

TERMS OF REFERENCE

SHORT TITLE OF ASSIGNMENT

Education Partnership Compact Development

BACKGROUND

A number of countries in the Pacific region are planning to develop Partnership Compacts that reflect a high policy priority with a strong potential for transforming the education system in terms of ensuring equitable and inclusive access to quality education, learning and skills development.

While the aim of Partnership Compact development is to support each country to define and coordinate government and partner efforts in line with a key priority reform, having a quality Partnership Compact document in place will also enable countries to apply for funding from the Global Partnership of Education for a Systems Transformation Grant (STG) to implement strategies towards achieving the identified priority.

As a starting point, all countries have either completed or are close to the completion of an Enabling Factor Analysis (EFA) identifying current system strengths and constraints. Addressing the bottlenecks to constraints should also be included in the Partnership Compact, particularly where it may impact the ability to address the identified priority. The EFA process has also guided countries through some initial thinking on priority areas.

The purpose of the envisaged individual consultancy (ies) is to provide technical support to ministries/departments of education in preparing, drafting and refining the Partnership Compact document on the basis of available data and evidence and inputs from an inclusive, participatory stakeholder consultations/workshops.

This work has been identified for consultancy support in the Samoa. Individual candidates may apply to undertake this work for all three countries or indicate specific country/countries they are interested in supporting.

OBJECTIVE / SCOPE OF WORK

The consultant will, under the leadership of the respective national education department (PSS in Samoa) plan, organize, facilitate and document all the due processes, including relevant consultations, and actual drafting and refinement of the Partnership Compact for the country with a clear articulation of the top policy priority with its associated thematic components, programme theory of change and monitoring and evaluation framework.

The work must be informed by an inclusive and participatory stakeholders' dialogue, available data and evidence, aligned with the relevant national development planning document, as well as Sustainable Development Goal Area 4 on Quality Education. The priority reform should address the bottlenecks to education and how these will be addressed, cognizant of current work by government and partners. Education partners are to be involved in all stages of the development with the final Partnership Compact to be endorsed by the relevant partner group in each country and approved by the national education department.

The scope of the technical assistance will be to work with the relevant staff of national agencies for education, with technical advice and guidance from UNICEF Pacific to achieve the following deliverables:

- A brief inception report including a review of the EFA and key guiding documents that may contribute to defining the priority reform; proposed timeline, consultation principles and processes, methodological approaches and tools for consultations, drafting and review and validation. This should include key questions to guide consultations, a method to capture and confirm partner ideas and financing commitments, and to ensure key issues raised in the consultations inform the preparation of the Partnership Compact. A Pacific Consultation Guide will be provided to inform contextually relevant consultation approaches.
- Summary report of stakeholder consultation/s that describe a clearly nationally led process with active involvement of relevant stakeholders as well as the information, inputs and suggestions captured in the consultation and a clear synthesis of the same with knowledge/input gaps and action points identified.

- 2 Draft Compact Documents: Solid and complete first draft Partnership Compact in line with GPE Partnership Compact development Guideline and reflecting the vision for education in each country. Once the agreed first draft is confirmed ready for circulation, this will be shared with all stakeholders (including LEG/partner group members), with inputs to be integrated (through additional consultation, if required) in the second draft. The national education ministry/department team will advise on the relevant approvals by senior officials; any feedback will need to be addressed in the final version.
- Finalised Compact Document for the endorsement of LEG/partner group, senior official (as relevant) and submission to GPE. Support to respond to any follow-up queries/inputs until the compact is endorsed.

It is to be noted that the Partnership Compact document should be clear and concise; user-friendly and targeted for quick reference and real-life application to significantly transform each countries' education system in the area of identified priority.

The Partnership Compact is expected to include high level description, analysis and presentation of the various components of the Compact document in line with the following suggested documentation structure:

- Introduction (about 500 words): a summary presentation of the process to identify the reform including partners and government counterparts involved; processes and consultations undertaken to ensure the reform was identified through an inclusive dialogue, any existing policy frameworks, evidence, sector plans and dialogues that helped to inform the priority reform identification, and a summary of the enabling factors analysis.
- Country and Education Context: A very short (max 1pg) overview of the general socio economic, demographic context and the state of education sector in the country concerned may be added to set broader context for readers who may not know the context as well as the partners engaged.
- The Priority Reform (approx. 2000 words): What is the top policy priority/reform identified, what are the various "components" of the priority programme, current programmes and that contribute, roles and responsibilities? A comprehensive description of the selected priority reform, highlighting its gender equality and inclusion aspects, a rationale for the priority reform, the thematic components, and how they work together to have the transformative potential and power to reform the education system. Identification of the specific barriers to improved delivery, root causes and their interconnectedness with other sectors, an explanation for how the priority reform advances system transformation, including its impact on advancing gender equality and its potential to leverage large-scale change
- Enabling Factor Discussion (approx. 1000 words): Summary presentation of an overview of the four enabling factors based on country dialogue and inputs from external review of the EFA, what actions will be taken to address gaps in the enabling factors, in particular those rated high-priority and strengthen them to support the achievement of the selected priority reform ?
- Delivering education system transformation (approx. 1000 wds): A summary presentation of alignment of partner resources in achieving the priority reform, GPE support with the intended focus area of the system transformation grant, roles and responsibilities of country partners, GPE grants and other assets to be mobilized in support of the priority reform. As RMI is also eligible for a Girls' Accelerator Grant, details on how the priority reform will improve learning for girls should also be included in this sector for RMI.
- Monitoring, Evaluation and Learning: A schematic presentation of the programme theory of change for the priority reform which identifies the delivery pathways, a small number of indicators (no more than 10), that measure key milestones along delivery pathways, disaggregated by sex and disability. Applicable indicators should track real-time delivery, collected routinely to measure the implementation of the priority reform intermediate or longer-term outcomes expected from the priority reform, a description of evaluations or reviews that will be used to generate evidence on the implementation of compact priorities, the mechanisms that partners will use for the joint learning from evidence and adaptation, where applicable, the actions that are proposed to trigger the top-up portion of the system transformation grant and the corresponding indicators.
- Partner representative endorsement: Statement of endorsement by partners (short text).

It is important that in addition to the utilisation of inputs obtained from the various stakeholders' consultation the Partnership Compact document should make use of available empirical data and reports including, but not limited to Education Management Information System (EMIS), Enabling Factor Analysis document, national development plans, current education sector and operational plans as well as additional data, where available through sources such as MICS, PILNA, educational related studies, assessment and evaluation reports on relevant aspects of education in each country, the recent Pacific Education Status Update ([Pacific Education Status Update Report](#)), etc.

Additional information on the Partnership Compact can be found at:

<https://www.globalpartnership.org/content/partnership-compact-guidelines>

ACTIVITIES, DELIVERABLES AND TIMELINES, PLUS PAYMENT SCHEDULE PER DELIVERABLE

ACTIVITY	DELIVERABLES	ESTIMATED TIME TO COMPLETE	PAYMENT
Review of EFA and existing priorities and plans for education in each country Create a timeline of activities and milestones for compact development for each country Identify risks and barriers and mitigation approaches	Inception report reflecting review and including Partnership Compact timeline and process for each country	5 Days per country	10%
Overview of stakeholder consultations with clear summary of findings and recommendations for each country. Synthesis of findings and drafting of Partnership Compact on the basis of consultation outcomes, analysis of available data and evidence.	Draft Partnership Compact Summary report on Stakeholders' consultations and workshops facilitated	35 Days per country	70%
Integration of feedback from national agency, partners and UNICEF. Preparation of final Partnership Compact and support through endorsement and approval process.	Final endorsed Partnership Compact plus resources eg PPT for endorsement and approval meetings	10 Days per country	20%

QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

Bachelors Masters PhD Other

Provide details of the expected educational qualifications.

A postgraduate (Masters or other e.g, PD Dip) in Education Policy and Planning, Social Sciences or other related fields, with at least 10 years increasingly complex work experience and demonstrated:

- Experience in education sector analysis (including financial analysis), planning, costing, policy and/or programme design.