

FY19 Japanese Recruitment Mission

Terms of Reference

Job Title:	Sr. Education Specialist
Professional Mapping: (Effective from 1 st July 2014)	Education Global Practice
Department / Division:	GEDR1
Grade:	GG
Job Location:	Africa Region - Duty Country TBD
Appointment Type:	International
Appointment Duration:	3 Years
Language Preferences:	English Essential, French desirable

Background & General Description

THE WORLD BANK GROUP

Established in 1944, the WBG is one of the world's largest sources of funding and knowledge for development solutions. In fiscal year 2014, the WBG committed \$65.6 billion in loans, grants, equity investments and guarantees to its members and private businesses, of which \$22.2 billion was concessional finance to its poorest members. It is governed by 188-member countries and delivers services out of 120 offices with nearly 15,000 staff located globally.

The WBG consists of five specialized institutions: The International Bank for Reconstruction and Development (IBRD), the International Development Association (IDA), the International Finance Corporation (IFC), the Multilateral Investment Guarantee Agency (MIGA), and the International Centre for the Settlement of Investment Disputes (ICSID). IBRD and IDA are commonly known as the World Bank, which is organized into six client-facing Regional Vice-Presidencies, several corporate functions, and – as of July 1, 2014 – has introduced fourteen Global Practices (GPs) as well as five Cross-Cutting Solution Areas (CCSAs) to bring best-in-class knowledge and solutions to regional and country clients.

THE EDUCATION GLOBAL PRACTICE

Education is central to achieving the World Bank Group's twin goals: it is a reliable route out of poverty because it has large and consistent returns to income for individuals and because it can drive economic growth. It is also a prime vehicle for promoting shared prosperity. The main challenge in the education sector is to achieve "learning for all, learning for life"—that is, to ensure that all children and young people acquire the knowledge and skills they need for their lives and livelihoods. The developing world has achieved great advances in education in the past two decades, most notably in enrolling and keeping children in school and in approaching gender equality. Yet these successes in expanding access to education have highlighted the major remaining challenges: how to remove the educational barriers faced by the poorest people and those living in fragile states, and how to improve the quality of education so that schooling leads to real learning. The WBG and the broader education development community are increasingly shifting focus to learning outcomes. Because traditional input-driven programs often fail to promote learning, the WBG's education strategy highlights the need for a more comprehensive systems approach to education reform, investments, and service delivery. This approach is about increasing accountability and targeting results, as a complement to providing inputs. And it also requires strengthening

the knowledge base on education, to highlight where systems are achieving results, where they are falling short, and what the most effective solutions are. These efforts are increasingly guided by the need to invest early; invest smartly; and invest for all. Through high-quality analytical work, collection and curation of evidence, and practical know-how in these three areas, the WBG is helping its partner countries accelerate their educational progress

The Education Global Practice is led by a Senior Director, who has overall responsibility for the practice. The Senior Director is assisted by two Directors, the hiring manager is the director for the Africa Region. The Education Global Practice Management Team, which is the group that leads and manages the GP, consists of the Senior Director, two Directors and nine Practice Managers.

REGIONAL CONTEXT

The World Bank Group serves 48 client countries in the Africa Region (AFR). Clients range from low income countries, among them several fragile and conflict states, to a small but growing number of middle income countries (MICs) but with weak human development indicators. Average annual per capita income varies widely, and inequalities persist in most AFR countries, with most of the Region's people living in poverty. The Bank's strategy in AFR is focused on two pillars - competitiveness and employment, and vulnerability and resilience –and prioritizes cross-cutting approaches founded in governance and public-sector capacity. In the Africa Region, many countries have achieved considerable progress in access to basic education. But challenges persist, namely: improving the quality and relevance of education at all levels; expanding access to early childhood development, post-basic education, developing emphasis on science, technology and innovation; and improving skills development. All these efforts are needed to produce a quality workforce to sustain, innovate and expand on the current growth in the region.

The Education Global Practice team in the region works with client countries – at the regional, sub-regional, national and sub-national levels – to address their unique and shared challenges. We do this by addressing the equilibrium of low-level quality at all levels of education, increasing the efficiency and accountability of education services, modernizing the higher end of the formal education continuum, integrating science and technology more effectively, and aligning skills formation with the needs of a fast-growing Region, including MICs. The GP aims to not only deliver high quality products but also to build capacity in client countries through collaborative interactions with country counterparts and other development partners. It seeks to bring the best possible knowledge to bear on the practical challenges facing client countries and at the same time puts a high priority on knowledge generation, including through rigorous impact evaluations of education interventions. The Education Global Practice is comprised of three Practice Management Units in the region.

Roles & Responsibilities:

The unit is seeking a experienced Senior Education Specialist, based in Africa Region to lead the education policy dialogue, provide implementation support for the education portfolio and develop the IDA pipeline in selected country, engage in cross-sectoral operations and analytical work. The Senior Education Specialist will work with team of international and local staff based in the duty country and D.C, and possibly work on other countries in the region.

The selected candidate will report to one of the Education Practice Managers in the Africa region and will be expected to work in close collaboration with the CMU. The selected candidate is expected to work with country office colleagues as well as other team members based in Washington D.C.

The incumbent will be expected to conduct a high-quality dialogue with an experienced client who wishes to learn from relevant international experience adapted to local conditions, while at the same time, providing implementation support to deal with weak implementation capacity and address governance challenges. The selected candidate will have a strategic vision for the country together with a sound understanding of the local context. He/she should be able to support the government in meeting its goals of ensuring universal completion of basic education with quality, and gradually expanding secondary and higher education. He/ she will deepen the participation of country in regional initiatives such as the Africa Centres of Excellence, the Regional Skills Initiative and PASET, so that the country can benefit from cross-country linkages. The selected candidate will provide overall guidance to the Country portfolio, to ensure its high quality of implementation, and help develop the pipeline, working together with other team members. Identifying and conducting just-in-time analyses and notes to respond to the government's needs is a priority and identifying areas for policy and/or institutional reforms that could be addressed through DPOs or results-based approaches, as well as working with other GPs are priorities.

As the portfolio is large, the selected candidate will need to work with and provide guidance to team members / task team leaders based in Washington DC, as well as in the field.

Specific responsibilities include:

1. Operations: Design and supervise operations, both as leader and as member of team, in the education sector or multi-sectoral operations, including the full range of Bank instruments. Provide implementation support for the on-going portfolio. Provide timely advice and support to clients in implementing projects and help to build capacity of Ministry of Education to implement its program
2. Policy Dialogue and Building Client Capacity: Conduct sectoral policy dialogue with clients at the highest levels, on a range of complex issues at different levels of education. Identify and nurture opportunities for participating in the broader policy dialogue in the country especially in so far as they impact on education or where the education sector can make a contribution. Build client capacity to use findings of policy research/ analytical work for developing new policies.
3. Technical Advice on key issues in the sector and strategic directions for the country's education development: Bring relevant international experience and research to assist in developing local solutions, on issues such as strategies to improve teacher quality, basic education, secondary education/ TVET, quality improvement and financing of higher education, early childhood education and use of ICT in education.
4. Analytical work and Non-Lending Services: Design and lead in the preparation of "cutting edge" technical products that respond to critical policy questions identified by the client and which have an impact on policy and operational design. Produce "just in time" notes of high quality as well as lead longer analytical reports. Work on cross-sectoral teams to contribute to products such as public expenditure reviews and implementation of decentralization. Contribute to the country diagnostics

and other core analytic work. Contribute to the unit's analytical work by generating "think pieces" and synthesis papers.

5. Leadership: Work closely with the Practice Manager and education team and the CMU to identify new business, including innovative financial products, technical advisory services and other services, as required.
6. Partnership: Work constructively with partners, including bilateral and multi-lateral donors, UN agencies, NGOs and partners from the South. Contribute to alignment and coordination around country led priorities.

Selection Criteria & Competencies:

Selection criteria:

The Education GP is seeking an experienced, versatile and highly motivated candidate to oversee and develop a large and growing portfolio. The ideal candidate will combine excellent technical capabilities, experience in analyzing policy options and recommending practical policy reforms, and a capacity to translate analytical findings into policy and into innovative Bank operations to help clients shift policies in new directions or to pilot new approaches.

- Education/Experience: A Ph.D./Doctorate in Education, Economics or relevant field or a Master's Degree (in same areas) with a minimum of 8 years of experience is required.
- Demonstrated expert-level knowledge of and experience in addressing education issues. Deep technical knowledge and experience in one or more areas of education of relevance to the country is required plus demonstrated ability to identify, mobilize and supervise high quality international expertise to develop local solutions. Demonstrated combination of analytical rigor and practical/solutions-oriented approaches.
- Ability to conduct high level policy dialogue with sophisticated clients, including Ministry of Education, Ministry of Finance and other stakeholders
- Excellent writing ability to write short just-in-time notes, briefing papers as well as typical Bank operational and analytical products.
- Extensive experience with preparation and supervision of Bank projects; experience in working across regions would be a plus.
- Prior field experience in another low-income country would be desirable but is not essential.
- Ability to lead and mentor a team of professionals with excellent interpersonal skills. Proven ability to work effectively and collaboratively across within and across sector boundaries, inspire commitment to excellence and teamwork, and to liaise tactfully as a member of a multicultural team.
- High levels of energy, initiative, and flexibility in quickly adjusting to changing work program requirements
- Ability to juggle numerous competing demands and priorities, respond quickly to country and management requests, and set priorities for self and others

- Language: Must have proficiency in English, proficiency in French will be a plus.

Competencies:

- Knowledge and Experience in Development Arena - Translates technical and cross-country knowledge into practical applications and contributions to country and sector strategies; interacts with clients at the policy level.
- Policy Dialogue Skills - Anticipates needs and requests in the field and conducts independent policy discussions with representatives of the government and non-government partners.
- Education Knowledge and Experience - Possesses experience in designing and managing challenging education projects, and policy-relevant analytical work Able to independently formulate country-relevant solutions to complex sector problems, taking into account cross-sectoral linkages.
- Integrative Skills - Understands relevant cross-sectoral areas how they are interrelated; able to undertake cross-sectoral work in lending and non-lending operations.
- Lead and Innovate - Develops innovative solutions with others.
- Deliver Results for Clients - Achieves results and identifies mission-driven solutions for the client.
- Collaborate Within Teams and Across Boundaries - Initiates collaboration across boundaries and broadly across WBG, and brings differing ideas into the forefront.
- Create, Apply and Share Knowledge - Creates, applies and shares knowledge from across and outside WBG to strengthen internal and/or external client solutions.
- Make Smart Decisions - Recommends and takes decisive action.
- General Economic Knowledge and Analytical Skills - Possesses Cross-country knowledge in economic specialty and demonstrates ability to link the macro, institutional, and micro-level behaviors; able to support findings/policy recommendations with credible analysis and tools.