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\(^1\) 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 SDG4.

\(^{1}\) Global Partnership for Education
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-a-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 Independent Technical Advisory Panel

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

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2 ITAP Terms of Reference
approach to assessment of the enabling factors. A detailed TOR will be developed for the lessons learned report.

3. **Member Profile**

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. Relevant academic and research backgrounds are also desirable.

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 representation from the Global South.

To protect against real 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 EoL grantees) are welcome to apply with conflict of interest reviewed on a case by case basis.³

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

Members will have the following skills, experience and competencies.

**Skills**

- Strong expertise (theoretical and operational) in one of the following areas: education systems reform, policy and strategic planning, education finance, gender equality, 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.
- Proven experience in producing and effectively 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.

³ 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.
• 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 leaders with proven experience acting as a representative of a review panel in partnerships and governing bodies.
• No less than 15 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 strategic 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 (required).
• Expertise in equity and education, teacher policy, public finance and development effectiveness. (desired)
• Relevant academic and/or research background (considered an asset)

Competencies
• In-depth understanding of and commitment to GPE vision, mission and core principles
• High ethical standards
• Expert 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 proven ability to work independently as well as in a multicultural team

5. Additional Information on Technical Areas
ITAP Members 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 is responsible for composing country panels for each assessment, drawing on a pre-selected pool of ITAP Members. Panels will be composed to be in line with GPE guidelines, including to ensure a holistic assessment of the country file, and an expert assessment in each of the four operating model enabling factor areas. The ITAP Chair will agree with each Member on a scope of work for each country assessment, which in broad terms will include to:

- Provide a concise technical and contextualised assessment of the country file against the GPE operating model enabling factors,\(^4\)
- Participate in a panel meeting to discuss the assessment and key messages with other members, and
- Support the ITAP Chair in finalizing the draft and final country assessment.

GPE will recruit 24–26 Members for the ITAP to establish a pre-selected pool of candidates able to serve on country panels. Members serve a three-year term and will be contracted for an initial period of 20 days each.\(^5\) It is expected that the level of effort required for individual Members to complete tasks required for each country panel is five days in total.

### 7. Reporting relationship

Members will be appointed by the GPE Performance, Impact and Learning Committee via a non-objection decision and will coordinate with the ITAP Coordinator, Finance and Grant Operations, GPE Secretariat on HR matters. Members will report to the ITAP Chair regarding work on country panels and, where relevant, contributions to the lessons

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\(^4\) Assessments follow the *Draft Guide for Enabling Factors Analysis for GPE System Transformation Grants.*

\(^5\) ITAP Chair and Members will be contracted as Short-Term Consultants in accordance with World Bank HQ Guidelines on HQ Appointments Short Term Consultant (STC). The three-year term is subject to annual renewal of the STC contract per WB procurement rules.
learned report.

8. To Apply

Submit your resume and cover email to [gpe_fgo_candidates@globalpartnership.org] with the subject line “ITAP-Member [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. Also please identify general availability to serve on panels. 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.

In your cover note, please confirm the following:

- 15 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.

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