (together with master trainers) on quality ECD and foundational skills, including on creating healthy and safe learning environments in ECD centres for Kota and Kabupaten Jayapura in coordination with local governments and UNICEF.  
Output: Training of teachers for targeted ECD centres and primary schools in Kota and Kabupaten Jayapura is coordinated and facilitated.
2. Coordinate and facilitate joint monitoring visits with district and provincial stakeholders to monitor the application of knowledge and skills by teachers on the delivery of quality ECD and foundational skills teaching and learning.  
Output: Trained teachers are mentored and monitored by district and provincial stakeholders on the implementation of quality ECD and foundational skills.
3. Support the implementation and monitoring of parenting sessions of the ECD programme at target ECD centres and target primary schools, with a focus on discussion topics concerning quality ECD, immunization, and foundational skills, with sub national education stakeholders.  
Output: A series of parenting session and monitoring activities are held at targeted ECD centres and targeted primary schools.
4. Advocacy with local government, including through the HI-ECD taskforce and sub national education as well as planning office, for the preparation of an updated 3-year replication and scale-up plan on HI-ECD and foundational skills with district resources.  
Output: An updated 3-year HI ECD taskforce plan and foundational skill replication plan with budget estimates and commitments.
5. Provide a report on overall ECD and foundational skills programme implementation in Kota and Kabupaten Jayapura District.  
Output: Final programme implementation report is made available.

Additionally, the consultant is also expected to be actively engaged with advocacy activities on quality ECD programme replication in the Papua province.

<b>Supervisor:</b> Education Specialist, UNICEF Jayapura/ Education Officer, UNICEF Jayapura	<b>Start Date:</b> July/ Aug 2024	<b>End Date:</b> 30 December 2024
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<b>Work Assignment Overview</b>			
<b>Deliverables/Outputs (incl.Tasks/Milestone)</b>	<b>Timeline</b>	<b>Deadline<sup>7</sup></b>	<b>Estimate Budget (in %)</b>
<b>Deliverable #1:</b> An inception report, with literature review and detailed work plan, of approximately 5 pages, excluding annexes.	10 days	August 2024	10%
<b>Deliverable #2:</b> Report of teacher training, mentoring, and monitoring of teachers for 80 ECD centres in Kota Jayapura and Kabupaten Jayapura on quality ECD + disability inclusion and immunization, of approximately 20 pages, excluding annexes. To produce this deliverable the following tasks will be undertaken: <ul style="list-style-type: none"> <li>Coordinate and facilitate training of teachers on quality ECD + disability inclusion aspect and immunization for 80 ECD centres in Kota and Kabupaten Jayapura, with selected master trainers.</li> </ul>	17 days	September 2024	20%
<b>Deliverable #3:</b> Report of teacher training, mentoring, and monitoring of teacher for 32 primary schools in Kota Jayapura and Kabupaten Jayapura on early grade literacy + disability inclusion aspect and immunization, of approximately 20 pages, excluding annexes. To produce this deliverable the following tasks will be undertaken: <ul style="list-style-type: none"> <li>Coordinate and facilitate training of teachers on early grade literacy + disability inclusion aspect and immunization for 32 primary schools in Kota and Kabupaten Jayapura, with selected master trainers.</li> </ul>	17 days	October 2024	15%
<b>Deliverable #4:</b> Report on parenting sessions and monitoring activities for the selected targeted ECD centres and primary schools, of approximately 10 pages, excluding annexes. To produce this deliverable the following task will be undertaken: <ul style="list-style-type: none"> <li>Jointly hold parenting sessions and monitor the implementation of the ECD programme and early grade learning at targeted ECD centres and primary schools with sub-national stakeholders.</li> </ul>	17 days	October/ November 2024	15%
<b>Deliverable #5:</b> An updated 3-year HI ECD taskforce plan and foundational skill replication plan with budget estimates and commitments  To produce this deliverable the following task will be taken: <ul style="list-style-type: none"> <li>Conduct advocacy activities and events with local government, including through the HI-ECD taskforce and sub-national education offices as well as planning office, for the preparation of an updated 3-year replication and scale-up plan on HI-ECD and foundational skills with district resources.</li> </ul>	17 days	November 2024	30%
<b>Deliverable #6:</b> Final programme implementation report, of approximately 20 pages, excluding annexes. To produce this deliverable the following tasks will be undertaken:	17 days	December 2024	10%

<sup>7</sup> Deadline timings will be updated before the consultant contract is finalized

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<ul style="list-style-type: none"> <li>Collect and analyze data on quality ECD implementation at target ECD centres and primary schools, in coordination with selected research institution.</li> <li>Assess the overall impact of the ECD programme in terms of the quality improvement of services in target ECD centres.</li> <li>Report on the results of advocacy activities for funds leveraging for replication and expansion of quality ECD services in Kota Jayapura and Kabupaten Jayapura districts, including district level planning and budgeting activities.</li> </ul>			
<b>Total</b>	<b>95 days</b>		
<b>Payment Schedule</b>			
<b>Deliverable</b>	<b>Payment Schedule</b>		
<b>Deliverable #1 and 2:</b> Inception report and Report of teacher training, mentoring, and monitoring of teacher for 80 ECD centers in Kota Jayapura and Kabupaten Jayapura on quality ECD + disability inclusion aspect and immunization	30%		
<b>Deliverable #3 and #4:</b> Report of teacher training, mentoring, and monitoring of teacher for 32 primary schools in Kota Jayapura and Kabupaten Jayapura on early grade literacy + disability inclusion aspect and immunization; and Report on parenting sessions and monitoring activities for the selected targeted ECD canterers and primary schools	30%		
<b>Deliverable #5:</b> An updated 3-year HI ECD taskforce plan and foundational skill replication plan with budget estimates and commitments	30%		
<b>Deliverable #6</b> Final programme implementation report	10%		
<p><b>Minimum Qualifications required:</b>  <input checked="" type="checkbox"/> Bachelors   <input type="checkbox"/> Masters   <input type="checkbox"/> PhD   <input type="checkbox"/> Other</p> <p>Enter Disciplines:          A University Degree in education, psychology, sociology, or other social science field is required</p>	<p><b>Knowledge/Expertise/Skills required:</b>          A minimum of 3 years of professional experience in early childhood development, social development planning and management in education and related areas at the international and/or in a developing country is required. Relevant experience in education and related areas, program/project development and management in Papua Provinces and in a UN system agency or organization is an asset.</p>		