

Terms of Reference

GOAL Programme Coordinator – Policy, Governance and Programmes

1. Background

The British High Commission has several investments, historic and current, in the Pakistani education sector. FCDO, BHC Pakistan is currently supporting governments through two large-scale bilateral assistance programmes as well as through investment in multilateral funds and centrally-managed programmes from the UK. Ongoing bilateral assistance in education include the following:

- Girls and Out of School Children: Action for Learning (GOAL) programme, designed to build more inclusive education systems delivering better quality learning in Khyber Pakhtunkhwa (KP) and Punjab
- Data and Research in Education (DARE), designed to strengthen and standardise education governance data systems nationally, strengthen local research capacities, and to produce robust high-quality research to guide policy decisions in the long run.

Multilateral funds being implemented in Pakistan with significant contribution from the UK include:

- Global Partnership for Education (GPE): GPE is supporting all four provincial governments to strengthen their education systems, thereby strengthening collaboration and development partner coordination to improve education outcomes; these include better learning quality, better access for girls and marginalised children, and gender sensitive education policy-making.
- Education Cannot Wait (ECW): ECW is supporting education continuity in Pakistan through Multi Year Resilience planning (MYRP), First Education Response (FER) particularly following the devastation 2022 floods, and most recently Anticipatory Action pilot; Pakistan is one of the two countries globally being supported by ECW for Anticipatory Action
- Centrally managed programmes with a presence in Pakistan include What Works Hub for Global Education, EdTech hub, and others

FCDO Pakistan would like to take on the role of Coordinating Agency (CA) for the GPE grants in Punjab and KP. **This position** will support the smooth implementation of the CA role in both provinces. The role of CA is of particular importance in promoting mutual accountability around the Compact set out in the GPE Charter through the GPE 2020 objective of inclusive sector policy dialogue and monitoring. Effective dialogue is facilitated when there is government ownership and broad participation from all partners and stakeholders supporting education, and the relationships and communication among these partners are built on clarity and transparency. It is promoted by the CA in sector level processes and dialogue, as well as in relation to GPE grants.

It is important to note that, while there are particular expectations of the CA in relation to GPE-specific processes, the main focus of the CA role is to support effective and harmonized

dialogue between development partners and the government around the country-owned policy cycle, while promoting the inclusion of key stakeholders such as civil society and teachers in policy dialogue. The CA leads coordination and communication between the GPE Secretariat in Washington, the Pakistan Provincial Governments, and Grant Agents (GA). The CA has the main responsibility, supported by the GPE Secretariat, for promoting sector coordination and inclusive, effective Local Education Groups (LEGs). This said, there are 3 key areas in which the CA plays a pivotal role to promote mutual accountability relative to the GPE Charter and Compact: a) sector coordination; b) GPE grants; c) communication. This TOR outlines the responsibilities which would generally fall to the Coordinating Agency (CA) in these areas in Annex 1.

2. Objectives of the Assignment

The GOAL team, under its ongoing bridging technical assistance, is looking to hire a consultant to help support coordination and facilitation of our education sector support through the GOAL programme, as well as working with multilaterals in Pakistan that the UK government contributes to, to ensure effective delivery, avoiding duplication, and to foster collaboration.

The role will work on policy coherence, coordination, facilitation, and other administrative duties that support the UK's GOAL and other bilateral and central managed programmes in Pakistan, as well as development partners within the National Education Development Partners Group (NEDPG), and the GPE projects in Punjab and KP provinces.

3. Outline of Role and Responsibilities

- Work closely with the FCDO education team to promote policy coherence across GOAL's strands of work, coordinate work between bilateral assistance programmes, CMPs, ECW, and GPE, with a view to avoid duplication and build complementarities.
- Support processes related to FCDO's contribution to GPE and donor coordination platforms, notably the Local Education Groups (LEGs) in KP and Punjab as well as the National Education Development Partners Group (NEDPG).
- Convene meetings with the aforementioned groups in close collaboration with FCDO education team, share relevant evidence and lessons learned (contextual as well as global), record meeting minutes and track decisions and next steps among partners
- Strengthen planning and evaluation processes for LEGs in KP and Punjab as NEDPG at the federal level; facilitate and ensure timely GPE-supported Joint Sector Reviews and regular stakeholder engagement for both, GPE and NEDPG
- Guide the process to diversify membership of these governance groups by including more impactful grassroots civil society organisations as well as encouraging active engagement from various development partners
- Develop effective communication mechanisms to keep GPE LEG and NEDPG members informed of key developments, changes in government interlocuters as they happen, as well as sharing achievements and lessons learned

- Design and implement initiatives to challenge development partners to coordinate efforts better to build efficiency and deepen impact, with close guidance and supervision of the core FCDO education team
- Track policy decisions and implementation, alerting FCDO team on key interlocuters and their priorities, bureaucratic transfers, and possible opportunities and risks that arise
- Support Local Education Groups and the KP and Punjab provincial education departments to comply with GPE requirements as a secretariat focal person within the Coordination Agency. Final agreement on areas of support will be finalised in first 3 months of the assignment but is likely to include all elements set out in Annex 1 below.
- Facilitate LEGs and NEDPG to create a supportive and well-informed community of practice with frequent policy dialogue, sharing case studies, successes, and lessons learned and engaging the private sector to share best practices, as needed
- Work closely with the core FCDO education team to foster a culture of mutual respect, accountability, and inclusion on the education governance groups and within CMPs support in Pakistan

4. Reporting

The consultant will be contracted through the ISAPS with dual reporting lines to I-SAPS and the Senior Education Adviser in FCDO Pakistan.

5. Timeline

The assignment will run from August November 30, 2024.

6. Qualifications and Competencies

- At least a bachelor's degree but preference will be given to candidates with a master's degree in a development, policy, or education related subject
- At least 5 years of work experience in the development sector in Pakistan with a preference for experience working in the education policy space
- Familiarity with the education sector and policy context at the federal level as well as provincial (Punjab and Khyber Pakhtunkhwa in particular) is strongly desirable.
- Knowledge of GPE programming and Grant Agent and Coordinating Agency roles will be a bonus.
- Knowledge of broader aid and development infrastructure in Pakistan including development, particularly education, portfolios of FCDO, World Bank, JICA, ADB, and others.
- Excellent communication skills in English and Urdu
- Strong interpersonal and relationship building skills
- Ability to deliver at pace, see the big picture, and use evidence to guide conversations and processes
- Strong knowledge of global and Pakistan-specific education and governance research and evidence
- Demonstrated experience working with different stakeholders, particularly government
- Excellent stakeholder management, networking, and conflict resolution skills

- Ability to build partnerships and consensus among different interest groups
- Understanding of root causes of the education crisis in Pakistan, including teaching and learning, different actors in education, inclusion and safeguarding, and marginalisation/economic poverty

Apply:

Please send your CVs to hrs@i-saps.org by August 5, 2024.

Annex 1:

Specific roles and responsibilities of the Coordinating Agency secretariat person **Sector Coordination**

The CA's roles and responsibilities in relation to sector coordination will be defined at country level within the LEG according to each unique context. In general, a CA promotes:

Effective, inclusive partnership

- Fosters strong relationships, transparency and communication between development partners and the government
- Enables development partners to provide harmonized support to the government as the government leads and interacts with development partners; without excessive transaction costs
- Fosters an inclusive LEG, in particular promoting the inclusion of key stakeholders including Civil Society and teacher representation in the LEG
- Supports the LEG to assess its strengths and to identify how to enhance the effectiveness and quality of the LEG work and capacity as a forum for policy dialogue

Inclusive, evidence-based sector analysis and planning

- Promotes transparency and clarity among the LEG on processes, roadmap and timeline for inputs to education sector analysis, sector plan/compact development, and financial pledges to grant implementation
- Supports the government in identifying capacity to carry out key sector planning processes and coordinates LEG inputs to documentation and support for capacity development when government identifies need for targeted support. If the sector plan/compact development is supported by a grant, coordinates closely with the Grant Agent in doing so.
- May provide technical support to the government in the definition of key activities and processes for compact/sector plan development, if requested.
- Supports discussions within LEG on the recommendations of the appraisal and partners' comments, including the Secretariat.
- Facilitates LEG members' review and endorsement of the sector plan/compact and ensures the endorsement letter is agreed to and signed by LEG members.

Inclusive, evidence-based sector monitoring mechanisms

- Promotes transparency and clarity within the LEG regarding processes, roadmaps and timelines for inputs to monitoring mechanisms including Joint Sector Reviews (JSR)
- Coordinates LEG members to the above and promotes the sharing of information and data, including on development partner financing to the education sector
- Supports the government in preparing and organizing JSRs, ensures development partners' inputs are coordinated, follows up whether expected results are achieved, and promotes dialogue around the ongoing strengthening of JSRs
- Upon government request may support the review and/or distribution of an annual implementation report and supporting documents. Supports the organization and elaboration of an JSR Aide Memoire, as relevant.
- Promotes dialogue around the monitoring of and progress towards the GPE funding model requirement commitments, including the requirement for domestic financing

Evaluation of national planning cycle outcomes and processes

- Supports government to elicit lessons learnt among LEG on programmatic processes regarding sector analysis, design, implementation, monitoring and results
- Promotes the use of data on programmatic outcomes to inform dialogue around future ESA, sector plans/compacts, and JSRs

GPE Grants

- If the country is eligible for a GPE Maximum Country Allocation (MCA), facilitates dialogue during sector plan/compact development about how and when to apply for the incentives-based Variable Part of the MCA and promotes discussion on strategies for progress in equity, efficiency and learning outcomes.
- Works closely with government to facilitate GA Selection processes and roadmaps within LEG; in line with the GA selection guidance
- With government and if agreed, may participate in deliberative process on GA selection
- Facilitates endorsement of GA selection by development partners or appeals to conflict-resolution mechanism in case of non-agreement
- Together with government, documents GA selection process to facilitate Secretariat verification
- With support from the Secretariat as needed, facilitates discussions and preparation of documentation within LEG about GPE applications and the requirements of the GPE funding model
- May provide technical support to government in the assessment of readiness to meet the funding model requirements, if requested.
- Facilitates LEG inputs to the programme development process in each province, at fixed intervals including concept note review, the second phase of the Secretariat quality assurance process, and endorsement of final application
- Works with government and GA to ensure LEG is updated regularly (and at least twice a year) about aspects of grant implementation that impact achievement of the overarching ESP policies and strategies that the ESPIG supports.
- Provides review and endorsement of annual workplans for implementation, through the LEG
- Facilitates that LEG is consulted regarding program revisions before the GA submits the request to the Secretariat on behalf of government.

GPE Communication

- Links with the Secretariat's assigned country lead to clarify how GPE works, roles and responsibilities of key players, and GPE's added value to country-level processes
- In complementarity with the government, informs Secretariat of needs and challenges to effectively and appropriately target the Secretariat's support to the country
- When a new sector plan/compact is endorsed, sends the endorsement letter to the Secretariat on behalf of the development partners
- Ensures that the Secretariat is informed of the timing of JSR and receives related reports
- Provides data and other country specific information to the Secretariat as requested and as appropriate relative to the CA role versus that of government and GAs
- Informs the Secretariat of changes in the CA (agency or contact person), copying the new CA and providing the new contact details to ensure a smooth transition in communication with the Secretariat.

- When a new Minister of Education is appointed, the CA helps ensure the Secretariat is informed of the change promptly, a responsibility it shares with the DCP Focal Point. Similarly, the CA helps ensure any changes in DCP Focal Point is communicated to the Secretariat.