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| **Title:**  International Consultant for Education Sector Analysis in Bangladesh | | WBS/Funding Reference/Activity/IR  5070/A0/06/300/302/039 | | | | **Type of engagement**  Consultant  Individual Contractor | | | **Workplace of Consultant:** Dhaka, Bangladesh | |
| **Grant:** | | | **GL Account:** | | | | | **Fund ID:** | | |
| *240057* | | | *Enter GL Account Code* | | | | | *SC* | | |
| **Background**  The Government of Bangladesh (GoB) has selected UNICEF as the Grant Agent (GA) for managing the Global Partnership for Education (GPE) System Capacity Grant (up to US$ 4.7 million) to support GoB in the process for applying for System Transformation Grant (US$ 97.69 million).  UNICEF as the GA will support the education ministries to carry out different analysis and prepare required documents that are prerequisite for the application of System Transformation Grant. As per GPE’s 2025 operating model, three key activities have to be completed to this end, for moving from assessment and diagnosis to prioritization and alignment, and finally to implementation, learning and adapting. The first activity is to carry out an Enabling Factor Analysis (EFA), which will encompass reviewing the key enablers in the areas of i) data and evidence; ii) gender-responsive sector planning, policy and monitoring; iii) sector coordination; and iv) volume, equity and efficiency of domestic public expenditure on education. The second activity is to prepare a Partnership Compact (PC), based on the EFA findings, which will serve as the strategic blueprint for collaborating on key reform areas that has the potential to catalyse comprehensive systemic change/transformation. Following the EFA and PC, a comprehensive Education Sector Analysis (ESA) will be conducted, which will support the identification of high priority areas that have potentials for system transformation and can be implemented in an informed manner using System Transformation Grant.  The last ESA for Bangladesh was carried out in early 2020. The ESA 2020 reviewed access, equity, and quality aspects of pre-primary education (PPE), primary education, secondary education, technical and vocational education (TVET), non-formal education (NFE) and tertiary education. The ESA also touched upon few cross-cutting issues such as teacher supply and quality, climate change and education in emergencies (EiE), education for forcibly displaced children, ICT in Education, WASH in schools etc. However, the ESA 2020 used data mainly from 2018 and before and it refers to the pre-COVID19 times. Post-COVID situations appear to be different as the pandemic has affected many aspects of the education sector. Besides, it is important to ensure that the ESA covers disaggregated analysis of data, for example, education provision and outcomes in terms of geographical / administrative divisions.  The purpose of the consultancy is to support the education ministries in carrying out a comprehensive ESA, in accordance with GPE guidelines and strategic directions provided by the ELCG. In doing so, the consultant will work with MoPME and MoE closely and maintain continuous collaboration with FCDO, being the Coordinating Agency (CA). As a part of the process, the consultant is also expected to work closely with national GPE Technical Committee established by MoPME.  **Scope of ESA**  This ESA will focus primarily on two key sub-sectors: primary education (including pre-primary) and secondary education. Despite its relatively light coverage, the ESA aims to encompass all streams within these sub-sectors. The analysis will not be limited to government-run educational institutions; it will also comprehensively evaluate non-registered, private, and English-medium institutions. The scope of the analysis will extend across various dimensions, ranging from access to educational quality to governance. The intention is not to spread over too many sub-sectors, but to provide an in-depth examination of primary and secondary sub-sectors. However, the ESA will identify specific scopes based on guidance and discussions among members of the ELCG. Overall, the ESA will be guided by, but not limited to, the following key questions:   1. What key policies, goals, sector priorities and major reforms have guided the development of the education sector over the past five years, and prior to this period where applicable? 2. To what degree have the respective policy targets, objectives, and priorities been realized? 3. What notable accomplishments has the sector achieved in terms of providing equitable access to quality education services for diverse stakeholders? 4. What is the present status of the system's resources, encompassing physical, human, and financial elements? How have these aspects evolved during the specified period? 5. What factors have contributed to the attainment of the policy objectives and targets? 6. What factors, obstacles, or bottlenecks have impeded the system's capacity to meet the set goals and targets? 7. What are the pivotal concerns that the education ministries should prioritize to positively shape the developmental agenda of the sector? What key priorities should the MOE pursue in the next five years? 8. What resources and changes in capabilities, processes, and practices will be necessary to enhance the system's capacity to provide quality education services in an equitable, inclusive, cost-effective, and sustainable manner? 9. What resources, strategic interventions, and quality assurance measures are required to ensure the delivery of relevant and quality education that meets the contemporary educational needs of 21st-century learners, aligning with SDG4 and Agenda 2041? 10. What partnerships currently exist for delivering education services, and how effective have they been? How can these and other partnerships be fortified to ensure improved sectoral performance, sustainability, and resilience?   **Purpose of Assignment**  The overall objective of this assignment is to support GoB in realizing their Transforming Education Agenda through conducting a comprehensive analysis of the entire education sector that will inform education policy reforms, design/development of the next Education Sector Plan (ESP) and the Education Sector Programs in primary and secondary sub-sectors.  The consultants, with guidance from the Core Thematic Technical Working Group (CTTWG), and in coordination with the GoB will be responsible for the collection, review and analysis of the total education sector. Education policy review and public expenditure review will also be part of the analysis and should be presented as independent chapters in the report.  **Key Tasks and Responsibilities**  Based on the “Education Sector Analysis Methodological Guidelines” of the Global Partnership for Education (GPE) Secretariat, the following analyses will be undertaken in consultation with GoB:   1. **Desk Review:** The consultants will undertake desk study of documents in Bangladesh to be complemented through literature or review of experience of similar countries that could provide additional insight into the sector. In addition, all policy and strategy documents, existing relevant studies, EMIS data, evaluations and Joint Review findings, annual school census and sector reports and other relevant literature will be reviewed in cooperation with the government and development partners. 2. **Consultative Meetings:** The consultants will meet and discuss with officials from the two education ministries and its directorates, boards and other relevant ministries including Finance, Planning and others, ELCG members, development partners, school level stakeholders including children, Head teachers, teachers, education officers, parents, School Management Committee members and other relevant stakeholders to gain further insight into the education sector, in general, and critical issues, in particular. This will include organizing one national level workshop (2 days) and seven sub-national level workshops to discuss the ESA. 3. **Analysis of the context:** The demographic, humanitarian, social economic and political development contexts as well as government’s commitment have a critical and direct impact on education policy given that they determine both the number of children to enroll and the social constraints the education system faces. This work involves the analysis of past trends and future projections for the total population and the school-aged population to identify the constraints placed by demographics on the education system (demand and supply). Evaluate in the context of Bangladesh the risks related to natural disasters, conflicts, political commitment, predictability of funding and capacity constraints etc. and their impact on the education system. 4. **Analysis of cost and finance:** The analysis of a country’s macroeconomics and public finance enables the estimation of past public expenditure, and the resources allocated to education in particular, as well as those likely to be available in the future and efficient use of those resources. The consultants shall further examine financing trends over a period of the sector analysis to identify whether funding has kept pace with enrollment increases and unit cost and sub-sector comparison with due to equity and explore community, private and development partners’ contribution and consider review of public expenditures. 5. **Analysis of education system performance** in relation to – *Access*: Who goes and who doesn’t go to school and for what reason? What are the shares of each gender? Analysis should include data on marginalized groups - children with disabilities, children from rural areas, IDPs, Pastoralist, working children, and so on.  * *Internal efficiency*: Are students completing the primary cycle? How many repeats? How many drops out? looking at intra-cycle retention and cycle completion * *Equity*: Is there equal opportunity to participate in schooling. Are conditions similar for all pupils? * *Quality of learning*: System capacity and management, analysis of learning assessments, management of teachers, types of examination; children’s mastery of the basic literacy and numeracy skills, distribution of teachers, relation between qualification/training of teacher and children results. * *External efficiency*: Do students find relevant employment after graduation? What are the opportunities in the labor market?  1. **Analysis of system capacity:**  * Analyze to what degree do education systems respond and adjusts to the population’s education needs? In doing so describe historical trends in enrolment by level/sub-sector and school type (public, private, community and so on) as well as analyses of the national capacity to enroll the subsequent school-aged population based and equity measures. * Assess the public finance management (PFM) in particular the actual amounts of domestic resources made available (not only the theoretical allocation) and clarify what is financed through these (teachers, including the number of teachers) and the distribution among sub-sectors (ECCD, Primary (formal and non-formal), Secondary.) * Analyze the extent to which the system has an established mechanisms and its realization, role of the education ministries (currently being played and could play) to ensure quality in education service deliveries, in terms of financing, inspections, curriculum, examinations in private, public and community schools. * Analyze the system’s fitness for its purpose. Assessing the extent to which the education administration and management system is devolved. * Analyze strengths and limitations in the human and financial resource management systems and procedures in place and staff accountability and adherence to the procedures as well as the management of teachers (attrition, presence, instruction time etc.) * Analyze the competencies and qualification of staff to undertake expected tasks and clearly stated roles and responsibilities of each position.  1. **Report** - Based on the findings of the ESA, the consultants will provide a draft high quality and analytical synthesis report that will include data analysis, as well as a narrative portion, conclusion and recommendation on way forward. Specifically detailing out lessons learnt and items to carry forward or change while developing the next ESP, PEDP V and SEDP. Consultants will present the draft ESA findings to the critical stakeholders for feedback. The report will be finalized once all feedbacks are addressed.   **Indicative data sources**  Significant amount of data can be extracted from the latest Primary Education Management Information System (PEMIS), Secondary Education Management Information System (EMIS) and Digital Monitoring System (DMS), Education Survey - 2021 (BBS and UNICEF, 2023), the National Students Assessments – 2022 (DPE and UNICEF, 2023), Household Income and Expenditure Survey of 2022 (HIES, World Bank and BBS – 2023), National Survey on Persons with Disability 2021 (BBS, 2023), Bangladesh Population and Housing Census 2022 (BBS, 2023) and the Labour Force Survey (LFS) 2022 (BBS, 2023) have added additional data to explore and understand the education sector situation in the country.  Consultants will use this range of data sources to understand the situation of education provision, quality and outcomes in the country. A further deep dive through national and sub-national consultations will be done to enrich the qualitative analysis of the education situation.  The education financing data will be analysed to understand the economy, efficiency and effectiveness of investments in various sub-sectors of education. | | | | | | | | | | |
| Budget Year | Requesting Section/Issuing Office: | | | | | Reasons why consultancy cannot be done by staff: | | | | |
| *2024* | *Education Section* | | | | | *The purpose of this consultancy is to prepare the Education Sector Analysis informed by extensive consultations with key education stakeholders at national and sub-national. The task is to be completed by Nov/Dec 2024. Given the amount of workload of existing staff in the section with regular programme planning, implementation and monitoring responsibilities, immediate support is needed to best accomplish the assignment in an efficient and effective manner within the stipulated timeline, bringing complementarity to the current staffing strength in facilitating the task.* | | | | |
| **Included in Annual/Rolling Workplan***:*  Yes  No, please justify:  This activity will be done under the System Capacity Grant (SCG) of the Global Partnership for Education (GPE). UNICEF has been selected as the Grant Agent for implementing the grant. UNICEF received the GPE approval of the grant on 02 January 2024. For this reason, the activity could not be included in the RWP 2023-2024. However, in the following RWP (2024-25), the activity will be included. | | | | | | | | | | |
| **Consultant sourcing:**  National  International  **Consultant selection method:**  Competitive Selection (Roster)  Competitive Selection (Desk Review)  Single Sourcing (exceptional, only in emergency situations, approval by Head of Office required) | | | | | | | | | | |
| **Name (in case of single sourcing/extension)** | | | | **Justification or Refer to NFR (in case of single sourcing/extension)** | | | | | | |
| **Supervisor:**  Deepa Sankar, Chief of Education | | | | | **Start Date:**  01 April 2024 | | **End Date:**  30 November 2024 | | | **Number of Days**  80 working days over eight months |

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| **Work Assignment Overview** | | | | |
| **Tasks/Milestone:** | | **Deliverables/Outputs:** | **Timeline** |  |
| Preparing an inception report/work program detailing: methodologies to be used, implementation timeline and ways of engaging the respective Ministries, development partners and other stakeholders in the process. | | **Deliverable #1: Inception Report** | **2 weeks** after signing the contract |  |
| Carrying out an analysis (to be part of ESA) of relevant policy documents and data sets on the education sector within and outside of the MoPME and MoE’s EMIS and documentations. | | **Deliverable #2: Policy Review** | **6 weeks** after submitting the inception report |  |
| Conducting a comprehensive review (to be part of ESA) and analysis of public expenditure trend in education | | **Deliverable #3: Public Expenditure Analysis** | **6 weeks** after submitting the policy review |  |
| Drafting Education Sector Analysis, with a presentation and other related materials on the highlights of the ESA for sharing and facilitating reviews with ELCG and other with critical stakeholders | | **Deliverable #4: Draft Education Sector Analysis** | **10 weeks** after submitting the public expenditure analysis |  |
| Finalizing Education Sector Analysisreport that incorporates feedback from development partners, GoB and other stakeholders, with an Executive Summary not more than 10 pages. | | **Deliverable #5: Final Education Sector Analysis** | **8 weeks** after submitting the draft ESA |  |
| **Estimated Consultancy fee (USD)** | |  |  |  |
| Travel International (if applicable) | |  |  |  |
| Travel Local (please include travel plan) | |  |  |  |
| DSA (if applicable) | |  |  |  |
| **Total estimated consultancy costs[[1]](#footnote-1) (USD)** | |  |  |  |
| **Terms of payment** | | Payment, upon completion of each deliverable according to schedule.  Payment, upon completion of all deliverables at the end of assignment.  Fee advance, percentage (up to 10 % of total fee) | | |
| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills required:** | | | |
| Bachelors  Masters  PhD  Other  Enter Disciplines  Education, Policy Studies, Education Planning and Management, Development Studies, Economics, Social Sciences and any other discipline related to education planning and governance | * At least 10 years of relevant experience in the field of educational research and educational plan developments * Sufficient experience in undertaking education sector related research and development of compacts, preferably in developing countries. * Experience in development of policy level documents, including financial analysis and costing. * Experience working with government ministries, preferably with education ministries. * Experience in preparing GPE-financed plans and programmes. * Awareness and understanding of the governance system and government’s working culture in Bangladesh. * Good background and skills in facilitating large stakeholder consultations, and managing intense debates, discussions and expectations. * Strong analytical and conceptual thinking with excellent writing, communication and presentation skills with stakeholders. * Excellent track record in capacity development of government counterparts, including facilitation of structured group work and activities. * Fluency in written and spoken English is must. Speaking Bangla is an asset. | | | |
| **Administrative details:**  Visa assistance required:  Transportation arranged by the office: | Home Based  Office Based:  If office based, seating arrangement identified:  IT and Communication equipment required:  Internet access required: | | | |
| **Request authorised by Section Head:** | **Request Verified by HR:** | | | |
| *Deepa Sankar, Chief, Education Section*  *Signature:* | *Name and signature:* | | | |
| *Approval of Deputy Representative (Programme)*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Name and signature* | | | | |

Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

UNICEF offers [reasonable accommodation](https://www.unicef.org/careers/unicef-provides-reasonable-accommodation-job-candidates-and-personnel-disabilities) for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

**Checklist for VA and hiring managers**

**1. Technical Offer:**

Based on the careful study of the TOR and deliverables, provide (1) information on the way you intend to achieve the outputs of the assignment and complete the deliverables. (2) Please elaborate on the timeline and milestones. (3) Also indicate references to the similar assignments that you performed & their contacts, and (4) attach your CV.

**2. Financial Offer:**

Should be an all-inclusive (lump-sum) fee for all deliverables and complete output of the assignment as described in the TOR. It should include among others consultancy fee, associated administrative cost, all living and travel cost (please see travel plan in the TOR if applicable). UNICEF will not cover any additional cost. Payment schedule that is linked to milestones and completed deliverables should be included.

**The offers will be evaluated as follows:**

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| Criteria | Weight | Points/amount |
| ***Qualifications*** | ***20%*** |  |
| Education qualification | 5% | 1-5 |
| Years of relevant experience | 10% | 1-10 |
| References to similar assignments | 5% | 1-5 |
|  |  |  |
| ***Technical Offer*** | ***50%*** |  |
| Overall understanding of ToR | 10% | 1-10 |
| Quality of the proposed approach and methodology | 10% | 1-10 |
| Soundness and scale of the review of relevant literatures | 10% | 1-10 |
| Feasibility of the proposed workplan | 10% | 1-10 |
| Relevance and consistency of the proposal with assignment requirements | 10% | 1-10 |
|  |  |  |
| ***Financial Offer*** | ***30%*** |  |
| Payment schedule linked to milestones | 15% | 1-15 |
| All-inclusive fee | 15% | 1-15 |
| ***TOTAL*** | ***100%*** | ***10-100*** |

**Child Safeguarding Certification**

**(to be completed by Supervisor of the post)**

[**Child Safeguarding**](https://unicef.sharepoint.com/teams/DHR-TalentAcquisition/DocumentLibrary1/Forms/AllItems.aspx?id=/teams/DHR-TalentAcquisition/DocumentLibrary1/Child%20Safeguarding%20Risk%20Roles%20Assessment_finalversion.pdf&parent=/teams/DHR-TalentAcquisition/DocumentLibrary1) refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF’s work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

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| 1.Is this position considered as "elevated risk role" from a child safeguarding perspective?\* If yes, check all that apply below. | Yes  No |
| 2a. Is this a Direct\* contact role?  2b. If yes, in a typical month, will the post incumbent spend more than 5 hours of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.  *\*“Direct” contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.* | Yes  No  Yes  No |
| 3a. Is this a Child data role? \*:  3b. If yes, in a typical month, will the incumbent spend more than 5 hours manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)  *\* “Personally-identifiable information”, in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a “child data role”.* | Yes  No  Yes  No |
| 4. Is this a Safeguarding response role\*  *\*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations* | Yes  No |
| 5. Is this an Assessed risk role\*?  *\*The incumbent will engage with particularly vulnerable children[[2]](#footnote-2); or Measures to manage other safeguarding risks are considered unlikely to be effective[[3]](#footnote-3).* | Yes  No |

1. Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

   Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant. [↑](#footnote-ref-1)
2. Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No ‘baseline’ vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training). [↑](#footnote-ref-2)
3. i.e. the role-risk will be compounded by other residual risks. [↑](#footnote-ref-3)