

# TERMS OF REFERENCE

SHORT-TERM CONSULTANT (STC) - EDUCATION POLICY AND LEARNING TEAM  
NOVEMBER 2020

## SUPPORTING EQUITY AND INCLUSION IN GPE

### 1. About GPE

The Global Partnership for Education (GPE) works with 67+ developing countries to ensure that every child receives a quality basic education, prioritizing the poorest, the most vulnerable and those living in fragile and conflict-affected countries. GPE mobilizes financing for education and supports developing countries to build effective education systems founded on evidence-based planning and policies. GPE is a global fund and a partnership whose members include developing country governments, more than 20 donor nations, multilateral development and humanitarian agencies, as well as organizations from the private sector, philanthropy, civil society and the teaching profession.

The partnership is supported by the GPE Secretariat, which is hosted by the World Bank with headquarters in Washington DC and offices in Paris, France and Brussels, Belgium. Within the GPE Secretariat, the *Country Engagement and Policy Team (CEP)* serves as the primary interface with developing country partners. The CEP has a sub-team – the *Education Policy and Learning Team (EPL)* – whose primary objective is to consolidate a solid evidence base on the challenges and what works in GPE's priority policy areas, including identifying cross-country needs and curating relevant knowledge across the partnership. This also includes the development of robust technical products (guidance, methodologies, tools and resources) across *thematic and education policy areas* for the benefit of all GPE countries and country partners in view of contributing to improved country engagements and support to accelerate education progress.

### 2. Context and Purpose of the Consultancy

Within the Education Policy and Learning Team, this consultancy will support the **equity and inclusion thematic area**. At GPE, equity and inclusion covers a wide range of policy sub-themes, including: inclusion of children with disabilities; school health and nutrition; safety from violence in and around the school; inclusion of refugees, internally displaced persons and other conflict-affected populations; inequalities in access and learning by wealth and location; participation and discrimination in the classroom; equitable finance and the allocation of teachers and resources to schools and districts.

**The purpose of this consultancy is to provide technical support to the GPE Secretariat's work on equity and inclusion. Under the supervision of the thematic lead on equity and inclusion, the consultant will develop technical products, curate knowledge, and identify cross-country needs in order to strengthen the Secretariat's support to partner countries and ultimately help build more equitable and inclusive education systems. The consultant's work will include 1) supporting technical work on equity and inclusion themes; 2) participating in and supporting networking and knowledge sharing**

events; 3) maintaining a knowledge base on equity and inclusion; 4) tracking new research; and 5) providing research support to GPE's country engagement and to its advocacy, communications and external relations work.

### 3. Duties and deliverables

Based on overall directions provided by the thematic lead for equity and inclusion, and the EPL Team Lead as needed, the Consultant will have the following tasks and responsibilities:

- i. **Support technical work in equity and inclusion.** The consultant will assist with the development, coordination, production and review of policy-focused research on equity and inclusion in education, with the aim of strengthening the Secretariat's support to partner countries in educational planning and implementation. Projects may include, for example, mapping data for disability inclusion across partner countries; analysis of systemic bottlenecks that exclude children from disadvantaged backgrounds; and reviews of policies and interventions to make schools safe, healthy and inclusive. The consultant will review research in these areas and assist with analysis, writing, and coordination and management of the research. The consultant will also be asked to review and provide contributions to other technical reports and contribute to work carried out under the Knowledge Innovation and Exchange initiative. The consultant will prepare blogs, fact sheets, promotional material, policy papers, case studies, short literature reviews, internal updates and briefs in the area of equity and inclusion as needed.
- ii. **Participate in and support networking and knowledge sharing events.** The consultant will liaise with networks and working groups through which GPE engages with its partners. These include networks on disability inclusion; education in emergencies; school health, nutrition and safety; and other equity and inclusion issues. S/he will participate in meetings, webinars, and other events organized by the GPE Secretariat and its partner organizations, and also support colleagues to participate in such events by preparing briefing notes and presentations. S/he will set up and maintain a platform for sharing information with partners working on equity and inclusion policy.
- iii. **Maintain knowledge base on equity and inclusion in GPE.** The consultant will review education sector plans, grant documents, and other documents, and talk to colleagues working with countries, to maintain and build a database of how equity and inclusion is covered in GPE partner countries' planning documents and how GPE supports the implementation of these plans. The consultant will act as knowledge manager for the thematic area, maintaining a well-organized shared folder housing all documents relevant to the sub-team. S/he will also be asked to take notes and document internal meetings, exchanges with partners, and external events.
- iv. **Track new research on equity and inclusion in education.** The consultant will keep up to date on the latest global research related to equity and inclusion in education, including specific pieces of research and broader trends, and share this with colleagues, including through a bibliographic database, informal discussion sessions, contributing to an email newsletter, and occasional blog posts.
- v. **Provide evidence to support the GPE Secretariat's country engagement and its advocacy, communications and external relations teams.** The consultant will respond to ad hoc requests from the GPE Secretariat's country leads and from its advocacy, communications and external relations teams relating to equity and inclusion, providing information from our database of

education sector plans, grants; from the research on equity and inclusion; and other sources of information.

#### 4. Timeframe

This is a full-time contract from December 7th, 2020 to June 30th, 2021, with a possibility of extension thereafter. Up to 140 days will be allocated for this work. This consultancy will be home-based. The consultant must be willing to work at hours that at least partly overlap with working hours of the GPE office in Washington, DC (9am to 6pm EST).

#### 5. Working and reporting relationships

The consultant will report directly to the equity and inclusion thematic lead, Stuart Cameron, and will eventually report to the EPL team lead.

#### 6. Selection criteria

- Master's degree or higher in education, social sciences, public policy, economics or related field.
- At least 5 years of professional experience working on basic education in developing countries.
- Excellent research, writing, and communication skills in English (writing and communication skills in French will be considered an asset).
- Ability to meet deadlines and deliver high quality work.
- Effective time management and organizational skills.
- Attentive to detail.
- Commitment to improving education for the most disadvantaged children in developing countries.
- Good knowledge of research on education in developing countries, preferably on areas relating to equity, inequalities, marginalized groups, disability, gender, refugees and displaced people, or inclusion.
- Demonstrated ability to understand, interpret and analyse both quantitative and qualitative research on these themes.
- Knowledge of international educational statistics and data issues.
- Familiarity with education sector planning processes in developing countries and knowledge and experience of the Global Partnership for Education will be considered assets.

Please **submit an [application form](#)** and **CV** to Stuart Cameron ([scameron@globalpartnership.org](mailto:scameron@globalpartnership.org)) by **November 29th, 2020**. Only shortlisted candidates will be contacted.