

Terms of Reference: Technical Consultative Group [TCG] Education Sector, Cox's Bazar, Bangladesh

I. Background

The Education Sector has been providing Basic Education services, including pre-primary, to at least 33 Rohingya Refugee Camps and host community school-aged children since 2017. By the very technical nature of the differentiation of education services provided to different age groups, boys and girls, adolescents and youth, and children with disability from 3 to 24 years. The education sector formed various technical working groups such as Technical Working Group (TWiG), Early Childhood Development Working Group (ECDWG), Youth working Group (YWG) and the Disaster Risk Management Working Group (DRMWG), Technology Task Team (TTT), that could support its work and ensure the technical soundness of its educational services on the specific thematic areas (ECD, Primary and Secondary education including teaching and learning, Youth & Adolescent, and disaster risk management).

In recent years, both the response context and the funding landscape for the Rohingya Refugee crisis have changed, slowly, but critically. The Myanmar Curriculum was rolled out for the Rohingya children in 2022, while at the same time the funding for the Joint Response Plan (JRP) has seen some decline. Based on the contextual developments and changes, where the age ranges have changed from 3 to 18 and with the new Livelihoods and Skills Development Sector responsible for the 19 to 24 years, it is therefore, necessary to streamline Sector Operations. While acknowledging the importance of the working groups to maintain sector and partner ownership of the response, with the new approach, all the working groups were aggregated under **a new entity**, creating time-bound task teams that would address thematic areas of work under it, as needed. It is against this backdrop that the Education **Technical Consultative Group (TCG)** was formed which will cover the technical needs of TWiG, TTT and DRM working groups.

II. Roles of the Technical Consultative Group

The TCG shall be the primary recommendatory authority to the Education Sector in relation to technical aspects of the education sector work covering the following thematic areas:

1. Myanmar Curriculum (MC)
2. Alternative Learning Pathways (ALP)
3. Technology Task Team (TTT)
4. Disaster Risk Management (DRM) in Education

The TCG may create various Task teams under it, with clearly defined deliverables and timelines, covering tasks that include, but are not limited to:

1. Thematic Strategy Development

2. Capacity Development Plans
3. Thematic Service Delivery Standards or SOPs
4. Guidance Notes or Documents
5. Thematic Assessments
6. Disaster Risk Reduction and Emergency Preparedness

III. Leadership and Composition

The TCG shall consist of technical experts/leads from the different thematic areas with ability to analyse and provide strategic guidance and direction in all or most of the areas highlighted above. The TCG shall be chaired by the **Sector Coordinators**.

Membership of the TCG shall be valid for one year from the time of appointments/nominations, unless a Sector restructuring is called for by the Strategic Advisory Group (SAG) of the Education Sector. Appointments/nominations of membership shall commence on the **first week when the term of office expires**.

IV. Activities and Ways of Working

Regular meetings of the TCG shall be held **once every month** schedule which shall be decided collectively by the members. The meeting agenda shall be drafted by the sector, meeting minutes shall be taken and disseminated to all members not later than five working days after every meeting. Ad-Hoc meetings may also be called for by the Sector as needed.

As mentioned above, **task teams may be created as needed to deliver specific tasks**. Each task team to be created shall have a very **specific scope of work as defined by the TCG and time bound**. The Task teams shall be on a voluntary basis and shall come up with their own work plan. **After the prescribed period, the task teams shall hand over their completed work to the TCG thematic leads for deliberation and adoption, after which, the task teams shall be dissolved**.

V. Responsibilities of the TCG

The key role of the TCG is agreed to be the following:

- The support education sector in standardization of technical designs of various education services and products covering Myanmar Curriculum, ALP, and other learning modalities including use of Edtech in education.
- Review and develop concept notes, materials, strategies, guidelines, and any other technical documents aiming to be used widely across the education sector.

Myanmar Curriculum

- Support in the planning for operationalization of the MC as per the pre-identified 08 thematic areas (including TPD, ALP, Gender and Inclusive etc.) and follow up on the progress
- Support in drafting, strategies, and other technical documents/guidelines necessary for the smooth operationalization of the MC.
- Propose solutions or a way forward on identified issues or bottlenecks for consideration by the Education Sector Strategic Advisory Group (SAG).
- Review and endorse learner transition guidelines for MC scale-up, especially for KG, G - 1, and G - 2, and support to review and development of the ALP package
- Review, provide inputs, and endorse materials developed under remedial packages for MCP and MC scaleup
- Develop Guidance on the Mainstreaming of ALP learners

Student Assessment:

- Review and provide inputs in Assessment Framework
- Review the student assessment (end-of-the-year grade promotion) guideline and develop guidelines for student assessment and placement tests including processes, tools, and partner training on it.
- Review and input in the classroom-based assessment framework, assessment tools, and training plan for MC scale-up.

Alternative learning pathway/program (ALP):

- Support in the planning for the operationalization of ALP
- Support in drafting, strategies, and other technical documents/guidelines necessary
- Review of existing guidance and strategies on alternative learning pathways

Teacher Professional Development

- Provide technical inputs review and endorse all the teacher professional development plans and materials developed in relation to MC scale-up
- Provide technical advice on the rollout of TPD
- Provide technical advice on the TPD designed for MC scale-up.
- Closely consult Education Sector partners/IPs on TPD material, teacher learning circles, peer coaching etc.
- Provide technical advice on standardizing the monitoring system in consultation with the wider Education Sector on the Tracking of the beneficiaries/Attendance

EdTech

- Provide necessary guidance in the areas of needs assessment, capacity-building activities, monitoring, and evaluation tools and training, as well as digital and multimedia content development.
- Provide inputs and support for:

- Reviewing technical documents:
 - Media content review
 - Inclusive design
 - Storage and maintenance guidance
- Development and maintenance of the digital library with materials created for the sector, such as e-books, audio clips, or videos.
- Guide and provide quality control for multimedia developed for sector use.
- Endorse EdTech materials as requested

Inclusive Education

- Support education sector initiatives to develop sector standards on inclusive education with the support of the relevant expert organization.
- Review and endorse inclusive education materials developed by the sector's technical partner(s)

Disaster Risk Management, Climate Change, Environment:

- Support education sector initiatives to develop sector EPRP, standards, guidelines, training manuals, key messages etc. with the support of the relevant expert organization.
- Review and endorse education materials developed by the sector's technical partner(s)

Material Review Committee

- This committee will support the review and validation of any kind of technical teaching-learning materials developed by the partners/members of the TCG
- Provide technical inputs in ECD, child protection, or other education content as and when requested and endorse it as appropriate

VI. Effectivity

The TCG Terms of Reference (ToR) shall take effect on **01 October 2023**, after an official adoption of the SAG. This shall be reviewed every two years unless the SAG recommends a review outside this prescription.