

**Myanmar Capacity Development for Education for All (CapEFA) Programme
2012 -2013**

**Consultant – Education Legislation and Decentralized Education
Management**

Terms of Reference

I. Background

In February 2012, the Government of Myanmar announced its decision to undertake a Comprehensive Education Sector Review (CESR) with support from development partners (DPs). This decision was part of its reform agenda to raise the overall level of social and economic development in the country, with a focus on human development. The CESR aims to chart what it takes for Myanmar's education system to promote a 'learning society capable of facing the challenges of the Knowledge Age' and to build 'a modern developed nation through education' (MoE vision and motto). To this end, the MoE has provisionally identified the reform priorities which include:

- Legislation review and promulgation of a new education law;
- Reorganisation of departments in accordance with decentralisation;
- Restructuring the Basic Education Sector and reviewing the basic education curriculum accordingly;
- Improving the quality of teacher education and strengthening the capacity of education personnel; and
- Reform of learner assessment quality assurance systems.

The CESR was officially launched in October 2012 (two months delay compared to the originally planned date). It is being conducted through a three-phased process (rapid assessment, in-depth sector analysis and development of a costed education sector plan), while aiming to strike a balance between completeness, quality and timeliness, as follows:

- **Phase 1 (Rapid Assessment):** completed.
- **Phase 2 (In-depth Analysis),** to be completed by December 2013: The work will build on the preliminary findings of Phase 1 and further the sector analysis identifying medium and longer-term reform issues and directions.
- **Phase 3 (Development of Education Sector Plan),** to be completed by mid-2014: Based on the comprehensive review (Phase 2), evidence-based and costed education sector plans will be developed.

This government-led CESR is supported by a number of international development partners (DPs), based on their respective comparative advantage and interest. UNESCO's support to CESR has been provided under the framework of its Capacity Development for Education for All

Programme (CapEFA). The CapEFA support for Myanmar focuses on education sector-wide policy and planning with a specific focus on support to and alignment with the CESR process.

Under the rapid assessment phase of CESR, UNESCO has provided technical and capacity support in 4 out of CESR's 7 focal areas: overarching policy, legislation and management (PLM); quantitative analysis; technical and vocational education and training (TVET); and higher education (HE). The support is coordinated by UNESCO Project Office in Myanmar with contribution from UNESCO teams in Bangkok and Paris. For phase 2 of the CESR which corresponds to Steps 4 and 5 of the CapEFA programme, UNESCO will continue providing support in the above areas, especially the component of education policy, legislation, management and financing and quality assurance (PLMF).

II. Assignments

Under the overall authority of the Director of UNESCO Bangkok, and the direct supervision of the Chief of Education Policy and Reform Unit of UNESCO Bangkok and the Head of UNESCO Project Office in Myanmar, the consultant will provide technical and capacity support to Phase 2 of the CESR for the Policy, Legislation, Management and Financing (PLMF) component. The consultant will work closely with the CESR team as well as international and national experts of other development partner agencies (DPs) supporting the CESR, in particular in the PLMF area. In particular, the consultant shall undertake the following tasks:

- Undertake an in-depth review of the current legal, institutional and organizational frameworks and arrangements for education sector management in Myanmar with a view to preparing recommendations for:
 - promulgation of a new law governing the education system policy, organization and management
 - decentralized education sector management
- Based on the above review, prepare a detailed analytical report outlining the various legal, institutional and organizational aspects relating to education in Myanmar, including two to three sets of review/reform options for consideration and decision-making by Myanmar authorities. The report should address the specific issues as defined in the relevant detailed TOR for CESR Phase 2.
- Provide capacity building and technical support to the MoE through on-the-job training as and when needed.
- Facilitate the discussions among stakeholders including with concerned DPs as well as capacity development for Government staff on related areas.

III. Expected deliverables

- A draft analytical report on legal, institutional and organizational aspects for education management and decentralization in Myanmar (at least 30 pages excluding annexes and

attachments) delivered on time as per the agreed work plan. The report shall be structured with an Executive Summary, a brief Background with Objectives and Methodology of the Review, as well as Issues, Findings and Recommendations relating to a new education law and decentralized education management.

- A final report, similarly structured to the draft report, incorporating relevant comments and suggestions from the feedback received from UNESCO and the CESR team.
- A Power Point Summary (20 slides maximum) of the review.
- A CD Rom containing all data and documents collected for the in-depth review.
- A report summarizing activities conducted, achievements, challenges and lessons learned.

IV. Duration of contract

4 months at senior consultant level during the period from 20 July to 20 December 2013.

Detailed work arrangements will be discussed in detail once the consultant has been identified, and further refined after the first field mission.

V. Required travel

Estimated 42-day field assignments with 3 missions (of approximately 14 days each) to Myanmar from July to December 2013

VI. Fees: Negotiable. (plus air travels economic fare and Daily Substance Allowance in Myanmar according to established UNESCO regulations)

VII. Qualifications/Requirements

Education: Advanced degree in law, education management, economics or a related field, preferably at doctoral level.

Language: Excellent written and spoken English.

Experience: At least 10 years of working experience related to legal, institutional and organizational aspects of education sector management; experience in education policy formulation in developing countries; proven ability to work efficiently, under pressure and in multi-cultural environment.

Competencies: Knowledge of legal, institutional and organizational issues and practices, including in decentralized education management; excellent communication and interpersonal skills; ability to work independently on delegated tasks; excellent report writing skill in English.