



МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

**POSITION: Senior Expert (Management and Financing) on Early Childhood and
Preschool Education
(Category 1)**

1. Objective(s) and Linkages to Reforms

The Recovery and Reform Support Team (RST) at the Ministry of Education and Science of Ukraine (MoES)* is a group of Ukrainian professionals (non-civil servants) funded on a temporary basis by donors to provide targeted technical support and assist the Ministry in the design and implementation of priority reforms. The RST assists in filling capacity gaps in the design and implementation of priority reform strategies and programmes while strengthening links and partnerships between the Ministry's priorities and relevant donor support.

The RST is currently helping the MoES to implement priority education reforms in the following areas: Early Childhood and Preschool Education, general secondary education reform – the New Ukrainian School (NUS), Vocational Education and Training (VET), as well as Public Administration Reform (PAR) and Digital Transformation of Education.

2. Position and Reporting Lines

The expert will report to the RST Director / RST Deputy Director (NUS) and maintain close coordination and collaboration with the relevant Deputy Minister, Director-General of the Directorate for preschool and inclusive education.

3. Duration and Proposed Timeframe

This consultancy appointment is expected to start in July 2024 and has an estimated initial duration until August 2025. Subject to the availability of funding, performance of the selected consultant and the specific needs of the RST, the appointment may be extended. The probation period is one month.

4. Main Duties, Responsibilities and Deliverables

The expert is expected to provide comprehensive assistance in the strategic policy education domain, focusing on early childhood and preschool education, with added managerial aspects and coordination with other projects.

The expert is expected to provide assistance in the following areas:

- Ensuring the consistency and efficiency of the system of management and financing of early childhood and preschool education at the regional and state levels;
- Ensuring the effectiveness of the system of monitoring and evaluation of the quality of early childhood and preschool education in order to improve the quality of education and education policy;

- Contributing to ensuring equal access to quality early childhood and preschool education for all children aged 1 to 5(6);
- Ensuring compliance of the content and system of scientific and methodological support of early childhood and preschool education with the Quality Framework for Early Childhood Education and Care;
- Building synergies with other projects and ensuring coordination with relevant stakeholders and alignment with broader Ministry, EU integration and recovery objectives;
- Overseeing implementation and management of strategic policies related to early childhood and preschool education;
- Coordinating with relevant stakeholders, including government bodies and local and international education experts;
- Participating in working group meetings, consultation meetings, conferences, roundtables, seminars, and training sessions;
- Developing internal institutional regulations, guidelines, and information materials on specific aspects related to education and science;
- Providing updates and briefs on the progress of the education related initiatives;
- Conducting assessments of legal acts and policy documents, both draft and in force;
- Other tasks in accordance with the MoES requests and subject to agreement with the URA (Ukraine Recovery and Reform Architecture) project donors.

Deliverables

- **Recommendations on early childhood and preschool financing policies:** (a) assistance in the development of a comprehensive financial strategy for early childhood and preschool education, considering long-term sustainability and resource allocation; (b) budgetary recommendations that align with strategic education goals and outcomes; (c) guidance on financial risk management and contingency planning for the implementation of educational policies;
- **Recommendations on and supporting the piloting of a new system for preschool teacher salaries:** (a) development and implementation of a strategic framework for remuneration, considering education standards, teacher qualifications, and performance; (b) outline of potential challenges and opportunities for the new salary scale; (c) design guidance on communication strategies to ensure acceptance and understanding of the new salary system among stakeholders;
- **Recommendations on updating approaches to the design of educational environment for children aged 1 to 5(6):** (a) formulating a strategic vision for the design of educational environments, incorporating modern pedagogical approaches and international best practices; (b) developing guidelines for the implementation of child-centric educational spaces, ensuring inclusivity and accessibility; (c) creating a roadmap for the phased implementation of updated designs, considering budgetary constraints and resource availability;
- **Recommendations on and implementation of the system of monitoring and evaluation of the quality of early childhood and preschool education based on a simplified international quality scale (ECERS):** (a) establishing a comprehensive framework for monitoring and evaluating the quality of education, aligning with international standards; (b) developing key performance indicators (KPIs) and benchmarks for the assessment of early childhood and preschool education; (c)

implementing a phased approach to the monitoring system, incorporating feedback loops for continuous improvement.

5. Qualifications, Skills and Experience

5.1 Qualifications and Skills:

- Master's degree (or equivalent) in a relevant field (financing/economics; public policy; policy development; education);
- Experience working in education, in particular in early childhood and preschool education field would be an asset;
- Exceptional command of the Ukrainian language and fluent English;
- Impeccable ethical standards;
- Strong interpersonal skills for effective collaboration with diverse stakeholders, including government officials, international donors, and other stakeholders;
- Strong organisational management and presentation skills;
- Strong analytical skills, with the ability to analyze complex data and trends to inform strategic decision-making;
- Advanced strategic thinking and planning skills, with a focus on developing and implementing long-term strategies for educational improvement;
- Proven leadership in guiding projects/ initiatives through transformative change, with a keen understanding of the strategic implications of policy decisions.

5.2 Professional Experience:

- More than 10 years of general post-graduate professional experience;
- More than 5 years of experience in the education field or with international projects and organisations;
- Proven capacity in leading organisational change and managing stakeholders;
- Experience in financial planning;
- Ability to assess risks and opportunities, with a focus on achieving long-term objectives;
- Experience in fostering collaborative partnerships to achieve common objectives;
- Experience in project management methodologies, ensuring successful planning, execution, and monitoring of complex educational projects;
- Capability to deliver projects on time and within budget, demonstrating strong project governance.

5.3 Other Competencies:

- Knowledge of the education field and/or early childhood and preschool education would be an asset;
- Experience in applying the results-based management (RBM) methodology in strategic planning;
- Experience in developing programme or strategic documents;
- Experience in participating in working group meetings, consultation meetings, conferences, roundtables, seminars, training, and other relevant events with national stakeholders, including through moderating/facilitating discussions and delivering presentations;
- Experience in developing internal institutional regulations, guidelines and information materials on specific aspects related to education and science;
- Familiarity with the reform agenda in Ukraine would be an asset;
- Experience in working with local and international education experts;

- Experience in working with government organisations, public bodies will be an advantage;
- Experience working in a multidisciplinary teams would be an asset;
- Ability to conduct assessment of legal acts and policy documents (draft documents and documents in force) will be considered an advantage.

6. Funding Source

The RST is part of the Ukraine Recovery and Reform Architecture, a comprehensive technical assistance programme deployed by the European Bank for Reconstruction and Development (EBRD), in partnership with the European Union, to support critical recovery and reform processes in Ukraine. URA is implemented with the financial assistance of the EBRD-Ukraine Stabilisation and Sustainable Growth Multi-Donor Account (MDA), contributors to which are Austria, Denmark, Finland, France, Germany, Italy, Japan, Latvia, the Netherlands, Norway, Poland, Sweden, Switzerland, the United Kingdom and the United States, and the European Union.

Please note that selection and contracting will be subject to the availability of funding.

7. Submissions

Submissions must be prepared in English only and be delivered electronically by 10.07.2024, 23:59 (Kyiv time) to the following address: rstmoes.recruitment@gmail.com. All submissions must include a completed [Application Form](#), [NDA Form](#), the candidate's Curriculum Vitae, contact details for three referees who, if contacted, can attest to the professional and/or educational background of the candidate.

Only applications which are submitted using the correct template and are duly completed will be considered.

8. Selection Procedure

Following the evaluation of all applications received, selected candidates may be invited to the tests. Only shortlisted candidates will be invited to the interview.