

## **ROSTER TERMS OF REFERENCE**

### **SHORT TITLE OF ASSIGNMENT**

Pacific Education Programme Design (Roster)

### **BACKGROUND**

While the cycle of education programme visioning, planning, implementation, monitoring/ review and learning (which informs re-visioning, new plans, etc.) is always ongoing, Pacific education systems have in recent years undergone a number of processes through which they have challenged themselves to make an especially critical review and visioning for the transformation of the system. This includes the Transforming Education Summit process, an expansion of Education Sector Analysis and Planning processes, review/ of sector programmes supported by major partners, Enabling Factor Analyses, Education Partnership Compacts, etc. In addition, there has been a stronger emphasis on programme review and evaluation with participatory processes that involve diverse stakeholders.

For example, within the parameters of an Education Partnership Compact, the Fiji Ministry of Education (MoE), partners and stakeholders have identified a priority reform focused on teacher quality that should be designed and implemented to address bottlenecks and be transformative across the system to bring positive change to the educational opportunities, experiences and outcomes for all young people.

Under a variety of circumstances, UNICEF is in a position to support Pacific education systems to design strategic education programmes to make a change across the system over the long-term, and requires dedicated technical assistance to support the detailed design, costing and documentation of the same under the leadership of the respective Ministry of Education (or equivalent) and with engagement of relevant partners and stakeholders.

These Terms of Reference are for a roster of education programme design consultants for Pacific Island countries. Applicants will be considered for different opportunities and are encouraged to indicate if they are relevant for all opportunities or alternately for only specific countries or thematic areas.

### **OBJECTIVE / SCOPE OF WORK**

The objective of the consultancy is to support the strategic vision developed by Ministries of Education with partners and stakeholders to transform education in Pacific Island countries.

The consultant will provide high-quality, relevant and responsive technical support to the detailed design and costing of an education programme reform as part of a funded programme or proposal including but not limited to Global Partnership for Education (GPE) grants across multiple Island countries. The vision or reform would have been outlined through a previous consultation and planning process led by the specific Ministry of Education, and would require dedicated technical support for the detailed design, costing and implementation, and documentation.

Under the leadership of Ministry of Education team, and with their full ownership of the process and outputs with engagement of relevant education partners and stakeholders, the consultant will provide additional technical support to complete programme design and budget given other programme commitments, internal capacity and tight external timeframes. The consultant is contracted by UNICEF and is also responsible for working closely with UNICEF team to ensure adherence to operational systems so as to ease planning and funding, and maximise UNICEF's comparative advantage technically, as well as effective coordination with partners to ensure the most comprehensive, cohesive and coordinated programme for each country.

The focus of each programme will be dependent on the reform/priority identified by each country but common areas of technical expertise required are:

1. **Teachers and teaching** including but not limited to pre-service and in-service programme design, workforce planning and workforce conditions, professional standards, advocacy for the profession, teacher management systems, coordination with TTIs, etc.
2. **Literacy, numeracy and foundational skills** including but not limited to learning programmes, proven pedagogies for building foundational skills, language of instruction, resourcing, teacher professional development, assessment, literacy and numeracy across the curriculum.
3. **Equity and inclusion** including but not limited to school-based gender-responsive and inclusive practices, moving beyond parity, addressing stereotypes, teacher professional development.
4. **Learning pathways** including but not limited to TVET in basic education programmes, resilience through foundations in indigenous knowledge, teacher professional development (wellbeing/guidance),
5. **Curriculum** including but not limited to curriculum relevance and alignment, assessment, teaching and learning resources.
6. **Technology in education** including but not limited to digital and remote learning systems, content development and curation, development of teacher capacities to use digital learning effectively and responsibly, equity-focused approaches to advancing digital learning, data management systems.
7. **School leadership and management** including but not limited to standards and competency frameworks for school leadership and improvement, instructional leadership, school management committees, community and parent engagement.
8. **Early childhood education** including but not limited to curriculum, teacher development and management, policy and legislation, planning.
9. **Indigenous Knowledge and practice** including but not limited to the mainstreaming of indigenous and traditional knowledge as valid outcomes in curricula, localised learning resources and vernacular language, teacher professional development and engagement with communities.

Given the interconnectedness of sub-sectors across the education system, consultants should have adequate knowledge and familiarity of education systems to define coordinated and synergistic approaches as required to achieve the relevant reform. For example, Fiji's reform focus on teacher quality is expected to include efforts across the following four areas:

1. Enhanced and coordinated teacher professional development and support systems
2. Strengthened coherence in teaching and curriculum application by teachers and school managers
3. Improved school readiness through enhanced collaborative support for ECE teaching and learning and transitions for primary
4. Collaboration to transform teacher and learning interactions to advance values, mutual respect, gender equality and inclusion.

The consultant is expected to elaborate a strategic and costed programme design to operationalize the priority reform areas identified in a way that is technically-sound, culturally appropriate, relevant to context and responsive to needs and priorities, designed to work through and strengthen existing education systems while leveraging and/or engaging the strengths of relevant partners and stakeholders, gender-responsive and equity-focused, and simultaneously transformative/visionary and practical. The programme is expected to have a long-term and transformative view to change, with system developments and improvements not expected to cease with the end of the funding but designed for sustained momentum thereafter. Concrete milestones and results (including at school, classroom- and system-levels) should be achievable at some scale from early on. From a system strengthening and transformation approach, this may mean early shifts and testing of new approaches with monitoring and learning to inform improved approaches at scale. Monitoring, learning and communication activities are to be included to provide clear feedback on progress and achievements to build engagement in the reform agenda, while also nurturing a learning agenda to maximize the relevance of the approaches.

Noting the above, this consultancy will cover the following deliverables, with an indicative process outlined below (to be elaborated further during the consultancy):

## **1. Inception Report**

- a. Conduct desk review of relevant data and documents, including analysis/planning/policy documents and complete a brief preliminary literature review of the documents sources. Where relevant to programme design this should also include any Partnership Compact or equivalent of the proposed reform/priority
- b. Carry out initial consultations to co-construct the methodology with proposed approach, intended consultations and indicative timelines including periods of time expected to be in country.
- c. Conduct field visits as relevant to build or update an understanding of the day-to-day realities in education as relate to the reform.
- d. The inception report can be broken up into a preliminary (pre-travel) planning and sharing of preliminary thoughts and timelines, and a later version that reflects a more complete view of background, context, timelines, results and conclusions of discussions held, etc. The inception report is expected to be concise and an effective tool for all stakeholders to quickly gain an understanding of the consultant's analysis of background, vision for reform, and proposed approach to concretizing the same through the consultancy.

## **2. Development of Programme Outline**

- a. Consult with focal points in the MoE and other stakeholders to understand the components of the programme and desired outcomes, as well as practical options and modalities for operationalizing the same.
- b. Draft a programme document outline with a programme rationale and theory of change that is cohesive, coherent and clearly demonstrates how the desired outcomes will be achieved. This should include an "elevator pitch" version that Ministry and other stakeholders can use to clearly explain the reform, its rationale, and the expected change.
- c. The programme outline should demonstrate links to data and evidence and how it is aligned to unblocking the bottlenecks identified through any analysis or consultation (this would include the Enabling Factor Analysis and Partnership Compact for STG programme design where relevant). The programme outline is expected to include programme objectives, proposed components and key interventions (High level), a Theory of Change that demonstrates reform/transformation (linked to the Partnership Compact), key results and indicators, and an overview of implementation arrangements.

## **3. Development of application package**

- a. Based on the feedback provided to the programme outline, and in ongoing collaboration with the education agency and consultation with partners and stakeholders, develop the full application package including Programme Document, Budget and Application form. The programme document should extend the programme outline to include: a full rationale and objectives, descriptions of components and interventions and how they link to the desired reform, a theory of change, proposed strategies and programme of work, monitoring and evaluation framework, implementation arrangements and readiness, risk identification and mitigation as well as statements on ensuring sustainability and aid effectiveness. The programme document and budget should both be reviewed by the relevant ministry/partnership group eg the LEG or equivalent.
- b. The development of strategies and interventions will require an iterative and active process with Ministry, stakeholders and partners to ensure the relevance, feasibility and "transformative potential" of proposed modalities and approaches, including those led and or managed by the Ministry and other government bodies, partners, community organizations, and UNICEF. Produce presentations and other simple communication tools to enable the full engagement of all relevant stakeholders in contributing to the plan.

- c. Draft a M&E framework with relevant indicators and where possible established baseline and milestones (with means of verification/planned activities) for tracking of implementation and assessment of progress towards the defined transformation and concrete changes for schools and children.
- d. Fully cost the programme and produce other inputs as required for the relevant requirements of each proposal/application/plan.
- e. Other notes: Note that programme outlines must demonstrate how gender will be mainstreamed through the programme and how students with a disability and other lenses of inclusion are also shown consideration. Note that the document will be fully reviewed by education partners and stakeholders for feedback prior to further development.

**4. Support to endorsement, submission and finalisation**

- a. Based on feedback received on the programme document, integrate changes and produce the application package for endorsement by Ministry/Partnership Group
- b. Support the agency in presentation to the stakeholders (including LEG where relevant) by developing suitable presentations. Support preparation of final submission of application/proposal for endorsement and support the Ministry to respond to any subsequent queries at that time.

**ACTIVITIES, DELIVERABLES AND TIMELINES, PLUS PAYMENT SCHEDULE PER DELIVERABLE**

ACTIVITY	DELIVERABLES	ESTIMATED TIME TO COMPLETE	PAYMENT (%)
Inception Report	Inception report	20 days	15%
Development of Programme Outline	Programme Outline	30 days	25%
Development of application package	Application Package (programme document, budget, application form)	60 days	45%
Support to endorsement, submission and finalisation	LEG (or equivalent) minutes of endorsement Summary presentation Finalisation support	20 days	15%
			TOTAL 100%

**QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES**

Bachelors  Masters  PhD  Other

*Provide details of the expected educational qualifications.*

A masters degree would be indicative of the level of qualification required for this work, however a first degree with a combination of relevant other post graduate certificates/diplomas would also be considered.

Ideally consultants would be graduates in the area of education with some level of specialisation in one of the areas identified and/or policy and planning.

- Minimum of 10 years professional work experience in educational planning, costing, implementation, monitoring and evaluation, with some relevant levels of specialisation
- Experience in research and analysis
- Proven ability to be innovative, think differently and engage others in transformation

- Experience working with Ministries of Education and development partners
- Proven ability to produce high quality and strategically-oriented programme designs and documentation
- Knowledge and experience with GPE processes an advantage (particularly relevant where GPE funding is involved)
- Familiarity with Pacific cultures is highly desirable
- High level interpersonal and relationship-building skills
- Ability to communicate effectively with persons of various cultures and disciplines
- Ability to determine and review priorities and meet deadlines
- Diplomatic skills to liaise with counterparts and different stakeholders
- Good analytical, negotiating, and advocacy skills

#### CONDITIONS OF WORK AND CLARIFICATION ON SUPERVISION

The consultant will be supervised on a day-to-day basis by the UNICEF Pacific Chief of Education, with day-to-day supervision by the relevant Education Specialist for the particular country, in coordination with the nominated official in each national education department. Final approval of deliverables for payment will be done by the UNICEF Pacific Chief of Education based on advice from the national education department.

The consultant is expected to travel to the country for in-person work (estimated 50 days per country), including in-person engagement in key meetings and consultations, and may work remotely the remainder of the time. When working remotely, the consultant is expected to be available for discussions as required during working hours of the country. All costs associated with the travel are to be included in the total contract value.

#### ADMINISTRATIVE ISSUES

- Individuals engaged under a consultancy contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants. Consultants are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.
- The selected candidate is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. 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 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.
- No contract may commence unless the contract is signed by both UNICEF and the consultant.
- Consultant will be required to complete mandatory online courses (e.g. Ethics, Prevention of Sexual Exploitation and Abuse and Security) upon receipt of offer and before the signature of contract.

#### GUIDANCE FOR APPLICANTS

- This roster is for individual consultants only. Candidates are requested to submit a brief technical proposal and CV.
- Candidates are asked to submit a **separate financial offer** along with your application. The financial proposal should be a **lump sum amount for all the deliverables** and should show a break down for the following as applicable:

- Monthly / Daily fees: based on the deliverables in the Terms of Reference above
- Travel: economy air ticket where applicable to take up assignment and field mission travel
- Living allowance: where travel is required
- Miscellaneous: to cover visa, health insurance (including medical evacuation for international consultants), travel insurance, communications, and other costs

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