Chair, GPE Independent Technical Advisory Panel

STC Terms of Reference

Are you interested in contributing to education systems transformation? GPE is recruiting seasoned professionals in international education development/policy planning for its Independent Technical Advisory Panel.

1. Background

GPE is a multilateral partnership and fund dedicated to helping children in lower-income countries get a quality education, so they can unlock their potential and contribute to building a better world. GPE works with nearly 70 low income and lower-middle income countries, 30 bilateral, regional, and multilateral agencies; development banks; the private sector; civil society groups; and teachers’ organizations.

The GPE 2025 strategic plan includes a “system transformation” approach which seeks to source, support, and sustain transformative education reforms in partner countries with the potential for impact at scale.

A systems approach helps to better apprehend and embrace complexity. It provides a way to understand challenges and adapt strategies accordingly. Instead of targeting symptoms through disconnected actions, interconnected root causes are to be addressed through a coherent reform focused on a critical objective (such as improved learning outcomes, the scaling of early childhood education, removing gender inequalities, etc.) and designed to tackle related changes to interconnected parts of the education system.

Supporting system transformation requires a shift in approach – from a predominant focus on sector-level entry points through a comprehensive sector plan or policy framework to a prioritized focus, adequately resourced for effective delivery within specific education systems. While education sector plans are important frameworks for planning, budgeting and monitoring, evidence shows that they often lack prioritization. In particular, they have not sufficiently led to the effective implementation of actions that unblock systemic challenges to support the transformative progress required to reach

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1 Global Partnership for Education
SDG4.

GPE 2025 aims to support countries in identifying their own critical pathway to system transformation. This includes support and incentives to address key system enabling factors, as well as supporting local education groups to identify and align behind a priority reform with potential to catalyze system-wide change. A key step is a local-level assessment of these enabling factors, designed to identify which factors pose opportunities or risks to accelerating progress in any given context.

The four enabling factors are:

- Use of data and evidence;
- Gender-responsive sector planning, policy, and monitoring;
- Sector coordination; and
- Equity, efficiency, and volume of domestic financing of education;

Country status vis-à-vis these four factors can give an indication of potential bottlenecks to a country’s successful implementation of a reform agenda. Identifying and seeking to address these challenges is seen as an important step along a system transformation pathway.

One feature of the operating model is the Independent Technical Advisory Panel (ITAP), which provides an assessment of country status against the four enabling factors. The ITAP assessment will feed into country dialogue on system transformation priorities and bottlenecks and inform the development of a partnership compact for the country around a priority reform to catalyze transformation. It also informs GPE Board decision-making on GPE grant financing of the reform prioritized in the compact.

GPE is recruiting seasoned professionals to lead and staff the ITAP. The panel is expected to provide some 20 assessments annually.

2. **Role of the ITAP**

The ITAP will fill two main roles:

- **Assessment and Advisory:** The ITAP provides an independent assessment of country status against the GPE 2025 operating model enabling factors to local education groups and to the GPE Board. The operating model includes a contextualized and multi-dimensional approach to the assessment, inclusive of placing a greater emphasis on incentivizing country progress relative to its own context.

- **Reporting on lessons learned:** The ITAP will produce an annual lessons learned report. The report will provide summary reflections on the functioning of the ITAP, its independence and compliance with conflict of interest procedures, and the approach to assessment of the enabling factors. A detailed TOR will be developed
for the lessons learned report.

3. **ITAP Chair and Member Profile**

The Chair will be a recognized leader in the field and practice of international education development with highly regarded technical expertise and prior experience leading global reviews/evaluations of development effectiveness in education and providing independent technical guidance to global governance structures.

ITAP members will be seasoned professionals with at least 15 years’ experience working in the field of international education reform, policy and planning at the global level and in developing country contexts. In addition to sound and up-to-date technical expertise, members will have broad experience working at senior levels in developing country contexts.

The ITAP will reflect the diversity of the partnership. Applications from candidates with different skills, experience, gender, and from all geographic regions are welcome. It will be particularly important that each country panel reflect gender diversity and include persons from the Global South.

To protect against real, potential or perceived conflict of interest, individuals currently employed as staff of GPE member organizations will not be considered for these positions (i.e., staff of organizations and governments represented on the [GPE Board of Directors](#)). Individuals affiliated with non-member GPE grant recipient organizations (e.g., KIX and Education Out Loud grantees) are welcome to apply with conflict of interest reviewed on a case by case basis.

4. **Skills, Experience and Competencies (Selection Criteria)**

The Chair will have the following skills, experience and competencies.

**Skills**

- Strong knowledge across all operating model enabling factor areas and technical expertise (theoretical and operational) in one of the following areas: education systems reform, policy planning; education finance; gender equality and; human rights in education; use of data and evidence; and sector coordination with a focus on basic, secondary and teacher education.

- Advanced degree (PhD or Master’s Degree) or equivalent experience in a field relevant to one of the above listed technical areas.

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2 Country panels will be composed with due consideration of any potential, actual or perceived conflict of interest. ITAP members will be expected to disclose current and past consultancy assignments/employment to facilitate country panel selection.
• Proven experience in producing and communicating strategic assessment to senior policymakers within and beyond the education sector.
• Advanced English language skills (required); advanced French language skills (desired); proficiency in Portuguese, Spanish, or Arabic is a major asset.
• Familiarity with state-of-the-art knowledge, innovative practices and up-to-date international guidelines in one of the above listed technical areas. (desired)

Experience
• Recognized leader in the field and practice of international education development.
• Demonstrated experience leading global reviews/evaluations of development effectiveness in education, including acting as a representative of a review panel and providing independent technical guidance to global governance structures.
• No less than 18 years’ experience working in the field of international education reform, policy and planning.
• Ten years’ experience working in education in a developing country context.
• Development, implementation, and/or evaluation of national education programs and sector plans, including working in complex operating environments and government-led multi-stakeholder initiatives in developing country contexts.
• Working with a broad range of organizations across multiple countries. (desired)
• Expertise in fragile and conflict-affected contexts (requested)
• Expertise in equity and education, teacher policy, public finance and development effectiveness. (desired)

Competencies
• In-depth understanding of and dedication to GPE vision, mission and core principles
• High ethical standards
• Experienced and nuanced judgement to provide technical assessment with due consideration to country context
• Strong analytical, synthesis and writing skills
• A facilitative and consultative approach with shown ability to lead and arbitrate decision-making in a multicultural team
5. Additional Information on Technical Areas

ITAP Members, inclusive of the Chair, will provide expertise in at least one of the following areas:

- **Education reform, policy, and planning**, including experience leading education sector analysis, sector planning, sector evaluation, or education reform at scale.
- **Education finance**, including experience in leading analysis of education financial modeling, sector analysis, or public expenditure tracking; with an emphasis on experience in communicating sector-level education finance messages to policymakers. Experience leading an education finance reform is desired.
- **Gender equality**. This includes experience hardwiring/operationalizing gender equality priorities and inclusion into education sector reform programs and policy dialogue. Social and behavioral change, and social and gender norms in the context of strengthening gender equality; child protection and disability in the context of inclusion a plus.
- **Human rights in education. This includes experience and expertise in human rights/right to education including policy dialogue and reform related to realization to education rights and experience tracking/monitoring progressive realization of the right to education.**
- **Use of Data and Evidence**, including experience integrating the generation and use of data and evidence into sector planning and education reform initiatives. Experience in innovative approaches to information/evidence generation, analytics and utilization a plus.

6. Duties, Accountabilities and Timeframe

The ITAP Chair will oversee the functioning of the ITAP and is responsible for ensuring the timely completion of country panel assessment reports and an annual lessons learned report. The Chair will:

- Compose country assessment panels drawing on a pre-selected pool of consultants and ensure compliance with GPE guidelines on country panel characteristics (i.e., expertise, diversity, experience).
- Lead the development and completion of country assessments, inclusive of a draft assessment shared with the local education group and a final report for the GPE Board.
- Ensure panelist contributions and conclusions are technically sound, contextually relevant and well-grounded in GPE’s methodology for assessing operating model
enabling factors.³

- Chair the internal deliberations of the panel, arbitrate disputes and support development of consensus around key messages.

- Work closely with the GPE Secretariat point of contact, where needed, to address ITAP member HR or contract compliance matters.

- Lead completion of the annual lessons learned report, and may include presentation to the GPE Board and Performance, Impact and Learning Committee.

The Chair is expected to regularly lead country assessment panels, with the option to delegate specific panels to Vice Chairs designated from the ITAP Member pool in consultation with the Secretariat. The Chair will be contracted for a three-year term. It is expected that the level of effort required for the Chair to complete tasks required for leading a country panel is eight days total, with an additional 20 days to complete an annual report on lessons learned.

7. Reporting Relationship

The Chair will be appointed by the GPE Performance, Impact and Learning Committee via a non-objection decision, who will inform the GPE Board of this appointment, and coordinate closely with the ITAP Coordinator, Finance and Grant Operations, GPE Secretariat. ITAP members will report to the ITAP Chair regarding technical work on country panels and coordinate with the GPE Secretariat for HR matters.

The ITAP and Chair are supported by a full-time Secretariat staff member.

8. To Apply

Submit your resume and cover email to [gpe_fgo_candidates@globalpartnership.org] with the subject line “ITAP-Chair + [primary area of expertise]” no later than April 4, 2022. Identify one of the following areas of expertise in the email subject line: gender; right to education, evidence, finance/coordinated financing, or planning. Only short-listed candidates will be contacted.

GPE is committed to achieving diversity in all areas, including but not limited to race, gender, nationality, culture, and educational background. Individuals with disabilities are equally encouraged to apply, with assurance that individuals with disabilities are provided reasonable accommodation to participate in the job application or interview process, to perform essential functions, and to receive other benefits and privileges of the consultancy position.

³ GPE Guide for Enabling Factors Analysis for System Transformation Grants
In your cover note, please confirm the following:

- 18 Years of experience in the field of international education development
- Proficiency in English (required)
- Proficiency in French (desired)

**Information Session:** The Secretariat will conduct an information session on March 23 from 8:00–9:00am Washington time for individuals interested in joining the ITAP pool of experts. The session will provide an introduction to the ITAP, its mandate, and operational details.

[Add to iCalendar (iCal)] [Add to Google Calendar]