

Senior Inclusive Education Specialist – Terms of Reference

About GPE

GPE is a shared commitment to end the world’s learning crisis. It is the only global partnership and fund dedicated entirely to helping children in lower-income countries get a quality education, so they can unlock their potential and contribute to building a better world.

For over 20 years, GPE has mobilized partners and funds to help partner countries strengthen their education systems, improve learning, and get 160 million more girls and boys in school for the first time. We currently support nearly 90 countries where the needs are greatest and focus on reaching the children who are the most vulnerable, including girls, children with disabilities and those affected by extreme poverty or conflict.

Now, GPE is working to help governments transform their education systems to get the most marginalized children in school, improve teaching and learning, and build resilient education systems capable of withstanding shocks and adapting to new challenges. Between 2020–2025, GPE will support transformative change in up to 90 countries and territories, which are home to 1 billion children.

About GPE Secretariat

The partnership is supported by the GPE secretariat, which is hosted by the World Bank and has headquarters in Washington D.C and Paris, and an office in Brussels. Within the GPE Secretariat, the *Strategy, Evidence, Quality and Learning (SEQL)* strengthens GPE’s sector leadership and impact, globally and locally, and strengthens the technical capacity of the Secretariat and partners to bring about system transformation. Among other functions, the SEQL team sets GPE’s operating model strategy, standards, and policies to help countries achieve system transformation, supports hardwiring of gender equality and inclusion across the Secretariat and partnership, and engages globally on key thematic areas.

Purpose of the secondment

Within SEQL, the Gender and Inclusion Practice supports implementation of GPE’s commitments towards [gender equality](#) and [inclusion](#). The goal of GPE 2025 is to accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century. The principle of “leaving no one behind” is central to the mission and goals of GPE. This is based on an understanding that [intersecting characteristics](#) related to individual (gender, disability, ethnicity, socio-economic status, displacement etc.), place-based factors (rural/urban, conflict-affected or climate vulnerable context) as well as social/contextual norms limit education outcomes. Understanding which children are least likely to attend and

prosper within the education system is dependent on a context specific combination of factors linked to poverty, gender, disability, protection status, location and more. In GPE, inclusion means transforming schools so that they can respond to the diverse needs of all children – ensuring that they are not just present in the classroom but also safe, participating and learning.

The secondee will support the Gender Equality and Inclusion Practice on the inclusion of children with diverse needs into education systems, in particular (but not limited to) children with disabilities. In addition to its country-specific efforts to advance quality education for all children, GPE plays a central role in global dialogues on inclusion of marginalized groups, including on out-of-school children, children with disabilities, and refugees. The secondee would support SEQL's work on inclusive education across a range of functions focused on maintaining technical excellence in GPE engagement and operations, supporting hardwiring of gender equality and inclusion in GPE operations, learning across countries, and supporting strategic external engagements on inclusion.

Duties and Accountabilities

The following duties would be in relation to children with disabilities and depending on the candidate's expertise and past experience, also in relation to other marginalized groups such as out-of-school children at large, refugees, ethnic/linguistic minorities, etc.:

- Support the implementation of GPE's gender equality and inclusion agenda, in particular the **review of partnership compacts, grants, and Mid-Term Reviews**
- Provide senior expertise to advance disability inclusion in GPE partner countries, through **providing timely advice** on inclusive education to GPE country teams
- Contribute to technical excellence of GPE through supporting **synthesis and uptake of latest evidence** on what works for inclusive systems transformation
- Strengthen **internal capacities** on inclusive education, such as through development and delivery of internal learning events
- Support **implementation of GPE's global commitments**, such as those made at the Global Disability Summit and Global Refugee Forum
- Support GPE's **external engagements** on inclusive education as needed, including through contributing to design of events, leadership briefings, and/or participation in relevant events/partnerships as needed.

Timeframe and reporting

The secondee will work closely with Anna-Maria Tammi, Inclusion & Resilience Lead in the Gender and Inclusion Practice and ultimately report to Sally Gear, Team Lead for the Gender and Inclusion Practice.

SELECTION CRITERIA

Education and Experience

- Master's degree, or PhD preferred, in economics, education, special education, development studies, or a related field.
- At least 8 years' experience in international education; especially in supporting education sector reforms for the most marginalized children, policy making and implementation of education policies at country level in developing contexts.
- Experience in inclusive education for children with disabilities and ideally one or more other sub-thematic areas of inclusion, such as inclusion of refugee children into national systems, supporting access for out-of-school children, and/or other individual or location-based inequities.

Language Requirements

- Fluency in English required
- Proficiency in French desired

Competencies

Key required competencies for this post include proven expertise in inclusive education; experience supporting inclusive education reforms, policy making, and implementation, at country level; and skills in conducting research and analysis.

The following list describes the full set of competencies that the successful candidate is expected to demonstrate:

- **Thematic Expertise** – Deep knowledge in inclusive education for children with disabilities and ideally working through an intersectional approach with gender and other factors driving education marginalization. Experience supporting related education sector reform, policy making and implementation in inclusive education. Knowledge of the body of evidence, including evidence of what works in inclusive education.
- **Foundational Technical Knowledge in Education & Development** – Experience supporting work on education and/or development issues in low and middle income countries. Understanding of the policy process. Understanding of unique considerations in fragile and conflict affected contexts. Knowledge of stakeholders, major issues and challenges.
- **Education Research and Data Analysis** – Strong understanding of qualitative and quantitative research techniques and good practices. Experience conducting research and analysis for difficult subjects, articulating issues and recommending solutions succinctly. Extensive experience analyzing, developing and drafting analyses in key areas of education (such as system strengthening, finance, gender equality, etc.). Some experience applying research and good practices toward resolution of sector & country issues.

In addition, the candidate should demonstrate:

- **Collaboration & Teamwork** – Actively collaborates with others and models an open, helpful disposition. Acts as a teammate, proactively stepping in to support colleagues as needed. Recognizes and values the role of each team in delivering on GPE’s mission. Approaches challenges and obstacles as shared challenges to be overcome. Sincerely contributes to productive group dynamics and actively seeks and considers diverse ideas and approaches.
- **Communication & Interpersonal Skills** – Has experience & success working in multicultural environments. Speaks and writes clearly and effectively, adapting language, tone, style and message to diverse, multicultural audiences. Skilled at communicating complex information in succinct and digestible ways.
- **Planning & Organizing & Adaptability**– Works well independently and in teams. Plans and prioritizes work effectively, making adjustments as needed to accommodate changes. Sets and meets individual and team deadlines. Works well under pressure and against tight timelines, and still delivers high-quality work. – responds to changing circumstances by innovating and altering behavior to better fit different situations.
- **Policy Dialogue Skills** – Is aware of, and sensitive to, different stakeholder perspectives, interests and needs. Is effective at building trust and support for proposed courses of action or solutions. Possesses political judgment, diplomatic sense, negotiation, conflict resolution and problem-solving skills. Understands the importance of transparency & accountability in implementation of education policies and programs, and the importance of monitoring and tracking results.
- **Partner Engagement Skills** – Knowledge of national dialogue mechanisms. Understanding of the international development environment (in education and across sectors), including key institutions and partners, topical global policy issues, interests and agendas, as well as global development frameworks and commitments. Basic understanding of political economy in GPE partner countries. Some experience with complex multi-stakeholder partnership initiatives that deliver country-level results. Ability to maintain and widen GPE’s network of partners in relation to inclusive education.

DIVERSITY AND INCLUSION

Poverty has no borders. Neither does excellence. This is why we continually search for qualified individuals with a diverse set of backgrounds from around the globe. We are proud to be an equal opportunity and inclusive employer with a dedicated and committed workforce, and do not discriminate based on gender, gender identity, religion, creed, race, color, ethnicity, sexual orientation or disability. GPE has a zero-tolerance policy against all forms of sexual exploitation, abuse and harassment in line with its PSEAH policy. Individuals with disabilities may be provided reasonable accommodations to perform essential functions of the role and support in receiving other workplace accommodations. Please contact the DAF-Disability Accommodation Fund at disabilityfund@worldbank.org for further information and support.