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| **Title:**  International Consultant for GPE Enabling Factor Analysis and Partnership Compact 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:**  Bangladesh joined the Global Partnership for Education (GPE) in 2015 and since then the country has been a recipient of various GPE grants for implementing different initiatives in the education sector. In 2022, Bangladesh was pre-selected to be part of the Cohort 5 of the countries to commence the rolling out of the GPE 2025 funding model, which include: i) System Capacity Grant (SCG): up to US$ 4.7 million, ii) System Transformation Grant (STG): US$ 97.69 million; and iii) GPE Multiplier Grant: US$ 50 million.  GPE’s 2025 operating model is based on three stages that support countries in moving from assessment and diagnosis to prioritization and alignment, and finally to implementation, learning and adapting. As a first step to assess and diagnose, the ELCG is expected to review the policy frameworks, sector performance, needs and existing evidence to identify critical barriers and priority reforms for driving the system transformation. As the next step to prioritize and align, it is important to carry out an Enabling Factor Analysis (EFA), and then prepare a Partnership Compact, for which, EFA will serve as the foundation.  The Ministry of Primary and Mass Education (MoPME) and Ministry of Education (MoE), Government of Bangladesh are working closely and in collaboration with other government agencies, development partners, civil society and non-governmental organizations, and other stakeholders to align a set of critical commitments to transforming education to reach the SDG 4 targets. The Government has identified “establishing a smart and inclusive education system for improved learning outcome” as the priority reform to be achieved through education system transformation in the country. The transformation will be done by addressing bottlenecks and working collaboratively with all stakeholders, partners, and other donors. In the next stage / step, the country and partners implement the agreed programs and reforms using SCG, STG and Multiplier grant, taking into consideration gender transformation.  The process for implementing the SCG has already been started. After a thorough evaluation, the Government and the Local Education Group (known as Education Local Consultative Group [ELCG], with MoPME as the Chair and FCDO as the Coordinating Agency) has selected UNICEF as the Grant Agent (GA) for SCG. As agreed with ELCG, this grant will be implemented in three phases for four-year period. In the first, UNICEF 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 a first step, UNICEF will support in carrying out an Enabling Factor Analysis (EFA), followed by preparation of a Partnership Compact. Enabling factor analysis can be defined as a systematic examination aimed at comprehending and delving into the extent to which an education system effectively facilitates the expected transformation. This process entails a thorough exploration of the system's capacity to support and enable the desired changes, offering insights into its overall suitability for the intended transformation. “Enabling factors,” refers to the four areas identified by GPE, which are key in shaping a sound foundation of an effective education system. Four enabling factors as identified by GPE are: 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 results of the enabling factor analysis will serve as the foundation for creating a partnership compact. The Partnership Compact serves as a strategic blueprint for transitioning and communicates a nation's commitment to collaborate with others on a key reform that has the potential to catalyze comprehensive systemic change. The partnership compact should identify how different stakeholders align interests, resources, and capabilities to support priority reforms in the sector with potential for system transformation, including addressing specific bottlenecks and finding solutions to tackle current educational issues. The GPE Board’s decision on allocating a country’s STG as well as Multiplier Grants is made based on a solid and robust Partnership Compact.  The purpose of the consultancy is to support the education ministries in carrying out the EFA and preparing the partnership compact, 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.  **Purpose of Assignment**  The objective of the proposed consultancy is to support the education ministries and ELCG in Bangladesh to:   * Carry out the Enabling Factor Analysis as per the agreed GPE guidelines; * Prepare the Partnership Compact through intensive consultations with all related stakeholders at national and sub-national levels.   The assignment consists of two interconnected parts:  **PART 1: Carry out an Enabling Factors Analysis**   * Undertake a desk review of key education strategic documents, drawing on the recent data and evidence available in the education sector in Bangladesh as well as reviewing the EFA done in other countries * Organize at least 2 consultations/ workshops with key education stakeholders (government, nongovernmental and private-sector counterparts) at the national level and four (7) consultations at Divisional level with sub-national education officials, teachers and educators, to inform the preparation of the Enabling Factors Analysis * Work closely with ELCG and relevant government counterparts to draft the Enabling Factor Analysis in accordance with GPE guidance, using the prescribed GPE template, covering four (4) factors including as identified by GPE * Facilitate workshops and review meetings with the ELCG, GPE National Technical Committee and other actors to review the draft Enabling Factor Analysis and incorporate feedback received, before submission to GPE’s Independent Technical Advisory Panel (ITAP) * Revise the Enabling Factor Analysis to incorporate feedback from ITAP, as appropriate   **PART 2: Develop the Partnership Compact**   * Organize a series of at least three consultations with key sector partners – both ELCG members and private sector entities, including preparation of presentations and other materials to clearly communicate the objectives and expected results of these consultations, key questions to guide consultations; a method to capture and confirm partner ideas and financing commitments * Work closely with ELCG and relevant government counterparts to draft the Partnership Compact base on the ideas and issues raised during stakeholder consultations, in accordance with GPE guidance * Facilitate the process of reviewing the partnership compact, including arranging workshops and review meetings with the ELCG, GPE National Technical Committee and other actors to review the draft Partnership Compact * Incorporate the feedback and comments received, before submission to GPE | | | | | | | | | | |
| 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 Enabling Factor Analysis and Partnership Compact within June 2024. This will require extensive consultations with key education stakeholders at national and sub-national. 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 March 2024 | | **End Date:**  31 July 2024 | | | **Number of Days**  60 working days over five months |

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| **Work Assignment Overview** | | | | |
| **Tasks/Milestone:** | | **Deliverables/Outputs:** | **Timeline** |  |
| Preparing a concise Inception Report and Roadmap with timelines.   * The inception report must contain a suggested methodology and approach for undertaking the assignment, a preliminary desk review of resource materials, including key GPE reference materials on partnership compact development, and a draft work plan. * Prepare draft key questions, and data collection tools, for the various planned partner consultations linked to the preparation of the Enabling Factor Analysis and Partnership Compact | | **Deliverable #1: Inception report** | 2 week – after signing the contract |  |
| Drafting the Enabling Factor Analysis in accordance with the GPE template and guidance.   * Undertake an analysis of key sector underperformance issues and challenges based on available data. * Develop a deeper analysis of the specific obstacles that impede achievement of the selected policy outcomes (key bottlenecks), focusing on why the impediment exists. * Determine the context specific solutions, with a gender and equity lenses, and review the enabling factors that are critical to effective implementation of system transformation. * Identify the most important priority reform that is needed to catalyze system change. (Ensure that priority reforms address root causes and have evidence of impact). * Prepare a PowerPoint presentation to provide an overview of the draft Enabling Factors Analysis, for presentation to ELCG members. | | **Deliverable #2: Draft Enabling Factor Analysis** | 3 weeks – after submitting the inception report |  |
| Finalizing the Enabling Factor Analysis in accordance with the GPE template and guidance.   * Incorporate feedback from LEG members on the first draft Enabling Factors Analysis as part of preparing the final draft for submitting to GPE ITAP. * Incorporate feedback from the GPE’s ITAP. | | **Deliverable #3**: **Final Enabling Factor Analysis** | 2 weeks – after the submitting draft EFA |  |
| Drafting the partnership compact, as per the GPE guidelines.   * Incorporate key narrative from the Enabling Factors Analysis. * Ensure the draft partnership compact is informed by data collected through partner consultations. * Prepare a PowerPoint presentation, to provide an overview of the first draft partnership compact, for presentation to ELCG members. | | **Deliverable #4**: **Draft Partnership Compact** | 4 weeks – after the submitting final EFA |  |
| Finalizing the Partnership Compact document.   * Incorporate feedback from ELCG members on the draft of the Partnership Compact. * Incorporate GPE feedback on the final draft of the partnership compact. | | **Deliverable #5: Final Partnership Compact** | 3 weeks – after submitting the draft partnership compact |  |
| **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 education sector planning and policy formulation. * Sufficient consultancy experience in undertaking education sector related research and development of compacts, preferably in developing countries. * Experience in development of policy level documents, including related to financial analysis and costing. * Experience in preparing GPE-financed plans and programmes. * Awareness and understanding of the governance system and government’s working culture in Bangladesh. * 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)