

United Nations Children's Fund

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title Consultant to provide technical support for the replication and scale-up of Holistic and integrated Early Childhood Development at the subnational level.	Type of engagement <input type="checkbox"/> Consultant (ZCON) <input type="checkbox"/> Individual Contractor Part-Time <input checked="" type="checkbox"/> Individual Contractor Full-Time	Duty Station: Kupang, NTT, Indonesia
Purpose of Activity/Assignment: <p>Children in East Nusa Tenggara (NTT) face challenges in accessing quality education services, and this situation has been exacerbated due to the COVID19 pandemic, which brought lengthy school closures. Although school participation rates have recently increased at secondary education levels, there remains low participation in early childhood education (ECE); and a slight decline in participation at the primary school level. According to Indonesian education statistics (2021) 75 percent of children aged 0-6 years in NTT have not/or did not attend preschool. By 2020 the length of schooling for students in NTT was an average of 8 years, or until grade two of junior secondary school (Susenas, 2021).</p> <p>Regarding education quality, NTT children face significant challenges acquiring basic literacy and numeracy skills, with proficiency levels in both these areas the lowest among Indonesia's 34 provinces. Only 35 percent of children in grade 4 and 24 percent in grade 8 have minimum proficient reading skills. Numeracy capability is even lower, with only 25 percent of children in grade 4 and 5 percent in grade 8 having minimum proficiency in mathematics.</p> <p>The high rate of young children who do not attend ECD centres and the poor school readiness at preschool level contribute to low basic literacy and numeracy skills in upper education levels. Regarding the importance of children's transition from pre-school to primary school, studies have shown that it is a crucial milestone of early child development. This transition marks significant changes in a child's cognitive, emotional and social development, which require children to respond according to certain standards.¹ Children with insufficient cognitive, emotional, and social skills are vulnerable during their transition to primary school. Therefore, it is critical to emphasize the learning differentiation for children from cognitively, emotionally, and socially disadvantaged backgrounds.</p> <p>For ECE, the Government of Indonesia has embarked on several initiatives in the past ten years to improve access to and quality of services in this sub-sector. While the national HI-ECD policy, Presidential Regulation, 60 2013, lays out the foundations for a strong early childhood development (ECD) system, there remain significant gaps in services concerning coverage, equity, inclusion, and quality. To tackle poor access and quality in the sub-sector in NTT, UNICEF, in partnership with the Government of Indonesia and the New Zealand Ministry of Foreign Affairs and Trade (MFAT), delivered a 5-year ECD program in NTT province from 2016 to 2020. This partnership aimed to reach children in remote and rural communities with good practice and developmentally appropriate holistic and integrated ECD (HI ECD) services. Evidence shows this programme brought positive outcomes to children across several major outcomes, including child development, quality learning environments, parents, and community involvement, government support, teacher mentoring and the effective delivery of a holistic, integrative approach. However, several challenges remain, including:</p> <ul style="list-style-type: none"> • Local governments are not prioritizing ECD programmes due to lack of understanding of the importance of holistic and integrated ECD. • Lack of knowledge and demand for holistic ECD and support from parents. Most parents lack a proper understanding of the consequences of malnutrition and early stimulation for brain development, learning outcomes, and future productivity. • Limited access to HI ECD services in urban and rural areas of NTT. HI-ECD is only developed in a few areas across NTT, including Kupang District, which UNICEF pioneered. Even Kota Kupang, the capital of NTT does not implement HI ECD services. • Poor PAUD infrastructure, including a lack of playing areas as well as water and sanitation facilities. According to the teachers in the project areas, priorities will be building playing areas, clean water facilities, and toilets in their PAUD. • Low capacity among PAUD teachers to implement holistic ECD activities. Most ECD teachers in NTT only have high school academic qualifications or less and have no teaching backgrounds. • Inadequate community support. Very few communities can rely on expert counselors to help parents with nutrition, parenting skills, and early learning stimulation. 		

¹ Transition to Primary School: The Importance of Social Skills (Besi & Sakellariou, 2019)

- Children from cognitively, emotionally, and socially disadvantaged backgrounds are vulnerable to experiencing an appropriate transition from preschool to primary school.

The pandemic has severely disrupted the learning and social and emotional development of children from pre-school through to secondary education. All 200,000 ECD centres across the country are closed for a lengthy period, affecting over 4 million young children. The pandemic has brought about particular obstacles, including:

- Most ECD centers do not have SOPs or guidelines for emergency or disaster contexts.
- Most ECD teachers, especially in rural areas and in primary school teachers lack the skills to apply distance and blended learning because of the COVID-19 pandemic.
- The reduction of learning habits due to the difficulties in accessing reading books and libraries during the various distance learning phases of the pandemic.

To address the urgent development needs of young vulnerable children in Indonesia, HI-ECD services must be resumed and expanded, drawing upon cross-sectoral assistance to meet the complex and intersecting needs of young children. Given this context, UNICEF seeks to recruit a national consultant to work with district governments to support the replication and scale-up of the HI-ECD and EGL programme in NTT province. This consultant will work under the direct supervision of UNICEF's Education Officer in Kupang Field Office.

Scope of Work:

- Technical support to institutionalize, scaleup, and sustain good practices and approaches developed so far under the HI-ECD programme in Kupang District. The activity includes a showcase on HI-ECD programming in Kupang District to encourage scaling up in Kota Kupang and Timor Tengah Selatan (TTS) district.
- Providing critical review and feedback to support Implementing Partner/s during program implementation, including developing topics and supporting the facilitators in ECD centres and parenting activities.
- Advocacy and system strengthening to promote HI-ECD in NTT Provinces. Technical assistance will be provided to the district governments to continue raising awareness of the importance of HI-ECD, the role of cross-sectoral coordination through the HI-ECD Taskforce, and the development of district/provincial policies, guidelines, and action plans to strengthen quality. Technical assistance for district government budgeting and planning for HI-ECD will be a core part of this work, to promote ongoing sustainability and institutionalization.
- Technical support to supervise and monitor HI-ECD activities. Technical support to systematically monitor activities will be provided to ECD centres to ensure quality service delivery including the preparation for the re-opening of ECD centres and the implementation of health protocols according to the Joint Ministerial Decree (SKB 4 Menteri) during Covid-19.
- Providing support and assistance to the Implementing Partner/s to ensure ECD kits and EGL learning materials are well distributed to all ECD centres and primary schools, and assisting Kupang Field Office in managing local materials procurement.
- Providing sound technical expertise by introducing creative and inclusive literacy programs² at preschool and primary school levels, including developing and facilitating a knowledge management system to ensure primary school-trained teachers share their inclusive literacy practices.
- Providing support to the Social Behaviour Change (SBC) team to develop IEC materials in Kupang Field Office.
- Providing support to UNICEF staff during field visits and meetings and regular updates.
- Providing quality input into briefing and reporting documents, as needed.

² The practices of inclusive literacy such as identifying teaching and learning strategies to help students with writing and reading difficulties (Milton, M. 2018, Inclusive literacy education: issues, research and strategies), guiding children to choose culturally relevant books, planning a storytelling identify strategies to support families who do not have reading books at home.

***Work Assignment Overview (SMART)**

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, following local or other applicable laws.

Tasks/Milestone:	Deliverables/Outputs:	Estimated Timeline
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Conduct advocacy and coordination meetings with Kota Kupang and TTS district governments (Bupati, Bapelitbangda, Education Department) and relevant stakeholders (HIMPAUDI, Bunda PAUD, PKK and local university (sharing good practices of HI-ECD in Kupang District). • In collaboration with the Implementing Partner/s, support the formation of the District Task Force of HI-ECD in Kota Kupang and TTS and the development replication technical guidance. • Develop strategies and work plans for HI ECD program replication in Kota Kupang and TTS in collaboration with the newly established task force. 	<p>Deliverable #1:</p> <ul style="list-style-type: none"> • Inception report with proposed work plan, of 5 pages, excluding annexes. • A monthly progress report, of approximately 5 pages, excluding annexes, and ways forward. 	31 May 2022
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Provide technical assistance, critical review, and feedback to support the Implementing Partner/s during program implementation, including developing topics and supporting facilitators in ECD centres and parenting activities. • Conduct a consultative review workshop on the draft technical guidelines for replication of HI ECD in Kota Kupang and TTS. • In coordination with the district the HI-ECD Task Force conducts an awareness-raising workshop on HI ECD for the district government, parliament, and relevant CSOs in Kota Kupang and TTS Districts. 	<p>Deliverable #2: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges, and way forward.</p>	30 June 2022

<ul style="list-style-type: none"> • In collaboration with District HI-ECD Task Force and the implementing partner/s, provide technical assistance to district and village governments in HI-ECD budgeting and planning. • Provide support to the SBC team to develop IEC materials in Kupang Field Office. 		
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Provide technical assistance, critical review, and feedback to support the Implementing Partner/s during program implementation, including developing topics and supporting facilitators in ECD centres and parenting activities. • Provide sound technical expertise to enable the introduction of creative and inclusive literacy programs in preschools and primary schools. • Provide technical support to the implementation of school readiness guideline interventions in ECD centres. • Provide support to SBC team to develop IEC materials in Kupang Field Office. • Technical support to supervise and monitor HI-ECD activities (systematically monitor activities to ECD centres to ensure quality service delivery including the preparation for reopening of ECD centres and the implementation of COVID19 health protocols according to the Joint Ministerial Decree (SKB 4 Menteri) during Covid-19. • Provide support to the Implementing Partner/s to ensure ECD kits and EGL learning materials are distributed as planned to all ECD centres and primary schools; and assist the Kupang Field Office in managing local materials procurement. • Provide support to SBC team to develop IEC materials in Kupang Field Office. 	<p>Deliverable #3: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges, and ways forward.</p>	<p>31 July 2022</p>
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Provide support to the Implementing Partner/s to ensure ECD kits and EGL learning materials are distributed as planned 	<p>Deliverable #4: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges, and way forward.</p>	<p>31 August 2022</p>

<p>to all ECD centres and primary schools; and assist Kupang Field Office in managing local materials procurement.</p> <ul style="list-style-type: none"> • Provide technical support to the implementation of school readiness guidelines intervention ECD centres. • Provide sound technical expertise in promoting inclusive literacy programs at school levels. • Technical support to supervise and monitor of HI-ECD activities (systematically monitor activities to ECD centres to ensure quality service delivery including the preparation for reopening of ECD centres and the implementation of health protocols according to the Joint Ministerial Decree (SKB 4 Menteri) during Covid-19) • Provide support to SBC team to develop IEC materials in Kupang Field Office. • Provide support to the Implementing Partner to ensure ECD kits and EGL learning materials are well distributed to all ECD centres and primary schools. 		
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Support the development of one Human Interest Story on the preparation of the re-opening of ECD centres and/or inclusive literacy. • In collaboration with District HI-ECD Task Force and the implementing partner/s, district and village governments provide technical assistance in developing HI-ECD budgeting and planning. • Provide technical support to supervise and monitor the implementation of HI-ECD activities (systematically monitor activities in ECD centres to ensure quality service delivery, including preparations for reopening of ECD centres and the implementation of COVID19 health protocols according to the Joint Ministerial Decree (SKB 4 Menteri). • Provide technical support to the implementation of school readiness guideline interventions in ECD centres. 	<p>Deliverable #5: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges and a way forward.</p>	<p>30 September 2022</p>

<ul style="list-style-type: none"> • Provide support to the SBC team to develop IEC materials in Kupang Field Office. • Provide support and assist Implementing Partner/s to ensure ECD kits and EGL learning materials are distributed according to plan to all ECD centres and primary schools. 		
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Joint monitoring with district governments and the HI-ECD task force to review the implementation of the HI-ECD approach in Kota Kupang and TTS districts. • Technical support to supervise and monitor HI-ECD activities (systematically monitor activities in ECD centres to ensure quality service delivery, including the preparation for reopening of ECD centres and the implementation of COVID19 health protocols according to the Joint Ministerial Decree (SKB 4 Menteri) during Covid-19) • Provide sound technical expertise in introducing creative and inclusive literacy programs in preschools and primary schools • In collaboration with the HI-ECD District Task Force and the implementing partner/s, provide technical assistance to district and village governments in developing HI-ECD budgeting and planning. 	<p>Deliverable #6: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges, and a way forward.</p>	<p>31 October, 2022</p>
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • In collaboration with the HI-ECD District Task Force and the IP, providing technical assistance to district and village government in developing budgeting and planning of the HI-ECD program. • Workshop and showcase to province and district governments of 22 districts across NTT, HI-ECD planning and budgeting at the village level and associated lessons learned. • Technical support to supervise and monitor HI-ECD activities (systematically monitor activities to ECD centres to ensure quality service delivery including preparation for reopening ECD centres and the 	<p>Deliverable #7: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges and a way forward.</p>	<p>30 November 2022</p>

<p>implementation of COVID19 health protocols according to the Joint Ministerial Decree (SKB 4 Menteri) during Covid-19)</p>		
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Disseminate technical guidance on HI-ECD (developed by ECD Taskforce) in Kota Kupang and TTS; and in doing so, advocate to all 22 districts the importance of prioritizing the HI-ECD programme, through a dissemination workshop held at the provincial level. • Conduct programmatic visits to monitor the implementation of HI-ECD activities in ECD centres in Kota Kupang and TTS districts, with a focus on sustainability (including the strengthening of mentoring and teacher working groups). • Develop one Human Interest Story on students from the perspective of pre-literacy skills and the use of literacy materials at ECD centres. • Provide technical support to supervise and monitor the HI-ECD activities (systematically monitor activities being implemented in ECD centres to ensure quality service delivery, including preparations for the re-opening ECD centres and implementing COVID19 health protocols according to the Joint Ministerial Decree (SKB 4 Menteri) during Covid-19). 	<p>Deliverable #8: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges, and a way forward.</p>	<p>31 December 2022</p>

<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Facilitate an annual review workshop the programme implementation with the HI ECD Task Force in Kota Kupang and TTS districts; and prepare a report summarising the key outcomes from the workshop • Develop one human interest story on the experience of the HI-ECD replication in Kota Kupang). • Provide data/inputs and information required for donor report. • Prepare and facilitate donor visits to Kota Kupang and TTS district. 	<p>Deliverable #9: A monthly progress report of approximately 10 pages, excluding annexes, with results, challenges, and a way forward.</p>	<p>31 January, 2023</p>
<p>The following key tasks are expected to be undertaken during this period, as well as other tasks as needed:</p> <ul style="list-style-type: none"> • Prepare a summary report on the outcomes from the annual review workshop on HI-ECD implementation, working with the HI-ECD Task Force to finalize the report. • Develop two human interest stories (perspective of HI-ECD replication in TTS district). • Provide data/inputs and information required for donor report. • Prepare and facilitate field visits to Kota Kupang and TTS district. • Develop a final report, reflecting on the lessons learned throughout the HI-ECD implementation in Kota Kupang and TTS district, and provide recommendations to support future replication of the HI-ECD programme. 	<p>Deliverable #10: A final report of approximately 10 pages, excluding annexes, with results, challenges, lessons learned and recommendations to inform future HI-ECD programming.</p>	<p>28 February, 2023</p>

Supervisor: <i>Education Officer, Kupang Field Office</i>	Start Date: <i>May 2022</i>	End Date: <i>February 2023</i>	Number of Days (working) <i>200 days³</i>
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<p>Minimum Qualifications required:</p> <p><input checked="" type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other</p> <p>Enter Disciplines</p>	<p>Knowledge/Expertise/Skills required:</p> <ul style="list-style-type: none"> ▪ Minimum of a bachelor’s degree in a relevant discipline, preferably with particular training in ECD. ▪ 5 years of progressive experience in programme implementation or research on holistic and integrative early childhood development (HI ECD) ▪ Demonstrated knowledge of HI ECD, parenting education, capacity building of frontline workers, monitoring and evaluation. ▪ Demonstrated track record of accomplished research and advocacy at different levels of government (national and sub-national). ▪ Ability to work independently and communicate well with a variety of stakeholders. ▪ Excellent spoken and written skills in both Bahasa Indonesia and English. ▪ Prior experience working on UNICEF programmes, considered an asset.
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³ These total input days are based on 21 input days per month over 10 month.