

Scope of Work

What Works Hub for Global Education

Senior Policy Consultant

Background

The What Works Hub for Global Education is an international collaborative working out how to implement education reforms effectively at scale, with the ultimate goal of increasing student's literacy and numeracy skills. It is founded on the recognition that knowing what has worked well in research pilots is only half the battle: governments need to know how to put effective approaches into practice, sustainably, at scale, all the way into millions of individual classrooms.

Strategic partners include UK government's Foreign, Commonwealth & Development Office (FCDO) – the primary funder, the Bill & Melinda Gates Foundation, World Bank, USAID, UNICEF, UNESCO-IIEP, the Learning Generation Initiative (LGI), the British Council, the Jacobs Foundation, Building Evidence in Education (BE2), the Global Education Evidence Advisory Panel (GEEAP) and the Blavatnik School of Government, University of Oxford.

The programme will run initially for six years and will work in four focus countries: India, Pakistan, Rwanda and Tanzania. In addition, we will undertake further work in Botswana, Bangladesh, Ghana, Kenya, Nigeria, Rwanda, Sierra Leone and South Africa.

Overall, the What Works Hub for Global Education has three pillars of work that will:

Pillar 1) Help **make the best existing evidence clear and available** to governments so they can use it immediately.

Pillar 2) Support **governments' use of evidence for bold reform** through embedded evidence labs, and by building and nurturing networks of government, researchers and practitioners.

Pillar 3) Catalyse **a new focus on implementation science within education research**, which will leverage existing research on *what* policies work to understand *how* they should be implemented in practice, at the scale necessary for transformative outcomes.

Purpose of assignment

The main purposes of this assignment are to:

- Provide strategic support for the What Works Hub for Global Education strategic partners through engagement, delivery of effective partnership workplans between funded strategic partners (World Bank, UNICEF Innocenti, BE2, GEEAP, LGI, and British Council) and the country-based education stakeholders.
- Provide strategic guidance in establishing a localisation approach to delivery in What Works Hub for Global Education focus countries, including support to new British Council and UNICEF country and regional roles.

- Support the development and delivery of the What Works Hub for Global Education Pillar 2 workstream, with a focus on the Strategic Partners and P2 enhancement fund partners contributions to Pillar 2.

The post holder will perform the duties of a senior policy consultant for the Hub, working closely with FCDO implementation roles, in particular in relation to Strategic Partners and the P2 enhancement fund. The role will contribute to a clear and effective way of working between the Blavatnik School of Government-led What Works Hub for Global Education consortium and What Works Hub for Global Education strategic partners.

Scope of Work

1. Support delivery of strategic partner workplans to build a common understanding of the comparative advantage of each partner in the delivery of the What Works Hub for Global Education.
2. Enhance mechanisms for strategic partnership collaboration at a global level, including embedding ways of working and coordination amongst strategic partners.
3. Guide operationalisation of country governance frameworks, including between the core coordination team - FCDO implementation role, British Council convenor, FCDO adviser, BSG representative and other engaged strategic partner country representative (depending on country context).
4. Provide strategic advice and mentoring where needed to British Council country convenors for working sessions with in-country strategic partners to articulate the vision, success criteria and logframe indicators for the What Works Hub for Global Education. Advise and support British Council country convenors to work with partners to develop plans and priorities for pillar 2 workstreams and delivery, including identifying strategies to enhance national evidence ecosystems, capacity strengthening and linkages with Pillar 1 and 3 activities.
5. At country level establish a strong localisation approach for the production and uptake of evidence, which builds on existing structures (e.g. Local education groups, EdLabs, national research groups), avoiding the creation of parallel products or processes.
6. Engage and support delivery on P2 Enhancement Fund activities as discussed and agreed with FCDO colleagues, including the early identification of risks to delivery and mitigating strategies.
7. Provide strategic advice on how to ensure alignment among SP efforts with wider What Works Hub for Global Education frameworks, such as the intellectual framework.
8. Identify strategic opportunities to influence evidence uptake through technical dialogue, events or other communication activities to feed into communications and events plans.
9. Represent, as agreed, the WWHGE at external engagements with strategic partners and other high-level stakeholders.
10. Support documentation of examples for FCDO input into the Annual Review, to be included as part of deliverables (see below). This will be done in close co-operation with the Blavatnik School of Government to align with reporting templates.

Ways of working

The role will functionally report to the Global Education Research Lead at FCDO, and formally will report into the Senior Policy Manager at BSG, who will provide input and guidance as needed. In addition, they will be expected to work closely with the following colleagues.

- Working with FCDO Implementation Roles including attending regular meetings.

- Working with British Council coordinators at a country level in the focus countries to resolve any issues and ensure strong national evidence ecosystems are built with government leadership.
- Working with the GEEAP and BE2 coordinator.
- Working with the MEL and communications managers.
- Working with other key Strategic Partners and P2 enhancement fund partners as relevant

Timeline

October 2024 – March 2025

2/4 days per week flexible working as required to fit with stakeholder needs and country time zones, often outside usual hours.

Payment schedule

Fee rate for the consultant will be negotiated with the selected candidate. The consultant will be paid on achievement of agreed milestones as per draft below.

Milestone	Deliverable
Strategic Partnership	Quarterly report on Strategic Partnerships progress (up to 5 pages) with links to key documents and deliverables.
P2 Activities	Quarterly report of P2 activities (up to 5 pages), including a section on the P2 Enhancement Fund and a section on lessons and results.
Final report	Final report (up to 10 pages) on total activities and achievements of the assignment, including recommendations, to the Academic Director.

The final report should include:

1. emerging results from pillar 2 activities relating to networks, government capability, institutionalising evidence use, and policy / implementation changes – in collaboration with MEL manager.
2. lessons from pillar strategic partnership 2 work, including whether pillar 2 activities are leading to results, why/how, how pillar 2 components can be adapted / optimised to maximise results, whether more significant adjustments are needed – in collaboration with MEL manager.

Selection criteria

Applications will be judged only against the criteria which are set out below. Applicants should make sure that their application shows very clearly how they believe that their skills and experience meet these criteria.

Essential

1. Hold a Master's degree in a relevant subject. For instance public policy, international development, economics, education, or a related discipline.
2. Experience of providing strategic advice at a senior level in the public policy, international development or not-for-profit sectors in an institution with global reach.

3. Experience in, and strong understanding of, working across the research-practice divide and of policy engagement grounded in robust evidence, with demonstrable evidence of leading successful policy-practice engagement strategies for new projects.
4. First-class stakeholder management skills, with extensive experience of working at all levels (senior and mid-range) across donors, government, academic and civil society organisations in a range of different country contexts.
5. Ability to initiate, develop and sustain professional relationships through first-rate interpersonal skills and an authoritative command of the relevant subject matter, and to nurture these relationships to unlock mutual benefits.
6. Strong political nous: able to 'read the room' and act and engage accordingly.
7. Excellent communication skills, both orally and in writing, with the ability to synthesise complex issues for a non-expert audience in a compelling way.
8. Excellent team working skills with a flexible can-do approach, self-motivation, resilience and a willingness to adapt to the changing priorities of the programme with energy and initiative.

Desirable

1. Familiarity with the current state of global education and foundational learning issues, research, and key players.
2. Familiarity with and passion for connecting global education research with policy impact.