

TERMS OF REFERENCE FOR LOCAL CONSULTANCY

Team Leader for the Analysis of School Teacher Management System in Armenia

Individual Consultant is expected to perform this assignment remotely (home based) with possible field missions as required.

Duty Station: Yerevan, Armenia

Supervisor: Education Specialist, Education Officer (GPE), Team Leader

Time-frame: from early June to early December (approx. 6 months)

Purpose of Activity/Assignment:

The aim of the assignment is to support improvement of Armenia's national teacher management system through comprehensive analysis and policy recommendations. Under this assignment, the Team Leader, with a team of dedicated experts composed of one Senior and three Junior Experts will be responsible for all the components of the analysis, which envisage both secondary review of existing data, desk-research and primary data collection/analysis.

These activities will contribute to the SDG (Sustainable Development Goal) Target 4.c. which requires states to "substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries." At the global level, the agenda around the SDG 4 to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030, has reinforced a focus on learning assessment to gain data on learning that allow to establish and monitor education quality and learning progress.

The specific objectives under this assignment are:

- a) to complete a robust and comprehensive literature review, followed by an overview of local legal framework and existing regulations, comprehensive desk-research and secondary analysis of existing raw data and relevant statistics that would serve as evidence in developing policy recommendations;
- b) to design the methodology and the tools for data collection from the key stakeholders and beneficiaries, including local and regional actors, such as the education departments of regional authorities, current and prospective teachers, and other target groups;
- c) to manage the quantitative data collection and quality control of survey among teachers through the National Center of Educational Technologies (NCET) of the Ministry of Education, Science, Culture and Sports of Armenia (MESCS) with the purpose of exploring the current state, issues and outcomes of teacher management policies;
- d) to collect and analyze the qualitative data from in-service and pre-service teachers through close collaboration with UNICEF and MESCS.

The analysis shall seek to explore:

1. To what extent Armenia's strategies (policies) for recruiting and inducting appropriate teaching staff is comprehensive and well-justified including in reference to advanced international theory and practice.
2. To what extent Armenia's existing policies for teacher retention ensure effective, favourable and supportive working conditions including in reference to advanced international theory and practice
3. To what extent Armenia's teacher continuous professional development (CPD) policies meet core principles of effective CPD in reference to advanced international theory and practice.

Key stakeholders of the assignment are the government line ministries, namely the Ministries of Territorial Administration and Infrastructure (MoTAI), MESCS, sub-national and local authorities, UNICEF, EU and dedicated CSOs. The knowledge generated by the study should be used by UNICEF Armenia to inform and amplify its future activities and projects in the country and will also be used by other national stakeholders to further refine the quality, cohesiveness and timeliness of policies in the field of general education.

Scope of Work:

Context

The quality of education systems largely depends on the quality of teachers. School teacher management system can be broadly defined as sets of policies, practices and structures that define, recruitment, placement, retention (work conditions, evaluation, attestation, etc.) and continuous professional development of in-service teachers-all inter-connected factors that affect the quality of teachers and teaching.

Since 1994 in-service teachers received significant attention in the Republic of Armenia. First, numerous NGO and international organizations sponsored in-service training programme with the goal of transitioning from system-wide rote learning to modern teaching practices. The Education Quality and Relevance Loan Programme (EQRP-phase 1), financed by the World Bank, focused on the modernization of the content of education (national curriculum standards, programme, assessment), professional development of teachers and the introduction of ICTs in schools throughout Armenia. The second phase of (EQRP-2) trained 12,500 teachers in 2011-2012 before handing over the component for teacher training to the National Institute for Education (NIE) established also for the purpose of organizing teacher continuous professional development. The pre-service teacher education has been supported via higher education reforms within the Bologna process. In the scope of the last decades Armenia has also implemented policies aimed at system efficiency (adjusting teacher/student ratios), introduced regulations concerning the mandatory education threshold to become a teacher. In 2019, the NIE of the Republic of Armenia, the central institute for in-service teacher training in general education, was liquidated based on the government Decree NO 817-A of 27 June and replaced, in 2021, by the National Center for Educational Development and Innovation (NCEDI). The Ministry aims to decentralize the NIE functions, specifically in-service teacher trainings and delegate this function to different organizations through grant programmes. The MESCS is planning to introduce an online management tool that provides relatively accurate information on the training organizations and would allow teachers to select an organization and a training programme based on their actual needs. NCET is developing the electronic system.

In 2021 the Government approved Armenia's new National Curriculum, to implement the provisions of which in full, the MESCS together with the newly established NCEDI intends to review in-service teacher management system in Armenia.

Responsibilities in the Team

The Team Leader will be responsible for developing, planning, and leading the work of technical working group for the assignment, with full set of reporting documents adhering to UNICEF quality assurance standards being developed and submitted in a timely manner. The Consultant will be ensuring in-depth cooperation and communication with various stakeholders, particularly, members of the Local Education Group, focal points at MESCS, NCET, the National Assessment and Testing Center (NATC), NCEDI, other agencies, as deemed necessary. The technical working group will be composed of one Senior and three Junior Experts to be supervised by the Team Leader.

UNICEF will organize thematic orientation sessions and consultations. This assignment is within the Global Partnership for Education (GPE) Education Sector Development Programme Grant-a joint UNICEF and the MESCS initiative to be implemented during 2021-2022.

Methodology

The study methodology shall follow a mixed-methods approach combining quantitative and qualitative methods of data collection to obtain rich insights, address all the objectives of the assignment and to assure triangulation of data sources and data collection methods. The detailed methodology allowing for collection of all required information with detailed sampling strategy, study instruments and analytical approach should be developed by the Team at the end of the inception phase and submitted to UNICEF in a form of a Study Protocol for approval and quality assurance.

The analysis of Armenia's teacher management policies shall follow a comprehensive two-stage approach.

1. Document review (utilizing contextualized questionnaires of the World Bank SABER-Teacher's assessment and UNESCO, the World Bank, GPE UNICEF-Educational Sector Analysis Methodological Guidelines V 1) to identify:

- a. Teacher recruitment- what incentives exist for teachers to join the profession (including salary and non-salary incentives, statutory career prospects, etc.) to work at hard-to-staff schools and to teach critical shortage subjects; what are the requirements for becoming a public/private school teacher (primary to upper secondary); what are the regulations for teacher hiring or dismissal; what are the regulations for new teacher induction; what are the regulations for distribution of teachers within the system;
 - b. Teacher retention- what are the regulations for teachers' duties and workload; what are the regulations for teachers' employment (types of contracts, rules for salary and non-salary compensation, provision of teacher assistants, etc.); what are the regulations for teachers' retirement (scope and structure of retirement benefits); what are the regulations for teacher monitoring and evaluation; what are the regulations to remain in profession.
 - c. Teacher continuous professional development (CPD)- what are the regulations for teacher professional development.
2. Survey (with contextualized OECD TALIS questionnaires; administered through NCET) and in-depth interviews with a wide representation of in-service and pre-service teachers to identify:
 - a. Teacher recruitment- rational (intrinsic and extrinsic motivation) for career choice; the recruitment processes the teacher underwent (including non-formal procedures of landing the job); the type of support received (if any) when landing the job.
 - b. Teacher retention- reasons for job satisfaction and dissatisfaction; rational and incentives (monetary and non-monetary) for retaining the job; employment status (full or part time); workload in total hours and categorized per teaching and non-teaching tasks; number of weekly taught classes and class-sizes; number of SEN-students in the class; existence of a teacher assistant in class, salary and non-salary compensation; costs directly incurred as part of the job; perception towards mandatory state policies on teacher attestation; participation in school governance.
 - c. Teacher continuous professional development (CPD)- the programme, need relevance, cost, and cost contribution (personal or other resources) of formal and non-formal CPD programmes the teacher participated in the last year; perception towards effective formal and non-formal CPD programmes.

The sample size and approach will be clarified during the inception phase based on the desk-review and consultations. The final reports should incorporate the main learnings from all stages and provide concrete and accurate policy solutions for the MESCS to pursue. More information on the technical requirements for each report will be provided to successful candidates.

Ethical Considerations

The assessment approach and data collection and analysis methods should focus on gender and human rights aspects, be responsive and appropriate for analyzing the gender equality, human rights issues, including child rights issues. Gender equality, equity and human rights considerations will be further elaborated by the Consultant and the Team during the inception phase and addressed across the final reports. Ethical dimensions should be taken into consideration by the Team, discussed and measures taken to ensure those. More specifically, prior to conducting interviews the respondents' informed consent should be ensured, age-appropriate language and approaches to data collection involving children should be used. The anonymity and confidentiality of individual data will be protected, and ethical guidelines will be followed as set out by United Nations (UN) Evaluation Group in its standards and norms. Adherence to the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis¹, Strategic Guidance

¹ See UNICEF Procedure for Quality Assurance in Research CF/PD/DRP/2015-002 https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

Note on Institutionalizing Ethical Practice for UNICEF Research² and Technical note on Children Participating in Research, Monitoring and Evaluation³ should be ensured by the team.

² See Strategic Guidance Note on Institutionalizing Ethical Practice for UNICEF Research

³ See Children Participating in Research, Monitoring and Evaluation

Work Assignment Overview			
Tasks/Milestone:	Deliverables/Outputs:	Timeline	Estimate Budget
Inception Phase <ul style="list-style-type: none"> - Desk researching and secondary review of data; - Lead the team to develop the Study Protocol, with basic literature review, detailed methodology, instruments, sampling and recruitment of participants, fieldwork approach and quality control mechanism for on-line survey and qualitative interviews; - Adjustments of the methodology as per guidance and comments from UNICEF. 	Study Protocol for the inception phase and fieldwork plan in English with detailed implementation plan and methodology including but not limited to: (i) list of management practices and processes to be analysed; (ii) mapping of stakeholders and documents; (iii) implementation plan, (iv) charter of risks and mitigation strategies; (v) list of contextualized OECD TALIS-based dimension descriptions, etc.	Mid-June, 2021	
Fieldwork Phase <ul style="list-style-type: none"> - Ensure pretesting and finalization of the instruments based on the methodology developed by the study team; - Comprehensive literature review; - Cleaning and comprehensive analysis of the quantitative data provided by the NCET; - Collecting qualitative data through in-depth interviews; - Data cleaning and initial processing; - Submitting of transcripts and short summaries; - Submission of data collection report covering the following pieces: documentation of fieldwork implementation, quality control, final instruments, and datasets. - Debriefing meeting for UNICEF Armenia on the preliminary findings, testing elements of conclusions. 	Comprehensive literature review in Armenian and English (no more than 20 pages) Brief report and validation workshop on desk review and secondary data Documentation of fieldwork implementation, including the datasets and full transcripts/audio-files of in-depth interviews	End of September, 2021	
Analysis and Reporting <ul style="list-style-type: none"> - Data further processing and analytics; - Development of the draft report for UNICEF Armenia review providing data visualization. The contents of 	Draft reports in English and Armenian	Mid-November, 2021	

the report should be developed based on feedback provided after testing and analysis phase of the assignment. - Development of the final report.	Final reports in English and Armenian with recommendations (up to 50 pages, excluding annexes) and an Executive Summary	Early December, 2021	
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<p>Minimum Qualifications required:</p> <p> <input type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input checked="" type="checkbox"/> PhD <input type="checkbox"/> Other </p> <p>Enter Disciplines</p> <p>Advanced university degree (PhD) and/or academic background in Education, Sociology, Economics, Public Policy, Social Policy or a related field.</p>	<p>Knowledge/Expertise/Skills required:</p> <ul style="list-style-type: none"> • At least 8 years of documented experience in education (preferably at least 4 years in either research or development of principal or teacher education programmes/policies); with solid knowledge of international research practice in the field of early school leadership; as well as of Armenia's national school leadership system. • Extensive experience in designing research projects, studies, evaluations and surveys, data analysis and report writing (both in Armenian and in English; links to published research and analytical documents relevant to the TOR to be provided). • Proven ability of leading large teams and expert groups as well as of working in international and multicultural environments. • Very good communication and presentation skills with government and international organizations. • Fluency in written and spoken English. • Previous experience in working with UN agencies will be an asset.
<p>Terms of the application:</p> <p>The deadline for the submission of applications is May 30. Applications should include:</p> <ul style="list-style-type: none"> • Cover letter; • CV; • Financial Proposal; • Published research and analytical documents relevant to the TOR; • Examples of published work (paper, abstract, proceedings) in top international conferences and SCOPUS-indexed high-quality journals will be an asset. <p>All qualified applicants should apply online, using the UNICEF E-Recruitment system and following the online application link. Incomplete applications will not be considered.</p> <p>Individuals engaged under a consultancy or individual 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 and Individual Contractors. Consultants and individual contractors 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.</p>	